

KALAMAZOO COLLEGE



Academic Catalogue

1988–1989

DIRECTIONS FOR CORRESPONDENCE

General information about the College is available upon request from Terrence Taylor, Director of Communications, Kalamazoo College, 1200 Academy, Kalamazoo MI 49007-3295.

Requests for specific information on the following topics should be addressed to the individuals named below:

Admission of students and catalogue requests Michael Donahue, *Director of Admissions*

Academic Affairs Timothy Light, *Provost*

Alumni matters Dana H. Hendrix, *Director of Alumni Relations*

Business matters Thomas M. Ponto, *Director of Business and Finance*

Career Development Center John W. Mosser, *Acting Director of the Career Development Center*

Development Jacob Baas, *Vice President for Planning and Development*

Financial Aid Joellen Silberman, *Director of Financial Aid*

Foreign Study Joe K. Fugate, *Director of Foreign Study*

Minority Affairs Sandra E. Greene, *Assistant Dean for Minority Affairs*

L. Lee Stryker Center Keith Edmondson, *Executive Director of the L. Lee Stryker Center*

Student Affairs Marilyn J. La Plante, *Dean of Students*

Transcripts and records Ruth L. Collins, *Registrar*

Catalogue preparation by Joseph L. Brockington.

Kalamazoo College is 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. Graduates of the College are eligible for membership in the American Association of University Women.

Kalamazoo 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.

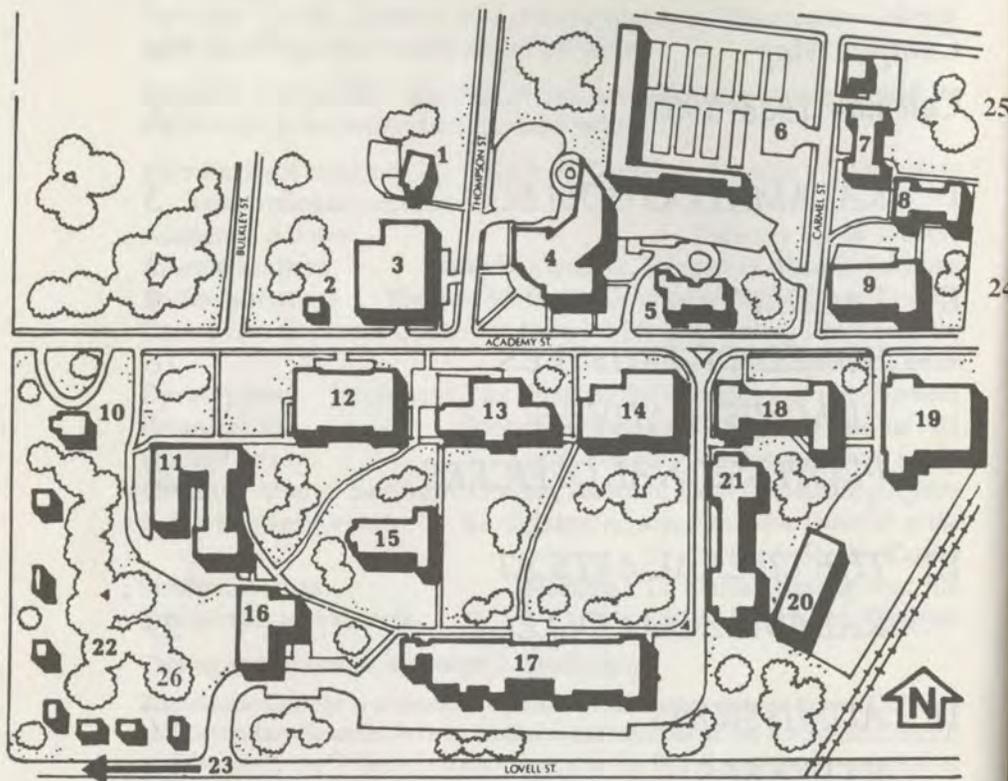
Kalamazoo College is committed to the concept of equal rights, equal opportunities and equal protection under the law, and is an Equal Opportunity and Affirmative Action employer. It administers all of its programs without regard to race, creed, age, sex, sexual orientation, national origin, and physical disability. This non-discriminatory policy is implemented under a formal affirmative action program. Inquiries should be addressed to Dr. Marilyn J. LaPlante, Affirmative Action Officer, Kalamazoo College, 1200 Academy, Kalamazoo MI 49007-3295.

This catalogue represents the best data available at the time of publication. Kalamazoo College reserves the right to change without specific notice the statements in this catalogue concerning rules, policies, fees, curriculum or other matters. Such statements are in no way considered to be contractual obligations.

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KALAMAZOO COLLEGE CAMPUS



- | | |
|--|---|
| 1 Hodge House
(President's residence) | 15 Stetson Chapel |
| 2 French House | 16 DeWaters Hall |
| 3 Upjohn Library | 17 Hicks Center/Welles Hall |
| 4 Light Fine Arts Building | 18 Harmon Hall |
| 5 Humphrey House | 19 Anderson Athletic Center |
| 6 Stowe Tennis Stadium | 20 Maintenance |
| 7 Severn Hall | 21 Hoben Hall |
| 8 Crissey Hall | 22 Grove Houses |
| 9 Natatorium | 23 Calder Fieldhouse, Angell,
Woodworth, and MacKenzie
Fields (two blocks west) |
| 10 L. Lee Stryker Center | 24 Markin Racquet Center |
| 11 Trowbridge Hall | 25 German House |
| 12 Dewing Hall | 26 Spanish House |
| 13 Mandelle Hall | |
| 14 Olds-Upton Hall | |

KALAMAZOO COLLEGE CALENDAR

(All dates are tentative.)

	1988-1989	1989-1990
<i>Fall Quarter</i>		
Freshman orientation	September 18-24	September 17-23
First day of classes	September 26	September 25
Thanksgiving reading period (College holidays)	November 24 & 25	November 23 & 24
Final examinations	December 5-8	December 4-7
Winter recess	three weeks	three weeks
<i>Winter Quarter</i>		
First day of classes	January 3 (Tuesday)	January 3 (Wednesday)
Winter holiday	February 10	February 9
Final examinations	March 13-16	March 12-15
Spring recess	one week	one week
<i>Spring Quarter</i>		
First day of classes	March 28 (Tuesday)	March 26 (Monday)
Good Friday (half-day College holiday)	(during recess)	Friday, April 13
Memorial Day	May 29 College Holiday	May 28
Final examinations	June 5-8	June 4-7
Commencement	June 10	June 9
Summer recess	one week	one week
<i>Summer Quarter</i>		
First day of classes	June 19	June 18
Independence Day (College holiday)	July 4	July 4
Final examinations	August 28-30	August 27-29
Fall recess	three weeks	three weeks

(All dates are tentative)

1989-1990

1990-1991

September 17-23
September 24
September 25
September 26 & 27

September 18-24
September 25
September 26
September 27 & 28

October 1
October 2
October 3

October 1
October 2
October 3

October 10
October 11
October 12

October 10
October 11
October 12

October 19
October 20
October 21

October 19
October 20
October 21

October 26
October 27
October 28

October 26
October 27
October 28

November 2
November 3
November 4

November 2
November 3
November 4

November 9
November 10
November 11

November 9
November 10
November 11

November 16
November 17
November 18

November 16
November 17
November 18

November 23
November 24
November 25

November 23
November 24
November 25

November 30
December 1
December 2

November 30
December 1
December 2

December 7
December 8
December 9

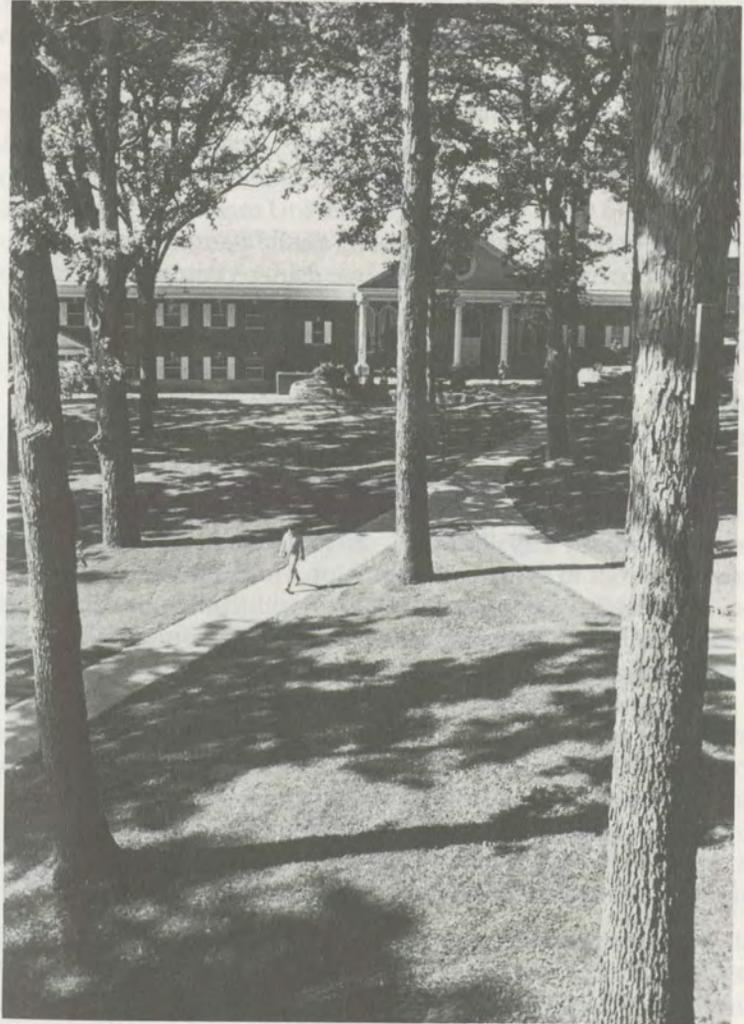
December 7
December 8
December 9

December 14
December 15
December 16

December 14
December 15
December 16

I KALAMAZOO COLLEGE

KALAMAZOO COLLEGE



KALAMAZOO COLLEGE

Founded in 1833 as The Michigan and Huron Institute, the first venture into higher education in the state, the College officially became Kalamazoo College in 1855 when the state legislature amended the original charter and granted to the trustees the power to confer degrees. From these beginnings, the College has grown and prospered. Today, more than 1200 students from the United States and many foreign countries study within The Kalamazoo Plan of year-round education.

The College is located in a residential section of Kalamazoo, a city with a metropolitan population of over 200,000. The Kalamazoo downtown mall is within easy walking distance from the campus. Other shopping malls as well as movies and restaurants are a short bike or bus ride away. Western Michigan University is also only a few blocks from the Quad. The College maintains a close and active involvement with the Kalamazoo community which supports, among other cultural activities, a symphony, a chamber music society, an Institute of Arts, indoor soccer and hockey teams, a nature center, and several live theaters. The cultural offerings of the College, the city, and the four other colleges in the area, together with the natural beauty of Southwest Michigan's lakes and rolling hills, give Kalamazoo residents and students alike an enviable quality of life.

Kalamazoo College offers an excellent learning environment within the physical resources of the campus. The College's hilltop campus of nearly 60 acres is located in a quiet residential area of the city. Upjohn Library, with study facilities for 500 students and a collection of more than 300,000 volumes and over 1,000 periodicals, is the center of intellectual life on campus. The Quad, bordered by facilities for the sciences, residence halls, the student union and student dining hall, the administration building, classrooms and faculty offices, and Stetson Chapel, is the center of academic and social life for the College. Beyond the Quad are the fine arts facilities, an athletic center, a racquet center, foreign language houses, residence halls, tennis courts, a swimming pool, playing fields, theaters and recital halls, and classrooms and offices, making the College both an academic and social community.

Supporting the College and its program is a national alumni association of over 30 chapters. In Kalamazoo, the Women's Council assists in important ways: sponsoring special events, helping with social functions, providing scholarship money, commissioning art works, and

aiding in the interior decoration of some of the campus buildings. The Founders' Society, the President's Society, and the Associates' Society are the organizations which represent the principal financial donors to the College.

Kalamazoo College is in its second year of a highly successful five-year \$45.8 million fundraising effort to enhance the programs, faculty and facilities of the institution. The Campaign for Kalamazoo has targeted campaign gifts for several key areas. Among these are \$9,000,000 for a new science center, \$2.9 million for expansion of the library facilities, \$4 million for new faculty chairs, \$3 million for faculty development programs, and \$10 million for student financial assistance. The Campaign for Kalamazoo receives generous support from alumni, parents of students, College faculty and staff, corporations, and foundations.

Mission

The mission of Kalamazoo College is to operate a nationally renowned, fiscally responsible, four-year liberal arts college which provides its graduates with an excellent learning experience that has a unique global perspective and that contributes to their ability to lead lives of significance.

The College offers a coherent undergraduate experience through the interweaving of a traditional liberal arts curriculum, experiential education in both domestic and international settings, and an independent research quarter. The College also expects that students will develop increasing independence as they engage in intellectual and aesthetic inquiry, discriminate among moral and ethical values and develop a humane knowledge of self in the context of history and society.

This distinctive combination of opportunities and expectations contributes to the development of self-reliant, mature individuals who are equipped to discharge their responsibilities as citizens and to fulfill their aspirations for both careers and further learning. The College also recognizes that learning transcends the bounds of age and physical environment and, therefore, extends educational opportunities to alumni and to the larger community.

The College Community

Kalamazoo College was founded in 1833 with a commitment to academic excellence, liberal learning, freedom of individual conscience, and appreciation of difference. James and Lucinda Stone, who led the College from 1842 to 1863 and who were primarily responsible for the academic reputation which gained the College its charter in 1855, embodied and extended those original values. In their teaching and leadership, the Stones sustained their vision of a college that transcended barriers between faculty and students, between intellectual pursuits and moral values, and between campus life and the larger life of American society and world events.

This original vision was carried forward in the next century by the administration of President Allen Hoben (1922-1935). This era is characterized by Dr. Hoben's concept of the College as a "Fellowship in Learning," an academic village whose members collaborate in the project of education. Dr. Hoben encouraged the high level of faculty involvement in campus life that distinguishes the College today. He also made the new Stetson Chapel a meetinghouse where community members could share opinions, insights, and concerns.

