

# KALAMAZOO COLLEGE

1200 Academy Street • Kalamazoo, Michigan 49006 • USA

(269) 337-7000 • [www.kzoo.edu](http://www.kzoo.edu)

## FOR ADMISSION INFORMATION:

TOLL FREE	(800) 253-3602
LOCAL	(269) 337-7166
FAX	(269) 337-7390
E-MAIL	<a href="mailto:admission@kzoo.edu">admission@kzoo.edu</a>

The *Academic Catalog* is available on the  
World Wide Web at [www.kzoo.edu/regist/](http://www.kzoo.edu/regist/)

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# Kalamazoo College 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.

## 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.

<b>President</b>	Eileen Wilson-Oyelaran
<b>Academic Affairs</b>	Michael A. McDonald, <i>Provost</i>
<b>Admission of Students</b>	Eric Staab, <i>Dean of Admission</i>
<b>Advancement</b>	Victoria Gorrell, <i>Vice President for College Advancement</i>
<b>Alumni Relations</b>	Kim Aldrich, <i>Director of Alumni Relations</i>
<b>Business Matters</b>	James Prince, <i>Vice President for Business and Finance</i>
<b>Career and Professional Development</b>	Joan Hauxhurst, <i>Director, Center for Career and Professional Development</i>
<b>Enrollment</b>	Joellen L. Silberman, <i>Dean of Enrollment</i>
<b>Financial Aid</b>	Marian Stowers, <i>Director of Financial Aid</i>
<b>Registration, Records, and Transcripts</b>	Alyce Brady, <i>Registrar</i>
<b>Student Affairs</b>	Sarah Westfall, <i>Vice President for Student Development and Dean of Students</i>
<b>Study Abroad</b>	Joseph L. Brockington, <i>Director of the Center for International Programs</i>

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.

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# ONE POLICIES

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# Honor Code

The mission of the College is the education of men and women to prepare them for productive lives and fruitful participation in society.

Members of the Kalamazoo College community come to teach, study, and work here because the College's mission and community statements correspond to their values. This community of individuals holds these values in common, despite our diversity. However, we recognize that this community is a fragile balance of cooperation, goodwill, and dependence, ever in need of renewal as new members enter it.

The Honor System is a set of mutually held principles freeing us to create an environment of living and learning that will foster understanding, mutual respect, intellectual curiosity, and social commitment. We ask the members of the Kalamazoo College community to pledge themselves to creating and protecting a sense of honor in their lives, and we call upon them to act when they observe actions that are in conflict with these principles.

## **Taking Responsibility for Personal Behavior**

To develop academic and social growth, we commit ourselves to free inquiry, openness to different points of view, and honesty in speech and conduct. In our attitudes and actions, we aim beyond selfishness and parochialism.

## **Respecting Others**

To enhance our community, we accept responsibility for its social well-being. We commit ourselves to treat with respect those with whom we differ, to recognize the rights held by others, and to resolve conflicts. Expressions of prejudgment and prejudice are contrary to this mutual respect and prevent the fostering of community.

## **Nurturing Independent Thought**

To safeguard the integrity of academic work and research, we accept responsibility for our own scholarly performance. We regard false representation of our scholarly work as unacceptable because it undermines our integrity and that of the community. We commit ourselves to knowing under what conditions scholarly research is to be conducted, the degree of collaboration allowed, and the resources to be consulted.

## **Accepting Environmental Responsibility**

To maintain and improve the condition of our physical environment, we commit ourselves to the respectful and prudent stewardship of our community's material and natural resources.

# Academic Freedom

Liberal learning requires for its highest effectiveness an environment of free inquiry in which the whole range of human aspiration and achievement, 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 any 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.

## **Student Records**

The Family Educational Rights and Privacy Act (FERPA) is a federal law that applies to educational agencies and institutions that receive funding under a program administered by the U.S. Department of Education. It affords students certain rights with respect to access to, amendment, and disclosure of their education records. Specifically, these rights include:

1. The right to inspect and review the student's education records within 45 days of the day the College receives a request for access.
2. The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

- 3 The right to provide written consent before the College discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

### **Exceptions**

Exceptions to the rights outlined above relate, primarily, to student and/or campus safety issues. The limited occasions when a student's consent is not required to disclose personally identifiable information include:

- a. To protect the health or safety of students or other individuals. Such a release of information could include medical or law enforcement personnel, public health officials, and parents. This information may include medical or health treatment records.
  - b. The final results of an institutional disciplinary proceeding to an alleged victim of any crime of violence or non-forcible sex offense.
  - c. To provide timely warning and information of crimes that represent a threat to the safety of students or employees.
  - d. To provide information from campus law enforcement units to others.
  - e. To comply with the Student and Exchange Visitor Information System requirements.
  - f. To another institution at which the student seeks or intends to enroll.
  - g. To parents if a student is a dependent for income tax purposes, if a health or safety emergency involves their child, or if a student under the age of 21 has violated any law or policy concerning the use or possession of alcohol or other controlled substance. Please note that disclosure of information to parents in these circumstances is permitted, not required. The policy of Kalamazoo College is to notify parents only in the case of a health or safety emergency or other set of extraordinary circumstances that affect a student's status at the College.
- 4 The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.

### **Academic Records**

The official academic record of a student is the file maintained in the Registrar's Office. 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.

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.

## **Requests for Release of Educational Records**

Students may request that educational records be shared with other entities by submitting a written request to the appropriate office. Students may contact the Office of the Registrar (transcripts) and the Office of the Vice President for Student Development and Dean of Students (disciplinary records) to request the release of these records.

## **Directory Information**

“Directory information” is defined by FERPA as information contained in the education records of a student that would not generally be considered harmful or an invasion of privacy if disclosed. This information does not require student consent for release. Kalamazoo College defines directory information as:

- Name
- Dates of attendance
- Classification (first year, second year, etc.)
- Enrollment status (full- or part-time)
- Campus box number from the directory
- Campus telephone listing from the directory
- Campus e-mail address
- Photograph/image
- Date and place of birth
- Most recent educational agency or institution 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 ensure that information is not released indiscriminately.

Students may file a written request that their directory information be withheld by submitting it to the Vice President for Student Development and Dean of Students. This request will then be shared with the appropriate parties at the College.

## **Admission Policies**

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.

### **3. Secondary School Report**

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 Kalamazoo College Supplemental Financial Aid Form (K-Supp) 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](http://www.kzoo.edu/admissions); or send an e-mail, including your full name, address, and telephone number, to [admission@kzoo.edu](mailto: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.

### **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 sophomore or senior 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, Refund Policy, Fees

The tuition and fees listed represent the charges for the 2010-2011 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.

	<b>Resident Student</b>	<b>Commuter Student</b>
Tuition	\$ 11,339	\$ 11,339
Room	1,283	0
Full Board Plan	1,348	0
<b>Total</b>	<b>13,970</b>	<b>11,339</b>

Rather than the full 20-meal-per-week carte blanche board plan, students may elect a 15- or 10-meal plan for \$1,270 or \$1,065 respectively. Students enrolled in full-tuition programs on campus will incur a \$100 Student Activity fee per quarter.

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 catalog.)

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 Student Accounts Office. All drafts and checks should be made payable to Kalamazoo College.

Quarterly payments are due approximately two 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 Student Accounts 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 through the Student Accounts Office. For information please visit: [www.reason.kzoo.edu/studentacctts](http://www.reason.kzoo.edu/studentacctts)

## Kalamazoo College Refund Policy

When a student chooses to withdraw from the College, we recommend the student start the withdrawal process with the Office of the Dean of Students. 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 will be based on the official date of withdrawal and room and board charges will be based on the date the student vacates the room. 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.

A student who receives a refund of federal financial aid after the posting of institutional charges and subsequently withdraws from the College before 60 percent of the term is over will be subject to the federal return of funds policy on a portion of the funds they received back as a credit on their account. Such an outcome is unlikely to occur, but may occur when a student has no charges on their account for room and board as a result of living off campus.

Whenever possible, a student who receives any financial aid should attempt to consult with staff in the Office of Financial Aid before withdrawing. A student who successfully gains re-admittance to the College will be considered for need-based aid or merit scholarships under certain conditions. Reinstatement of need-based institutional, federal, and state aid is subject to application requirements and availability of funds. Students seeking reinstatement of institutional scholarships will automatically be considered for reinstatement upon official notice of re-admittance from the Registrar. If the student left in good academic standing and campus citizenship and still has remaining terms of eligibility, they will have their scholarship(s) reinstated.

## Fees

Student Activity Fee (on-campus students per qtr)	\$ 100
Special Secondary School Fee (per course)	1, 049
One Unit of Course Work	3,780
Physical Education Activity Course (during quarter when student is not enrolled for credit)	163
On-line Admission Application (nonrefundable)	40
Matriculation Fee	100
Advance Deposit	
First-Time Students	350
Returning Students	200
Study Abroad	300
LandSea Program	2,107
Late Validation Fee (per day)	15
Returned NSF Check	25
Applied Music Fee Tuition Per Quarter	
Half-hour private lesson per week for 10 weeks	246
One-hour private lesson per week for 10 weeks	492
One-hour group lesson per week for 10 weeks	162
Official Transcript Fee	3
Tuition Payment Plan Enrollment	50

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

## Financial Aid Policies

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 several scholarships based on merit criteria: *Lux Esto*, Trustee, Presidential, Founders, and Passages. These merit scholarships are awarded by the Office of Admission. These scholarships range from \$5000 to \$17,500 per year (renewable for up to four years). These awards are given to students who combine strong academic achievement with significant engagement in cocurricular, work, and voluntary activities. First-year students and transfer students admitted to the college will be considered for these merit scholarships. No additional application is required.

Other scholarship opportunities are available to first-year students, provided in the form of our **Enlightened Leadership Awards** and **Social Justice Award**. Students are selected through a competitive application process. Awards are \$5000 per year for up to four years. Complete details about the process to enter the competition for these awards can be found on our Office of Admission web page.

The College sponsors National Merit Scholars who are selected as finalists by the National Merit Scholarship Corporation. Finalist must be admitted to the College by March 1 and must have Kalamazoo listed as their first college choice.

## 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 or earning a certificate of completion from the Kalamazoo Area Math and Science Center 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 with a major in the Division of Natural Sciences and 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, 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

Kalamazoo College participates in the following federal and state aid programs: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Academic Competitiveness Grants, Federal Smart Grants, Federal Work/Study Program, Federal Perkins Loan, Federal Direct Stafford Loan, Michigan Competitive Scholarship/Michigan Tuition Grant, the Federal Direct *Unsubsidized* Stafford Loan, and the Federal Direct PLUS (Parent) Loan.

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 may be 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. Campus employment assignments are made without regard to race, creed, age, sexual orientation, national origin, or physical disabilities.
8. Kalamazoo College wants to assure that its students progress toward graduation in a timely and successful manner, therefore financial aid provided from college, federal, and state funds is offered only to students who are making progress according to the terms of the Financial Aid Satisfactory Academic Progress.

## **Financial Aid Satisfactory Academic Policies**

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

The Committee on Financial Aid Satisfactory Academic Progress (CFASAP) shall include the Vice President 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 evaluated?**

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 GPA's as well as quarterly activity.

## What are the criteria and standards used to measure progress?

1. Quantitative measure: Grade Point Average (GPA) The Committee on Academic Standards finds the student GPA *sufficient for continued enrollment* at the College. Refer to the Academic Progress section of the Academic Policies and Procedures Section of the catalog.

Additionally, federal regulations require that by the end of the student's sophomore year, the cumulative GPA must be 2.0 or above. The standard of a cumulative GPA of 2.0 is applied at the close of each grade level thereafter.

2. Length of time: Students are considered eligible for financial aid only for those quarters which constitute a part of his/her program leading to graduation. The maximum duration (number of quarters) of financial aid eligibility for which a student is permitted to achieve a first bachelor's degree is twelve quarters. The twelve quarters includes study abroad and GLCA programs.

Transfer students will have a review of their academic requirements made by the Registrar which will establish the number of units needed to achieve graduation. The Financial Aid Office assumes a standard of full time enrollment per quarter to determine the number of quarters of financial aid eligibility.

Note that 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 for graduation and may not be the result of failures, under-enrollment or poor planning.

Students who require full financial aid funding beyond the basic standard of twelve quarters may appeal in writing to CFASAP. The letter may be delivered to the Director of Financial Aid who will bring the appeal before CFASAP. In very unusual circumstances, CFASAP may authorize up to two additional quarters of assistance for 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.

Successful completion to units attempted: A comparison is made to the cumulative number of units attempted to cumulative number successfully completed. Successful completion requires that a passing grade is received for a course. First-year students are expected to successfully complete 67% of the courses attempted. After the 9 units have been attempted, students are expected to successfully complete 75% of the courses attempted. Students who fail to meet this standard will be placed on Financial Aid Satisfactory Academic Progress probation.

The table illustrates the percentage of successful course completions to attempted:

<b>Units Attempted</b>	<b>Units Completed</b>	<b>Percentage Completed</b>
6	4	67%
12	9	75%
24	18	75%
33	25	75%

3. Clarifications/explanations: Grades of F, NC, and W are not considered passing grades. Grades of I (Incomplete) must be successfully replaced with a passing grade within the timeline established by the Registrar. See section on "Grading Practices" in the Academic Policies and Procedures section of the catalog for rules on incomplete grades.

When you repeat a course, removal of the first grade earned will count as an unsuccessful attempted unit.

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.

### **What are the conditions associated with financial aid probation?**

Once placed on probation, you must achieve the following:

- Enroll for 3 full unit courses,
- Earn no grade of F, NC, W or I
- Earn no more than 1 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.

### **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 sudden or a surprising event 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 be made.
- **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.

Merit scholarships that have been awarded from Kalamazoo College also carry specific renewal criteria that are *in addition to the Satisfactory Academic Progress policy*. Merit scholarships awarded by the Office of Admission require that you achieve a minimum cumulative GPA of 2.5 at the end of your sophomore year, and again at the end of your junior year in order for the scholarships to be renewed into your next academic year.

## Academic Policies

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 the Admission section of this catalog.

## 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, a College Board Advanced Placement Examination, or an International Baccalaureate Higher Level examination. Students who have completed three or more years of foreign language in high school will not be placed in a 101 class. Placement does not imply academic credit toward graduation; see the Admission section of this catalog.

## Transfer Credit

### Advanced Placement (AP) Credit

Please refer to the Admission section of this catalog.

### International Baccalaureate (IB) Credit

Please refer to the Admission section of this catalog.

### Dual Enrollment Credit

Please refer to the Admission section of this catalog.

### New Transfer Students

Please refer to the Admission section of this catalog.

### 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. The Registrar's Office will work with appropriate departments to 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.

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. 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 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 (take less than three units) in a given quarter in consultation with their advisor, the Office of Financial Aid, and the Registrar. Students who are registered for fewer than 2.4 units are not considered full-time, are ineligible for participation in intercollegiate athletics, and may be ineligible for certain forms of financial aid and insurance coverage. 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.

### **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 interinstitutional 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 catalog 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 who 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 Catalog under which they were first enrolled or the catalog 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 catalog 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 letter-graded course 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 most recent 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.

### **Repeating Partial-Credit Courses**

Partial-credit courses, such as ARTX 200, BIOL 200, and PE activity courses, may be repeated to earn a full unit of credit. Students may earn up to two units for Theatre Production (THEA 200), and up to five units for partial-credit courses within the Music department (music ensembles and applied music courses). Students may audit partial-credit courses in PE and the arts after reaching the maximum number of units, but will not earn additional units of credit toward graduation.

## **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, physical education activities, 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 the second week through the 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 catalog). 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, underloading, or other options. (See the sections on Underloading, Withdrawals, and Leaves of Absence 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.

## **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 register for their first quarter on campus after study abroad in the usual way. They should contact their advisor and then register online during the registration period in the prior quarter.

# 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 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 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 who identify an error in grading should submit a change of grade form to the Registrar 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 catalog for further information.

### Dean's List

Students who earn a term GPA of 3.5 or better for a full-time course load of at least 3 units, without failing or withdrawing from any course, will be placed on the Dean's List. Students who elect to take a letter-graded course as credit/no credit (CR/NC) or receive an F, NC, or W grade are not eligible for Dean's List consideration during that quarter. Students with I or IP grades will be considered for Dean's List upon receipt of the final grades. Dean's List recognition is posted on students' transcript.

### Honor Societies

The College invites qualified first-year students to join the Alpha Lambda Delta national scholastic freshman honorary society.

Phi Beta Kappa, the oldest honorary scholarship society in the United States, has a chapter, Delta of Michigan, at Kalamazoo College. 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.

## **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 falling 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.

## **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 (exclusive of PE) upon completion of work for the winter quarter, or 30 units (exclusive of 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 and financial obligations 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. 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.

## **Center for International Studies**

### **Study Abroad Academic Policies**

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, Israel, Italy, 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.

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.

## **Study Abroad 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 winter quarter 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.

## Study Abroad 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 GPA at the time of application; some programs have higher minimum GPA requirements. Students whose GPA 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 GPA 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.

## **Study Abroad 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.

## **Study Abroad Foreign Language Prerequisites**

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.

## **Study Abroad Fees**

For Kalamazoo College students participating in a long-term Kalamazoo College study abroad program, the comprehensive fee for 2010-2011 is \$27,940; for an extended-term Kalamazoo College program, the 2010-2011 fee is \$41,910. The fee for students participating in Kalamazoo College 2011 spring short-term programs is \$13,970. 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, particularly in Spain
- 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](http://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.