During the administration of President Weimer Hicks (1954-1971), the Kalamazoo Plan was born, fulfilling the Stones's original notion of the academic community as an integral component of the world beyond it. Dr. Hicks also enlarged and strengthened the Kalamazoo College faculty, raising the level in intellectual leadership and personal commitment to values that sustained the College through its transition to a "global campus."

For 150 years the College was associated with the American Baptist churches, a relationship that was reinterpreted and adjusted in 1984 in recognition of the changed character of the College's students and faculty. Today, in recognizing its historic indebtedness to its American Baptist founders and to visionary individuals such as the Stones and Presidents Hoben and Hicks, the College calls upon all members of its community to work individually and collectively to sustain a legacy of care and respect for the individual, unceasing growth as an object of life and learning, commitment to social justice and community welfare, and courage in seeking an understanding of, and respect for, different points of view. Through the Kalamazoo Plan and the emphasis upon global education, Kalamazoo College seeks to bring its traditions to

bear upon the educational needs of students in the contemporary world. In the combination of on-campus study, the Career Development Internship program, Foreign Study, and the Senior Individualized Project, students experience the dynamic relationship between academic and experiential learning, between life in a small community and life in the wider world, and between Western culture and the wealth of cultures beyond it.

This unique global perspective of education at Kalamazoo College entails not only an awareness of the diversity and shared experiences among the peoples of the world, but also a respect for and appreciation of that diversity. As a reflection of the world community, the campus community is likewise composed of individuals with differing backgrounds, interests, goals, and values. In joining this community, students, faculty, and staff dedicate themselves to maintaining an atmosphere of mutual caring and respect for the dignity of each individual and for his or her contribution to campus life. Community members are called upon to seek an understanding of the unknown, in themselves and in others with courage and with responsibility. In our common search for knowledge, that which brings us together and binds us to each other, we aim for an education that calls upon community members to make informed judgements and to take responsibility for translating learning into life, an education that produces confidence in approaching the complexity and plurality of a world moving toward a global society. Our goal is to achieve unity and diversity in a cooperative and challenging community where each member is encouraged to realize his or her full potential.

FACULTY
II
ELEMENTS

FACULTY

BOARD OF TRUSTEES

ADMINISTRATIVE &
PROFESSIONAL OFFICERS



FACULTY

EMERITI

- Rolla L. Anderson**, *Professor of Physical Education, Emeritus.*
- Nelda K. Balch**, *Professor of Theatre and Communication Arts, Emeritus.*
- Laurence N. Barrett**, *Professor of English, Emeritus.*
- H. Lewis Batts, Jr.**, *Professor of Biology, Emeritus.*
- Allen V. Buskirk**, *Professor of Physics, Emeritus.*
- Stillman Bradfield**, *Professor of Sociology, Emeritus.*
- Wen Chao Chen**, *L. Lee Stryker Professor of Political Science, Executive Director of the L. Lee Stryker Center, and Fellow of the College, Emeritus.*
- Marcelle E. Dale**, *Professor of Romance Languages and Literature, Emeritus.*
- Frances Diebold**, *Professor of Biology, Emeritus.*
- Robert D. Dewey**, *Professor of Religion and Dean of the Chapel, Emeritus.*
- Russell A. Hammar**, *Professor of Music, Emeritus.*
- Joan E. Hinz**, *Reference Librarian, Emeritus.*
- Kurt D. Kaufman**, *Professor of Chemistry, Emeritus.*
- Betty G. Lance**, *Professor of Romance Languages and Literature, Emeritus.*
- Letitia A. Loveless**, *Professor of Physical Education, Emeritus.*
- Elizabeth M. Mayer**, *Professor of German Language and Literature, Emeritus.*
- Edward Moritz, Jr.**, *Professor of History, Emeritus.*
- Harry B. Ray**, *Professor of Music, Emeritus.*
- Howard H. Roerecke**, *Professor of English, Emeritus.*
- Voldemars Rushevics**, *Professor of Music, Emeritus.*
- Gunther Spaltmann**, *Professor of Humanities, Emeritus.*
- Lester J. Start**, *Professor of Philosophy, Emeritus.*
- Raymond B. Steffen**, *Professor of Physical Education, Emeritus.*
- Warren I. Thomas**, *Professor of Physical Education, Emeritus.*
-

Babette V. Trader, *Dean of Academic Advising, Emeritus.*
Donald W. Van Liere, *Professor of Psychology, Emeritus.*
Walter W. Waring, *Professor of English and Humanities, Emeritus.*

FACULTY

George H. Acker (1959), *Professor of Physical Education and Coach.* B.S., M.S. Northern Illinois University.

Lindsay G. Amthor (1987), *Instructor in Japanese Language and Literature.* B.A. Williams College; M.Ed. Harvard University.

Evelyn Angerman (1964), *Adjunct Assistant Professor of Music and Director of Band.* B.M.E. Northwestern University.

Marigene Arnold (1973), *Associate Professor of Sociology and Anthropology.* B.A. Florida Presbyterian; Ph.D. University of Florida.

Jacob Baas (1987), *Vice President for Planning and Development with the rank of Associate Professor of History.* B.S. The Ohio State University; M.A. University of Toledo; Ph.D. West Virginia University.

Edward D. Baker (1967), *Associate Professor of Physical Education and Coach.* B.S. Denison University; M.A. Ohio State University.

David E. Barclay (1974), *Associate Professor of History.* B.A., M.A. University of Florida; Ph.D. Stanford University.

Miloslav Bernasek (1986), *Visiting Professor of Economics and Business Administration.* B.Ec, M.Ec. The University of Sydney; Ph.D. Wayne State University.

Mary Beth Birch (1987), *Adjunct Instructor in Music.* Mus.B. Northwestern University.

Herbert Bogart (1965), *Professor of English.* B.A., M.A., Ph.D. New York University.

Margo G. Bosker (1962), *Assistant Professor of German Language and Literature.* B.A. Hope College; M.A. Indiana University; Cand. Ph.D. University of Michigan.

David W. Breneman (1983), *Professor of Economics and President of the College.* B.A. University of Colorado; Ph.D. University of California, Berkeley.

Judith D. Breneman (1984), *Adjunct Lecturer in Music, and Music Director and Conductor of Bach Festival Chorus.* B.M.E. University of Colorado; M.A. San Francisco State College.

Thomas C. Breznau (1979), *Assistant Professor of Economics and Business Administration.* B.S., M.B.A. University of Detroit.

Joseph L. Brockington (1979), *Associate Professor of German Language and Literature.* B.A., M.A., Ph.D. Michigan State University.

Ellen M. Caldwell (1987), *Assistant Professor of English.* B.A. University of Southern California; M.A., Ph.D. University of California at Los Angeles.

Jean M. Calloway (1960), *Olney Professor of Mathematics.* B.A. Millsaps College; M.A., Ph.D. University of Pennsylvania.

Richard N. Carpenter (1979), *Associate Professor of Computer Science.* B.A., Albion College, M.S. Western Michigan University.

Madeline M. Chu (1988), *Associate Professor of Chinese Language and Literature.* B.A. National Taiwan University, Taipei; M.A., Ph.D. University of Arizona.

Avner Cohen (1988), *Visiting Assistant Professor of Philosophy.* B.A. Tel-Aviv University; M.A. York University, Toronto; Ph.D. University of Chicago.

Henry D. Cohen (1974), *Associate Professor of Romance Languages and Literature.* B.A. Williams College; M.A. Harvard University; Ph.D. University of California, Berkeley.

David A. Collins (1963), *Professor of Romance Languages and Literature.* B.A. University of Maine; M.A.T. Yale University; Ph.D. Brown University.

Margarita C. Compos (1988), *Visiting Instructor in Romance Languages and Literature.* B.A. Mexico City College.

Richard J. Cook (1973), *Professor of Chemistry.* B.S. University of Michigan; M.A. Ph.D. Princeton University.

Peter L. Corrigan (1987), *Assistant Professor of Classics.* B.A. University of Minnesota; M.A., Ph.D. Cornell University.

Rhoda E. R. Craig (1980), *Associate Professor of Chemistry.* B.Sc. University of Alberta; Ph.D. Cornell University.

Maureen Crowley (1988), *Visiting Assistant Professor of Psychology.* B.A. Rutgers University; M.S., Cand. Ph.D. Purdue University.

C. Kim Cummings (1972), *Associate Professor of Sociology and Anthropology*. B.A. Harvard College; Ph.D. Washington University.

Ralph M. Deal (1962), *Professor of Chemistry*. B.A. Oberlin College; M.A., Ph.D. Johns Hopkins University.

Lisa Diment (1988), *Adjunct Instructor in Physical Education and Coach*. B. A. College of Wooster; Cand. M.A. Western Michigan University.

Michael Donahue (1988), *Director of Admissions with the rank of Associate Professor of Education*. B.S., M.S., Ph.D. University of Michigan.

Gary J. Dorrien (1987), *Dean of the Chapel with the rank of Assistant Professor of Religion*. B.A. Alma College; M.Div, Union Theological Seminary; M.A., Th.M. Princeton Theological Seminary.

David A. Evans (1965), *Upjohn Professor of Life Sciences*. B.A. Carleton College; M.S., Ph.D. University of Wisconsin.

Eleonore M. Evers (1980), *Assistant Professor of Education*. B.S., M.A. Central Michigan University; Ph.D. Michigan State University.

John B. Fink (1975), *Associate Professor of Mathematics*. B.A. University of Iowa; M.S., Ph.D. University of Michigan.

Billie T. Fischer (1977), *Associate Professor of Art*. B.A. University of Kansas; M.A., Ph.D. University of Michigan.

Sean G. Fitzsimmons (1987), *Instructor in Physics*. B.S. University of Iowa; M.Sc., Cand. Ph.D. University of Notre Dame.

Donald C. Flesche (1962), *Professor of Political Science*. B.A. Drury College; M.A., Ph.D. Washington University.

Scott Friesner, (1986), *Instructor in English*. B.A. Kalamazoo College; M.A. The University of Michigan; Cand. Ph. D. McGill University

Hardy O. Fuchs (1969), *Associate Professor of German Language and Literature*. B.A. Kalamazoo College, University of Bonn; M.A. Indiana University; Ph.D. Michigan State University.

Joe K. Fugate (1961), *Professor of German Language and Literature and Director of the Foreign Study Program*. B.A. Southern Illinois University; M.A. Ph.D. Princeton University.

Sandra E. Greene (1981), *Assistant Professor of History, Director of the African Studies Program and Assistant Dean for Minority Affairs*. B.A. Kalamazoo College, M.A., Ph.D. Northwestern University.

Gail B. Griffin (1977), *Associate Professor of English*. B.A. Northwestern University; M.A., Ph.D. University of Virginia.

Robert W. Grossman (1975), *Associate Professor of Psychology*. B.A., M.A., Ph.D. Michigan State University.

Joseph Haklin (1987), *Associate Professor of Physical Education and Coach*. B.A. Wabash College; M.A. Wayne State University.

Harold J. Harris (1954), *Professor of English*. B.A., M.A. Rutgers University; Ph.D. Ohio State University.

Jeanne Hess (1987), *Adjunct Assistant Professor of Physical Education and Coach*. B.A. University of Michigan; M.A. Western Michigan University.

Conrad Hilberry (1962), *Professor of English*. B.A. Oberlin College; Ph.D. University of Wisconsin.

Arthur S. Howard (1986), *Visiting Associate Professor of Chemistry*. B.Sc. Rhodes University; Ph.D. Cambridge University.

Ahmed M. Hussen (1985), *Associate Professor of Economics and Business Administration*. B.A. Lewis and Clark College; M.S., Ph.D. Oregon State University.

Berne L. Jacobs (1963), *Professor of Psychology*. B.A., M.A., Ph.D. University of Michigan.

Laurence W. Jaquith (1974), *Associate Professor of Theatre and Communication Arts*. B.A. Hanover College; M.F.A. Brandeis University.

Jimmy Kandeh (1987), *Assistant Professor of Political Science*. B.A. Fourah Bay College, University of Sierra Leone; M.A., Ph.D. University of Wisconsin-Madison.

Robert L. Kent (1968), *Associate Professor of Physical Education, Director of Men's Athletics, Coach, and Chair of the Division of Physical Education*. B.S., M.A. Western Michigan University.

Michael Khodarkovsky (1988), *Assistant Professor of History*, B.A. Kalmyk University, Elista, USSR; M.A. Ph.D. University of Chicago.

Marilyn J. LaPlante (1978), *Associate Professor of Physical Education, Dean of Students, and Associate Provost*. B.A. University of Iowa; M.A. University of North Carolina; Ph.D. University of Wisconsin.

Timothy Light (1986), *Professor of Linguistics and Asian Studies and Provost*. B.A. Yale University; B.D. Union Theological Seminary; M.A. Columbia University; Ph.D. Cornell University.

Paul C. McGlasson (1987), *Assistant Professor of Religion*. B.A. University of Georgia; M.Div. Yale Divinity School; Ph.D. Yale University.

- Marilyn A. Maurer** (1969), *Associate Professor of Physical Education, Director of Women's Athletics, and Coach*. B.S. M.A. Western Michigan University.
- Richard L. Means** (1961), *Professor of Sociology and Anthropology*. B.A. Kalamazoo College; B.D. Colgate Rochester; M.A., Ph.D. Cornell University.
- Ed Menta** (1986), *Assistant Professor of Theatre and Communication Arts*. B.A. Southern Connecticut State University; M.F.A. University of Connecticut; Cand. Ph.D. Michigan State University.
- Carolyn R. Newton** (1978), *Associate Professor of Biology*. B.S. Colorado State University; Ph.D. State University of New York at Buffalo.
- George M. Nielsen** (1963), *Professor of Mathematics*. B.A. Ohio Wesleyan; M.A. Ph.D. University of Wisconsin.
- Peter O'Brien** (1988), *Assistant Professor of Political Science*, B.A. Kalamazoo College; M.A., Ph.D. University of Wisconsin-Madison.
- Paul D. Olexia** (1968), *Professor of Biology*. B.A. Wabash College; M.A. State University of New York at Buffalo; Ph.D. University of Tennessee.
- Sally L. Olexia** (1973), *Director of Academic Advising and Director of the Health Sciences Program with the rank of Associate Professor of Biology*. B.S. Kent State University; M.A., Ph.D. State University of New York at Buffalo.
- Bernard S. Palchick** (1972), *Professor of Art and Associate Provost*. B.A. Purdue University; M.F.A. Rhode Island School of Design.
- Romeo E. Phillips** (1968), *Professor of Education*. B.M., M.M. Roosevelt University; M.A. Eastern Michigan University; Ph.D. Wayne State University.
- Richard D. Piccard** (1978), *Assistant Professor of Physics and Director of Educational Computing*. B.S. California Institute of Technology; M.S. University of Pennsylvania; M.A., Ph.D. Princeton University.
- Zaide E. Pixley** (1984), *Adjunct Assistant Professor of Music*. B.Mus. Hope College; M.A. Hunter College of City University of New York; Ph.D. University of Michigan.
- Patricia Ponto** (1986), *Director of Counseling with the rank of Assistant Professor of Psychology*. B.A., M.A., Ph.D. Michigan State University.

- Brant L. Pope** (1984), *Assistant Professor of Theatre and Communication Arts*. B.A. University of Minnesota; M.A. University of Connecticut; M.F.A. Asolo Conservatory, Florida State University.
- Franklin A. Presler** (1976), *Associate Professor of Political Science*. B.A. Oberlin College; M.A., Ph.D. University of Chicago.
- Janet K. Price** (1988), *Director of Computing with the rank of Associate Professor of Computer Science*. A.B. University of California at Los Angeles; Ph.D. Dartmouth College.
- Lyn H. Raible** (1986), *Assistant Professor of Psychology*. A.A. College of Marin; B.A. San Francisco State University; M.A., Ph.D. The University of British Columbia.
- Katheryn E. Rajnak** (1978), *Adjunct Associate Professor of Physics*. B.A. Kalamazoo College; Ph.D. University of California at Berkeley.
- Stanley L. Rajnak** (1965), *Professor of Mathematics*. A.B., Ph.D. University of California at Berkeley.
- Robert J. Reinsvold** (1988), *Visiting Assistant Professor of Biology*. B.A. Humboldt State University; M.S. Colorado State University; Ph.D. Purdue University.
- Thomas W. Rice** (1987), *Visiting Assistant Professor of Art*. B.F.A. Temple University; M.F. A. University of Georgia.
- Wade L. Robison** (1974), *Professor of Philosophy*. B.A. University of Maryland; Ph.D. University of Wisconsin.
- Rodney Rodriguez** (1988), *Visiting Professor of Romance Languages and Literature*. B. A. Florida State University; M.A., Ph.D. Northwestern University.
- Paula P. Romanaux** (1978), *Adjunct Instructor in Music and College Organist*. B.M. MacMurray College; M.M. Western Michigan University; Hochschule für Musik und darstellende Kunst, Vienna.
- Barry F. Ross** (1972), *Associate Professor of Music*. B.S. Hartt College of Music; M.M.A., D.M.A. Yale University.
- David S. Scarrow** (1961), *Professor of Philosophy*. B.A. Duke University; M.A. Ph.D. Harvard University.
- Waldemar Schmeichel** (1974), *Associate Professor of Religion*. B.A. Judson College; B.D., M.A., Ph.D. University of Chicago.

Justin Schwartz (1988), *Assistant Professor of Philosophy*. A.B. Princeton University; M.Phil. Cambridge University; M.A., Cand. Ph.D. University of Michigan.

Kathleen W. Smith (1972), *Professor of Romance Languages and Literature and Chair of the Division of Foreign Languages and Literatures*. B.A. Mundelein College; M.A., Ph.D. University of Wisconsin.

Lawrence Rackley Smith (1963), *Professor of Music*. B.M., M.A. Northwestern University; Ph.D. Eastman School of Music.

T. Jefferson Smith (1967), *Professor of Mathematics and Ringing Master of the College*. B.A. Emory University; M.S., Ph.D. University of Wisconsin.

Thomas J. Smith (1978), *Associate Professor of Chemistry*. B.S. Illinois Benedictine College; Ph.D. Purdue University.

Janet Solberg (1988), *Assistant Professor of Romance Languages and Literature*. B.A. Macalester College; M.A., Ph.D. University of Minnesota.

Paul R. Sotherland (1985), *Assistant Professor of Biology*. B.S. Carroll College; M.S., Ph.D. Colorado State University.

Robert Stauffer (1973), *Professor of Sociology and Anthropology and Chair of the Division of Social Sciences*. B.A. University of Illinois; M.A., Ph.D. University of Chicago.

Richard T. Stavig (1955), *Professor of English*. B.A. Augustana College; M.A., Ph.D. Princeton University.

David Strauss (1974), *Professor of History*. B.A. Amherst College; M.A., Ph.D. Columbia University.

Frederick R. Strobel (1974), *Monroe Professor of Money and Banking*. B.S., M.B.A., Northeastern University; M.A., Ph.D. Clark University.

Daniel Suits (1988), *Distinguished Visiting Professor of Economics and Business Administration*. A.B., M.A., Ph.D. University of Michigan.

Lonnie E. Supnick (1972), *Professor of Psychology*. B.A. City College of New York; M.A., Ph.D. Clark University.

Thomas N. Taylor (1983), *Assistant Professor of Economics and Business Administration*. B.A. University of Minnesota in Duluth; Ph.D. University of Iowa.

Philip S. Thomas (1965), *Professor of Economics and Business Administration*. B.A. Oberlin College; M.A., Ph.D. University of Michigan.

J. Mark Thompson (1961), *Professor of Religion and Chair of the Division of Humanities*. B.A. Harvard College; B.D. Yale Divinity School; M.A. University of Chicago Divinity School; Ph.D. Vanderbilt University.

Jan Tobochnik (1985), *Assistant Professor of Physics and Computer Science*. B.A. Amherst College; Ph.D. Cornell University.

Leslie T. Tung (1986), *Assistant Professor of Music*. B.A. Yale University; M.M. Eastman School of Music, University of Rochester; D.M.A. School of Music, University of Southern California.

Michael Vande Berg (1988), *Assistant Director of Foreign Study with the rank of Assistant Professor of Romance Languages and Literature*. B.A.; Ph.D. University of Illinois.

John B. Wickstrom (1966), *Professor of History*. B.A. Michigan State University; M.A., Ph.D. Yale University.

Laurence E. Wilson (1963), *Professor of Chemistry*. B.A. Western Washington College; Ph.D. University of Washington.

David M. Winch (1967), *Professor of Physics*. B.S., M.S. John Carroll University; Ph.D. Clarkson College of Technology.

Marcia J. Wood (1965), *Professor of Art*. B.A. Kalamazoo College; M.F.A. Cranbrook Academy of Art.

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Excell Bailey (1962), *Supervisor of Grounds and Service*.

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Sandra E. Greene (1981), *Assistant Dean for Minority Affairs and Director of the African Studies Program*. B.A. Kalamazoo College, M.A., Ph.D. Northwestern University.

Mary Gustas (1988), *Associate Registrar*. B.A. Nazareth College, Ed. Spec. Western Michigan University.

Ann Haight (1976), *Bibliographer and Acquisitions Librarian*. B.A. Kalamazoo College; M.L.S. Western Michigan University.

Caroline Ham (1978), *Associate Director of the L. Lee Stryker Center, Director of Community Services, and Director of the Non-Traditional Students Program*. B.A. Kalamazoo College.

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Carolyn F. Hornev (1979), *Acting Assistant Director of the Career Development Center*. B.A. Michigan State University.

Kathy Hutchins (1986), *Assistant Controller*. B.A. Nazareth College.

Raymond Inkel (1988), *Technical Director, Theatre Arts Department*. B.A. College of Wooster.

Robert L. Kent (1968), *Director of Men's Athletics and Chair of the Division of Physical Education*. B.S., M.A. Western Michigan University.

Janet Lawing (1987), *Fine Arts Coordinator*. B.A. Albion College; M.A. Western Michigan University.

Vaughn Maatman (1987), *Assistant Dean for Residential Life*. B.A. Hope College; M.Div. Princeton Theological Seminary.

Donald Mack (1986), *Media Technician*.

William Martin (1984), *Director of the "Campaign for Kalamazoo"*. B.A. Illinois Benedictine College; M.A. Western Michigan University.

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William R. McClintick, Jr. (1982), *Associate Director of Admissions*. B.A. Hartwick College.

Kathleen Moore (1987), *Recruiting Coordinator*. B.A. Kalamazoo College.

John W. Mosser (1985), *Acting Director of the Career Development Center*. B.S. Southern Illinois University; M.A. Northern Illinois University.

Gayle S. Obrecht (1987), *Regional Alumni Chapter Coordinator and Head Resident*. B.A. Kalamazoo College; M.A. Michigan State University.

Anne M. Okon (1983), *Assistant Director of Admissions and Alumni/ Admissions Coordinator*. B.A. Kalamazoo College.

Sally L. Olexia (1973), *Director of Academic Advising and Director of the Health Sciences Program*. B.S. Kent State University; M.A., Ph.D. State University of New York at Buffalo.

Bernard S. Palchick (1972), *Associate Provost*. B.A. Purdue University; M.F.A. Rhode Island School of Design.

Lisa Palchick (1982), *Coordinator of the Fetzer Media Center*. B.F.A. Rhode Island School of Design; M.A. Western Michigan University.

Lisa A. Pelishek (1988), *Housing Coordinator and Head Resident*. B.A. Purdue University.

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Eleanor Pinkham (1964), *Director of Libraries and Media Services*. B.A. Kalamazoo College; M.L.S. Western Michigan University.

Patricia Ponto (1986), *Director of Counseling*. B.A., M.A., Ph.D. Michigan State University.

Janet K. Price (1988), *Director of Computing*. A.B. University of California at Los Angeles; Ph.D. Dartmouth College.

Marcia A. Price (1953), *Assistant to the Director of Alumni Relations*. B.S. Western Michigan University.

W. Andrew Reed (1985), *Sports Information Director*. B.A. Alma College.

Berdena Rust (1949), *General Personnel Assistant*. B.A. Kalamazoo College.

Catherine A. Schafer (1983), *Director of Operations and Records*. B.A. Muskingum College.

Raymond L. Seitz (1980), *Director of Management Information Systems*. B.S. Eastern Michigan University.

Joellen Silberman (1980), *Director of Financial Aid*. B.S. Purdue University; M.B.A. Western Michigan University.

Carol Smith (1983), *Reference Librarian*. B.A. Bryn Mawr College; M.L.S. Western Michigan University.

Kathleen W. Smith (1972), *Chair of the Division of Foreign Languages and Literatures*. B.A. Mundelein College; M.A., Ph.D. University of Wisconsin.

Paul Smithson (1971), *Associate Director of Libraries*. B.A. Kalamazoo College; M.L.S., M.L.A. Western Michigan University.

Patricia C. Strawn (1987), *Assistant for Academic Operations*. B.S. Southern Nazarene University.

Kimberly Sullivan (1982), *Assistant Director of Management Information Systems*. B.A. Kalamazoo College.

Terrence A. Taylor (1987), *Director of Communications*. B.A. University of Indianapolis; M.S. Ball State University.

A. Christine Thomas (1978), *Controller*. B.A. University of Rochester; M.B.A. Western Michigan University.

J. Mark Thompson (1961), *Chair of the Division of Humanities*. B.A. Harvard College; B.D. Yale Divinity School; M.A. University of Chicago Divinity School; Ph.D. Vanderbilt University.

Janice W. Todd (1984), *Director for Corporation and Foundation Relations*.

Linda S. Topolsky (1987), *Admissions Counselor*. B.A. Kalamazoo College.

Shirley Ulrich (1979), *Supervisor of Housekeeping*.

Michael Vande Berg (1988), *Assistant Director of Foreign Study*. B.A.; Ph.D. University of Illinois.

Harold VanderSalm (1970), *Associate Director of Admissions*. B.A. Kalamazoo College.

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Tucky Walker (1983), *Director of Development*. B.A. Carleton College.

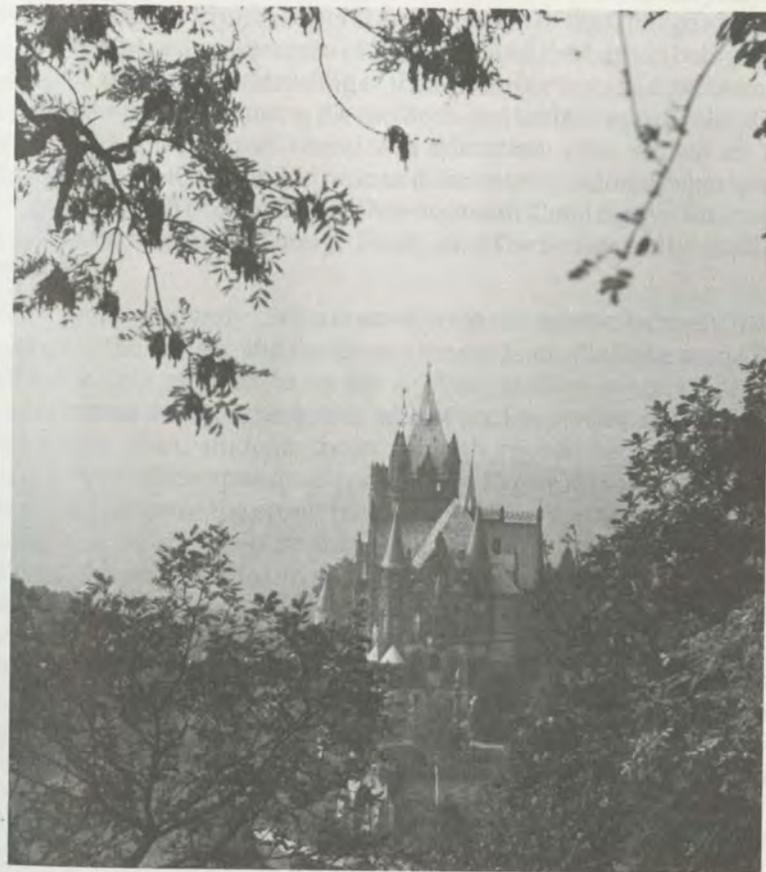
Julie Wyrwa (1986), *Co-op/Internship Coordinator*. B.A. Kalamazoo College.