## **Study Abroad 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 Student Accounts 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. Final departure packets will not be released unless student accounts are paid in full or appropriate arrangements have been made through the Kalamazoo College Student Accounts 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.

## **Study Abroad 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.

## **Study 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 as 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 from Study Abroad**

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 on Study Abroad**

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 on Study Abroad**

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 catalog.

## **Pass/Fail Courses on Study Abroad**

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 on Study Abroad**

Students must complete all course work while they are enrolled in the academic program abroad; no Incomplete (I) grades 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 on Study Abroad**

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 on Study Abroad**

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, which will be recorded on the transcript.

## **Withdrawal from Study Abroad**

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 for International Programs or designee may 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 from Study Abroad**

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 Catalog, 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 also 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 Policies**

### **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 the Living/Learning Housing Units and campus apartments (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 nine 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.

## **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.

### **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 Vice President of Student Development and Dean of Students. Violations of social policies and regulations are addressed by the VP/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 procedural fairness within each of these respective systems in accordance with procedures communicated through the Student Code of Conduct, College policies and regulations, the *Academic Catalog*, 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 Code, Student Code of Conduct, 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 Code, the Student Code of Conduct, 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.



# TWO

## KALAMAZOO CURRICULUM

Overview

Degree Requirements

Curriculum Details and Policies

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# 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

# Units	Requirements
<b>3 Units</b>	<b>Shared Passages Seminars</b>
<b>1 Unit</b>	<b>First-Year Seminar (WRIT 130 or SEMN 100-199)</b> First-Year Seminars do not satisfy major, minor, or concentration requirements.
<b>1 Unit</b>	<b>Sophomore Seminar (SEMN 200-299)</b> 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.
<b>1 Unit</b>	<b>Disciplinary or Interdisciplinary Senior Seminar (SEMN 400-499)</b> May be used to satisfy major, minor, or concentration requirements at the discretion of departments and programs.
<b>Up to 3 Units</b>	<b>Second Language</b> Demonstrated proficiency through the Intermediate Level (103 or 201, depending on the language).
<b>1 or 2 Units</b>	<b>Senior Individualized Project</b> 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 in the Academic Programs section of the catalog. Please consult those descriptions for requirements in those programs.

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### Residency, Unit, and GPA Requirements

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**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 3/2 engineering or health professions early entry programs are not subject to the SIP requirement or 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 Passages 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, in consultation with the Dean of the First Year, 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 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.

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 Learning and 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. Languages offered regularly include Chinese, French, German, Greek, Japanese, Latin, and Spanish. 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 Catalog for specific information on earning units of credit for examinations or work completed elsewhere.

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. Students interested in satisfying the language requirement in this way may wish to investigate intensive summer language courses offered at Michigan State University, the University of Michigan, and Beloit College.

In some cases, students may take advantage of the Neglected Language Program (NLP) at the College, which make individualized instruction available to qualified and approved students in selected languages not normally offered at Kalamazoo College. 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 Individualized Project, or major program of study. It is important to note that the program is not available in all languages at all times and that 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. 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. Funding for NLP courses is limited and students should not expect to be funded for more than one NLP course in their college careers. Participation is limited to students with sophomore standing or above, with a minimum 2.5 grade point average.

### **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. (This requirement is waived for students participating in approved 3/2 engineering or health professions early entry programs, as they are not at the College for their senior year.)

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 that 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 as an overload 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 catalog. 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.

# List of Programs

## Majors

Anthropology and Sociology  
Art History  
Art – Studio Art  
Art – Studio Art and 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  
International and Area Studies  
Latin  
Mathematics  
Music  
Philosophy  
Physics  
Political Science  
Psychology  
Religion  
Spanish  
Theatre Arts

## Minors

Anthropology and Sociology  
Art (Studio)  
Art History  
Business  
Chinese  
Computer Science  
Economics  
English

French  
German  
Greek  
History  
International Business and Economics  
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  
Critical Theory  
Environmental Studies  
Health Studies  
Jewish Studies  
Independent Interdisciplinary  
Media Studies  
Neuroscience  
Public Policy and Urban Affairs  
Women's Studies

## Special Programs

3/2 Engineering  
Complex Systems Studies  
Education  
Shared Passage Seminars  
Interdisciplinary Courses  
Neglected Languages  
Physical Education

## Experiential Programs

Experiential education is an important element of the *K-Plan*, with on-campus and off-campus opportunities in both domestic and international settings. Study abroad, study away through domestic programs, service-learning, student research, internships and externships, the Guilds, and student activities and athletics are key curricular components of the *K-Plan*, and are supported by a variety of administrative departments on campus.

### First-Year Experience [//www.kzoo.edu/studentlife/?p=fye](http://www.kzoo.edu/studentlife/?p=fye)

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 helps students:

- achieve academic success,
- identify and pursue passions,
- connect with Kalamazoo College and the greater Kalamazoo communities,
- construct complex intercultural understandings, and
- develop a purpose-filled and balanced life.

The FYE program includes orientation activities, the summer common reading, participation in a first-year seminar, and attending first-year forum activities throughout the first year.

### Center for Career and Professional Development

[//www.kzoo.edu/careerdevelopment/](http://www.kzoo.edu/careerdevelopment/)

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’s career counselors help 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.

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. 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.

## **Center for International Programs** //www.kzoo.edu/international/

Every study abroad program at Kalamazoo College is unique, but each offers challenging course work in an education 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).

## **GLCA Domestic Study Away Programs**

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 or the Center for International Programs.

## **Service-Learning** //www.kzoo.edu/servicelearning/

The nationally recognized Mary Jane Underwood Stryker Institute for Service-Learning, established in 2001, engages students, faculty, and community members in sustained partnerships that foster collaborative learning and civic participation in a diverse, democratic society. Each year, faculty offer many community-based courses across the disciplines, and over 20 student leaders, who hold endowed Civic Engagement Scholarships, coordinate sustained service-learning programs in which their peers participate every week. Forging a link between service and learning, theory and practice, and the local expression of global issues, 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. About half of the students at Kalamazoo College work in service-learning courses and/ or co-curricular programs every year with over 40 community organizations. In every partnership, we emphasize collaborative learning and a social justice orientation, requiring of students both critical analysis and purposeful reflection on the structure and meaning of the experience.

## **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.

## **Advising and Related Services**

### **Academic Advisors**

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.

### **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 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 First-Year students achieve greater academic and personal success. Each First-Year Seminar is assigned a Peer Leader, as are transfers and visiting international 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.

## **Counseling Center**

The Counseling Center provides a confidential setting where mental health professionals and interns 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.

## **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.



# THREE

ACADEMIC PROGRAMS

Courses of Instruction

# Program Requirements and 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	Human Development & Social Relations
American Studies	Independent Interdisciplinary Programs
Anthropology and Sociology	Interdisciplinary Courses
Art (Studio) & Art History	International & Area Studies
Biology	Japanese
Biochemistry & Molecular Biology	Jewish Studies
Biological Physics	Mathematics
Chemistry	Media Studies
Chinese	Music
Classics (includes Greek and Latin)	Neuroscience
Computer Science	Philosophy
Critical Theory	Physical Education
East Asian Studies	Physics
Economics and Business	Political Science
Education	Psychology
3/2 Engineering	Public Policy & Urban Affairs
English	Religion
Environmental Studies	Romance Languages & Literature (includes French and Spanish)
German Studies	Shared Passage Seminars
Health Studies	Theatre Arts
History	Women's Studies

## Course Numbering System

- 001-199 Introductory Level  
Classes at this level are open to students at any level, but are primarily for first-year students.
- 200-299 Intermediate Level  
Classes at this level could have one prerequisite or none.
- 300-399 Intermediate Level  
One or more prerequisites or other preparatory courses are usually expected.
- 400-489 Advanced Level  
Three or more prerequisites or other preparatory courses are usually expected.
- 500-599 SIP - Senior Individualized Project (required of all students)
- 850 Interinstitutional courses

# 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 276 Civilizations of Africa

AFST/HIST 277 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 Africa in the Context of Globalization

AFST/HIST 273 Africa and the Atlantic Slave Trade

AFST/POLS 248 Politics of Sub-Saharan Africa

ENGL 221 African Literature

FREN 480 Francophone Literature

HIST/AFST 272 Gender Relations in Africa

HIST/RELG/AFST 274 Islam in Africa

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 catalog.

## 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/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, 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 272 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 273 Africa and the Atlantic Slave Trade**

This course examines the complex web of connections that linked together the various lives and fates of Africans, Europeans, and Americans via the Atlantic slave trade. It analyzes the mode of enslavement of Africans by slavers in Africa, the experiences of slaves in the Middle Passage, and the impact of the trade on continental and Diasporan Africans. It also explores the role played by Africa-based abolitionist movements in ending the trade in Atlantic Africa. AOS (History); CR (Africa)  
Offered Even Years

#### **AFST/RELG/HIST 274 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)

#### **AFST/HIST 276 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 277 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)

**AFST/HIST 279 Special Topics in African History**

This course will focus upon a topic in African history that is not addressed in the department's regular offerings. The course can be repeated with different topics. AOS (History); CR (Africa)

**AFST/ANSO 290 Africa 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)

## American Studies

Ms. Katanski (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 American Realisms: United States Literature 1865-1914  
AMST/ENGL 276 Modernism and Postmodernism: United States Literature  
1914-Present  
ARTX 224 20th-Century Art  
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)  
ENGL 435 Advanced Literary Studies  
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 235 Prisons and Public Policy  
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 Number Years

## **Anthropology and Sociology**

Ms. Baptiste, Ms. Barraclough, Ms. Cunningham (Chair),

Ms. Garriga-Lopez, Mr. Kokushkin

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 provide 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 nine courses, comprised of the five core courses and four other ANSO courses of the student's choosing. Only one of the nine courses may be taken off-campus.

#### **The Core (required)**

ANSO 103 Introduction to Society and Culture

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

*\*Though it is not recommended, students may substitute, with permission, MATH 105 or MATH 260 for this requirement.*

# Requirements for the Minor in Anthropology and Sociology

## Number of Units

A minimum of six courses.

## Required Courses

ANSO 103 Introduction to Society and Culture

Select the remaining five 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 103 Introduction to Society and Culture

This course is an introduction to the academic study of culture and social structure, as developed through the fields of cultural anthropology and sociology. Students will develop a vocabulary of core concepts and analytical skills for the study of cultures and societies both local and global. Through readings, films, lectures, class discussions, and experiential projects, students will explore the nature of communities, organizations, and institutions; the system of meanings that form and inform them; and the interplay between individuals' lives and the societies in which they live. Along the way, students will be asked to apply course concepts to their own lives in a critical way, and to reflect upon how such issues as belief systems, social stratification, culture change, gender roles, etc play out in an increasingly interconnected and globalized world. AOS (SS); CR (Comparative)

### 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. 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 230 Sociology of Religion**

An introduction to theories and research in the sociology of religion, with particular emphasis on religious patterns in the United States. Attention will be given to the social sources of the growth and decline of various religious groups and traditions; relationships between religion, ethnicity, and politics; civil religion and cultural conflict. AOS (SS); CR (US)

**ANSO/SEM 233 Capitalisms and Socialisms**

This course will look at different political and economical systems around the world and across times. Ideological debates tend to idealize and simplify the notions of capitalism and socialism, thus ignoring the fact that neither of those systems exists in the vacuum of its "pure" theoretical form. We will explore various elements of capitalist and socialist systems and how these elements mix together in different countries. This course is designated as Sophomore Seminar. AOS (SS); CR (Comparative)

*Prerequisite: Sophomore Standing*

Offered Annually: Fall

**ANSO 234 Latin America in Global Context**

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 103*

### **ANSO/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)

### **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 103*

### **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/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. AOS (SS)

### **ANSO 255 You Are What You Eat: Food and Identity**

The goal of this course is to examine the social, symbolic, and political-economic roles of what and how we eat. While eating is essential to our survival, we rarely pay attention to what we eat and why. We will look at the significance of food and eating with particular attention to how people define themselves differently through their food ways. We will also study food's role in maintaining economic and social relations, cultural conceptions of health, and religion.

Finally, the class examines the complex economic and political changes in food systems and the persistence of food's role as an expression of identity, social and ethnic markers. This course is designated as a Sophomore Seminar.

Offered Annually: Spring

### **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 103

### **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/RELG 266/SEMN 201 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 the dynamics of faith communities in the U.S. 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); CR (Comparative)

*Prerequisite: ANSO 103*

### **ANSO/ECON/PSYC 279 Organizational Behavior**

This course is designed to provide you with analytical tools that will boost your assessment capabilities of organizations, the issues they are dealing with, and the challenges they and the people in them are facing. In addition, the material that will be covered during the term will tease and enhance your critical-thinking and investigative skills. AOS (SS)

### **ANSO/AFST290 Africa 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 103*

Offered Annually: Fall

### **ANSO/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.

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 103 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 usually 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 usually 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 or ARTX 340 Ways of Seeing

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: Four 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

ARTX 340 Ways of Seeing

**Additional Required Courses: Three units (one from groups A, B, and 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 227 Seeing and Perceiving in the Modern Museum

ARTX 290 Art and Gender

**Elective Courses: Three units**

Three additional art history units are required; additional units may include a one-unit SIP, ARTX 215 A History of Photography, ARTX 226 Ceramics: World Pottery, or any other Art History course.

## 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 (line, shape, repetition) and principles (figure/ground relationships, emphasis) of visual art and design. Basic color theory is also covered. Critical discussion accompanies a sequence of hands-on studio exercises and 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**

This course examines new media via digital imaging software and basic web art. Course themes include photo-montage, collage, narrative sequence, non-linear reading and linking, image/text, appropriation, and webpage organization. Technical, formal, and conceptual aspects of art production are emphasized during the creation of a small body of work. 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**

Designed 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 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/SEMN 204 Drawing Today: Uncommon Visions**

"Drawing Today" introduces current themes in drawing and provides an innovative approach to basic skill development required to produce images in a contemporary context. Students will read and discuss issues related to art and visual culture from around the world. Class time will be divided between discussion of important issues in contemporary art and hands on drawing instruction. Homework will include daily readings and weekly drawing projects that will allow students the opportunity to reflect upon theory and their

assumptions of what drawing is and who it is that produces it. This course is designated as a Sophomore Seminar. AOS (CE)  
Offered Even Years: Spring

### **ARTX/SEM 214 Framing Difference**

This course will combine research and studio components, split more or less evenly. The research topic, broadly painted, will be fine art documentary practices, grounded with an entry-level hands-on studio component (using both film and digital photography). There are two motivations for this course: to give students creative control of photographic tools (technical, formal, conceptual) prior to their leaving for study away, but also to explore the issues and ethics of photographic documentary practice. While the broad research topic is documentary practice (theory/tradition), this course will place particular emphasis on the ethics of photographing outside of one's own group. 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). This course is designated as a Sophomore Seminar. AOS (CE); CR (Comparative)  
Offered Annually: Winter

### **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. This course is designated as a Sophomore Seminar. AOS (CE)  
*Prerequisite: ARTX 120 or ARTX 125 (both are preferred)*  
Offered Biannually: Odd Numbered Years, Spring

### **ARTX 226/SEM 206 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. This course is designated as a Sophomore Seminar 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 & ARTX 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/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)

### **ARTX/CLAS 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. AOS (History); CR (Mediterranean)  
Offered Annually: Fall

### **ARTX/CLAS 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. 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 modern era of the 20th century, to touch upon conceptual, postmodern, and contemporary trends.  
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: Even 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 an 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

### **ARTX 340 Ways of Seeing**

This course begins with a basic but fundamental question: how do we describe what we see? We will explore how philosophers, artists, and critics have grappled with this issue throughout history, seeking to understand the critical issues that can arise when communicating vision in verbal form. Because the practice of art history rests upon translating the expressive content of the visual world into words, a significant component of this class will focus on methodology, writing, and the critical analysis of classic theoretical texts that have formed the approach and structure of the discipline. Art and art history majors should plan to take this course during the spring of their sophomore or junior year. AOS (HIST)

*Prerequisite: One art history course or permission of the instructor*

Offered Annually: Spring

## **Biology**

Ms. Fraser, Ms. Girdler, Mr. Langeland, Mr. Moore,  
Ms. Pybus (Chair), 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.

Other than BIOL 112 and BIOL 123, students may not count 100-level courses 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 (Chemical Composition and Structure), CHEM 120 (Chemical Reactivity), 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.

### **Related Concentrations**

Students interested in the following concentrations should refer to the full program descriptions and requirements provided in this catalog.

- Biochemistry and Molecular Biology
- Biological Physics
- Environmental Studies
- Health Studies
- Neuroscience

## **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. 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.

### **BIOL 105 Biology of Disease**

Broad study of human diseases: includes physiological and infectious diseases. 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 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 123*

Offered Annually: Fall

**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 123 or 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/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.

AOS (NS or SS)

*Prerequisite: Any one of the following: BIOL 112, 123, or PSYC 101.*

**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/CHEM 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.

*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, 123, 220 or 224, and 246*

**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.

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**

Mr. Langeland

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**

#### **Prerequisite Coursework**

BIOL 112 Evolution and Genetics with Lab

CHEM 110 Chemical Composition and Structure with Lab

CHEM 120 Chemical Reactivity with Lab

CHEM 210 Organic 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

#### **Required Courses**

BIOL 246 Cell and Molecular Biology with Lab

BIOL/CHEM 352 Biochemistry with Lab

CHEM 220 Organic Chemistry II with Lab

CHEM 310 Physical Chemistry I with Lab

One unit from:

BIOL 466 Advanced Molecular Biology with Lab

CHEM 460 Advanced Biochemistry with Lab

In accordance with College policy, concentrators in biochemistry and molecular biology must pass the required courses with a C- or better.