Ruth Ziegelmaier (1970), *Assistant to the Director of Foreign Study*.

A LIBERAL ARTS EDUCATION

III

THE LIBERAL ARTS AT KALAMAZOO COLLEGE



A LIBERAL ARTS EDUCATION

The program of Liberal Arts education offered by Kalamazoo College combines traditional classroom instruction with experiential education and makes available to every student a range of educational opportunities which at most other colleges are limited to only a few honors students. During their time at the College, students move freely from working and learning in groups to pursuing individual academic and artistic projects. Regardless of the format a particular academic experience may take (lecture course or seminar, studio or laboratory, internship or foreign study), the liberal arts program of the College seeks the development of an awareness of the world and the human beings who inhabit it and an understanding of their achievements and problems as well as competence in using the methods and tools of a particular discipline. This program of liberal arts education, now known as **The Kalamazoo Plan**, is founded on four different educational experiences: a **Campus Residency**, a **Career Development Cooperative Education & Internship Program**, **Foreign Study**, and **The Senior Individualized Project**.

Developed in the early 1960's in an effort to use more effectively the resources of the College and the time of the students, the Kalamazoo Plan (affectionately referred to as the K Plan) enables every student to participate in each of these four educational experiences. Under the Kalamazoo Plan, students move through regular sequences of on-campus and off-campus quarters. (See the *Degree Requirements* section for a description of the on-off pattern of the two regular plans.) These sequences are designed so that the graduation requirements of the College can be most effectively met. Students plan their schedules in consultation with an academic advisor who assists them in balancing personal wishes and the requirements of their academic programs. The freshman year is spent on campus. Beginning as sophomores students are eligible to participate in the various off-campus programs of experiential education. The on-off pattern of students and faculty leaving and returning to campus makes for a College community which is constantly alive with new energy from past experiences and excitement about those yet to come. More information on specifics of the Kalamazoo Plan is available from the Registrar.

Campus Residency

Freshmen are acclimated to college life and their studies through the Freshman Orientation Program which is offered at the beginning of the fall term. During this time, students participate in workshops and seminars which help ease their transition from home and high school to campus life and the academic program of the College. Students also meet with their academic advisors to plan schedules and are given an introduction to College services, campus life and the larger community of Kalamazoo. New students who wish a different kind of orientation may participate in the **Land/Sea Program** which combines an "Outward Bound" type of experience with regular academic advising. A special course: **Introduction to the Liberal Arts** is offered for some entering freshmen who desire a more intensive introduction and orientation to academic work at the college level.

ACADEMIC PROGRAMS

At the center of the academic curriculum of Kalamazoo College are the traditional liberal arts courses in the natural sciences, the humanities, the social sciences and languages and literatures. Students take courses in each of these areas to satisfy the liberal arts distribution requirements for graduation. It is from the academic areas and programs which are detailed in the Courses of Instruction section of this catalogue that students will select their majors, a decision which most students make in the sophomore year. In addition to a major, many students choose to explore a **concentration** which offers students a systematic approach to a particular topic or academic area. Concentrations are usually interdisciplinary in nature and require fewer units than majors; thus, they are similar to a traditional minor.

RESIDENTIAL LIVING

Students at Kalamazoo College are not only members of an academic community of teachers, learners and scholars, but they also become part of a large social community of friends and colleagues as well. At the heart of campus life is the concept of residential living with its many co-curricular opportunities. With few exceptions all full-time students live

on campus and eat together in the student dining hall. Likewise many of the faculty and staff live near the campus and attend many of the same events and activities as the students. From the shared experiences of living, learning and working together, a feeling of true community arises. The entire campus community of students, faculty, administrators, staff, and friends of the College is able to gather to celebrate joyous occasions or to offer comfort in times of sorrow.

Several campus housing options are available. Most residence halls are co-ed by area with single, double, or triple rooms, and suites. Three language houses provide special learning opportunities in French, German, and Spanish. (A detailed statement of the housing assignment system is provided in the Kalamazoo College Student Handbook.)

Kalamazoo College tries to provide for students' privacy and for the welfare of the entire residence hall community. 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 staff members and student resident assistants under the supervision of the Assistant Dean for Residential Life. To develop and maintain an atmosphere promoting academic, personal, and social growth is the primary purpose of residential living.

Students from the Kalamazoo area who commute to campus comprise approximately 10 percent of the student body. A lounge area, a study, and lockers are available in Hicks Center so that commuters have a place to relax between classes.

Kalamazoo College's Health Center is staffed by a physician and a registered nurse who are available during regularly scheduled hours and on call for emergencies. Medication, laboratory services and immunizations for students going on Foreign Study are provided at cost. Emergency treatment, x-rays, and other laboratory tests are done at Bronson Methodist Hospital. Students are advised to have medical coverage through a family policy or the College student health insurance plan.

Located within the Student Services area of Hicks Center are the offices of the Dean of Students, the Director of Counselling, and the Director of Advising, and the Assistant Deans for Residential Life and Student Activities. The Health Center is housed in Harmon Hall; the Dean of the Chapel may be found in Stetson Chapel. A listing of the services available from these offices is found in the Student Handbook.

CO-CURRICULAR ACTIVITIES

Since intellectual growth is only one element of an education, Kalamazoo College offers many opportunities for students to participate in activities and to pursue interests that will develop understanding, sensitivity, and leadership. These activities are described in detail in the Kalamazoo College Student Handbook which students receive when they arrive on campus. Included are opportunities in campus governance through participation in the Student Commission, representation on all standing Faculty committees (except the Committee on Academic Standards and the Faculty Development Committee), and election to positions in the Inter-House Association, and the College Union Board. Among the many clubs active on campus are the Film Society, Chaverim, the Christian Fellowship, the Women's Equity Coalition, the Black Student Organization, the Cycling Club, Running Club, Environmental Organization to name just a few. Kalamazoo College students publish the *Index*, the student newspaper; the *Boiling Pot*, the College yearbook; the *Cauldron*, a literary magazine; and operate a radio station for the campus, WJMD.

The College offers many different kinds of participation in the arts. Three theaters permit great latitude in play selection, design, and direction. Six major productions yearly plus a summer resident repertory company, Festival Playhouse, give students of all disciplines and classifications opportunities to participate in acting; scenery, lighting, and costume design; and make-up. Additional one-act plays and productions of original student plays encourage writing and directing as well. The College Singers, Chamber Choir, Concert Band, Orchestra, and Jazz Lab Band are open to any qualified student. These groups provide a variety of formal and informal recitals and programs. The annual Christmas Carol service is a Kalamazoo College tradition, as is the week-long Bach Festival which combines the College, the Kalamazoo community and nationally known soloists in baroque music presentations.

An artist-in-residence program allows students to work with an artist of national reputation in the studio. The College gallery holds exhibitions by students and faculty; it also presents works by other artists. The proximity of Detroit and Chicago permits scheduled trips to museums there; and the Art Department regularly sponsors lectures and demonstrations by art historians and visiting artists. Each spring a guest artist in the performing or fine arts is on campus for a Fine Arts Festival. Since

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

The athletics program at the College is an integral part of the total liberal arts education of students as well. The intercollegiate athletic program operates under the supervision of the College Athletics Committee. Kalamazoo College is a member of the Michigan Intercollegiate Athletic Association and the National Collegiate Athletic Association for both men's and women's sports. Varsity men's teams compete in baseball, basketball, cross country, football, golf, soccer, swimming, and tennis; varsity women's teams compete in basketball, cross country, field hockey, softball, soccer, swimming, tennis, and volleyball. The College also has a program in intramural sports and nonstructured recreation opportunities for all students.

The College Forum offers a wide variety of significant educational and cultural events to enhance the educational program. Planned by a committee of faculty and students, Forum strives to involve the entire community in a common focus on issues and ideas. Forum and many of the other activities described above form the basis of the Liberal Arts Colloquium, which is a graduation requirement of the College. (See the *Regulations* section of this catalogue.)

Friday Chapel, an ecumenical service of worship and reflection, is offered each week of every quarter. These voluntary services are planned and presented by students and faculty from a variety of religious backgrounds and affiliations. Special convocations—Honors Day, Scholars' Day, and Founders' Day—are also held during the chapel hour.

The Career Development Cooperative Education & Internship Program

The Kalamazoo College Career Development Program is the first of three off-campus experiences of The Kalamazoo Plan. Kalamazoo students have worked in career fields from A to Z, literally from Arts to Zoos. This program offers students the opportunity to integrate classroom study with "real world" experience. Career Development work experiences allow students to explore career options as well as test and confirm the choices of academic majors and careers. Students gain

valuable work experiences which can provide them with a competitive edge as they enter the job market following graduation. No tuition is charged for participation in this program. Although no academic credit is granted, those students who successfully complete the requirements of the CD Program will have their experiences noted on their official transcripts.

Registration for the Cooperative Education and Internship Program is recommended at least two quarters in advance of the planned work term. The staff of professional counselors in the Career Development Center work closely with individual students as they plan and conduct their job searches. To facilitate this process the staff regularly presents workshops on a variety of topics, including resume writing, job search correspondence, and interviewing techniques. Students must make formal application for employment either through the Center's referral process or by direct application to employers. In most cases interviews are required. Thus, students learn the process of the job search which, coupled with actual work experience, helps prepare them to pursue rewarding careers following graduation. (For further information contact the Director of the Career Development Center. Specific requirements for the program are listed in the Regulations section of this Catalogue.)

Foreign Study

The second of the off-campus programs available to students is study abroad. While the Foreign Study Program is neither compulsory nor automatically available, for over 25 years it has involved over 85% of Kalamazoo College students, who have found the program to be both academically stimulating and personally enriching. All students in good academic standing and with the appropriate foreign language preparation are eligible to participate. Because of the generous support of the S. R. Light Trust Fund, students pay only the usual on-campus fees for the first quarter of foreign study; half fees are charged for the second quarter. (Students electing a three-quarter foreign study pay full fees for the third quarter. Foreign Study programs which are approved for Kalamazoo College students but are not directly administered by the College vary in cost and are usually more expensive. Contact the Office of Foreign Study for information on specific costs.)

The College believes a foreign study experience to be invaluable for all students; thus it has established a number of its own foreign study centers overseas. These include centers in France, Germany, Spain, and several in Africa. Kalamazoo College's affiliation with the Great Lakes Colleges Association (GLCA) offers other foreign study opportunities, notably in South America, Great Britain, and Japan. In addition, exceptionally talented students have determined their own foreign study programs in conjunction with the Director of Foreign Study by beginning their individual planning early. As students begin to plan their programs of study with their academic advisors, they should review the requirements for the individual foreign study centers listed in the regulations section of this catalogue. Complete information is available from the Office of Foreign Study.

The Senior Individualized Project

The Senior Individualized Project (SIP) is a culminating experience of the program of liberal arts education at the College and a graduation requirement. Usually undertaken in the fall or winter of the senior year, depending on major, the SIP offers Kalamazoo students the opportunity to make use of all their experiences at the College. In consultation with a faculty member who will serve as the SIP advisor, a student determines the project's form, number of credits to be awarded upon completion, and the environment in which the project is to be pursued. Creative work in the arts, laboratory or field research, student teaching, theses, and internships are some of the forms that these projects take. Each department has specific requirements, including deadlines and formats, for the SIP. This information is available from the particular departmental office. Projects are normally due the first day of the quarter following the SIP term. Any project not completed by Commencement automatically receives no credit. Senior transfer students are ineligible to participate in the program, and the SIP graduation requirement is waived for them. Complete details of the program may be found in the SIP handbook available from the individual departments or the Dean of Student's office.

Career Development Center

In addition to the career planning services offered to all students through the Cooperative Education and Internship Program, the Career Development Center (CDC) has an array of services available to graduating seniors. A staff of full-time professionals is available to provide career counseling to students on an individual and group basis. Center staff also provide workshops on career related topics each quarter. The Career Development Center maintains credential files for graduating seniors and alumni. Placement assistance is offered through the campus interviewing program which brings together Kalamazoo College seniors and employment recruiters from a host of public and private sector organizations. In addition, the CDC has information on graduate school admissions tests. Representatives from graduate and professional schools regularly visit the Center to talk with students about opportunities for advanced study in the fields of law, business, science, and humanities.

Additional Programs

GLCA PROGRAMS

Kalamazoo College is a member of the Great Lakes Colleges Association (GLCA), an association of 12 liberal arts colleges in Michigan, Indiana, and Ohio. The member colleges, Albion, Antioch, Denison, DePauw, Earlham, Hope, Kalamazoo, Kenyon, Oberlin, Ohio Wesleyan, Wabash and Wooster, share facilities and resources and establish programs that no single college could undertake by itself.

Kalamazoo College students who meet the appropriate qualifications are eligible to participate in a Fine Arts program in New York city, a fall quarter seminar at the Newberry Library in Chicago, a program at The Philadelphia Center, a science/social science term at the Oak Ridge National Laboratory in Tennessee, and several programs in international settings. Faculty of the College serve as liaison advisors to these programs. Students interested in these programs should consult with the appropriate faculty advisor.

KALAMAZOO CONSORTIUM FOR HIGHER EDUCATION

A model consortium in the state of Michigan, the Kalamazoo Consortium for Higher Education links the five institutions of higher learning in the Kalamazoo community. The group supports one another in programs, particularly in the libraries and the media centers. Students may study without extra charge at a consortium institution if such arrangements can be made through the Interinstitutional Registrars.

THE L. LEE STRYKER CENTER FOR MANAGEMENT STUDIES & EDUCATIONAL SERVICES

The Stryker Center serves as a link between the College and the community and is guided by an advisory council made up of College and community leaders. Specifically, the Center offers seminars and courses in management development and other subjects which may benefit people in their particular jobs and professions. The Center has long been known as a resource for small businesses in the area; it is the Small Business Development Center for Southwestern Michigan. Kalamazoo College students may take advantage of the Stryker Center's seminars and workshops. Some of these offerings carry Continuing Education Unit credits; most are available to students for a nominal fee. Students desiring further information should consult with the Director.

THE NON-TRADITIONAL PROGRAM

The non-traditional programs at Kalamazoo College enable people in the metropolitan Kalamazoo area to take advantage of some of the resources of the College without enrolling as college students. All classes and seminars offered in the non-traditional program are non-credit; their purpose is to enrich and to extend formal education. Through the Non-traditional Program, people may audit regular courses at the College or attend specially arranged courses in the liberal arts tradition. College faculty and staff often serve as the instructors of such courses. Kalamazoo College students are welcome to enroll in any of these courses at a special fee. For more information see the Non-traditional Program's quarterly brochure.

Honors, Awards, & Prizes

Phi Beta Kappa, the oldest honorary scholarship society in the United States, has a chapter, Delta of Michigan at Kalamazoo College. The College also recommends freshmen to Alpha Lambda Delta, national scholastic freshman honorary society; and to Pi Kappa Delta, national honorary speech fraternity, which has a chapter, Alpha of Michigan at Kalamazoo College.

The College issues a Dean's list at the end of each quarter including those students who have achieved a grade point average of 3.5 or above in three courses for that quarter. Honors for the year are awarded to students having attained such an average over the entire year; high honors for the year for an average of 3.75 or above. Kalamazoo College observes Honors Day in the fall quarter of each year, honoring at a convocation those students who have been awarded honors for the year and those who have won special prizes during the previous academic year. During Commencement week, awards and special recognition are given to graduating seniors. These named awards and prizes are among those awarded:

O.M. Allen Prize: established by the family of Mrs. J. D. Clement for the best essay written by a member of the freshman class.

Alliance Française Prize in French: for excellence in French by an advanced student.

Alpha Lambda Delta Senior Award: presented by the national office to the senior who has maintained the highest grade point average throughout College.

James Bird Balch Prize: for the senior having done the best work in American History.

Lillian Pringle Baldauf Prize: awarded annually to an outstanding Music student.

E. Bruce Baxter Memorial Award: for the senior showing the greatest academic improvement in the field of Political Science.

Gordon Beaumont Memorial Award: established by the Saga Corporation for one who displays qualities of selflessness, humanitarian concern, and willingness to help others as exemplified in the life of Gordon Beaumont.

Walter M. and Lawrence Blinks Prize: established by Dr. Lawrence R. Blinks for the best senior Biology major.

Marshall Hallock Brenner Prize: given by family and friends in memory of Mr. Brenner '55 and awarded to an outstanding junior for excellence in the study of Psychology.

Henry Brown Award: endowed anonymously to be presented to a student who is good in academic endeavors and on the playing fields, and who is involved in the whole institution.

Mary Long Burch Award: for a senior woman who has manifested interest in sports activities and excelled in scholarship.

Robert Bzdyl Prize: established by the family in memory of Robert '69 to be awarded to one or more students with demonstrated interest and ability in marine biology or related fields.

Freshman Chemistry Achievement Award: established by the Chemical Rubber Company and awarded to that freshman who has demonstrated the greatest achievement in Chemistry.

Ruth Scott Cheney Award: to be given annually to a graduating senior who has excelled academically and in theatre and who plans to continue the study of Theatre Arts following graduation.

Cooper Award: established by the late Charles Cooper, College trustee, for a junior or senior showing excellence in a piece of creative work in a Theatre and Communication Arts class: film, acting, design, stagecraft, puppetry, speech.

Cooper Prize in Physics: endowed in 1981 in memory of Bert H. Cooper by his wife, Charlotte, for excellence in the first year's work in Physics.

LeGrand A. Copley Prize in French: established by Mr. Copley, class of 1867, for those freshmen who have demonstrated the greatest achievement in the Department.

C. W. "Opie" Davis Award: awarded to the best athlete in the senior class.

Marion H. Dunsmore Prizes in Religion: established in 1981 in honor of Dr. Dunsmore's 35 years of excellence in teaching Religion at the College with one prize to be awarded at Honors Day to any student for excellence in the previous year's study in Religion; the other to be awarded to a graduating senior in the spring for excellence in the major.

George Eaton Errington Prize in Art: for an outstanding Art major.

Sara Bartlett-Jeffrey Fink Award in Business: given annually to an outstanding Economics major active in extra-curricular activities who plans to pursue graduate work or an immediate career in business.

Sara Bartlett-Jeffrey Fink Law Award: for an outstanding Economics or Political Science major active in extra-curricular activities who plans to pursue a career in law.

Xarifa Greenquist Memorial Award in Theatre: given to a woman student who has made an outstanding contribution to the Theatre Arts Department.

Xarifa Greenquist Memorial Psychology Department Award: given in recognition of distinctive service to students and faculty in Psychology by a student assistant.

L. J. and Eva "Gibbie" Hemmes Memorial Prize: awarded to that sophomore who in the freshman year shows the greatest promise for continuing studies in Philosophy.

Raymond L. Hightower Award: given to a graduating senior for excellence in Sociology.

Virginia Hinkelman Memorial Award: established by Saga Corporation to be awarded to a student who displays deep concern for the well-being of children as demonstrated through career goals in the field of child welfare.

Hodge Prize: established in memory of Dr. Marvin G. Hodge for a member of the graduating class who, having taken at least 5 units in Philosophy, has the highest standing in the field.

John Wesley Hornbeck Prizes: endowed by Mrs. Gerald H. Allen and awarded to a senior and a junior with highest achievement for the year's work in advanced Physics.

William G. Howard Memorial Fund: endowed by Harry C. Howard in memory of his father, class of 1867 and trustee of the College, to award one prize for excellence in a year's work in Political Science and another to the senior having done the best work in Economics.

Grant W. and Eleanor L. Johnston Prize: for that member of the graduating class who has done the best work in European History.

Winifred Peake Jones Prize: endowed by W. O. Jones and given for excellence in the first year's work in Biology.

Kalamazoo College Athletic Association Award: for a graduating senior who has most successfully combined high scholarship with athletic prowess.

Kalamazoo College Women's Association Prize: awarded to the student who, during his or her first year at the College, has been outstanding in working to encourage diversity within the College Community and interaction among students of varied cultural, racial, and religious backgrounds.

The Knoechel Family Awards: given to a senior male and to a senior female member of the swim teams in recognition of demonstrated excellence in both intercollegiate swimming and academic performance.

Irmgard Kowatski Theatre Award: given in memory of Dr. Kowatski to the senior who has excelled both in academic areas and in theatrical productions during four years at the College.

C. W. Lawrence Prize: awarded to a student who has done outstanding work in Economics and Business Administration during the sophomore year with special emphasis on the Career Development experience.

Clarence Leslie Miller Memorial Prize: established by Mr. and Mrs. John S. Patton in memory of Mr. Miller, the second city manager of Kalamazoo, and awarded to a major in Political Science who has done distinguished work in municipal research and government.

S. Kyle Morris Prize: given to honor S. Kyle and Irene Morris and awarded for excellence in the first year's courses in Economics and Business Administration.

Enos A. Roberts Fellowship: awarded to a senior economics major who has excelled in accounting and has demonstrated the maturity and aptitude necessary to fill effectively the position of teaching assistant in Principles of Accounting.

Elwood H. Schneider Prize: established in 1978 by the Schneiders to be awarded annually for outstanding and creative work in English done by a student who is not an English major.

Sherwood Prize: endowed by Reverend Adiel Sherwood for the best oral presentation in a speech-oriented class.

Fan E. Sherwood Memorial Prize: for outstanding progress and ability on the violin, viola, cello, or bass.

Catherine A. Smith Prize in Human Rights: given to a senior who has been active on campus in promoting human rights, furthering progressive social change, and combatting violence, repression, and bigotry (such as racism or sexism).

Catherine A. Smith Prize in Women's Athletics: awarded annually to a woman athlete who, in her participation, gave all, never quitting and with good spirit, who supported others unselfishly, and whose example was inspirational.

Lemuel F. Smith Award: established in 1944 by an alumnus for the chemistry major having the highest average standing in courses taken in Chemistry, Physics, and Mathematics toward the American Chemical Society approved curriculum.

Eugene P. Stermer Awards: given by Michael L. Moore '64 to honor Mr. Stermer '51 to be awarded for excellence in academic work of the senior year to a student in Economics and Business Administration and to one in public administration.

Mary Clifford Stetson Prize: established by President Herbert Lee Stetson to honor his wife and to be given for excellence in English essay writing by a senior.

Dwight and Leola Stocker Prize: Given by Trustee Stocker and Mrs. Stocker for excellence in English writing: prose or poetry, fact or fiction.

Stone Prize: established through a gift of Mrs. Sarah Messen Thurston to honor President J. A. B. Stone through an award for excellence in the Department of Education.

Lucinda Hinsdale Stone Prize: awarded to a student for the best academic work in Women's Studies.

Babette Trader Campus Citizenship and Leadership Award: for the member of the graduating class who, in the opinion of the deans and the faculty, has most successfully combined campus citizenship and leadership with scholarship.

Margaret Upton Prize: given each year by the Women's Council of Kalamazoo College to a student or students who have made significant achievement in Music as determined by that department's faculty.

Thomas O. Walton Prize: established by Professor Walton to recognize outstanding performance during the work of the first two years in Mathematics.

Michael Waskowsky Prize: given to an outstanding junior or senior Art major through a fund established by James C. Nichols and the Art Department.

Clarke Benedict Williams Prize: established by the mathematics majors in the class of 1923 for that member of the graduating class who, having completed at least eight units in Mathematics, has made the best record in Mathematics and the allied sciences.

Maynard Owen Williams Memorial Award: established in 1963 in memory of Mr. Williams '10 for the best student entry in the form of an essay, poetry, paintings, sketches, photographs, or films derived from Foreign Study.

Also awarded each year are additional departmental prizes in Anthropology, Classics, Computer Science, Education, German, Health Sciences, History, Mathematics, Music, Philosophy, Physical Education, Psychology, Spanish, and Theatre and Communication Arts.

Within the last few years Kalamazoo College students have won many competitive national fellowships. Among them are a Rhodes scholarship, a Mellon Fellowship in the Humanities, and several offered by Fulbright, Watson, and Harry S. Truman fellowship programs. Individual students attending graduate schools are regularly awarded fellowships and assistantships by the particular university. A graduate fellowships committee interviews Kalamazoo College candidates who apply for fellowships open to all students in higher education and assists them in the preparation of application. In addition several fellowships for post-graduate study abroad are awarded to Kalamazoo College students through the Foreign Study office and the fellowships committee. Also, strictly for Kalamazoo College students are the F. W. Heyl and Elsie L. Heyl graduate fellowships, established by Dr. and Mrs. Heyl, for graduate study in chemistry, physics, or related fields at Yale University. The Herbert Lee Stetson fellowship helps to fund graduate study at Harvard, Yale, Johns Hopkins Universities or a European university for students pursuing non-professional studies other than education. Complete details of these and other fellowship opportunities are available from the committee chair.

ADMISSIONS

IV

ADMISSIONS

EXPENSES

FINANCIAL ASSISTANCE



Test to have the test results sent directly to the College. The College awards credit for the higher-level examinations of the International

ADMISSIONS

Kalamazoo College seeks able students from diverse geographic, ethnic, social, and economic backgrounds—students who are looking for the academic and personal challenge which is offered in the Kalamazoo Plan. Probably the most important determinants for admission are intellectual curiosity and motivation.

Since the College employs a “rolling admissions” policy (admitting qualified students until all the freshmen places are filled), it is advantageous to apply early. The College encourages students to visit the campus, and has special interest in offering them the chance to attend classes and see the College in action. To make arrangements, students are invited to write to the Admissions Office or to utilize one of the toll-free numbers (out of state: 1-800-253-3602; in Michigan, 1-800-632-5757).

Kalamazoo College participates in the Common Application Program and will, therefore, accept the Common Application as well as its own application form.

Transfer students are welcome at Kalamazoo College. Generally, all courses in the liberal arts tradition, taken at an accredited institution, and having recorded grades of C or above are transferable. The Transfer Coordinator in the Admissions Office or the Registrar will try to answer all questions which transfer students may have. Because of the on/off pattern of the K Plan, it is essential that students interested in transferring to Kalamazoo College do so as early in their careers as possible so that they might take advantage of the options available at the College.

Kalamazoo College subscribes in general to the MACRA0 agreement concerning general education requirements at participating colleges offering the AA or AS degree. However, because Kalamazoo College’s divisional requirements are designed to continue throughout a student’s entire college career, some reservations apply. Transfer students are urged to consult the Registrar or the Transfer Coordinator about additional requirements.

Kalamazoo College awards advanced placement credit. Students are asked to have the test results sent directly to the College. The College also awards credit for the higher level examinations of the International

Baccalaureate. See the *Academic Regulations* section of this Catalogue for an explanation of specific policies.

For those high school students who, with the approval of their principal, wish to enroll for college credit while they are still in high school, Kalamazoo College has a dual enrollment program. Students are asked to call the Admissions Office for information about course offerings available and reduced costs. The College also participates in a program for talented and gifted junior high school students (ATYP). Inquiries about this opportunity should be directed to the Dean of Students.

International students should write to the Director of Admissions for a preliminary foreign student application. To be eligible for admission, foreign students must be competent in the use of the English language. The Test of English as a Foreign Language (TOEFL) or the Michigan Test of Language Competency is required.

Students in good standing at another institution are eligible to apply for guest status at Kalamazoo College. Such students should obtain a guest student application from their home institution and have the completed form mailed directly to the Admissions Office.

Prospective students and their families are invited to visit the campus. Appointments for these visits can be made through the Admissions Office during regular business hours (8 a.m. to noon and 1 p.m. to 5 p.m. Eastern Time) Monday through Friday. From September to June the office is open Saturday mornings by appointment. For additional information about admission to Kalamazoo College please contact the Admissions Office.

Director of Admissions
Kalamazoo College
1200 Academy
Kalamazoo, Michigan 49007-3295
USA

Telephone: 1-800-253-3602
in Michigan: 1-800-632-5757
locally: 1-616-383-8408

EXPENSES

The figures below represent the charges for the 1988-89 academic year. In planning for the following year, students should expect an increase in line with rises in institutional costs.

Charges per quarter*

	Resident student	Commuter
Tuition	\$3,267	\$3,267
Resident fee	<u>1,116</u>	<u> </u>
Total	\$4,383	\$3,267

It is important in assessing one's costs for the year that one takes into account the particular attendance pattern for that year. No charge is made for Career Development; full fees are assessed for the first quarter of Foreign Study, half-fees for the second; the Senior Individualized Project is offered at a substantially reduced cost.