## **Biological Physics**

Mr. Érdi

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**

#### **Prerequisite Coursework**

CHEM 110 Chemical Composition and Structure with Lab

CHEM 120 Chemical Reactivity with Lab

MATH 112 Calculus I

MATH 113 Calculus II

PHYS 150 Introductory Physics I with Lab

PHYS 152 Introductory Physics II with Lab

#### **Required Courses**

BIOL 112 Evolution and Genetics with Lab

BIOL 246 Cell and Molecular Biology with Lab

CHEM 210 Organic Chemistry I with Lab

CHEM 310 Physical Chemistry I with Lab

Two units from:

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

In accordance with College policy, concentrators in biological Physics must pass the required courses with a C- or better.

## **Chemistry**

Mr. Bartz, Ms. Furchak, Ms. Furge, Mr. Slough,

Mr. T. Smith, Ms. Stevens-Truss (Chair)

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 from credited courses, excluding courses designed for non-chemistry majors. Also does not include 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 Chemical Composition and Structure with Lab

(exempted if student begins in CHEM 120)

CHEM 120 Chemical Reactivity 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

CHEM 590 Senior Studies

Two additional 300- or 400- level credited courses

### 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.

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 research-based SIP, and two additional chemistry courses above the 100-level. In addition

MATH 112, 113, 214, 240; PHYS 150, 152, are required. This curriculum, which provides thorough preparation in chemistry, mathematics, and physics, is recommended for students contemplating graduate study in chemistry.

Comprehensive examinations for the chemistry major are required and are part of the CHEM 590 Senior Studies. Students must register for this course in fall term. Comprehensive exams are given during the winter term of the senior year.

A research-based SIP work in chemistry is typically done in the summer following the junior year, worked on during fall of senior year, and defended during either the winter or spring departmental symposia.

All students enrolling in the beginning Chemistry courses (CHEM 110 or 120) **must** complete the placement examination prior to enrolling in either of these courses. Results from the placement examination may permit exemption for one or both beginning courses (with exemption from CHEM 120 also requiring proof of extensive laboratory preparation). Students entering Kalamazoo College with Advanced Placement scores of 4 or 5 on the Chemistry examination are automatically exempt from CHEM 110.

### **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.

### **Biochemistry and Molecular Biology Concentration**

Students interested in Biochemistry and Molecular Biology should refer to the full program description for the concentration.

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

## **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, natural science students with interest in geosciences, and for students intending to teach Earth Sciences in high schools.

#### **CHEM 107 Chemistry of Antibiotics**

General description of the biochemical basis of infectious 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 Chemical Composition and Structure 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 Chemical Reactivity 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**

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/BIOB 352 Biochemistry with Lab**

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.

*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 120. *Recommended:* MATH 113 and 115.

**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 590 Senior Studies**

The Chemistry Department organizes a seminar series in which visiting scientists present their research, faculty members and placement professionals describe graduate school and career planning, and the department professors discuss preparation for the Senior Individualized Project. Attendance by chemistry majors is required beginning in the junior-year spring quarter, and credit is awarded upon completion of the SIP.

*Prerequisite: Senior major status and permission.*

## **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/SEM N 220 Chinese Food Culture**

Chinese culture is among the most food-conscious ones. Through China's long history, food has always been a means of communication, a symbol of good life and at the same time a target of criticism for its indulgence and improper distribution. Additionally, it has been a provision for healthcare, and a rich resource of linguistic expressions and literary allusions and metaphors. These will be the topics of the seminar, which should be meaningful and effective pathway to the core of Chinese life and philosophy. This course is designated as a Sophomore Seminar (Asia)

Offered Annually: Spring

### **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)

### **CHIN 490 The Invention of Chinese Tradition**

With the spectacular opening ceremony of the 2008 Olympic Games in Beijing, China presented itself to the world as both a powerful modern state marked by wealth and technological sophistication and a unified nation with a long and rich traditional culture. To understand how modern China sees itself, one must first comprehend its traditions. In this course, we will discuss the development of a number of cultural icons by examining how they have been embraced by pre-

modern and modern propagandists, intellectuals, novelists, and film directors. For example, we will study the evolution of China's first emperor (The First Emperor of Qin) from tyrant to "Hero" during the two thousand years since his death. Likewise, we will also discuss how the Great Wall became a symbol of national pride, how Li Bai and Du Fu became the two most celebrated Chinese poets, and how the Tang dynasty came to be regarded as China's "Golden Age." In short, this course will attempt to explain how Chinese traditions have been constructed in the formation of China's modern national identity. This course has been designated as a Senior Seminar. CR (Asia)

## Classics

Ms. Ager, Mr. Corrigan, Ms. Haeckl,  
Ms. Manwell (Co-Chair), Mr. Potts (Co-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 experience 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.

## Units from Study Abroad and Transfer Credit

Students may receive up to one unit of credit toward the major or the minor 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 Classics

### Number of Units

Nine units are required.

### 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).

### **Required Courses**

Five courses in Latin above 201  
CLAS 390 Junior Seminar  
One course in Roman history or archaeology  
One other course on Roman literature or culture,  
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).

### **Required Courses**

Five courses in Greek above 201  
CLAS 390 Junior Seminar  
One course in Greek history or archaeology  
One other course on Greek literature or culture,  
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).

### **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  
    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

## **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

## **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

## **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

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

## **CLASSICS COURSES**

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

### **CLAS/RELG 106 Introduction to 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)

### **CLAS/RELG 205 Ancient Philosophy**

A study of ancient views on nature, knowledge, soul, and the good life. Readings will include selections from Plato and Aristotle and may include selections from the pre-Socratic and Hellenistic philosophers, all major sources of the Western philosophical tradition. Recommended for classics students. AOS (PHIL)

**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 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. 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: Winter

**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. CR (Mediterranean)

Offered Every Three Years

**CLAS/HIST 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. 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. AOS (History); 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.

AOS (History); CR (Mediterranean)

Offered Every Two Years

**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.

AOS (LIT or 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 (literary, epigraphical, and papyrological), archaeological sites, and religious art and artifacts. AOS (LIT or REL)

Offered Every Two Years

### **CLAS/POLS 257 Justice and 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 Plato, Aristotle, Cicero, St. Augustine, and Machiavelli. AOS (SS)

### **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 or permission of the instructor.*

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**

Readings, 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 (Chair), 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 Design and Analysis of Algorithms

COMP 230 Computer Organization

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 Organization or COMP 215 Design and Analysis of 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

*Prerequisite: COMP 105, 107, or 108 or permission of instructor*

### **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.

*Prerequisite: COMP 110*

### **COMP 215 Design and Analysis of 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 Organization**

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/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.

*Prerequisite: PHYS 150*

### **COMP/PHYS 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.

### **COMP/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.

*Prerequisite: MATH 250 or 330 and one computer science course.*

Offered every other year, alternating with COMP 430

### **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/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.

*Prerequisite: PSYC 101*

### **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.

*Prerequisite: COMP 230*

Offered every other year, alternating with COMP 300

### **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.*

## **Critical Theory Concentration**

Ms. Einspahr

The central goal of critical theory is (1) to analyze the various forces that shape contemporary societies, (2) to diagnose their crises, antagonisms, ruptures, and (3) to identify and mobilize agents of social change. Critical theory is a term that describes a wide array of approaches to understanding and criticizing the myriad relations of domination characterizing contemporary society. Although there are many disagreements among critical theorists, most agree about the terrain under consideration: how do human beings create the social world, and how are they created by it, in ways that disempower social agents and disfigure their desires? Or, what is the relationship between structure and agency, and what does this tell

us about relations of power and domination? Human freedom and social justice are generally the ethical ideals animating these investigations, so that critical theory is necessarily both descriptive and normative in nature while it presumes a close connection between theory and practice. Most simply, critical theorists ask, what is wrong with our world, and how can we make it better? At a deeper methodological level, critical theorists also see themselves as practitioners in a distinctive orientation to knowledge. Interdisciplinary in nature and drawing primarily from numerous fields in the humanities and social sciences, critical theory offers a genealogy of social reality on one hand and a genealogy of its own critical stance within it on the other. Many critical theorists presume that language both creates and interprets reality, that agents are historically constituted, or that knowledge is bound up with power relations so that there is no objective “outside” from which to view the “truth.” Thus, critical theory poses a challenge to many of the traditional disciplines which assume that facts can be ascertained and deployed free of a normative framework.

## Requirements for the Major

### Number of Units

6 units

### Required Course

19th-Century Philosophy: The Critique of Modernity (PHIL 209)

5 Additional courses taken from at least three different departments:

ANSO 330 Class, Status, and Power

ANSO 345 Theories of Society and Culture

ARTX 224 20th-Century Art

ARTX 290 Art and Gender

ARTX 340 Ways of Seeing

ENGL 108 Global Media & Visual Culture

ENGL 390 English Junior Seminar

ENGL 435 Advanced Literary Studies: Post-colonial Literature and/or  
American Indian Literature and the Law

ENGL 436 Critical Theory

PHIL 208 Philosophy of the Social Sciences

PHIL 209 Philosophy of Law

PHIL 213 Philosophy & Literature

PHIL 306 Philosophy of Language

PHIL 310 Critical Social Theory

PHIL 311 Postmodern Critical Theory

POLS 260 Modern Political Theory

POLS 265 Feminist Political Theories

POLS 360 Contemporary Political Theory

POLS 320 Democracy and Democratic Theory

PSYC 430 Interviewing and Narrative Analysis

RELG 205 Religious Art and Material Culture

RELG 230 Same-Sex, Gender, and Religion

RELG 350 Ritual Theories and Practices

# 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 twenty-first century. 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: (7 Units)

HIST 103 Introduction to East Asian Civilizations

Three courses from among:

CHIN 225, 235, 325, 335; JAPN 235, 236, 237, 239

CHIN 215, 220, 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) Note: students who wish to count on campus, one-time offering courses related to East Asia that are not on the list below should consult the directors.

Literature: CHIN 225, 235; 325, 335; JAPN 235, 236, 237, 239

Culture : CHIN 215, 220, 245; JAPN 215, 240

Humanities: HIST 280, 281, 285, 397; RELG 130, 365; THEA 290

Social Sciences: ECON 255; POLS 250

Arts: CHIN 215

Students wishing to count one of the courses listed above among the electives

as a senior seminar must consult with the instructor and determine what extra requirements they will fulfill in order for the class to count as a senior seminar. Requirements may include an extra seminar paper, extra class presentations, etc

## **Economics and Business**

Mr. Hultberg, Mr. Hussen, Ms. Li, Ms. McKinney, Mr. Moffit (Chair), 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 encourages additional mathematics and statistics courses for all our majors, but especially for majors who wish to pursue graduate degrees.

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, 277, 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 210, 225, 285, 290, 401, or any other course with an international focus from the department (prior approval 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 150 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 155 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 160 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 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 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 150*

### **ECON 220 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 150 and 160*

### **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 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 155*

### **ECON 255/ANSO/PSYC 279 Organizational Behavior**

This course is designed to provide you with analytical tools that will boost your assessment capabilities of organizations, the issues they are dealing with, and the challenges they and the people in them are facing. In addition, the materials that will be covered during the term will tease and enhance your critical-thinking and investigative skills.

### **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)

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 295 Selected Topics**

The content for this course varies each quarter.

*Prerequisite: ECON 101*

**ECON 301 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 160, and a 200-level economics course*

**ECON 302 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, and a 200-level economics course*

**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 155, and a 200-level economics course*

**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 155, and a 200-level economics course*

### **ECON 350 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 150*

### **ECON 355 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 245*

### **ECON 360 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 160*

### **ECON 365 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 302 or 306*

### **ECON 370 Negotiation & Persuasion**

The Negotiation and Persuasion course aims to give you a competitive advantage in situations that require you to influence others. Through readings, exercises, and case studies you will learn about the theory and process of negotiation and persuasion so that you can enhance your ability to influence others successfully in a variety of settings.

*Prerequisite: Two 200-Level economics courses*

Offered Annually: Spring

### **ECON 405 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 301 or 305*

### **ECON 410 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 302 or 306*

### **ECON 415 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 302 or 306*

### **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 350*

### **ECON 490 Senior Seminar**

The content for this course varies each quarter.

*Prerequisite: Senior major and ECON 301 and 302 or ECON 305 and 306*

## **Education**

Ms. Bonfiglio

The Education Program at Kalamazoo College provides courses with a focus upon the study of teaching through an interdisciplinary, liberal arts approach. It aims to meet students’ specific teaching needs and interests by providing them with an excellent background for education-related pursuits, including graduate school teaching assistantships, college teaching, Peace Corps, teaching English overseas, adult education, business training and development, and various non-profit organizations and programs that involve an educational component. This program does not offer certification for elementary or secondary schools.

## **EDUCATION COURSES**

### **EDUC 115 Cultural Understanding Through Teaching Geography**

This course helps students understand how American cultural values impact decisions about land use and our “built environment.” Students 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**

This course provides 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, and the role of professional personnel. AOS (SS); CR (US)

## **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. Students in the 3/2 program are required to meet the Senior Seminar requirement by working with the Director of the 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. 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 affiliate relationships for 3/2 engineering programs with The University of Michigan and Washington University in St. Louis, Missouri, but any ABET accredited program is acceptable for the 3/2 engineering program. 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 (Chair), Mr. Mills,  
Mr. Mozina, Ms. Seuss, Ms. Sinha, Ms. Smith

The primary mission of the English Department is to create communities of learning in which students can enter into the power of language. Through the study of literature in English across global and historical cultures, the study of film and critical theory, the discipline of writing in a variety of genres, and the constant practice of collaboration, we lead students toward a comprehension of the complexity of their world, of themselves, and of the way word and image shape reality. Throughout history, writers and readers have acted as witnesses to

the human situation, never more so than in the twenty-first century. Ultimately, we aim for our students to become witnesses in and for the world.

## **Advanced 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 toward the major or the minor 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 with an Emphasis in Literary and Cultural Studies**

### **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 Reading the World (RTW) course chosen from the following:

ENGL 150, 151, 152, 153, 154, 155, 156

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:

108, 180, 181, 218, 219, 221, 226, 230, 244, 260, 276

One literature course that draws significantly from a minoritarian, transnational, or diasporic tradition:

ENGL 108, 217, 218, 219, 220, 221, 222, 230

ENGL 390 Junior Seminar

One advanced literary studies or literary theory:

ENGL 435, 436

ENGL 490 Senior Seminar

### **Elective**

One elective chosen from any English literature or writing course. 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 Reading the World course chosen from the following:

ENGL 150, 151, 152, 153, 154, 155, 156

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 108, 180, 181, 218, 219, 221, 226, 230, 244, 260, 276

One literature course that draws significantly from a minoritarian, transnational, or diasporic tradition:

ENGL 108, 217, 218, 219, 220, 221, 222, 230

ENGL 390 Junior Seminar

One of the following writing sequences:

Poetry: ENGL 107, 210, 437

Creative Prose Narratives: ENGL 107, ENGL 211 or ENGL 215 or  
THEA 255, ENGL 438

Journalism: ENGL 105, 207 or ENGL 208, 439

Creative Non-Fiction: ENGL 107, 215, 439

ENGL 490: Senior Seminar

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 Literary 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 Reading the World course (only one may count toward the minor):

ENGL 150, 151, 152, 153, 154, 155, 156

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 108, 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 Workshops**

#### **ENGL 105 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 workshoping 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 208 Food and Travel Writing**

In this writing-intensive class, we will study the possibilities of journalism and creative nonfiction through the various forms of food writing and its relationship to place. Through reading and writing, we will explore food as sustenance, as a route through memory, as a reflection of culture and place, as both personal and public, as history and politics. This course is designated as a Sophomore Seminar. AOS (CE)

*Prerequisite: ENGL105 or 107*

Offered Biannually: Odd Years, Winter

#### **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 through the 2011-2012 academic year only. 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 through the 2011-2012 academic year only. 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 through the 2011-2012 academic year only. AOS (CE)

*Prerequisite: ENGL 105 or 207 or 211 or 215 and Junior standing*

## **Literature and Media Courses**

### **ENGL 108 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) AOS (LIT)

Offered Biannually: Even Years

### **ENGL 150 Reading the World: Beyond Realism**

An introductory study of works that go beyond realism including attention to their cultural and social contexts. Focus areas may include fantasy, magical realism, or speculative fiction. All Reading the World courses stress the development of critical writing ability, critical thinking, and active discussion. AOS (LIT)

Offered Annually

### **ENGL 151 Reading the World: Environments**

An introductory study of literary and cultural texts that articulate how human beings are connected to the natural world. The course will explore how locations and ecosystems shape and are shaped by human systems of meaning. Topics may include gardens, sustainable worlds, urban environments, and deep ecology, among others. All Reading the World courses stress the development of critical writing ability, critical thinking, and active discussion. AOS (LIT)

Offered Annually

**ENGL 152 Reading the World: Genre**

This course explores representations of the world through the lens of genre. Just as human understanding emerges from historical and cultural positions, so too does the choice of literary genres (fictional and nonfictional narratives, drama, and poetry) shape meaning. This class will focus on a genre (or a pairing of genres) as a way to examine how aesthetic and historically-rooted dimensions of literary forms give rise to representations of the world. All Reading the World courses stress the development of critical writing ability, critical thinking, and active discussion. AOS (LIT)

Offered Annually

**ENGL 153 Reading the World: Global Cinema**

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. All Reading the World courses stress the development of critical writing ability, critical thinking, and active discussion. AOS (LIT)

Offered Annually: Winter

**ENGL 154 Reading the World: Global Stages**

An introduction to drama, focusing either on the theater of a particular region and culture or examining a particular theme from a cross-cultural perspective. Focus areas may include local theater, European theater, world theater's portrayal of ethnic/race relations, among other topics. Students will also consider the relationship of text and performance. All Reading the World courses stress the development of critical writing ability, critical thinking, and active discussion. AOS (LIT)

Offered Annually

Offered Annually

**ENGL 155 Reading the World: Identities**

This course explores literary and cultural texts addressing the nature of human identity and its development, particularly through issues of difference. Focus may be on one or more of the following: race, class, gender, nationality, sexuality, the body. All Reading the World courses stress the development of critical writing ability, critical thinking, and active discussion. AOS (LIT)

Offered Annually

**ENGL 156 Reading the World: Social Justice**

This course examines social justice from a literary perspective, focusing on a particular issue, event, movement, or historical moment. It will emphasize areas of power difference, such as race and ethnicity, disability/ability, class, gender, and sexuality. All Reading the World courses stress the development of critical writing ability, critical thinking, and active discussion. AOS (LIT)

**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 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)

*Prerequisite: Sophomore Standing or Permission*

**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 Reading the World 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 a Reading the World 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 Reading the World 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 Reading the World 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 and include Post-colonial cinema, Hitchcock and Feminism, and Bollywood, among others. Requires a weekly film screening outside of class.