The normal course load at Kalamazoo College is three units; if a student takes only two courses, the tuition cost remains the same. All students in the four-year program pay full tuition and fees for a minimum of 11 quarters (this includes the first quarter of Foreign Study) to meet the residency requirement for graduation. The SIP quarter is in addition to this requirement; SIP fee is \$625.

Several special and one-time-only fees are listed at the end of this section. Students should read this listing carefully so that they understand these obligations.

Of particular significance to those students participating in the Foreign Study program is the penalty assessed should they withdraw from the College. The Board of Trustees has designated \$400 as the amount which must be repaid to the College before a transcript may be released for those who transfer from the College after having participated in the Foreign Study program.

Entering students will pay a fee deposit of \$150 to reserve a place in the class; this fee also reserves a 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

*The Board of Trustees reserves the right to change fees prior to the opening of any quarter.

students will pay the fee deposit upon notification from the Business Office. All drafts and checks should be made payable to Kalamazoo College.

Quarterly payments are due approximately one week 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 charge is levied for anyone who has not made financial arrangements (including the signing of National Direct Student Loan promissory notes) at the Business Office by the end of the second day of the quarter.

It is College policy that transcripts cannot be released until all financial obligations are met.

The Tuition Plan, Concord, NH, offers two separate tuition plans for payment on a monthly basis over an extended period of time. Contracts can be written for any amount and do not necessarily cover the full cost of a student's education. Details of these plans can be obtained from either the Business Office at the College or from The Tuition Plan, Concord, NH 03301.

All tuition refunds are based on the actual date a student withdraws from the College. Within the first three weeks, one-half of the tuition is refunded. However, if a student has been awarded scholarship aid, it will have been granted under the assumption that the student would complete a full quarter's work. Such scholarship aid will, therefore, be cancelled. Any refund will be calculated on this stated basis. The cost of board for the remainder of the term will be refunded. If a student withdraws within the last three weeks of a quarter, however, no refund of board expenses will be made. No part of the room charge is refunded.

List of particular fees:

Special secondary school fee, per course	\$ 340
Special student audit fee	160
One unit of course work	1120
Physical education activity course during quarter when student is not enrolled for credit	65
Senior Individualized Project fee	625
Admissions processing fee (nonrefundable)	20
Matriculation fee	45
Advance deposit	150
Freshman orientation (on campus)	200
Freshman orientation (Land/Sea)	650

Late registration fee	
One day late	10
More than one day late	20
Late payment fee	15
Applied music fee	
Tuition per quarter (includes a one-half hour lesson per week and a one hour applied music seminar per week for 10 weeks)	130
Tuition per quarter (includes a one hour private lesson per week for 10 weeks)	270
Music practice fees per quarter	
Two-manual organ	50
Recital organ	75
Piano or harpsichord	25

*no charge for department-certified music majors
cost if student is not enrolled in applied music course*

FINANCIAL ASSISTANCE

In one sense, each student at Kalamazoo College receives a scholarship. Tuition and fees for a year's work at the College cover only about two-thirds of the costs of that education. The remainder is made up from funds from endowment, gifts to the College, the Annual Fund, and other sources.

Kalamazoo College believes in both financial aid based on promise and ability, and financial aid based on need. Funds awarded on merit criteria are administered through the College's Admissions Office. Funds awarded on need-based criteria are administered by the College's Financial Aid Office. Both of these offices are located in the Mandelle Administration Building.

Merit-based Aid Programs

The College offers two programs based purely on "merit" criteria, the Kalamazoo Honors Awards and the Kalamazoo College Competitive Scholarships. All admitted applicants are considered for Honors Awards as part of the review of their records in the admissions process. A select group of awards are offered by the faculty committee responsible for final selection, and Honors Awards announcements are made in the early spring.

Kalamazoo College Competitive Scholarships are available in the following areas: English Writing, History & Social Science, Fine Arts (Art, Music and Theatre), Math/Science and Foreign Languages (French, German, Spanish, and Latin). Students who file application for admission to the College by the deadline date for each competition and who register for the competition are eligible to participate. Each competition is limited to approximately fifty students selected from those who have submitted registrations. Students may register for one competition only; however, they may participate in a Fine Arts competition in addition to one of the other exams. Details about the program are available in the College's Admissions Office.

Need-based Aid Programs

Kalamazoo College participates in the following federal and state aid programs: Pell Grant, Michigan Competitive Scholarship, Supplemental Educational Opportunity Grant, Michigan Tuition Grant, Guaranteed Student Loan, College Work/Study Program, Supplemental Loans to Students, Perkins Loan (formerly National Direct Student Loans), and Parent Loan to Undergraduate Students.

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

Within its resources, the College strives to meet the financial needs of its students. To assist students and their families in the application process for need-based aid, Kalamazoo College participates in the College Scholarship Service of The College Board. This service neither

determines nor awards scholarships or other types of assistance, but rather processes the financial aid forms and determines a preliminary estimated family contribution.

These are the steps that a student needs to follow to apply for need-based financial aid at Kalamazoo College:

1. Apply and be accepted for admission to the College.
2. Submit a completed Financial Aid Form (FAF) to the College Scholarship Service of The College Board. Be certain to enter "Kalamazoo College, Code 1365" on the appropriate line on the FAF. The FAF is the College's preferred application, but students who wish to file a Family Financial Statement (FFS) with American College Testing instead of the FAF may designate Kalamazoo College with code 2018. It is not necessary to file both forms.

Deadlines:	Incoming students	February 15
	Continuing students	March 15

3. If you are a Michigan resident, take the ACT test and arrange to send scores to the State of Michigan for Michigan Competitive Scholarship consideration. High School counselors have information about test dates.
4. If you are a Michigan resident and have been designated a semi-finalist in the Michigan Competitive Scholarship (on the basis of ACT scores), apply for funds by entering "State of Michigan, Code 0428" on the appropriate line on the FAF.
5. If you are not a Michigan resident, check with your high school counselor about testing and eligibility for aid programs from your own state which may be used at Kalamazoo College.
6. Apply for a Pell Grant by designating the U.S. Department of Education as a recipient of your financial information by answering "yes" to the appropriate question on the FAF.

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.
2. Aid is awarded on an academic year basis for those quarters in which the student is enrolled as a full-time student. Students who make program changes after aid has been awarded will be funded for additional quarters on a funds available basis.
3. The type, amount and composition of the financial aid package will vary from year to year according to family circumstances, the student's K Plan for the year, and funds available to the College for distribution.
4. In cases where funds available are exceeded by student need, funds will be awarded on a first-come, first-served basis according to Kalamazoo College's deadlines for aid application. Incoming students should apply by February 15, but no later than May 1. Continuing students are guaranteed on-time consideration if their files are complete by May 1. Files of continuing students which are complete by April 1 are accorded special consideration. (Contact the Financial Aid Office about the items required to complete a continuing student financial aid file.)
5. Financial aid will be credited to each student's account on the first day of classes each quarter. Aid items which 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 in writing to the Financial Aid Office. The financial aid package must then be re-evaluated to incorporate these resources.
7. Priority for campus jobs is given to financial aid recipients. Supervisors write evaluations each quarter which become a part of the student's record
8. Continued eligibility for all types of financial aid is dependent upon campus citizenship as well as satisfactory academic progress. Satisfactory academic progress at Kalamazoo College is defined as follows:
 - a. The progress of each student enrolled in coursework will be reviewed by a committee of faculty and admin-

istrators at the close of each quarter. This review will compare the number of units attempted to the number of units completed successfully. This ratio will be compared to the following standard:

Cumulative Units Attempted	Cumulative Units Passed
3	1
6	4
9	7
12	9
15	12
18	15
21	18
24	20
27	23
30	26
33	29
36	32
37	33

- b. The student will be placed on financial aid probation when his/her ratio fails to meet the standard ratio, or if he/she should accumulate two units of F and/or NC in a single quarter. In the senior year, a single unit of F or NC will result in financial aid probation. During the probationary period, a student must receive three passing units (in courses other than those numbered in the 200's), only one of which may be below C. If these conditions are not met, all financial aid for the student will be cancelled for current and future quarters.
- c. Federal regulations now state that the student must achieve a C cumulative grade point average (GPA) by the close of the sophomore academic year and by the close of each academic year following the sophomore year. There is no probationary status with respect to this criterion. Failure to meet the GPA requirement will result in immediate cancellation of all current and future financial aid. Once cancelled, a student must use the appeal process to apply for reinstatement.
- d. The process for appeal of a committee decision and/or reinstatement of financial aid eligibility is available

upon request from the Financial Aid Office. It is common for the committee to request that the student enroll for one complete quarter at his/her own expense before reinstatement will be considered.

- e. The student will be eligible for financial aid only for those quarters which constitute a part of his/her program leading to graduation, and assistance will be limited to a maximum of 11 on-campus quarters, 1 Foreign Study experience, and one Senior Individualized Project. If individual aid programs have time limits which are more restrictive than these guidelines, the more restrictive guidelines shall apply.
 - f. The Senior Individualized Project will be funded only once.
9. If for any reason the student withdraws from the College, a significant portion of any refund available to the student will be used to reimburse those financial aid programs in which the student is currently involved and financial aid scheduled for future quarters will be cancelled. (See the College's refund policy in the *Expenses* section.)
 10. The terms of student loans and student employment are available from the College's Financial Aid Office.
 11. The amount of financial aid awarded and campus employment assignments are made without regard to race, color, religion, handicap, sex, age, or national origin.

Endowed and Annually-Funded Scholarships

Kalamazoo College offers many scholarships through the generosity of its alumni and friends. Scholarships which include a criterion of financial need are awarded as part of the regular need-based financial aid process without any further application requirements. Scholarships which do not consider financial need require a written letter of application sent to the Financial Aid Office. The letter should present the student's qualifications for the scholarship.

Scholarships requiring a letter of application include the following:

American Baptist Scholarship Fund: awarded by the College annually from funds given by the American Baptist Churches for members of minority groups.

Besser Foundation: given by the Besser Foundation to graduates of Alpena High School or two years at Alpena Community College meeting minimum academic requirements.

Alexander Dodds Scholarship Fund: from a bequest of Alexander Dodds for worthy and needy students.

Dow Chemical Company Foundation Scholarship: given to an incoming student pursuing a degree in chemistry.

Di Gilmore Scholarship: provided by the James Gilmore family to honor the late Mrs. Diana Gilmore. It is given to a student or students who, although not necessarily superior as indicated by standard testing and grading procedures, nonetheless shows unusual potential for success in both the academic and the practical world.

Hadronix Group Scholarship Fund: awarded to a student with absolute need for a full assistance scholarship.

Charles C. Hall Scholarship: given by the Durametallic Company to a junior or senior majoring in physics or chemistry. The award is up to \$1500, is renewable if the student maintains a C average, and is given to a student of good character with academic proficiency.

International Palace of Sports Scholarship: given to honor the winner of the National Junior Tennis Championships. It is awarded to an incoming freshman with talent in scholarship and athletics.

Los Angeles Area Alumni Scholarship: established by the Los Angeles Area alumni for an entering West coast student.

Reader's Digest Foundation Scholarship: established in 1975 to provide scholarships to students participating in the Land/Sea program.

A. M. Todd Company Scholarship Fund: established in 1978 by the A. M. Todd company. These scholarships are for worthy chemistry students.

Charles H. Todd Scholarship Fund: established by his family to provide exploration of the roles of government and the individual in a free society.

Elizabeth and Burton H. Upjohn Educational Fund: established in 1976 by Mr. and Mrs. Upjohn to award scholarships solely on the basis of merit.

William John Upjohn Scholarship: established in 1980 by Mr. Upjohn to assist worthy students attending the College.

Vicksburg Foundation Scholarship Grants: awarded to such applicants as the Foundation may designate or approve on written recommendation by Kalamazoo College. Applicants will be selected from graduates of Vicksburg, Mendon, and Schoolcraft high schools after consideration of scholastic achievement, character, citizenship, and recommendation of the high school principal. The award of \$1000 is renewable for four years.

Wolpe Educational Fund: established by Congressman Howard Wolpe for aid to a needy student who is a permanent resident of the 3rd congressional district.

Scholarships for which the need-based applicant will automatically be considered include the following:

George I. Alden Scholarship Fund: established in 1980 by the George Alden Trust of Worcester, Massachusetts.

Jessie Hoyt Ames Scholarship Fund: established in 1949 through a bequest by Dr. Edward Ames.

Maurice D. and Ardith G. Armstrong Memorial Scholarship: established by Ardith Armstrong.

The Axtell Fund: established in 1876 through a bequest by Hanna Axtell.

Frank B. Bachelor Scholarship Fund: established in 1960 by Mrs. Norman Frost in memory of her father.

Justin Bacon Scholarship: established in 1964 by family and friends in tribute to Dr. Justin Bacon, Professor of French and Registrar, Emeritus.

Ruth H. Balch Scholarship Fund: established in 1983 from the Ruth H. Balch estate.

Alexander and Jessie Barclay Scholarship Fund: established in 1978 by James A. Barclay to honor his parents.

Arthur L. Blakeslee Memorial Scholarship: established in 1962 through an endowment by the family and friends of Mr. Blakeslee.

Mary Jane Boudeman Scholarship Fund: established in 1960 by Mr. and Mrs. Robert Boudeman '40 and '39 and by many friends in memory of Miss Boudeman.

Kendall Brooks Scholarship Fund: established in 1954 by Edith A. Pettee in memory of her brother, Harry H. Pettee (class of 1866), and her cousin, Kendall Brooks.

Earl Burbidge Memorial Scholarship Fund: given in 1963 by Mrs. Earl Burbidge in memory of her husband.

Mary Long Burch Memorial Scholarship: given in 1963 by the family and friends of the late Mary Long Burch '61.

Florence Bushnell Burdick Scholarship Fund: established in 1976 by Lorence B. and Willis B. Burdick.

Harry G. Burns Memorial Scholarship: established in 1958 by Mrs. Gertrude Taylor Burns '08 in memory of her husband, Harry G. Burns '07.

Louis Calder Scholarship Fund: given in 1960 by the Louis Calder Foundation.

Edward E. Chapple Scholarship Fund: established in 1954 through his bequest.

Christian Higher Education Fund: established in 1961 by the American Baptist Churches.

Ainsworth W. Clark Memorial Scholarship: given in 1956 by Mrs. Ainsworth W. Clark in memory of her husband.

Class of '32 Scholarship

Class of '64 Scholarship

The Stewart B. and Bertha M. Crandell Scholarship Fund: established by the Crandell family.

Vivian B. Crawford Memorial Fund: established in 1969 through a legacy.

Geraldine H. Crocker Scholarship: established in 1986 from the Geraldine H. Crocker estate.

Dorothy Upjohn Dalton Scholarship Fund: established in 1960 by Mrs. Dalton '14.

John Sherwood Daniels Fund for Aid to Students from Foreign Countries: established in 1969 through a bequest of John S. Daniels '65 with additional funds given by his family and friends.

C. W. "Opie" Davis Memorial Scholarship: given in 1965 by the family and friends of the late Mr. Davis '28.

Enos and Sarah DeWaters Fund: established in 1963 through a bequest of Mr. DeWaters.

Sarah A. DeWaters Women Students Fund: established in 1950 through a bequest of Mrs. DeWaters (class of 1900).

Mabel Easterbrook Scholarship Fund: established by Iris E. Breyding '18 to honor Mabel Easterbrook '08.

Eldred Memorial Scholarship Fund: established in 1957 in memory of Caleb Eldred, one of the founders of Kalamazoo College, and of Nelson Eldred by friends of the College and direct descendants of the founder.

Nelson J. Ellwood Scholarship Fund: established in 1974 through a gift of Maude Ellwood '22 and Joyce Ellwood in memory of Nelson J. Ellwood '22.

Emeritus Club Scholarship: Established in 1976 by the Emeritus Club.

Harmon Everett Memorial Scholarship Fund: given in 1951 by Mrs. Helen Carey Everett in memory of her husband.

Ferguson, Allison Memorial Scholarship Fund: established in 1986 by Mrs. Ruth Ferguson in memory of Sharon Ferguson Pizzalato.

George and Esther Ferguson Scholarship Fund: established by the Board of Trustees to honor Dr. George Ferguson, Board chair from 1946-53.

George B. and Ruth E. Ferguson Scholarship: established in 1988 by Mr. George B. and Mrs. Ruth E. Ferguson.

George Ellis Finlay Scholarship Fund: given in 1960 through a bequest of James Finlay in memory of his brother (class of 1897).

First Federal Savings and Loan Scholarship: established in 1986 by First Federal Savings & Loan Association of Kalamazoo to be awarded to worthy students.

Frederick C. Fischer Scholarships: provided by the late Mr. Fischer.

Mary Cooper Fogarty Scholarship: established in 1975 through her estate.

Ford Foundation Scholarship Fund: established in 1963 from the Ford Foundation Challenge Fund.

Horace J. and Lizzie P. Fuller Scholarship Fund: given in 1944 through a bequest of Mrs. Fuller.

General Endowed Scholarship Fund

Edward S. Gilfillan, Jr. Scholarship Fund: established in 1982 by Mrs. Elinor A. Gilfillan in memory of her husband, Edward S. Gilfillan, Jr.

Agnes Grenell Goss Memorial Scholarship Fund: given in 1972 by family and friends to honor Mrs. Goss '12, former faculty member and Dean of Women at the College.

David and Lucille Greene Scholarship Fund: established in 1966 by Mr. Greene, former Trustee, and his wife.

John M. and Louisa C. Gregory Scholarship Fund: established in 1920 through a bequest of Mrs. Gregory.

John V. Handelsman Memorial Scholarship Fund: established in 1961 by Mr. and Mrs. Harold J. Handelsman in memory of their son, John.

Hazen Sisters Scholarship: given in 1966 by Mr. and Mrs. Guy J. Bates to honor Mrs. Gail Hazen Black, Miss Angie Hazen, and Mrs. Dorothy Hazen Jacox.

F. W. Heyl and Elsie L. Heyl Scholars: established by Dr. Frederick Heyl (honorary '37) and his wife.

Joseph W. Hicks Scholarship Fund: given in 1911 by Mrs. H.D. Hicks.

Weimer K. and Jean Hicks Scholarship Fund: Established in 1986 by Mrs. Weimer K. Hicks in memory of her husband.

Hattie M. Hiscock Scholarship Fund: established in 1966 through her bequest.

Cass Hough Family Scholarship: awarded through the Michigan Colleges Foundation to worthy and needy students.

Hope-Howell Scholarship Fund: established by Joseph and Virginia Howell.

John Wesley Hornbeck Scholarship Fund: established in 1951 by students and friends of Professor Hornbeck.

Harry C. Howard Memorial Scholarship Fund: established by his children, John C. Howard, Mary Jane Howard, Katherine J. Howard, and William J. Howard.

Leo C. Hughes Memorial Scholarship Fund: given in 1964 by Mrs. Queena Hughes in memory of her husband.

Harry A. Hurni Endowment Fund: established in 1985 in memory of Harry A. Hurni.

Charles Kurtz Jacobs Memorial Scholarship: established in 1951 by family and friends of Mr. Jacobs.

H. Clair Jackson Memorial Scholarship Fund: given in 1957 by Mrs. Jackson in memory of her husband.

- Helen Carter Johnson Scholarship*: given in 1965 by Mrs. Johnson.
- John D. Johnson Memorial Fund*: established in 1988 by a bequest.
- Kiwanis Club of Kalamazoo Scholarship*: established in 1966 through the education fund committee of the Kalamazoo Kiwanis Club.
- Kurt D. Kaufman Research Fellowship*: established in 1983 by the Board of Trustees to honor Professor Emeritus Kaufman.
- Kurt D. Kaufman Scholarship Fund*: established in 1983 by the Board of Trustees to honor Professor Emeritus Kaufman.
- James A. Killinger Scholarship*: established in 1985 by the family and friends of Mr. Killinger '64.
- Lewis Haight Kirby and Winifred Stevens Kirby Scholarship*: established in 1962 by Mrs. Anna Kirby Atwood '32.
- H. William and Elizabeth A. Klare Memorial Scholarship*: established through their will in 1965.
- Harold G. Kolloff Scholarship Fund*: given in 1976 by Mrs. Kolloff in memory of her husband.
- Reverend Ralph and Jennie Kuitert Scholarship*: established in 1981 in memory of Reverend Ralph and Mrs. Jennie Kuitert.
- Kurtz Family Scholarship*: established in 1980 by the Kurtz family in honor of more than 35 members of the family who have attended Kalamazoo College.
- Guy and Morna E. LaPierre Scholarship*: established in 1967 through a bequest of Morna LaPierre.
- H. B. LaTourette Scholarship Fund*: given in 1909 by Mr. LaTourette.
- Illif Newcomer Laurence Scholarship*: established in 1986 by John F. Laurence in memory of his wife Illif Newcomer Laurence.
- Thomas T. Leete, Jr. Fund*: established in 1934 through his bequest.
- Locke Family Scholarship*: established in 1986 by Mr. and Mrs. Elmer Locke, parents of John J. Locke, Class of 1985.
- Reverend H. W. Mack Memorial Scholarship*: established by Edwin P. Mack.
- Clark W. MacKenzie Scholarship*: established in 1967 by a bequest of Mrs. MacKenzie and further supported by many friends in 1967 to honor Mr. MacKenzie, Trustee of the College.

- Thomas Markin Memorial Scholarship Fund*: established in 1976 by David Markin.
- Marvin Scholarship Fund*: established in 1964 by the Board of Trustees to honor Mr. and Mrs. Harry Marvin '04 and '05.
- Louise Mae Stein Matulis Scholarship*: given in 1974 by Anthony S. Matulis in memory of his wife '24.
- Marion Graybiel Means Scholarship*: established in 1967 by Mrs. Means.
- Merit Scholarship Endowment*
- Michigan Consolidated Gas Company Scholarship Fund*: established in 1957.
- Clarence Leslie Miller Scholarship Fund*: established in 1988 by Major General John S. and Mrs. Mary Miller Patton.
- Cora L. Miller Scholarship Fund*: established by her bequest in 1963.
- Minority Students Scholarship*
- Robert F. Nichols Scholarship*: established in 1966 by Mrs. Nichols and his brother, Louis B. Nichols, to honor Robert F. Nichols '32.
- Herbert James Norton Scholarship Fund*: established in 1987 in memory of Herbert James Norton for worthy students.
- Floyd R. and Margaret B. Olmsted Fund*: given in 1951 by Mr. and Mrs. Olmsted.
- Henry and Mabel Overlay Music Scholarship Fund*: established in 1945 by Mr. and Mrs. L. H. Kirby to honor the Overleys.
- Lowell Plasterer Scholarship Fund*: Established in 1986 by Mrs. Harriet Plasterer Lindsey in memory of her father, Lowell Plasterer.
- Fraser E. and Margaret T. Pomeroy Scholarship*: given in 1978 by the Pomeroy's.
- Harold W. and Mildred Pomeroy Memorial Scholarship Fund*: established in 1957 by Mrs. Pomeroy in memory of her husband.
- Burke E. Porter Scholarship Fund for Women*: established in 1971 by Mr. Porter.
- Ralph M. Ralston Memorial Scholarship*: established in 1966 by the executive committee of the Board of Trustees to honor Mr. Ralston '16, former secretary of the Board.

Reader's Digest Foundation Endowed Scholarship Fund: established in 1975 by the Reader's Digest Foundation.

Emma O. Reed Scholarship Fund: established in 1924.

Leena D. Rupp Memorial Scholarship Fund: established in 1967 by Mr. Rupp in memory of his wife.

Emma Whyland Sharp Scholarship Fund: established in 1935 by L.A. Sharp.

Milton Simpson Scholarship Fund: established in 1971 by Mrs. Simpson in memory of her husband.

Stephanie A. Simpson Scholarship: given by family and friends of the late Miss Simpson '87.

A. C. and Nina H. Smith Fund: established in 1964 by the Board of Trustees.

Carl A. Soule Scholarship: established in 1950 by Mr. Soule '01.

Raymond L. Spencer Memorial Fund: established by family and friends in 1978 to honor Mr. Spencer '01.

Stephenson Scholarship: awarded through the Michigan Colleges Foundation to worthy and needy students.

Herbert L. Stetson Scholarship: established in 1968 by Mr. and Mrs. James Fleugal (Elizabeth Stetson) both of the class of '17.

Leroy Dean Stinebower Scholarship Fund: established in 1976 by Mrs. Alice Stinebower and others.

Allen B. Stowe Memorial Scholarship Fund: established in 1957 by alumni and friends of the late Dr. Allen B. Stowe, professor of chemistry.

Ruth Swift Memorial Scholarship Fund: given in 1954 by Dr. Earle R. Swift in memory of his daughter.

Marty and Grant Swinehart Scholarship: established in 1986 by the Swineharts to be awarded annually to a student with financial need and a strong academic standing.

Donald F. Switzenberg Fund: established through his estate in 1985.

Louis A. Taft Fund: established in 1873 by Mr. Taft, professor of theology.

Frank E. and Ferne M. Toonder Scholarship: established by Dr. Frank E. Toonder (class of 1929) and his wife, Fern.

Harry A. and Margaret D. Towsley Foundation Scholarship Fund: established in 1984.

Upton Free Enterprise Scholarship: established in 1962 by David F. Upton.

Josephine VanHaaften Scholarship Fund: established in 1987 through her estate.

C. Van Husan Scholarship Fund: established in 1892 by Mr. Van Husan's children.

Franklin G. and Margaret H. Varney Scholarship Fund: given in 1964 by Mr. and Mrs. Varney.

Frederick and Maud Walton Scholarship Fund: established in 1961 through a bequest of Mr. Walton.

Charles Willard Student Aid Fund: established in 1896 by Mr. Willard.

Florence Winslow Memorial Scholarship: established in 1964 by her family and friends.

Women's Council Memorial Scholarship Fund: established in 1951 by the Council.

Kathryn Jeanette Kuitert Young Scholarship: established in 1985 by the family in memory of Kathryn Jeanette Kuitert Young '37.

Memorial Scholarship Fund: established over the years by gifts from many people to honor the memory of friends of the College. Memorial gifts have been received honoring Ethel D. Allen, Harold B. Allen, Clare Baum, E. Bruce Baxter, Robert M. Boudeman, William C. Buchanan, Raymond E. Chapman, Paul E. Collins, Eleanor Crow, Aileen Desautels, Catherine Dipple, James Finley, Curtis Fisher, James Fleugal, John D. Forney, Margaret K. Fortner, Stanley Glass, Lester Graybiel, Edith Haight, Preston Hammer, L.J. Hemmes, Raymond Hightower, Dorothy B. Hootman, Inez Krogen Hope, Leroy Hornbeck, Ardell O. Jacobs, Esther V. Kent, Lucile O. Kerman, Sara Wooley Knight, Irmgaard Kowatski, Kenneth H. Krum, Burl Lanphear, C. Wallace Lawrence, William Milham, Mrs. Jimmie Nielsen, W. B. Rapley, Donald W. Rich, Grace Taylor, Winifred Thomas, Paul L. Thompson, Paul H. Todd Sr., L. N. Upjohn, Margaret Upton, Mrs. Vaughn Vahey, Alice Van Dyke, Robert Winblad, Irene Witters.

Some scholarship aid is also available for the Senior Individualized Project and the Career Development Quarter. Information about these opportunities may be obtained from the Financial Aid Office, the Career Development Center, or the SIP coordinator.

Frances Diebold Scholarships: endowed in honor of Dr. Frances Diebold, Professor of Biology, Emeritus, at Kalamazoo College.

Elton B. Ham Scholarships: endowed in honor of the late Professor Elton B. Ham, who served as chairman of the Political Science Department at Kalamazoo College for 25 years.

Allan Hoben Memorial Fund: endowed in honor of the late Allan Hoben, President of Kalamazoo College from 1922 to 1935.

Monroe-Brown Scholarships: established by the Monroe-Brown Foundation and aimed at promoting SIPs in the area of money and banking.

HONOR CODE

HONOR CODE

DEGREE REQUIREMENTS

REGULATIONS



HONOR CODE

Underlying the life of Kalamazoo College are certain assumptions—that all members of the community are here in good faith to learn and teach, that the atmosphere is one of respect and confidence in which learning and teaching can be pursued without distraction, that common standards of morality in academic affairs are accepted by all students and faculty, and that all members of the community are equally responsible for maintaining the moral and intellectual soundness of the College.