*Prerequisite: Sophomore standing or a Reading the World course*

**ENGL/SEMN 264 Global Shakespeares**

Shakespeare is the most translated, adapted, performed, and published Western author. Just what does this mean to Western and non-Western cultures is at heart of this course. What does it mean to think of Shakespeare as a colonizing force? What additional ways are there to see the influence of his works? Many cultures have written back to Shakespeare, addressing race, sexuality, gender, and religion from their own cultural perspectives. What do exchanges between differently empowered cultures produce and reproduce? We'll tackle such questions as we read works by Shakespeare and literary/film adaptations from around the globe. This course is designated as a Sophomore Seminar. AOS (LIT)

Offered Annually: Winter

**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 Reading the World 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 Reading the World 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 Reading the World 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 Reading the World 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, and captivity narratives. CR (US)

*Prerequisite: Sophomore standing or a Reading the World 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 Reading the World 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 Reading the World 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 Reading the World course*

**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 through the 2011-2012 academic year. Starting in 2012-2013 some versions of this course will carry Senior Seminar credit and

some will not; check the online schedule.

*Prerequisite: Junior standing*

### **ENGL 436 Literary Theory**

An intensive study of selected perspectives in contemporary critical theory. This course is designated as a Senior Seminar through the 2011-2012 academic year only.

*Prerequisite: Junior standing*

### **ENGL 490 Senior Seminar: Your Work in the World**

This course will help students take their next step as writers in the genre of their choice, orienting themselves more fully to what it might mean to work as a professional poet, scholar, critic, non-fiction writer, journalist, essayist, screenwriter, playwright, or fiction writer. The course will ask students to explore models for the type of work they hope to practice; to reflect on their practice as writers from a personal as well as an historical perspective; to write and revise their work; to explore the theories, practices and questions of other genres outside of their primary focus; and to investigate venues beyond K to which they will submit their work. This course is designated as a Senior Seminar.

*Prerequisite: Majors and other seniors with permission*

## **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 Chemical Reactivity

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 222 How to Change the World (if topics relate to environmental issues; please contact instructor or ENVS directors)  
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  
SEMN 401 Energy Policy & Use Worldwide

*\*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 will not be placed into GERM 101. Those students who wish to receive credit for German courses that they have taken at another college or university before enrolling at Kalamazoo College must take the German language placement test and test into a higher-level course than the one for which they are seeking credit. Any appeal of the placement test results should be directed to a faculty member in the Department of German Studies.

## 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

Three courses above 201, two of which must be at the 400-level

### 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, and are strongly urged to study abroad in a German-speaking country.

## 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 above 201, two of which must be at the 400-level.

## 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/SEMN 241 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 423 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 catalog 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 Chemical Composition and Structure

CHEM 120 Chemical Reactivity

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  
One unit in psychology  
One to 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  
One to 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 Topics in Health Studies**

Discussions of current issues in health care; lectures by visiting speakers; SIP presentations by students.

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 120 Chemical Reactivity

HDSR 210 Contemporary Issues in Public Health

PHIL 305 Biomedical Ethics

PSYC 101 General Psychology

HLSC 490 Topics in Health Studies

One of:

ANSO 212 Quantitative Analysis and Statistical Reasoning

MATH 260 Applied Statistics I

MATH 261 Biostatistics

One of:

ANSO 255 You Are What You Eat

CHIN 220 Chinese Food Culture

PED 205 Nutrition

PED 210 Care and Treatment of Injuries

SPAN 205 Culture of Health and Disease in the Hispanic Community

### **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,  
Mr. Frost, Mr. Haus (Chair), Mr. Lewis, Ms. Werner, Mr. Wickstrom (emeritus)

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, 231, 232, 233, 235, 237, 239, 240, HIST/CLAS 224, 227, 229, 230, 393).

Modern European History (HIST 102, 241, 242, 244, 245, 246, 247, 249, 250, 255, 257, 263, 264, 265, 394)

United States History (HIST 110, 111, 200, 203, 206, 209, 211, 213, 217, 218, 219, 220, 221, 223, 391).

African/Asian History (HIST 103, 104, 272, 273, 274, 276, 277, 279, 280, 281, 285, 289, 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, not including the SIP.
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 (HIST)

### **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 darcy,” 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 219 Special Topics in United States History**

This course will focus upon a topic in the United States history that is not addressed in the department's regular offerings. The course can be repeated with a different topic. AOS (History); CR (US)

### **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. AOS (Literature or History); CR (Mediterranean)

### **HIST 231 Europe Meets the World: Cross-Cultural Encounters Before 1450**

Rather than focusing on Europe, this course takes a wider, trans-national view of the medieval world, comparing cultures in Europe, the Middle East, North Africa, and Asia. Topics include exploration, migration, conquest, and assimilation; lectures, readings, and discussions look closely at specific moments of cultural contact, such as the Mongol invasions, the spread of Islam, the Crusades, long-distance trade networks, intellectual collaboration in Muslim Spain, and Viking settlements. AOS (History); CR (Comparative)  
Offered Annually

### **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: Spring

### **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 236/SEMN 234 The End of Christendom: Piety, Ritual, and Religious Upheaval in the Sixteenth Century**

This course examines the complex social, cultural, religious, and political repercussions of religious reform over the course of the long sixteenth century, from the earliest glimmers of discontent among Hussites and Lollards to the

violent wars of religion that characterized the seventeenth century. Topics include lay piety and religious ritual, the reform of daily life, confessional antagonism, print culture and propaganda. Primary sources on this topic are plentiful, and we pay particular attention to the exceptionally rich visual sources of this period. This course is designated as a Sophomore Seminar. AOS (History); CR (Europe)  
Offered Biannually: Odd Numbered Years

### **HIST 237 Women in European Society, 1200-1700**

This course takes a chronological and thematic approach to the history of women and gender in pre-modern Europe. It provides a historical overview of women's history in medieval and early modern Europe, examining the effects of historical change on the lives of women and evaluating how women experienced these changes differently from men. Topics include women's roles in the family and household, women's work, female mysticism, prostitution, and witchcraft. AOS (History); CR (Europe)  
Offered Biannually: Odd Numbered Years

### **HIST 239 Special Topics in Early European History**

This course will focus upon a topic in early European history that is not addressed in the department's regular offerings. The course can be repeated with a different topic. AOS (History); CR (Europe)

### **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: Even Numbered Years

### **HIST 259 Special Topics in Modern European History**

This course will focus upon a topic in Modern European history that is not addressed in the department's regular offerings. The course can be repeated with a different topic. AOS (History); CR (Europe)

### **HIST/RELG 263 Jews in Changing Europe, 1750-1880**

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: Odd Numbered Years, Winter

### **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, Spring

### **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 269 Special Topics in Jewish History**

This course will focus upon a topic in Jewish history that is not addressed in the department's regular offerings. The course can be repeated with different topics. AOS (History); CR (Europe)

### **HIST/AFST 272 Gender Relations in Africa**

This course explores categories of masculinity and femininity 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 273 Africa and the Atlantic Slave Trade**

This course examines the complex web of connections that linked together the various lives and fates of Africans, Europeans, and Americans via the Atlantic slave trade. It analyzes the mode of enslavement of Africans by slavers in Africa, the experiences of slaves in the Middle Passage, and the impact of the trade on continental and Diasporan Africans. It also explores the role played by Africa-based abolitionist movements in ending the trade in Atlantic Africa.

AOS (History); CR (Africa)

Offered Even Years

### **HIST/RELG/AFST 274 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 276 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 277 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/AFST 279 Special Topics in African History**

This course will focus upon a topic in African history that is not addressed in the department's regular offerings. The course can be repeated with different topics. AOS (History); CR (Africa)

### **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 283 Occupiers/Occupied in Post World War II East Asia**

How does one country occupy another? What is it like to live in an occupied

society? By exploring the post-World War II occupations of Japan, Okinawa, and both North and South Korea, we will seek to address these questions and understand how this period of occupation shaped East Asia and its people in positive and negative ways. We will examine how the goals and attitudes of the occupiers, particularly those from the US and the USSR, influenced the region. In our comparative study of these occupations we will draw from the rich English-language archive of primary and secondary materials, including historical studies, memoirs, government and military documents, as well as works of fiction, cartoons, and film.

### **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 288 Sports in East Asia**

Whether it's Yao Ming on the basketball court, Ichiro in Seattle breaking records, or the ubiquitous martial arts, "East Asian" sports seem to be everywhere these days. How did this come about? What can we learn about East Asian societies - and our own - from studying sports? These are some of the questions we will be tackling as we explore the history and significance of sports in East Asia. Drawing from a combination of primary materials, theoretical writings, comparative studies, and secondary works focused on East Asia, we will consider sports in terms of several issues: invented traditions, nationalism, body culture, gender, stardom, and the modern Olympics, to name just a few.

### **HIST 289 Special Topics in East Asian History**

This course will focus upon a topic in East Asian history that is not addressed in the department's regular offerings. The course can be repeated with different topic. AOS (History); CR (Asia)

### **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 103 Introduction to Society and Culture  
ANSO 212 Quantitative Analysis and Statistical Reasoning\*  
ANSO 245 Qualitative Research Methods

## **2 Social Relations Courses chosen from**

ANSO 110 Medicine and Society  
ANSO 205 Urban Sociology  
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\*\*\*  
ANSO/PSYC 279/ECON 255 Organizational Behavior  
ANSO 330 Class Status, and Power  
HDSR 210 Contemporary Issues in Public Health

\*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.

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*

## **Independent Interdisciplinary Programs**

### **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.

## **Independent Interdisciplinary Concentration**

The Independent Interdisciplinary Concentration is intended for students who have a strong, well-articulated desire to explore a coherent area where the College does not have a defined major, minor, or concentration. The proposal must be feasible in the context of the College's existing curriculum and faculty expertise. Students may have only one Independent Interdisciplinary Concentration but may have additional minors or concentrations.

A student interested in pursuing an Independent Interdisciplinary Concentration must first form an advisory committee consisting of at least two faculty members, including one from the department or program whose courses comprise the majority of the concentration. Faculty members are not obligated to participate in Independent Interdisciplinary Concentration advisory committees. The student should develop a proposal in consultation with all of the members of the committee and all of the members must approve it.

Approved proposals must be submitted to the Registrar before the end of the Winter Quarter of the senior year. After the proposal is filed with the Registrar, any changes must be approved by the faculty committee and filed with the Registrar.

An Independent Interdisciplinary Concentration Proposal must include the following:

- Purpose: The proposal must clearly articulate the topic or theme of the concentration, describe the student's interest in that topic or theme, and explain why that interest cannot be met by existing majors, minors, or concentrations.
- Program of Study: The proposed program of study must include at least

6 courses and make clear how the number, combination, sequencing, or level of specific courses provide breadth and coherence 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 with the scholarly or professional literature of the field.

- SIP: The student may complete a Senior Individualized Project related to the topic of the Independent Interdisciplinary Concentration and may apply one SIP unit toward the 6 required courses. If a SIP unit is to be counted toward the concentration, the proposal should indicate how the SIP fits within the program of study.
- Senior Seminar: The student may participate in a senior seminar related to the Independent Interdisciplinary Concentration and may count it toward one of the 6 required courses.

## **Interdisciplinary Courses**

### **IDSY/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. 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. Cohen (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 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 103 Introduction to Culture and Society

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 290S/SEM 245 Sophomore Seminar - Border Knowledge**

This course takes into consideration the college's international focus along with IAS majors' explicit intentions to engage with the global community while becoming aware of their own country's critical position in it. In this course students will read texts by and about people who live on the border. It may be a border between nations, between cultures, between languages, or between ethnic or racial identities. Rather than viewing these subjects as people who only incompletely embody one identity or another, we will take the attitude that these writers may actually occupy a privileged knowledge position and have a lot to teach us as we negotiate between two worlds in the classroom, on study abroad, and in our work on international and regional issues. This course is designated as a Sophomore Seminar.

*Prerequisite: Sophomore Standing IAST majors*

### **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/POLS 248 Politics of Sub-Saharan Africa
- AFST/HIST 272 Gender Relations in Africa
- AFST/HIST 273 Africa and the Atlantic Slave Trade
- AFST/HIST/RELG 274 Islam in Africa
- AFST/HIST 276 Civilizations of Africa
- AFST/HIST 277 Contemporary Africa
- AFST/ANSO 290 Africa in the Context of Globalization
- ENGL 221 African Literature
- FREN 480 Francophone Literature (when the topic is African literature)

## **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
- CHIN 490 Invention of Chinese Tradition
- 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 Pre-Modern Japanese Literature
- 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 242 Contested History
- 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 475 Spanish-American Literature I  
SPAN 480 Spanish-American Literature II  
SPAN 485 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 (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), 435 (when the topic is French literature), 450, 490 (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)

### **JAPN 236 Pre-Modern Japanese Literature**

This course deals with literature produced in the Japanese court in the Japanese language between the ninth and fourteenth century and will focus on the women's tradition of the court. Japan is the only nation in the world whose early canonical works of prose literature in the vernacular are consistently and overwhelmingly by women. This course will examine several major texts of that early tradition, the second of which, *Tale of Genji*, is the earliest piece of long prose fiction in the world. We will be analyzing the various texts in relation to such questions as the following: What sorts of social/cultural circumstances supported the flowering of a woman's literary tradition? What have been the themes of their writings? What role did these texts serve in the lives/ consciousness of their predominately female audience? AOS (LIT); CR (Asia)

### **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 Bashō. 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 Ōe Kenzaburō. 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**

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 disease that resulted from Japan's encounter with the West and transformation of Japan into a modern, nationalistic state. Authors read will include: Natsume Soseki, Mori Ogai, Higuchi Ichiyo, and Tanzaki 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/SEMN 242 Contested History**

This course will examine a two major sites of contested history: the controversies surrounding the proposed exhibit of the Enola Gay at the Smithsonian and those related to Yasukuni Shrine, which enshrines the war dead in Tokyo Japan. Our goal is not to arrive at a definitive judgment on any of these events or sites, whether on political, military, or ethical grounds. Instead, we will interrogate various perspectives, placing them in the context in which they operated and critically analyzing their argumentation. By doing so, we will achieve not only a complex view of the events and sites but of the frames of understanding through which people-participants and witnesses, scholars, politicians-arrive at their conclusions. This course is designated as a Sophomore Seminar.

CR (Comparative)

### **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 or placement and permission*

Offered Annually

### **JAPN 302 High Intermediate Japanese Language II**

This course is the second of the third-year language sequence, offering more advanced training in the four skills of speaking, listening, and writing.

*Prerequisites: JAPN 301 or placement and permission*

### **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. Meshes, Mr. Nordmoe

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.

### **Advanced Placement**

For purposes of course placement and prerequisites, a score of 4 or 5 on the AB calculus exam (or an AB subscore of the BC calculus exam) is regarded as equivalent to successful completion of MATH 112. A score of 4 or 5 on the BC calculus exam is equivalent to MATH 113. A score of 4 or 5 on the statistics exam is equivalent to MATH 260.

## **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.

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.*

### **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/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.

*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 Riemann-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**

Ms. Sinha (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 Courses**

ENGL 153 RTW: Global Cinemas (offered twice yearly, cap of 25)  
or ENGL 108 Global Media and Visual Culture

Five additional courses, with at least one from each category (ENGL 153  
or ENGL 108 will count EITHER toward the required course

OR the History/Theory/Criticism category:

## **History/Theory/Criticism**

ARTX 215 History of Photography  
ARTX/SEMN 214 Framing Differences  
ARTX 224 20th Century Art  
ENGL 108 Global Media and Visual Culture  
ENGL 153 RTW: Global Cinemas  
ENGL 260 Studies in Film (various topics, year by year)  
ENGL 436 Literary Theory  
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 101 Introduction to Documentary Video Production  
ARTX 110 Digital Art  
ARTX 116/216/316 Photography I, II, or III  
ARTX 200 TV Studio Production (1/4 credit)  
ARTX 201 Advanced Documentary Video Production  
ARTX 214 Framing Differences  
ENGL 105 Journalism I  
ENGL 207 Arts Journalism  
THEA 120 Fundamentals of Acting  
THEA 210 Stage Lighting  
THEA 255 Playwriting  
THEA 380 Directing  
*\*Possible other media-based courses, as they are added to the curriculum*

## **International Media**

ARTX 215 A History of Photography  
ARTX 145 Introduction to World Art  
CHIN 245 Chinese Film and Culture (taught in English)  
ENGL 208 Food and Travel Writing  
ENGL 264 Global Shakespeares  
GERM 135 Weimar German Cinema (taught in English)  
GERM 420 Introduction to German Cinema (taught in German)  
GERM 421 Classic German Cinema (taught in German)  
GERM 423 Topics In German Cinema  
PHIL 307 Contemporary Continental Philosophy: Zizek & Film  
PHIL 310 Critical Social Theory or PHIL 311 Postmodern Critical Theory  
JAPN 240 Japanese Culture through Film (taught In English)  
SPAN 401 Topics In Hispanic Culture (when the topic Is film)  
THEA 265 First Theatres  
THEA 275 Theatre in the Age of Print  
THEA 285 Theatre of Revolt: Modernism and Postmodernism in Western Theatre

One of two possible core courses of the concentration, Global Media and Visual

Culture (ENGL 108) provides historical background information about the origins of popular culture, questions current media trends, and introduces students to methods of critique. The other possible core course RTW: Global Cinemas (ENGL 153) 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 three categories, with at least one course in each category. Category 1—History/Theory/Criticism—promotes critical analysis of the consumption of media products. Category 2—Applied—teaches students to produce their own media products, and Category 3 considers media in global context. 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 instructor, will be added to the appropriate category.*

## 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

With few exceptions, transfer courses and coursework completed abroad may not count toward the major or minor. 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. 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

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.

### 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.*

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

With few exceptions, transfer courses and coursework completed abroad may not count toward the major or minor. The three remaining credits of the minor should be focused in a clearly defined area of concentration. 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); CR (Europe)  
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. Students considering a major should enroll in MUSC 105 in either the freshman or sophomore fall quarter.

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)

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/SEMN 256 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. This course is designated as a Sophomore Seminar. 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 – Even Years: Spring

### **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. A student may earn up to 5 units in Music Ensembles and Applied Music combined.

*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 200A 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 200B Chamber Choir**

Participation by advanced choral singers with good sight-reading and ensemble skills; varied choral experiences. AOS (CE)

*Prerequisite: Audition*

Offered Annually: Fall, Winter, Spring

**MUSC 200C 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 200D 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 200E Chamber Music**

Ad hoc instrumental and/or vocal ensembles arranged with the music faculty. AOS (CE)

**MUSC 200F 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), Carribean steel "pan" drumming, or marimba ensemble. One college concert is presented each quarter. AOS (CE)

**MUSC 200G 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 200H 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 200I 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.

Offered Annually: Fall, Winter, Spring

### **MUSC 200J 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 must play 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 5 units in Music Ensembles and Applied Music combined.

An extra fee is charged for applied music instruction. AOS (CE)

## **APPLIED MUSIC COURSES**

MUSC 210 Group Guitar

MUSC 214 Group Recording

MUSC 221 Composition

MUSC 222 Piano, Jazz Piano

MUSC 222S Piano–Service Learning

MUSC 223 Harpsichord

MUSC 224 Harp

MUSC 225 Organ

MUSC 226 Keyboard

MUSC 230 Voice

MUSC 240 Violin/Viola

MUSC 241 Cello

MUSC 242 String Bass

MUSC 243 Classical Guitar

MUSC 245 Jazz Guitar

MUSC 246 Jazz Arranging  
and Composition

MUSC 250 Clarinet

MUSC 252 Flute

MUSC 253 Oboe

MUSC 254 Bassoon

MUSC 255 Saxophone

MUSC 261 Advanced Conducting

MUSC 270 Trumpet

MUSC 271 Trombone and Baritone

MUSC 272 French Horn

MUSC 273 Tuba

MUSC 274 Euphonium

MUSC 280 Percussion

# 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), Mr. Lambert

## What is Philosophy?

Philosophy is a 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/>, 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 310 Critical Social Theory: The Dialectic of Enlightenment

PHIL 311 Postmodern Critical Theory

## **Majors Preparing for Graduate Studies in Philosophy are Strongly Recommended to pursue the following programs**

### **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/CLAS 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 juridical 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/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 (PHIL or RELG)

### **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, Dummett, 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 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 310 Critical Social Theory: The Dialectic of Enlightenment**

Introduction to the Frankfurt School of Social Criticism and its legacy as “Critical Social Theory.” We begin by examining the “first generation” of the Frankfurt School, from its founding in 1920s and ‘30s by Horkheimer, Adorno, Benjamin, Fromm, and Marcuse to Habermas’s early writings in the ‘60s & ‘70s. We then examine “second-generation” research, Juergen Habermas’s “Theory of Communicative Action,” with its distinctive ideal of “undistorted communication” as the measure of social rationality. Finally, we explore Axel Honneth’s alternative, “third generation,” Neo-Hegelian model of social development, with its distinctive ideal of “undamaged identities” and the “struggle for mutual recognition” as the critical measures of social pathologies. Throughout the course, examples of U.S. social movements – green, feminist, queer, race-based, & post-colonial movements – will be used to assess the relative strengths of these competing diagnostic models of social crisis. AOS (PHIL)

*Suggested for political science, anthropology/sociology, economics, HDSR, and environmental studies students. Recommended for students with some background in philosophy, in particular students who have taken 19th Century Philosophy.*

Offered: Spring

### **PHIL 311 Postmodern Critical Theory: The Critique of Modernity**

Introduction to contemporary French philosophy, with a special emphasis upon

the themes of language, desire, and embodiment. We examine the early debate between Merleau-Ponty and Lacan on the acquisition of language and formation of desire. We then turn to two key post-structuralists: Michel Foucault and Jacques Derrida. We focus upon Foucault's transition from his "archaeology of knowledge" to his mature "genealogy of desire," contrasting his account of embodiment and social power to Pierre Bourdieu's. After reviewing Derrida's deconstructionist analysis of language, we turn to one of the following figures: Kristeva, Deleuze, Irigaray, Butler, or Žižek. Films are shown throughout the course on Wednesday evenings. Media Studies concentrators are encouraged to write final essays linking philosophy and cinematography. AOS (PHIL) *Suggested for media studies, psychology, English, French, & political science students. Recommended for students with some background in philosophy.*  
Offered: Spring

### **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, Mr. Goyings, Ms. Hass, Ms. Hess (Chair),  
Mr. Kearney, Mr. Krajacic, Mr. Michel, Ms. Milliken, Mr. Murphy,  
Mr. Nickert, Mr. Passage, Mr. Riley, Ms. K.J. Smith, 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\*, jazz dance\*, stage combat techniques\*, weight training, fencing\*, volleyball, basketball, kickboxing\*, advanced physical training, Tai Chi\*, Tae Kwon 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.

## 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 205 Nutrition**

Examination of nutritional systems and healthy eating habits for a program of lifelong fitness.

Offered Annually: Spring

### **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

### **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.

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, dual enrollment, transfer, or study abroad 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.*

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.

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 environmental engineering or related programs should take CHEM 110 and 120, and consider additional coursework in chemistry and biology. 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 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 110 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/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. 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/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. 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 220 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. In addition, the department strongly encourages students to complete their introductory courses prior to leaving for student abroad.

*\* 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)

**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**

Constitutional practice and doctrine commonly stand at the crossroads between law and politics. Although the US Supreme Court has long been involved in articulating constitutional rules and principles, these have never been its exclusive province. Congress, the President, political parties and interest groups also play a significant role. Focusing on the development of constitutional doctrine across time, we will consider the growth of Supreme Court's authority, the Court's relation to the other federal branches, and the relationship between constitutional change and social movements. AOS (SS)  
Offered Annually

**POLS 227 Law, Politics, and Society**

Throughout the history of the United States, the government has made decisions in an effort to protect the nation from both internal and external forces, particularly in times of "national crisis." In this class we will study and discuss the impact national crises have on law, politics and society. AOS (SS)

**POLS 228 The American Jury Trial**

The course introduces the skills necessary to try a case before a jury. The students are taught negotiation, case preparation, motivational psychology, jury selection, witness cross-examination and final argument for the purpose of developing analytical and organizational skills and the ability to create and present persuasive arguments. It is designed not only for pre-law students but for all students interested in learning how to present their ideas persuasively and with confidence.

Offered Annually: Spring

**POLS 230 Presidency and Congress**

This course looks at the development of the presidency vis a vis Congress and how this relationship has (or has not) changed. We will explore both the upward spiral of Arthur Schlesinger's "Imperial Presidency" and the more cyclical pattern associated with the work of Stephen Skowronek. After a brief survey of the original formulation of the executive, we examine both thinkers and scrutinize the administrations of George W. Bush and Barack Obama. AOS (SS)

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/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 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)

**POLS/CLAS 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 Modern Political Theory**

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 class will focus on three racialized events in American history – slavery, segregation and Japanese internment. Whereas much of the literature on Supreme Court decisions regarding race has tended to evaluate these events normatively, recent literature tries to situate these cases in their own historical time. In that vein, moving beyond the standard moral analysis of these decisions, this class will focus on what Supreme Court decisions regarding race tell us about the kind of constitution we have, how law and politics relate to each other, and the appropriate scope of judicial decision-making. Supreme Court decisions on race provide an illuminating lens by which to investigate and interrogate core concepts in legal decision-making and their underlying implications and assumptions. 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 Contemporary Political Theory**

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, Butler, Foucault, Nietzsche, and other contemporary thinkers. 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 Cognates**

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

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/SEMN 235 Psychology of Crossing Borders**

This course is designed for those who would like to have an introduction to the psychology of studying abroad. It includes coverage of a number of topics that are germane to understanding the process of crossing cultures. It is particularly relevant for students who wish to reflect deeply on their experience of studying abroad. There will be a special focus on the reflective process while learning to journal and write reflective papers. An intercultural project done in Kalamazoo will be required. Reflective papers and tests will be required every three weeks. This course is designated as a Sophomore Seminar. AOS (SS)

*Prerequisite: PSYC 101*

Offered Annually: Spring

**PSYC/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)

**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/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. AOS (SS)

*Prerequisite: PSYC 101 or ANSO 105*

Offered Annually: Winter

**PSYC/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. This course is designed mostly for psychology and computer science students, but other students interested in interdisciplinary thinking might take the course.

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/ANSO/ECON 279 Organizational Behavior**

This course is designed to provide you with analytical tools that will boost your assessment capabilities of organizations, the issues they are dealing with, and the challenges they and the people in them are facing. In addition, the material that will be covered during the term will tease and enhance your critical-thinking and investigative skills. AOS (SS)

**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/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.

AOS (NS or 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/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. AOS (SS); CR (Comparative)

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/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. 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**

Ms. Barraclough

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 local 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, 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, 227, 230, 232, 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 of core courses or any of the following

ANSO 220 The Family

ANSO 236 Race and Racism

ANSO 330 Class, Status, and Power

HDSR 210 Contemporary Issues in Public Health

POLS 108 Introduction to Political Theory

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, Mr. Kotsko, Mr. Petrie

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.

## 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/CLAS 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/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.

AOS (PHIL or RELG); CR (Comparative).

**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/SEM 281 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/CLASS 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. AOS (LIT or 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/ANSO 266/SEM 201 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. AOS (SS or RELG) CR (US)

*Prerequisite: Sophomores only*

### **RELG/HIST 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)

### **RELG/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 (RELG/PHIL)

### **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/AFST/HIST 274 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 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 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 (Chair), Ms. 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. Students with three or more years of high school French will not be placed into FREN 101. 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. Any appeal of the placement test results should be directed to a French faculty member.

### **Advanced Placement (AP) and International Baccalaureate (IB) Credit for the Major or Minor**

Students with AP or IB scores must still take the placement test in French. 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. IB scores of 5-6-7 on the Higher Level may count toward a major, minor, or concentration at the discretion of the department faculty.

## 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 or literature) may be earned during Study Abroad. No more than three units total may be earned off campus through any combination of study abroad, AP, IB, transfer credits or inter-institutional enrollment. 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

At least two additional units in 400-level courses on campus

### 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, not including FREN 101, 102, or 201, but which may include the SIP. 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 minor.

### 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.

## 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

All courses are given in French

### **FREN 101 Beginning French I**

Introduction to the French language and the French-speaking world. Students begin developing competency in the four basic skills (reading, writing, listening and speaking) through communicative activities and cultural exploration.

*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 the four skills through continued exploration of the French-speaking world. Students will work to acquire the linguistic skills and cultural knowledge needed to navigate a variety of cultural settings.

*Prerequisite: FREN 101 or Placement Test Score*

Offered Annually: Fall and Winter

### **FREN 201 Intermediate French**

The refining and expansion of communicative skills. Students develop critical thinking and cross-cultural competency by reading, discussing and writing about authentic texts.

*Prerequisite: FREN 102 or Placement Test Score*

Offered Annually: Winter and Spring

### **FREN 202 Conversation and Composition**

Critical explorations of the French-speaking world through focused reading, discussion and related written assignments.

*Prerequisite: FREN 201 or Placement Test Score*

Offered Annually: Fall and Spring

### **FREN 203 Engaging with Texts**

Students enrich their vocabulary and increase their sensitivity to nuance while examining a wide variety of texts (fiction, non-fiction, image, film, songs, etc.). New reading skills will result in the ability to produce texts (both oral and written) in a wide variety of styles. Students begin to acquire a more sophisticated knowledge of the intricacies of the French-speaking world while putting into practice more complex forms of written and oral expression.

*Prerequisite: FREN 202 or Placement Test Score*

Offered Annually: Winter

**FREN 301 Introduction to French and Francophone Studies**

An interactive, discussion-based course helping students acquire skill in the reading and interpretation of French and other Francophone texts, presented in their cultural and historical contexts. Course offers opportunities for refinement of written and presentational skills. AOS (LIT), CR (Comparative)

*Prerequisite: FREN 203 or Placement Test Score*

Offered Annually: Fall and Spring

**FREN 301S/SEMN 236 Introduction to French and Francophone Studies**

Introduction to literary, cultural and historical topics. An interactive, discussion-based course helps students acquire skill in the reading and interpretation of French and African texts, presented in their cultural and historical contexts. The seminar will focus on cultural and literary texts from the French-speaking study abroad destinations of Alsace, Auvergne and Senegal. Course offers opportunities for refinement of written and presentational skills. This course is designated as a Sophomore Seminar. AOS (LIT); CR (Comparative)

*Prerequisite: FREN 203 or permission*

Offered Occasionally

**FREN 401 Topics in French and Francophone Cultures**

Reading, research, and discussion on selected topics and issues in the French-speaking world. Please consult with the instructor about current topic. Past topics have included "Immigration in Contemporary France" and "Le handicap: a multi-disciplinary approach". Can be taken more than once for credit if course content is different. CR (type of credit determined by course content)

*Prerequisite: FREN 301 or FREN 301S*

Offered Annually

**FREN 420 Medieval and Renaissance French Literature and Culture**

A study of texts and other cultural artifacts (such as art and music) from the cultures of the High Middle Ages through the Renaissance of the 16th century. Genres include courtly/Arthurian romance and poetry, comic theater, essays, comic and serious prose fiction, and Renaissance lyric poetry. Students will examine the transition from a church-centered culture to a human-centered (humanist) society and the changes in subject matter and writing practices brought about by this transition. AOS (LIT); CR (Europe)

*Prerequisite: FREN 301 or FREN 301S*

Offered every three years

**FREN 425 French and Francophone Cultures from the 17th and 18th Centuries**

A study of the Classical period of the 17th century and the 18th century Enlightenment. Texts include Classical tragedy and comedy, prose fiction, and the satirical and topical literature of the philosophes. Seventeenth-century literature shows the French bent for psychological exploration and social criticism. In engaging with Enlightenment thought, students will find how it has shaped the way of thinking to the present day not only in French and Francophone cultures but in many other cultures as well. Given in French.

AOS (LIT); CR (Comparative)

*Prerequisite: FREN 301 or FREN 301S*

Offered every three years

### **FREN 430 French and Francophone Cultures from the 19th Century to the Contemporary Period**

A study of the Romantic and Realist movements of the 19th century (focusing on authors such as Hugo and Flaubert) and Symbolist poetry (such as Baudelaire and Rimbaud). In the 20th century, a study of the modernists (such as Gide and Proust); the Existentialists (such as Camus and De Beauvoir); and postmodern fiction (such as Beckett and Le Clézio). In looking at the evolution of themes and textual practices, students will learn how the French-speaking world of today was shaped by the political, historical, and social changes following the French Revolution, the Franco-Prussian War and two World Wars; and by the era of colonization and decolonization. AOS (LIT); CR (Comparative)

*Prerequisite: FREN 301 or FREN 301S*

Offered every three years

### **FREN 435 Advanced Literary and Cultural Studies**

Courses focused on major authors (such as Molière), cultural movements (such as Existentialism), or themes (such as love, or national identity) in the French-speaking world. Topics will vary according to student or faculty interest. May be taken more than once if content is different. AOS (LIT); CR (area determined by course content).

*Prerequisite: FREN 301 or FREN 301S*

Offered occasionally

### **FREN 450 Le Theatre Comique En France**

A study of theatrical forms and practices from the medieval period through the contemporary, such as: medieval "street theater," 17th century comedy and tragedy; 19th century Romantic drama, and 20th century experimental theater. The course will focus on a variety of topics, such as: the development of theatrical characters, traditional and non-traditional play structures, the influence of staging on audience reception, and theater as social revolt. AOS (LIT); CR (Comparative)

*Prerequisite: FREN 301 or FREN 301S*

Offered every three years

### **FREN 490 Senior Seminar**

Topics in French and/or Francophone literatures, culture, and history. AOS (LIT); CR (type of credit determined by course content)

*Prerequisite: FREN 301 or FREN 301S. French major or permission.*

Offered Annually

## **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 Valparaiso, 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. Students with three or more years of high school Spanish will not be placed into SPAN 101. 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. Any appeal of the placement test results should be directed to a Spanish faculty member.

## **Advanced Placement (AP) and International Baccalaureate (IB) Credit for Spanish Major and Minor**

Students with Advanced Placement (AP) scores must still take the placement test in Spanish. 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.

IB scores of 5-6-7 on the Higher Level may count toward a major, minor, or concentration at the discretion of the department faculty.

## **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. No more than three units total may be earned off campus through any combination of study abroad, AP, IB, transfer credits or inter-institutional enrollment. 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.

### **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 units in 400-level courses taken on campus:

### **Comprehensive Exam**

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 enough 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

### **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**

All courses given in Spanish

### **SPAN 101 Beginning Spanish I**

Introduction to the Spanish language and the Spanish-speaking world. Students begin developing competency in the four basic skills (reading, writing, listening and speaking) through communicative activities and cultural exploration.

*Prerequisite: Placement test score if student has any prior experience with Spanish. No more than 3 years high school Spanish.*

Offered Annually: Fall and Winter

### **SPAN 102 Beginning Spanish II**

Further development of the four skills through continued exploration of the Spanish-speaking world. Students will work to acquire the linguistic skills and cultural knowledge needed to navigate a variety of cultural settings.

*Prerequisite: SPAN 101 or Placement Test score*

Offered Annually: Fall, Winter, and Spring

### **SPAN 201 Intermediate Spanish**

The refining and expansion of communicative skills. Students develop critical thinking and cross-cultural competency by reading, discussing and writing about authentic texts.

*Prerequisite: SPAN 102 or Placement Test*

Offered Annually: Fall, Winter, and Spring

### **SPAN 202 Conversation and Composition**

Critical Explorations of the Spanish-speaking world through focused reading, discussion and related written assignments.

*Prerequisite: SPAN 201 or Placement Test score*

Offered Annually: Fall, Winter, and Spring

### **SPAN 203 Advanced Conversation and Composition**

An introduction to the critical analysis of texts from the Spanish-speaking world. Students begin to acquire a more sophisticated knowledge of the intricacies of the Spanish-speaking world while putting into practice more complex forms of written and oral expression.

*Prerequisite: SPAN 202 or Placement Test score*

Offered Annually: Winter and Spring

### **SPAN 205 Culture of Health and Disease in the Hispanic Community**

This course enables students to connect with Spanish-speaking clients and healthcare providers by teaching appropriate vocabulary and presenting different cultural attitudes and practices. A service-learning component is included in this course. CR (Comparative)

*Prerequisite: SPAN 201*

Offered Annually: Spring

### **SPAN 301 Introduction to Hispanic Literatures**

An introduction to the periods, concepts, genres and major figures of Spanish and Spanish-American literature. Using selected texts, discussion and a variety of written assignments, this course will introduce students to literary analysis and bibliographical methods. AOS (LIT); CR (Comparative)

*Prerequisite: SPAN 203 or Placement Test score*

Offered Annually: Fall and Spring

**SPAN 401 The Spanish Speaking World on Film**

Research, discussion and analysis of selected topics and issues in the Spanish-speaking world as reflected in film. Students develop the vocabulary and critical-thinking skills necessary to analyze and interpret the genre in both oral and written form. 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: Spring

**SPAN 435 Advanced Literary Studies**

Course focuses on major figures and movements in Spanish and/or Spanish-American literature. May be taken more than once for the major or minor if course content is different. AOS (lit); CR (area determined by course content. See quarterly online schedule).

*Prerequisite: SPAN 301*

Offered annually

**SPAN 455 & 456 Limits of Genre: Latin America/Spain**

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*

Offered Occasionally

**SPAN 460 Early Modern Spain**

A survey of the major movements, figures and works of the 15th, 16th and 17th centuries. Students will explore the social, historical and aesthetic contexts of early modern Spain through a study of the cultural production of the period and pertinent secondary texts. AOS (LIT); CR (Europe)

*Prerequisite: SPAN 301*

Offered Every Three Years

**SPAN 465 Spanish Culture from the Enlightenment to the Restoration**

A survey of the literary, social and ideological currents of the 18th and 19th centuries in Spain. Students will study encyclopedic writing, neoclassical theatre, romantic theatre and poetry, and realist and naturalist narrative.

AOS (LIT); CR (Europe)

*Prerequisite: SPAN 301*

Offered Every Three Years

**SPAN 470 Modern Peninsular Literature**

A survey of the major writers and cultural movements in Spain from the Generation of 1898 until the contemporary period. Students will focus on how writers challenged and represented the historical, social and cultural changes of the 20th century. AOS (LIT); CR (Europe)

*Prerequisite: SPAN 301*

Offered Every Three Years

**SPAN 475 Spanish-American Literature I**

Study of the principal literary figures, works, and characteristics of the Pre-Hispanic period, the Colonial Period, Neoclassicism, and Romanticism.

AOS (LIT); CR (Latin America)

*Prerequisite: SPAN 301*

Offered Every Three Years

**SPAN 480 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. AOS (LIT); CR (Latin America)

*Prerequisite: SPAN 301*

Offered Every Three Years

**SPAN 485 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. AOS (LIT); CR (Latin America)

*Prerequisite: SPAN 301*

Offered Every Three 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.

*Prerequisite: One unit above SPAN 301*

Offered Every Two 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.

*Prerequisite: One unit above SPAN 301*

Offered Every Two Years

## Shared Passages Seminars

The three Shared Passage Seminars serve as both preparation for, and integration of, the rich, transformational components of the *K-Plan*. First-Year Seminars prepare students for further work at the College by focusing on writing and communication, introducing global or intercultural ideas, and encouraging students to reflect on their transition to college. Sophomore Seminars delve more deeply into cultural issues and intercultural understanding, preparing students for study abroad and living in a global world. Senior Seminars focus on integrating students' Kalamazoo College experiences and preparing them for future lives beyond "K." Disciplinary seminars integrate students' experience 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.

## 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;
- are taught in a discussion rather than a lecture format;
- 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.

## Sophomore Seminars

### **SEM201/ANSO/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, transnationalism, and immigration play out in their own lives and in the dynamics of faith communities in the U.S. This course is designated as a Sophomore Seminar. AOS (SS or RELG); CR (US)

*Prerequisite: Sophomores only*

### **SEM204/ARTX 204 Drawing Today: Uncommon Visions**

"Drawing Today" introduces current themes in drawing and provides an innovative approach to basic skill development required to produce images in a contemporary context. Students will read and discuss issues related to art and visual culture from around the world. Class time will be divided between discussion of important issues in contemporary art and hands on drawing instruction. Homework will include daily readings and weekly drawing projects that will allow students the opportunity to reflect upon theory and their assumptions of what drawing is and who it is that produces it. This course is designated as a Sophomore Seminar. AOS (CE)

Offered Even Years: Spring

### **SEMN 206/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. This course is designated as a Sophomore Seminar. AOS (CE); CR (Comparative)

*Prerequisites: ARTX 120, ARTX 125, or permission*

Offered Annually: Winter

### **SEMN/ENGL 208 Food and Travel**

In this writing-intensive class we will study the possibilities of journalism and creative nonfiction through the various forms of food writing and its relationship to place. Through reading and writing, we will explore food as sustenance, as a route through memory, as reflection and expression of culture and place, as both personal and public, as history and politics. We will also consider and question the distinctions between creative nonfiction and journalism as art forms and modes of communication with unique powers and techniques in various media (print, broadcast, online). This course is designated as a Sophomore Seminar. AOS (CE)

*Prerequisites: ARTX 120, ARTX 125, or permission*

Offered Annually: Winter

### **SEMN/ARTX 214 Framing Difference**

This course will combine research and studio components, split more or less evenly. The research topic, broadly painted, will be fine art documentary practices, grounded with an entry-level hands-on studio component (using both film and digital photography). There are two motivations for this course: to give students creative control of photographic tools (technical, formal, conceptual) prior to their leaving for study away, but also to explore the issues and ethics of photographic documentary practice. While the broad research topic is documentary practice (theory/tradition), this course will place particular emphasis on the ethics of photographing outside of one's own group. This course is designated as a Sophomore Seminar. AOS (CE); CR (Comparative)

Offered Annually: Winter

### **SEMN 217 World Indigenous Literatures**

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)

**SEM N 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*

**SEM N 231/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)

*Prerequisite: Sophomore Standing or Permission*

**SEM N/ANSO 233 Capitalisms and Socialisms**

This course will look at different political and economic systems around the world and across times. Ideological debates tend to idealize and simplify the notions of capitalism and socialism, thus ignoring the fact that neither of those systems exists in the vacuum of its "pure" theoretical form. We will explore various elements of capitalist and socialist systems and how those elements mix together in different countries. This course is designated as a Sophomore Seminar. AOS (SS); CR (Comparative)

*Prerequisite: Sophomore Standing*

Offered Annually: Fall

**SEM N 234/HIST 236 The End of Christendom: Piety, Ritual, and Religious Upheaval in the Sixteenth Century**

This course examines the complex social, cultural, religious, and political repercussions of religious reform over the course of the long sixteenth century, from the earliest glimmers of discontent among Hussites and Lollards to the violent wars of religion that characterized the seventeenth century. Topics include lay piety and religious ritual, the reform of daily life, confessional antagonism, print culture and propaganda. Primary sources on this topic are plentiful, and we pay particular attention to the exceptionally rich visual sources of this period.

This course is designated as a Sophomore Seminar. AOS (History); CR (Europe)

Offered Biannually: Odd Numbered Years

**SEM N/PSYC 235 Psychology of Crossing Borders**

This course is designed for those who would like to have an introduction to the psychology of studying abroad. It includes coverage of a number of topics that are germane to understanding the process of crossing cultures. It is particularly relevant for students who wish to reflect deeply on their experience of studying abroad. There will be a special focus on the reflective process while learning to journal and write reflective papers. An intercultural project done in Kalamazoo will be required. Reflective papers and tests will be required every three weeks. This course is designated as a Sophomore Seminar. AOS (SS)

*Prerequisite: PSYC 101*

Offered Annually: Spring

### **SEMN 236/FREN 301S Introduction to French Literature**

Introduction to literary, cultural and historical topics. An interactive, discussion-based course helps students acquire skill in the reading and interpretation of French and African texts, presented in their cultural and historical contexts. The seminar will focus on cultural and literary texts from the French-speaking study abroad destinations of Alsace, Auvergne and Senegal. Course offers opportunities for refinement of written and presentational skills. Given in French. This course is designated as a Sophomore Seminar. AOS (LIT); CR (Comparative)

*Prerequisite: FREN 201 or 202*

Offered Occasionally

### **SEMN 241/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. This course is designated as a Sophomore Seminar. AOS (LIT); CR (Europe)

Offered Annually: Winter

### **SEMN/JAPN 242 Contested History**

This course will examine a two major sites of contested history: the controversies surrounding the proposed exhibit of the Enola Gay at the Smithsonian and those related to Yasukuni Shrine, which enshrines the war dead in Tokyo Japan. Our goal is not to arrive at a definitive judgment on any of these events or sites, whether on political, military, or ethical grounds. Instead, we will interrogate various perspectives, placing them in the context in which they operated and critically analyzing their argumentation. By doing so, we will achieve not only a complex view of the events and sites but of the frames of understanding through which people-participants and witnesses, scholars, politicians-arrive at their conclusions. This course is designated as a Sophomore Seminar.

CR (Comparative)

### **SEMN 245/IAST 290S Sophomore Seminar - Border Knowledge**

This course takes into consideration the college’s international focus along with IAS majors’ explicit intentions to engage with the global community while becoming aware of their own country’s critical position in it. In this course students will read texts by and about people who live on the border. It may be a border between nations, between cultures, between languages, or between ethnic or racial identities. Rather than viewing these subjects as people who only incompletely embody one identity or another, we will take the attitude that these writers may actually occupy a privileged knowledge position and have a lot to teach us as we negotiate between two worlds in the classroom, on study abroad, and in our work on international and regional issues. This course is designated as a Sophomore Seminar.

*Prerequisite: Sophomore Standing IAST majors*

**SEM N 256/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 the expression of emotion, and 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. This course is designated as a Sophomore Seminar. AOS (HIST); CR (US)

**SEM N/ENGL 264 Global Shakespeares**

Shakespeare is the most translated, adapted, performed and published Western Author. Just what does this mean to Western and non-Western cultures is at heart of this course. What does it mean to think of Shakespeare as a colonizing force? What additional ways are there to see the influence of his works? Many cultures have written back to Shakespeare, addressing race, sexuality, gender and religion from their own cultural perspectives. What do exchanges between differently empowered cultures produce and reproduce? We'll tackle such questions as we read works by Shakespeare and literary/film adaptations from around the globe. This course is designated as a Sophomore Seminar. AOS (LIT)  
Offered Annually: Winter

**SEM N/THEA 265 First Theatres**

This sophomore seminar will survey the "first theatres" of many different areas of the pre-modern world—including the Abydos Passion Play of ancient Egypt, Yoruba ritual, ancient Greek & Rome, Japanese Noh Theatre, early Chinese music drama, Sanskrit theatre of India, and European Medieval theatre. Through research, discussion, and critical thinking exercises, students will be encouraged to view performance as an intercultural and continually developing phenomenon in both art and daily life. This course is designated as a Sophomore Seminar.

**SEM N/THEA 275 Theatre in the Age of Print**

This sophomore seminar will survey the theatre in Cultures in the Age of Print 1500-1900, including the Italian Renaissance, Spanish Golden Age, Neoclassical France, Elizabethan England, Japanese Kabuki and Bunraku Theatre, Indian Kathakali Theatre, English Restoration, and European and American melodrama of the 19th century. Through research, discussion, and critical thinking exercises, students will be encouraged to view performance as an intercultural and continually developing phenomenon in both art and daily life. This course is designated as a Sophomore Seminar.

**SEM N 281/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*

## Senior Seminars

### **SEMN 403 Global Violence**

This course takes up the problem of global conflict and violence, asking participants to frame these phenomena in personal terms: what does the present (and historical) fact of global violence demand of us as individuals? How can a modern life take on meaning in a world that is constantly circumscribed by acts of violence (domestic, political, local and international)? Taking examples from both classic texts on violence (Hannah Arendt's *Eichmann in Jerusalem*; Akira Kurosawa's film *Roshomon*) and the most recent commentary (Slavov Zizek's *Violence and First as Tragedy, Then as Farce*) and filmmaking on the subject (Michael Moore's *Bowling for Columbine*) as our guide, this class will explore the systemic origins of and range of possible responses to violence, ultimately asking students to reflect upon the meaning of violence in their own lives and their strategies for responding to this omnipresent phenomenon.

### **SEMN 404 Leading for Social Justice**

This course is designated for sophomores who want to hone their knowledge and skills around leading for social justice. Such knowledge and skills include catalytic leadership, intercultural competence, collaboration, cultural understandings of leadership, and critical reflection. We will specifically seek out students who are currently engaged in leadership activities on campus. We intend to aim the course at the point of praxis, engaging the course participants in discussions of social justice, leadership theory and practice, and the intersections between them. They will be expected to apply the concepts discussed in the course in their day to day leadership activities. This will provide the opportunity for students to critically reflect on their own leadership on campus, particularly in terms of the degree to which their leadership furthers social justice and embodies the principles and practices we are reading and discussing. This course stems from our own social justice leadership work with community leaders around the country.

*Prerequisite: Senior Standing*

### **SEMN 415 Creating Sustainable Cities**

This course focuses on understanding America's present land use policies and practices and exploring new ways cities and suburbs can become thriving communities today and in the future. The course will also investigate options available to students as citizens and/or professionals in order to affect change through urban revitalization, attention to social and economic development, energy resources, and local food.

## 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 completed by end of sophomore year) chosen from among:

THEA 210 Stage Lighting

THEA 235 Costuming & Stage Makeup

THEA 240 Scenic Design

Two theatre histories chosen from:

THEA 155 Introduction to African-American Theatre

THEA 265 First Theatres

THEA 275 Theatre in the Age of Print

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 course chosen from among:

THEA 210 Stage Lighting  
THEA 225 Developing a Character  
THEA 235 Costuming & Stage Makeup  
THEA 240 Scenic Design

THEA 305 Voice & Diction  
THEA 420 Advanced Acting  
THEA 445 Advanced Design  
THEA 480 Advanced Directing

(The Design courses – THEA 210, 235, 240 – may 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, 265, 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. Students 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**

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. AOS (CE)  
*Prerequisite: THEA 120*

### **THEA 235 Costuming and Stage 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/SEMN 265 First Theatres**

This sophomore seminar will survey the “first theatres” of many different areas of the pre-modern world-including the Abydos Passion Play of ancient Egypt, Yoruba ritual, ancient Greek & Rome, Japanese Noh Theatre, early Chinese music drama, Sanskrit theatre of India, and European Medieval theatre. Through research, discussion, and critical thinking exercises, students will be encouraged to view performance as an intercultural and continually developing phenomenon in both art and daily life. This course is designated as a Sophomore Seminar.

### **THEA/SEMN 275 Theatre in the Age of Print**

This sophomore seminar will survey the theatre in Cultures in the Age of Print 1500-1900, including the Italian Renaissance, Spanish Golden Age, Neoclassical France, Elizabethan England, Japanese Kabuki and Bunraku Theatre, Indian Kathakali Theatre, English Restoration, and European and American melodrama of the 19th century. Through research, discussion, and critical thinking exercises, students will be encouraged to view performance as an intercultural and continually developing phenomenon in both art and daily life. This course is designated as a Sophomore Seminar.

### **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. AOS (HIST); CR (Asia)

### **THEA 305 Voice and Diction**

Study of techniques for actors to develop the vocal production necessary for stage performance. Training in the Fitzmaurice Voicework and 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. Résumé 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. Berthel (Director), 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

HIST 220 American Women's History to 1870

HIST 221 American Women's History Since 1870

HIST 237 Women in Europe

HIST/RELG 267 Women and Judaism

HIST 281 Family, Women, and Marriage in Chinese History

POLS 265 Feminism and Political Theory

POLS 310 Women, States, and NGO's

PSYC 270 Feminist Psychology of Women

RELG 230 Same-Sex, Gender, and Religion

RELG 260 Women, Feminism, and Religion

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.

Other, one-time course offerings may be counted as a core course only with the approval of the director. 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.

# FOUR

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## Faculty

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**Marigene Arnold (1973)**, *Professor of Sociology and Anthropology, Emerita*; BA Florida Presbyterian (Eckerd College); PhD University of Florida

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**Nelda K. Balch (1954)**, *Professor of Theatre Arts, Emerita*; BA Albion College; MA University of Minnesota

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**Herbert Bogart (1965)**, *Professor of English, Emeritus*; BA, MA, PhD New York University

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**Richard N. Carpenter (1979)**, *Professor of Computer Science, Emeritus*; BA Albion College; MS Western Michigan University

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**David A. Collins (1963)**, *Professor of Romance Languages and Literature, Emeritus*; BA University of Maine; MAT Yale University; PhD Brown University

**Ruth L. Collins (1974)**, *Registrar, Emerita*; BS, MS University of Wisconsin, Madison

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**C. Kim Cummings (1972)**, *Professor of Sociology and Anthropology, Emeritus*; BA Harvard College; PhD Washington University

**Marcelle E. Dale (1956)**, *Professor of Romance Languages and Literature, Emerita*; BA, BS, MA University of Oran, Algeria; BA, MA Western Michigan University

**Ralph M. Deal (1962)**, *Professor of Chemistry, Emeritus*; BA Oberlin College;

- MA, PhD Johns Hopkins University
- David A. Evans (1965)**, *Professor of Biology, Emeritus*; BA Carleton College; MS PhD University of Wisconsin
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- Donald C. Flesche (1962)**, *Professor of Political Science, Emeritus*; BA Drury College; MA, PhD Washington University
- Hardy O. Fuchs (1969)**, *Professor of German Language and Literature, Emeritus*; BA Kalamazoo College, University of Bonn; MA Indiana University; PhD Michigan State University
- Joe K. Fugate (1961)**, *Professor of German Language and Literature and Director of Foreign Study, Emeritus*; BA Southern Illinois University; MA, PhD Princeton University
- Harold J. Harris (1954)**, *Professor of English, Emeritus*; BA, MA Rutgers University; PhD Ohio State University
- Conrad Hilberry (1962)**, *Professor of English, Emeritus*; BA Oberlin College; PhD University of Wisconsin
- Joan E. Hinz (1971)**, *Reference Librarian, Emerita*; BA Kalamazoo College; MSLS Western Michigan University
- Berne L. Jacobs (1963)**, *Professor of Psychology, Emeritus*; BA, MA, PhD University of Michigan
- Robert L. Kent (1968)**, *Professor of Physical Education, Emeritus*; BS, MA Western Michigan University
- Betty G. Lance (1961)**, *Professor of Romance Languages and Literature, Emerita*; BS, Central Missouri State College; MA University of Missouri; PhD Washington University
- Margo R. Light (1962)**, *Professor of German Language and Literature, Emerita*; BA Hope College; MA Indiana University; PhD University of Michigan
- Letitia A. Loveless (1953)**, *Professor of Physical Education, Emerita*; BS University of Illinois; MS University of California in Los Angeles
- Marilyn A. Maurer (1969)**, *Professor of Physical Education, Emerita*; BS, MA Western Michigan University
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- Paul D. Olexia (1968)**, *Professor of Biology, Emeritus*; BA Wabash College; MA State University of New York at Buffalo; PhD University of Tennessee
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- Lisa Palchick (1982)**, *Dean of Libraries and Information Services, Emerita*; BFA Rhode Island School of Design; MA Western Michigan University
- Romeo E. Phillips (1968)**, *Professor of Education, Emeritus*; BM, MM Roosevelt University; MA Eastern Michigan University; PhD Wayne State University

**Eleanor Pinkham (1964)**, *Director of Libraries and Media Services, Emerita*; BA Kalamazoo College; MLS Western Michigan University

**Franklin A. Presler (1976)**, *Professor of Political Science, Emeritus*; BA Oberlin College; MA, PhD University of Chicago

**Stanley L. Rajnak (1965)**, *Professor of Mathematics, Emeritus*; AB, PhD University of California at Berkeley

**Barry F. Ross (1972)**, *Professor of Music, Emeritus*; BS Hartt College of Music; MMA, DMA Yale University

**David S. Scarrow (1961)**, *Professor of Philosophy, Emeritus*; BA Duke University; MA, PhD Harvard University

**Waldemar Schmeichel (1974)**, *Professor of Religion, Emeritus*; BA Judson College; BD, MA, PhD University of Chicago

**Carol Smith (1983)**, *Reference Librarian, Emerita*; BA Bryn Mawr College; MLS Western Michigan University

**Lawrence Rackley Smith (1963)**, *Professor of Music, Emeritus*; BM, MA Northwestern University; PhD Eastman School of Music

**T. Jefferson Smith (1967)**, *Professor of Mathematics and College Ringing Master, Emeritus*; BA Emory University; MS, PhD University of Wisconsin

**Robert Stauffer (1973)**, *Professor of Sociology and Anthropology, Emeritus*; BA University of Illinois; MA, PhD University of Chicago

**Richard T. Stavig (1955)**, *Professor of English, Emeritus*; BA Augustana College; MA, PhD Princeton University

**David Strauss (1974)**, *Professor of History, Emeritus*; BA Amherst College; MA, PhD Columbia University

**Lonnie Supnick (1972)**, *Professor of Psychology and Associate Provost, Emeritus*; BA City College of New York; MA, PhD Clark University

**Philip S. Thomas (1965)**, *Professor of Economics and Business, Emeritus*; BA Oberlin College; MA, PhD University of Michigan

**J. Mark Thompson (1961)**, *Professor of Religion, Emeritus*; BA Harvard College; BD Yale Divinity School; PhD Vanderbilt University

**Babette V. Trader (1963)**, *Dean of Academic Advising, Emerita*; BA University of Maryland; MS Indiana University

**John B. Wickstrom (1966)**, *Professor of History, Emeritus*; BA Michigan State University; MA, PhD Yale University

**Laurence E. Wilson (1963)**, *Professor of Chemistry, Emeritus*; BA Western Washington College; PhD University of Washington

**David M. Winch (1967)**, *Professor of Physics, Emeritus*; BS, MS John Carroll University; PhD Clarkson College of Technology

**Wayne M. Wright (1962)**, *Professor of Physics, Emeritus*; BA Bowdoin College; MS, PhD Harvard University

## Faculty

**Britta Ager (2010)**, *Postdoctoral Teaching Fellow*. BA Kenyon College; PhD University of Michigan

**Carol S. Anderson (1993)**, *Professor of Religion*. BA University of Puget Sound;

- MA, PhD University of Chicago Divinity School
- Thomas R. Askew (1991)**, *Professor of Physics*. BA Gordon College; MS, PhD University of Illinois, Urbana-Champaign
- Regina M. Baker (2010)**, *Visiting Assistant Professor of Political Science*. BS, AM, PhD University of Michigan
- Joseph J. Bangura (2005)**, *Assistant Professor of History and African Studies*. BA Fourah Bay College, University of Sierra Leone; MA, PhD Dalhousie University, Halifax
- Espelecia M. Baptiste (2003)**, *Associate Professor of Anthropology*. BA Colgate University; PhD Johns Hopkins University
- David E. Barclay (1974)**, *Margaret and Roger Scholten Professor of International Studies*. BA, MA University of Florida; PhD Stanford University
- Laura R. Barraclough (2008)**, *Assistant Professor of Sociology*. BA, University of California, San Diego; PhD University of Southern California
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- Danielle Battisti (2010)**, *Visiting Assistant Professor of History*. BA Colgate University; MA, PhD State University of New York at Buffalo
- Karen Berthel (2000)**, *Associate Professor of Theatre Arts*. BA Western Michigan University; MFA American Conservatory Theatre
- Karyn J. Boatwright (1998)**, *Associate Professor of Psychology*. BA Lee University; MA, PhD Michigan State University
- Olga Bonfiglio (2003)**, *Assistant Professor of Education*. BA Wayne State University; MA Western Michigan University; PhD Michigan State University
- Alyce Brady (1994)**, *Registrar and Professor of Mathematics and Computer Science*. BA Bowdoin College; MS, PhD Rensselaer Polytechnic Institute
- Joseph L. Brockington (1979)**, *Professor of German Language and Literature, Associate Provost for International Programs and Interim Dean for Experiential Education*. BA, MA, PhD Michigan State University
- Roselee Bundy (1991)**, *Professor of Japanese Language and Literature*. AB, MA, PhD University of Chicago
- Cynthia Carosella (2001)**, *Instructor in Romance Languages and Literature*. BA, MA Western Michigan University
- Madeline M. Chu (1988)**, *Professor of Chinese Language and Literature*. BA National Taiwan University, Taipei; MA, PhD University of Arizona
- Henry D. Cohen (1974)**, *Professor of Romance Languages and Literature*. BA Williams College; MA Harvard University; PhD University of California–Berkeley
- Arthur L. Cole (2008)**, *Roger F. and Harriet G. Varney Assistant Professor of Physics*. BA Williams College; MS, PhD Ohio State University
- Peter L. Corrigan (1987)**, *Associate Professor of Classics*. BA University of Minnesota; MA, PhD Cornell University
- M. Kiran Cunningham (1992)**, *Professor of Anthropology*. BA Kalamazoo College; MA, PhD University of Kentucky

**Pamela A. Cutter (2001)**, *Associate Professor of Computer Science*. BS State University of New York at Fredonia; PhD University of Georgia

**Glenn Deutsch (2006)**, *Visiting Assistant Professor of English*. BA University of Wisconsin, Madison; PhD Western Michigan University

**John C. Dugas (1995)**, *Associate Professor of Political Science*. BA Louisiana State University; PhD Indiana University–Bloomington

**Jeffrey Einspahr (2003)**, *Associate Professor of Political Science*. BA Whitman College; PhD Rutgers University

**R. Amy Elman (1991)**, *Professor of Political Science*. BA Brandeis University; MA, PhD New York University

**Péter Érdi (2002)**, *Luce Professor of Complex Systems Studies*. MSc L. Eötvös University, Budapest; MSc Technical University of Budapest; PhD Hungarian Academy of Sciences, Budapest; DSc Hungarian Academy of Sciences

**Thomas G. Evans (1995)**, *Professor of Music*. BM State University of New York College at Fredonia; MM Boston University; DMA University of Michigan

**John B. Fink (1975)**, *Rosemary K. Brown Professor in Mathematics and Computer Science*. BA University of Iowa; MS, PhD University of Michigan

**Ann M. Fraser (2003)**, *Associate Professor of Biology*. BSc Acadia University, Nova Scotia; PhD Harvard University

**Dennis J. Frost (2010)**, *Wen Chao Chen Assistant Professor of East Asian Studies*. BA Wittenberg University; PhD Columbia University

**Jennifer R. Willard Furchak (2007)**, *Herbert H. and Grace A. Dow 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

**Shreena Gandhi (2007)**, *Assistant Professor of Religion*. BA Swarthmore College, MTS Harvard Divinity School; PhD University of Florida

**Adriana M. Garriga-López (2010)**, *Assistant Professor of Anthropology*. BA Rutgers University-New Brunswick; MA, MPhil, PhD Columbia University

**E. Binney Girdler (2001)**, *Associate Professor of Biology*. BA University of Virginia; MES Yale University; PhD Princeton University

**Gary S. Gregg (1995)**, *Professor of Psychology*. BA University of California, San Diego; PhD University of Michigan

**Gail B. Griffin (1977)**, *Ann V. and Donald R. Parfet Distinguished Professor of English*. BA Northwestern University; MA, PhD University of Virginia

**Robert W. Grossman (1975)**, *Professor of Psychology*. BA, MA, PhD Michigan State University

**Anne E. Haeckl (1998)**, *Instructor in Classics*. BA College of Wooster; MA, PhD candidate University of Michigan

**Christine Young-Kyung Hahn (2008)**, *Assistant Professor of Art*. BA Carleton College; MA, PhD University of Chicago

**Jeffrey Haus (2005)**, *Associate Professor of History and Religion*. BA University of Michigan; PhD Brandeis University

**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 and Head Coach of Volleyball*. BA University of Michigan; MA Western Michigan University

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- Katie MacLean (2002)**, *Associate Professor of Romance Languages*. BA Dalhousie University, Halifax; MA Queen's University, Kingston, Ontario; PhD Duke University
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- Elizabeth A. Manwell (2004)**, *Sally Appleton Kirkpatrick Associate 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
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- Taylor G. Petrey (2010)**, *Instructor in Religion*. BA Pace University; MTS, PhD candidate Harvard University Divinity School
- Zaide E. Pixley (1984)**, *Adjunct Associate Professor of Music, Dean of First Year and Advising*. BMus Hope College; MA City University of New York Hunter College; PhD University of Michigan
- Patricia Ponto (1986)**, *Director of Counseling with the rank of Assistant Professor of Psychology*. BA, MA, PhD Michigan State University
- Lanford J. Potts (1997)**, *Associate Provost of Academic Affairs and Student Support and Professor of Theatre Arts*. BA Valparaiso University; MFA Michigan State University
- Vivien Pybus (2000)**, *Associate Professor of Biology*. BSc, PhD University of Otago, New Zealand
- Jennifer Redmann (2002)**, *Associate Professor of German*. BA Saint Olaf College; MA, PhD University of Wisconsin-Madison
- Jon A. Reeves (2005)**, *Visiting Instructor in Theatre Arts and Director of Technical Theatre and Design*. BA University of Wisconsin-Whitewater
- Thomas W. Rice (1993)**, *Robert and Jo-Ann Stewart Professor of Art*. BFA Tyler School of Art, Temple University; MFA University of Georgia

- William C. Richardson (2005)**, *College Professor of Policy*. BA Trinity College; MBA, PhD University of Chicago
- Mark J. Riley (2007)**, *Head Coach of Men's Tennis with the Rank of Instructor in Physical Education, and Director of USTA Boy's 18 and 16 National Championships*. BA Kalamazoo College
- Roberto Robles-Valencia (2010)**, *Postdoctoral Teaching Fellow*. BA Universidad de Burgos, Spain; MA Western Michigan University; PhD University of Michigan
- María J. Romero-Eshuis (2001)**, *Instructor in Romance Languages and Literature*. BA Universidad de Extremadura, Spain; MA Michigan State University
- Diane Seuss (1988)**, *Writer in Residence*. BA Kalamazoo College, MSW Western Michigan University
- Babli Sinha (2008)**, *Marlene Crandell Francis Assistant Professor of English*. BA Washington and Lee University; MA Indiana University; MA, PhD University of Chicago
- Greg A. Slough (1997)**, *Professor of Chemistry*. BA Goshen College; PhD Pennsylvania State University
- Amy L. Smith (2002)**, *Associate Professor of English*. BA Allegheny College; MA, PhD University of Illinois, Urbana-Champaign
- Kathleen W. Smith (1972)**, *Professor of Romance Languages and Literature*. BA Mundelein College; MA, PhD University of Wisconsin
- Kristen J. Smith (1994)**, *Director of Athletics and Associate Athletic Trainer with the rank of Assistant Professor of Physical Education*. BA Hope College; MA Western Michigan University
- Thomas J. Smith (1978)**, *Dorothy H. Heyl Professor of Chemistry*. BS Illinois Benedictine College; PhD Purdue University
- Janet Solberg (1988)**, *Professor of Romance Languages and Literature*. BA Macalester College; MA, PhD University of Minnesota
- Michael J. Sosulski (2004)**, *Associate Professor of German*. BS Georgetown University; MA, PhD University of Chicago
- Paul R. Sotherland (1985)**, *Professor of Biology*. BS Carroll College; MS, PhD Colorado State University
- Nathan Sprague (2004)**, *Assistant Professor of Computer Science*. BS Brown University; MS, PhD University of Rochester
- Regina Stevens-Truss (2000)**, *Associate Professor of Chemistry*. BA Rutgers University; PhD University of Toledo
- Charles A. Stull (1996)**, *Senior Instructor in Economics and Business*. BA Northwestern University; MS, PhD candidate University of Wisconsin, Madison
- Noriko Akimoto Sugimori (2009)**, *Assistant Professor of Japanese Language*. BA Toyama University, Japan; MA Columbia University; MA Michigan State University; PhD Boston University
- Siu-Lan Tan (1998)**, *Associate Professor of Psychology*. BMus Pacific Union College; MA, PhD Georgetown University
- Michael Tanoff (2002)**, *Assistant Professor of Physics*. BS Rutgers University; MS, MPhil, PhD Yale University

**Jan Tobochnik (1985)**, *Dow Distinguished Professor in the Natural Sciences*. BA Amherst College; PhD Cornell University

**Leslie T. Tung (1986)**, *Professor of Music*. BA Yale University; MM Eastman School of Music, University of Rochester; DMA School of Music, University of Southern California

**James R. Turner, Jr. (1995)**, *Professor of Music*. BA Mars Hill College; MM Louisiana State University

**Enid M. Valle (1989)**, *Associate Professor of Romance Languages and Literature*. BA University of Puerto Rico; MA, PhD University of Michigan

**Andrea Walther (2010)**, *Visiting Assistant Professor of Biology*. BS Ohio Northern University; MS, PhD University of Michigan

**Janelle Werner (2009)**, *Assistant Professor of History*. AB Bryn Mawr College; MA, PhD University of North Carolina

**Eileen B. Wilson-Oyelaran (2005)**, *President and Professor of Education*. BA Pomona College; MA, PhD Claremont Graduate University

## Administration

**Lisa Ailstock (2005)**, *Director of Health Center and Physician Assistant*. BS Western Michigan University

**Kimberly Jo Aldrich (1982)**, *Director of Alumni Relations*. BA Kalamazoo College

**Laura Andersen (2003)**, *Human Resources Director*. BA Grand Valley State College; MSBA Michigan Technological University

**David L. Anderson (2003)**, *Senior Associate Director of Admission*. BA Hartwick College; MS Syracuse University

**Marne Angers (2006)**, *Programmer Analyst*. BS Michigan Technological University.

**Amy Auer (2009)**, *Career Counselor*. BA University of Wisconsin - Madison; MA Harvard University

**F. Timothy Baker (1999)**, *Manager of Advancement Research*.

**Catherine Bonnes (2008)**, *Director of Finance*. BA, MBA Michigan State University

**Alyce Brady (1994)**, *Registrar and Professor of Mathematics and Computer Science*. BA Bowdoin College; MS, PhD Rensselaer Polytechnic Institute

**Thomas C. Breznau (1979)**, *Director of the LandSea Program*. BS, MBA University of Detroit

**Joseph L. Brockington (1979)**, *Associate Provost for International Programs and Professor of German Language and Literature*. BA, MA, PhD Michigan State University

**Sharri Brumfield (2008)**, *Head Coach, Women's Basketball*. BS Wilmington College

**Desma Butters (2001)**, *Manager of Donor Relations*.

**Elizabeth Candido (2008)**, *College Chaplain and Director of Religious Life*. BA Kalamazoo College; MDiv Harvard Divinity School

**Judith Clark (2000)**, *Associate Director of Financial Aid*. BA Western Michigan University

**Lesley Clinard (2004)**, *Assistant Director, Academic Advising and Institutional Support*. BA University of Michigan

**Russell Cooper (1988)**, *Help Desk Administrator*. BA Kalamazoo College

**Jeffrey Dancer (1997)**, *Network Administrator*. BS Western Michigan University

**Lisa Darling (1999)**, *Director of Publications*

**Robert Davis (1998)**, *Programmer/Analyst*. BS Western Michigan University

**Teresa Denton (2002)**, *Associate Director for Community Partnerships, Mary Jane Underwood Stryker Institute for Service-Learning*. BA Adrian College; MSW University of Michigan

**Brian Dietz (2007)**, *Assistant Dean of Students and Director of Student Activities and the Hicks Student Center*. BA Mount Union College; MA Bowling Green State University

**Gregory Diment (2005)**, *Associate Provost for Information Services*. BA Kalamazoo College

**Anne Dueweke (1998)**, *Director, Faculty Grants and Institutional Research*. BA Kalamazoo College; MA University of Illinois

**Sandra Dugal (2006)**, *Associate Director, Kalamazoo College Fund*. BA Albion College

**Sheena Foster (2008)**, *Assistant Director, Kalamazoo College Fund*. BFA University of Montana

**Jessica Fowle (2006)**, *Assistant Director of Admission*. BA Kalamazoo College

**Lara Gallant (2010)**, *Admission Counselor*, BA Kenyon College; MS Northwestern University

**Alison A. Geist (1997)**, *Director, Mary Jane Underwood Stryker Institute for Service-Learning*. BGS, MPH University of Michigan

**Susanne Gibson (1995)**, *Administrative Assistant to the Provost*. BA Western Michigan University

**Victoria L. Gorrell (2006)**, *Vice President for College Advancement*. BA Allegheny College; MA Ohio State University

**Bryan Goyings (2007)**, *Head Coach, Women's Soccer and Athletic Recruitment Coordinator*. BA Kalamazoo College

**Jaime Grant (2010)**, *Executive Director, Arcus Center for Social Justice Leadership*. BA Wesleyan University; MA Bucknell University; PhD The Union Institute

**Mary Griswold (1999)**, *Circulation Supervisor*. BA Brigham Young University; AMLS University of Michigan

**Angela M. Gross (2003)**, *Assistant Director, Center for International Programs*. BA Kalamazoo College; MAT Georgetown University

**Ann Haight (1976)**, *Bibliographer and Acquisitions Librarian*. BA Kalamazoo College; MLS Western Michigan University

**Megan Hass (2006)**, *Assistant Athletic Trainer*. BS Otterbein College; MS University of Arkansas

**Sassafras Havilar (2000)**, *Director of Advancement Events*.

**Joan Hawxhurst (2007)**, *Director, Center for Career and Professional Development and Director of Guilds*. BA Virginia Polytechnic Institute

and State University, MA Yale University

**Marin L. Heinritz (2003)**, *Director, Writing Academic Resource Center and Assistant Professor of Journalism*. BA Kalamazoo College; MS Boston University

**Alan M. Hill (1992)**, *Associate Director of Counseling*. BA, MS Southern Connecticut University; MA Western Michigan University; PhD Miami University

**Heather Jach (2007)**, *Senior Major Gift Officer*. BA, MPA Western Michigan University

**Dana Jansma (2000)**, *Associate Dean of Students*. BA Hope College; MEd University of Vermont

**Ann Jenks (2010)**, *Director of Corporate and Foundation Relations*, BS Ohio University

**Karen Joshua-Wathel (1999)**, *Associate Dean of Students*. BA, MA Western Michigan University

**Timothy Kearney (2009)**, *Assistant Coach, Swimming*, BA Hamilton College

**Diane R. Kiino (2001)**, *Director of Health Sciences*. BA Kalamazoo College; MS, PhD Yale University

**Nicole Kragt (2008)**, *Assistant Registrar*. BS, MA Western Michigan University

**John Krajacic (2008)**, *Assistant Coach, Football*. BA Kalamazoo College

**Jason Kraushaar (2009)**, *Programmer/Analyst*

**Donna Lartigue (2010)**, *Associate Director, Arcus Center for Social Justice Leadership*, BA University of the Pacific; MA State University of New York-Stonybrook

**Mary Lam-Rodrigues (2008)**, *Bach Festival Director*. BS University of Evansville; MBA Michigan State University

**Kate Leishman (2008)**, *Assistant Director, Student Activities*. BA Kent State University; MA The Ohio State University

**Suzanne Lepley (1998)**, *Senior Assistant Director of Admission*. BS Western Michigan University

**Kathryn Lightcap (2000)**, *Graphic/Media Designer*. BA Western Michigan University

**Patricia Lisak (1996)**, *Payroll Manager*. BS Nazareth College

**Donald C. Mack (1986)**, *Associate Director for Technical and Media Services*. BS Western Michigan University

**Stephen Magdzinski (2008)**, *Admission Counselor*. BA Kalamazoo College

**Roderick Malcolm (1999)**, *Associate Director of Admission*. BS Fitchburg State College

**Paul W. Manstrom (1990)**, *Associate Vice President of Facilities Management*. BS Iowa State University

**Narda McClendon (1998)**, *Assistant Director, Center for International Programs*. BA Western Michigan University

**Michael McDonald (2008)**, *Provost*. BS Davidson College; MA, PhD Duke University

**Allison P. McKenna (2003)**, *Director of Laboratories*. BA, MS Western Michigan University

**Jonathan Meshes (2009)**, *Director of Mathematics and Physics Academic Resource Center and Visiting Assistant Professor of Mathematics and Physics.* BA, MS, PhD Northern Illinois University

**Scott D. Michel (2003)**, *Head Athletic Trainer.* BS Merryhurst College; MA Western Michigan University

**Terry Miller (1999)**, *Assistant to the USTA Tournament Director.* AS Northwestern University Evening Division

**Kathleen Milliken (2003)**, *Head Swimming Coach and Assistant Professor of Physical Education.* BA Denison University; MA Western Michigan University

**Breigh Montgomery (2006)**, *Assistant Director, Mary Jane Underwood Stryker Institute for Service-Learning.* BA Kalamazoo College

**Lisa Murphy (2010)**, *College Archivist.* BA Kalamazoo College; MLIS Simmons College; MSc University of Edinburgh

**Mark Murphy (2010)**, *Head Coach, Women's Tennis.* BA Coe College

**Teresa Newmarch (2007)**, *Executive Director of Development.* BS Grand Valley State University

**H. Van Nickert (1987)**, *Athletic Equipment and Facilities Manager.* BA Western Michigan University

**Stacy A. Nowicki (2000)**, *Library Director.* BA Oberlin College; MM Northwestern University; MLIS Dominican University; PhD Nova Southeastern University

**Lindsay O'Donohue (2008)**, *Manager of Prospect Research.* BA Western Michigan University

**Steven Oursler (2008)**, *Major Gift Officer.* BA Hope College

**Jeffrey Palmer (2007)**, *Media Relations Manager.*

**Laurel Palmer (2009)**, *Director, Kalamazoo College Fund.* BS Cedar Crest College; MA Michigan State University

**Robert A. Passage (2002)**, *Assistant Professor of Physical Education and Head Coach of Men's Basketball.* BA Kalamazoo College; MA Western Michigan University

**Kristin Peterson (2008)**, *Area Coordinator for Residential Life.* BA St. Norbert College, MEd Hardin-Simmons University

**Karen Pittman (2006)**, *Associate Controller.* BBA Western Michigan University

**Zaide E. Pixley (1984)**, *Dean of the First-Year and Advising and Adjunct Associate Professor of Music.* BMus Hope College; MA City University of New York Hunter College; PhD University of Michigan

**Patricia Ponto (1986)**, *Director of Counseling and Assistant Professor of Psychology.* BA, MA, PhD Michigan State University

**Lanford Potts (1997)**, *Associate Provost for Academic Affairs and Student Support and Professor of Theatre Arts.* BA Valparaiso University; MFA Michigan State University

**James Prince (2009)**, *Vice President for Business and Finance.* BA Taylor University; MPA Ball State University

**Robin Rank (1999)**, *Reference Librarian.* BA Kalamazoo College; MILS University of Michigan

**Mark J. Riley (2007)**, *Head Coach, Men's Tennis with the rank of Instructor*

- in Physical Education, and Director of USTA Boy's 18 and 16 National Championships.* BA Kalamazoo College
- Debbie Roberts (2000)**, *Director of the Bookstore and Mail/Copy Center.* BBA Western Michigan University
- Deanna Roell (2007)**, *Area Coordinator for Residential Life.* BA, MA Western Michigan University
- Heidi Ruiz (2006)**, *Accountant/Internal Auditor.* BS Western Michigan University
- Scott Ryder (1998)**, *Associate Director of Administrative Computing.* BA Cornerstone College
- Kelly Schneider (1985)**, *Assistant Director of Financial Aid*
- Joellen Silberman (1980)**, *Vice President for Enrollment.* BS Purdue University; MBA Western Michigan University
- Aaron Smith (2005)**, *Systems Administrator.*
- Elizabeth Sloan Smith (1993)**, *Reference Librarian.* BA Kalamazoo College; AMLS University of Michigan
- Kristen Smith (1994)**, *Director of Athletics.* BA Hope College; MA Western Michigan University
- Paul Smithson (1971)**, *Technical Services and Rare Books Librarian.* BA Kalamazoo College; MLS, MLA Western Michigan University
- Jacqueline Srodes (2008)**, *Career Counselor.* BS Grand Valley State University; MA Western Michigan University
- Eric Staab (2006)**, *Dean of Admission.* BA, MA Indiana University
- Danielle Standish (2006)**, *Counselor.* BA, MA Ball State University; PhD Western Michigan University
- Madolene Stap (2005)**, *Associate Director of Alumni Relations.* BA Albion College
- Kristin Steward (2004)**, *Operations Manager, Center for International Programs.* BBA Western Michigan University
- Marjorie Stinson (2010)**, *Programmer/Analyst.* BA Hope College
- Marian Stowers (1990)**, *Director of Financial Aid.* BBA Eastern Michigan University
- Dhera Strauss (1988)**, *Media Producer and Instructor.* BA Earlham College
- Hillary Teague (2005)**, *Assistant Director of Admission.* BA Michigan State University; MA University of Michigan
- Jim VanSweden (1998)**, *Director of College Communication.* BA Kalamazoo College, MA Western Michigan University
- Martha Warpehoski (2007)**, *Director, Biology/Chemistry Academic Resource Center.* BS Massachusetts Institute of Technology; MA The Johns Hopkins University; PhD Massachusetts Institute of Technology
- Marcie Weathers (1999)**, *Custodial and Office Manager, Facilities Management.* AAS Denver Technological College
- Julia Wert (2009)**, *Associate Major Gift Officer.* BSBA Tri-State University
- Sarah Westfall (2007)**, *Vice President for Student Development and Dean of Students.* BA DePauw University; MS, PhD Indiana University
- Steven Wideen (1998)**, *Sports Information Director.* BA Cornerstone College

**Margaret Wiedenhoef (1998)**, *Associate Director, Center for International Programs*. BA Emory University

**Melanie Williams (2000)**, *Assistant to the President*.

**Eileen B. Wilson-Oyelaran (2005)**, *President and Professor of Education*. BA Pomona College; MA and PhD Claremont Graduate University

**Kenneth Wood (2007)**, *Wellness and Fitness Advisor*. BAA Central Michigan University; MA Western Michigan University

**Rachel Wood (2009)**, *Career Counselor*. BA, MA Western Michigan University

**Maureen Yanik (2004)**, *Assistant Director of Admission*. BA Otterbein College

**Emily Yeagley (2009)**, *Admission Counselor*. BA Kalamazoo College; MA University of Akron

**Timothy P. Young (2005)**, *Director of Security*. BA Spring Arbor College

**Peter Zillmann (2000)**, *Systems and Networking Associate*.

**Carolyn J. Zinn (2003)**, *Associate Director of Web Services*. BA Kalamazoo College; MA University of Michigan

**James Zorbo, Jr. (2007)**, *Head Coach, Football*. BA Kalamazoo College; MBA Western Michigan University

# Alumni Leadership

## Alumni Association Executive Board

### **Gail Raiman '73**

*President*

344 Roberts Lane  
Arlington, VA 22207  
Email: raiman@abc.org

### **Bill Stoeri '78**

*Vice President*

4201 Dupont Avenue S  
Minneapolis, MN 55409  
Email: Stoeri.Bill@dorsey.com

### **Alexandra Foley Altman '97**

*Secretary*

4024 N Springfield Avenue  
Chicago, IL 60618  
Email: alexandraaltman@gmail.com

### **Christopher Bussert '78**

*Past President*

Kilpatrick Stockton  
1100 Peachtree Street, Suite 2800  
Atlanta, GA 30309  
Email: cbussert@kilpatrickstockton.com

### **D'Angelo Bailey '05**

463 Lake Forest Boulevard  
Kalamazoo, MI 49006  
Email: da13zoo@hotmail.com

### **Kirsten Browne Bradford '92**

1237 Putnam Circle  
Rochester, MI 48307  
Email: bradford.a@comcast.net

### **Nicholas Brownlee '69**

12 Deergrass Lane  
Acton, MA 01720  
Email: nick.brownlee@fmc-na.com

### **Erin Price Charnley '02**

14968 Creek Edge Drive  
Holland, MI 49424  
Email: erincharnley@yahoo.com

### **Christine Dragisic '99**

1930 New Hampshire Avenue NW Apt 26  
Washington, DC 20009  
Email: cdragisic@hotmail.com

### **Pamela Brown Gavin '74**

4101 N 25th Pl  
Arlington, VA 22207  
Email: pam\_gavin@hotmail.com

### **Erin Mazzoni '07**

43 W 16th Street Apt 8A  
New York, NY 10011  
Email: erin.mazzoni@gmail.com

### **L. West Nelson '81**

1779 Hammond Road E  
Traverse City, MI 49686  
Email: west@alumni.kzoo.edu

### **Suzanne Kleinsmith Saganich '83**

21623 Avalon Drive  
Rocky River, OH 44116  
Email: ssaganich@ralaw.com

### **Stacy Shrode '77**

726 E Washington Street  
Appleton, WI 54991  
Email: PSShrode@aol.com

### **Dafina Lazarus Stewart '95**

1725 Clough Street  
Bowling Green, OH 43402  
Email: dafinas@bgsu.edu

### **Debra Tokarski Yourick '80**

14406 Triadelphia Mill  
Dayton, MD 21036  
Email: debra.yourick@us.army.mil

### **Hugh Mehaffie '57**

*President, Emeritus Club*  
1451 Prospect Hill  
Kalamazoo, MI 49006

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