The proper embodiment of these assumptions is an Honor Code in which each member is able to depend upon the honor of the other. We realize that codification of our values cannot ensure compliance. At the most fundamental level this policy will only work if people understand and support it themselves rather than relying on someone else to enforce its provision.

Responsibilities:

The professor is expected to present material as objectively and comprehensively as possible. It is the responsibility of faculty members to define clearly the conditions under which classwork, examinations, laboratories and assigned papers are to be effected. They shall promote procedures and circumstances which shall reinforce the principles of honorable academic behavior. Furthermore they shall investigate any suspected violations of the Honor Code and follow specified procedures in those cases that require additional action.

The student is expected to be a person whose word can be respected and trusted. It is the responsibility of individual students to maintain the standards of the Honor Code as it affects their own personal conduct. If the propriety of an act is in doubt, it is the responsibility of the individual student to seek clarification from the appropriate professor or administrator. Should a student become aware of an apparent violation of the Honor Code, it becomes that student's responsibility to discuss the matter with either the violator, the professor or the Dean of Students. If cheating is observed, silence is not an ethical option under the Honor Code. The faculty member and the Dean of Students will

preserve the anonymity of the person reporting the apparent violation throughout the preliminary investigation, i.e. until formal charges are brought.

The administrator is expected to be open and direct in all dealings with faculty and students. It is the responsibility of the administrators of the College to promote in both students and faculty an awareness of the principles of the Honor Code. They shall insure that accepted standards of due process are maintained for all individuals accused of violating the Honor Code.

A description of the scope of the Honor Code, its procedures and penalties for violations can be found in the Student Handbook. All entering students must indicate in writing their willingness to abide by the Honor Code of the College.

DEGREE REQUIREMENTS

Kalamazoo College offers the Bachelor of Arts degree. Students are responsible for understanding the College's degree requirements and for arranging their courses of study accordingly. They are assisted in this process by faculty academic advisors and by the Office of Academic Advising in the Student Services area.

Under the Kalamazoo Plan, students at the College are asked to elect either Plan A or Plan B. These plans differ only in the amount of time devoted to the Foreign Study and the Career Development opportunities. As neither the Career Development Internship nor the Foreign Study experience is required, however, a student may deviate from these plans. All deviations from the K Plan elected by a student must be approved in advance by the Committee on Academic Standards.

Plan A

	Fall	Winter	Spring	Summer
<i>Freshman</i>	On Campus	On Campus	On Campus	Off Campus ¹
<i>Sophomore</i>	On Campus	On Campus	Career Development Internship	On Campus
<i>Junior</i>	Foreign Study	Foreign Study	On Campus	On Campus
<i>Senior</i>	On Campus ²	Individualized Project ²	On Campus	

¹ Optional Career Development quarter

² Interchangeable SIP quarter; determined by student's major

Plan B

	Fall	Winter	Spring	Summer
<i>Freshman</i>	On Campus	On Campus	On Campus	Off Campus ¹
<i>Sophomore</i>	On Campus	On Campus	Foreign Study	On Campus
<i>Junior</i>	Career Development Internship	Career Development Internship	On Campus	On Campus
<i>Senior</i>	On Campus ²	Individualized Project ²	On Campus	

¹ Optional Career Development quarter

² Interchangeable SIP quarter; determined by student's major

The requirements for the Bachelor of Arts degree from Kalamazoo College are as follows:

1. Successful completion of 36 academic units (including the LACC), earning a grade of C or above in a minimum of 24 of the units. N.B.: A student may not attempt more than 42 units (plus the LACC) to meet this graduation requirement.
2. A major of not less than eight academic units in one department with a grade of C or better in each unit counted toward the major. Specific requirements for each major are listed in the Courses of Instruction section of this catalogue.
3. A minimum of 22 academic units outside the major in addition to the LACC credit. (One unit of work in the major taken on Foreign Study may count as one of these 22.)
4. Successful completion of the distributional requirements:
 - A. Two units (2) in literature.
 - B. Proficiency in writing.
 - C. Proficiency in a foreign language through level 420 or equivalent.
 - D. Three units (3) in Natural Science, Computer Science or Mathematics (excluding Mathematics 310); at least one unit must be in a Natural Science.
 - E. Two units (2) in Philosophy and/or Religion.
 - F. One unit (1) in Art, Music, or Theatre Arts (excluding Theatre Arts 200, 450, 500, and 670).
 - G. Four units (4) in the Social Sciences from at least two departments (excluding Education 670, 970, and 985 and Economics 430).
5. Six noncredit activity courses (6) in physical education. Participation in athletics may substitute for an activity course. (See the Physical Education listing in the *Courses of Instruction* section).
6. Successful completion of the Senior Individualized Project. Specific information and requirements for the SIP may be found in the SIP handbook.
7. A liberal Arts Colloquium credit (LACC) which is earned by attending the College Forum, designated lectures, plays, concerts, etc. Students are required to attend a minimum of

twenty-five such events in the course of their studies at the College. Complete details of the requirement are available from the office of the Dean of the Chapel.

8. A passing mark on the senior departmental examination set by the major department. The examinations are graded "passed with distinction," "passed" or "failed" and may take the form of either a written departmental examination, an oral examination, a performance in the field, or any combination of these. In no case will a student be failed in the examination on the basis of only one type of examination.
9. A residency requirement which includes 10 full tuition quarters, Foreign Study, and the SIP quarter, or 11 full tuition quarters and the SIP. GLCA programs are counted as full tuition quarters. When the residency requirement has been met, a student may be permitted to transfer the remaining credits from another collegiate institution. Members of the senior class are expected to attend both baccalaureate and commencement. (Note: If a senior has earned 32 units, exclusive of the LACC, that student is considered to be a member of that year's class and is expected to participate in the ceremonies.)

ACADEMIC FREEDOM

Liberal learning requires for its highest effectiveness an environment of free inquiry in which the whole range of human aspiration and achievement, of knowledge and culture, can be subjected to searching scrutiny. Liberal learning believes that people should be free to construct and criticize without restraint of official dogmatism. Liberal learning specifically denies that an idea which is unpopular is for that reason suspect, or that an idea which is popular is for that reason true, and trusts instead in those canons of discrimination which 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 in behalf of ideas which express their own convictions and integrity; the freedom to engage in the controversy which an unfettered examination and expression of ideas generates; and the freedom to invite to campus representatives of points of view which are important to an informed understanding of the conflict of ideas in our own time.

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

1. The freedom of individual members of the College to hold, advocate, and act in 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 counteradvocacy.
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 or off campus, and interference with the College's educational process cannot be condoned.

REGULATIONS

Academic Regulations

ACADEMIC ADVISING When students enter the College, they are assigned academic advisors. While students remain responsible for their own programs, the advisors are able to offer suggestions, explain program options, and arrange for personal help for a student. The Director of Academic Advising can make a change of advisor should a student request the change. Sophomores declare their majors during the winter quarter and select an advisor, usually from the major department, at that time.

ACADEMIC PROBATION The academic advisor, the instructors, and the Director of Academic Advising cooperate in reviewing a student's progress and the quality of work being done throughout the quarter. At the end of the term the Committee on Academic Standards meets and reviews all grades. The Committee will place a student on academic probation whenever that student has accumulated more than 2/3 of the total units below C or whenever the Committee finds the student to be in academic jeopardy. If a student is receiving Veterans Administration aid and fails to come off probation after two terms, the Registrar will notify the VA. Whenever the record clearly indicates that a student will be unable to meet the graduation requirements of the College, the Committee will dismiss the student. No student may attempt more than 42 units in earning the degree.

ADVANCED PLACEMENT CREDIT For any subject area in which a student receives a scores of 4 or 5, one unit of credit toward graduation will be recorded at the time of admission and will count toward meeting distributional requirements. A student with a score of 3 will receive the unit of credit after one year of residence provided the student has earned the grade of "C" or better in one unit of work in the same area. Special rules apply for Advanced Placement Credit in Mathematics and the Foreign Languages. Consult the appropriate departments or the Registrar for details.

ATTENDANCE Attendance is the responsibility of the student and is regulated within each individual course. Faculty members may report to the Director of Academic Advising those students whose absences may be impairing their performances.

CLASSIFICATION The class in which a student is listed is determined generally as follows: Freshmen: 0-7 units; Sophomore: 8-16 units; Junior: 17-26 units; Senior: over 27 units. Classification is done once each year in the fall and may also be related to the student's expected year of graduation.

COURSELOAD The normal course load at Kalamazoo College is three units per quarter. In addition, a student selects a physical education activity course and may elect partial credits in mathematics, music, and theatre programs. It is possible to elect only two units during a term with the permission of the Director of Academic Advising. Students should discuss the ramifications of an underload with the Director. Those with outstanding academic records may request permission to overload from the Committee on Academic Standards.

DEVIATIONS FROM KPLAN All students are expected to follow the K Plan which is designed to offer appropriate classes during particular quarters. Should it become necessary for students to change their patterns, they must petition the Committee on Academic Standards. Because any change may affect financial aid and the opportunity to participate in given programs, students should give a good deal of thought to such a change. The requests are not automatically approved.

DROP/ADD Students may drop and/or add courses with the consent of their academic advisors through the fourth day of the first week of each quarter. Thereafter students must have the signatures of both the academic advisor and the appropriate professor and pay a late fee.

EXAMINATIONS Professors will set and announce the examination policies for their individual courses. Students are required to take final examinations at the scheduled times. However, if a student has three final exams scheduled for the same calendar day, the evening exam may be changed by making arrangements with the professor. All other changes must be approved by the Dean of Students/ Associate Provost and are to be for emergency reasons only.

GRADES The grade point system at Kalamazoo College is A+, A, A-=4 (excellent); B+, B, B-=3 (above average); C+, C, C-=2 (average); D+, D, or D-=1 (below average); F=0 (failure). Cr (credit) and NC (no credit) notations are given for all work taken off campus and do not affect a student's grade point average (GPA). Pluses and minuses appear on the transcript but do not affect the Kalamazoo College GPA.

An incomplete (I) is recorded when work is of acceptable quality but has not been finished because of illness or other extraordinary circum-

stances. An I automatically becomes an F (or NC) if the work has not been completed so that the grade can be recorded by the end of the sixth week of the next quarter whether the student is on or off campus. IP (in progress) is utilized to indicate the status of a course or project which continues over more than one quarter. A grade of D, F, or NC may be repeated. Both attempts will appear on a student's transcript, but only the second grade will be figured into the student's Kalamazoo College grade point average.

All work taken off campus and all physical education activity courses are graded Cr/NC. The Senior Individualized Project can also be awarded Honors. A senior may elect one on-campus course Cr/NC if the following conditions are met: the course must be outside the major, the individual instructor must approve the Cr/NC option, the signed form must be returned to the records office on or before Friday of the first week.

Grade reports are issued to the student at the end of each quarter. The reports are sent either to the student's home address, to another address which the student has given to the records office, or to the student's campus mailbox. Only if the student presents a signed statement of request to the Registrar will grade reports be sent to parents.

GRADUATION WITH HONORS The BA degree is awarded *cum laude* if a student maintains a grade point average of 3.50 or above; *magna cum laude* with an average of 3.75 and above; and *summa cum laude* with an average of 4.0.

Transfer students are eligible for honors. Their grade point averages are calculated on the work at Kalamazoo College and on the combined total of all work. The lower of the two averages is used to determine eligibility for honors. Each department may award honors in the department as well. Usually, departments consider the grade point average in the major, the results of the comprehensive examination, and the SIP in recommending students for honors. The department may set additional requirements.

FOREIGN LANGUAGE PLACEMENT A student placement in foreign language courses depends on the score earned on the Kalamazoo College or the CEEB placement examination. Students who have previously studied a foreign language and have not taken the CEEB test must take the Kalamazoo College placement test. Further information may be obtained from the appropriate department chair.

INTERNATIONAL BACCALAUREATE Students with scores of 5-7 on the Higher Level International Baccalaureate examinations will receive credit in the same manner as Advanced Placement. These credits will meet distributional requirements where appropriate.

REGISTRATION Students register each time they are on campus whether or not they will be on campus the following quarter. Registration times are listed on the student calendars issued by Student Services and in the daily bulletin of the College and generally occur in the seventh and eighth weeks of the quarter. When financial arrangements are completed with the Business Office, a student is officially registered. A fee is assessed for late registrations.

STUDENT INFORMATION AND RECORDS The College subscribes fully to the guidelines set forth in the Family Educational Rights and Privacy Act of 1974 concerning student information and records. Individual students may access their records and files by filing a request in the Registrar's Office. Files are not shared with others, including families, without specific permission of the student.

TRANSCRIPTS Transcripts must be requested in writing by the student. An official transcript bearing the seal of the College can be mailed directly to other educational institutions, certifying agencies, or employers; the transcript without the seal may be issued directly to the student as may official transcripts in sealed envelopes. The charge for a transcript is \$2.00. Students are asked to give the office sufficient time to meet the deadline dates of the requests. Usually transcripts cannot be done at once as all must be cleared with the Business Office. The College will not release a transcript unless satisfactory arrangements have been made with the Business Office for payment of any outstanding College bills or fines.

TRANSFER CREDIT A limited number of units of credit from other accredited collegiate institutions may be accepted toward graduation from Kalamazoo College. Courses for transfer credit should be approved in advance by the academic advisor, the Registrar and the appropriate department. Titles of transfer courses are not included on the Kalamazoo transcript and two GPAs will be noted (one including the transfer work, one excluding it).

TRANSFER STUDENTS Transfer credit is not awarded until a student has successfully completed one quarter on campus. A maximum of 27 units of transfer credit will be accepted at the time of admission. Students transferring the maximum must earn at least 8 units and the

LACC unit at the College with a minimum residency of three quarters. Consult the Transfer Coordinator or the Registrar for more details.

WITHDRAWALS Students may withdraw from a course within the first three weeks of the quarter with the approval of the Director of Advising. The course is not noted on the transcript. Withdrawal from a course after the first three weeks is permitted for emergency reasons only by the Director of Advising and carries a notation of "W" on the transcript. Withdrawal from a course may affect a student's financial aid package.

Student Life Regulations

When students arrive at the College, they are given the Student Handbook which details the general policies of the College as well as those of the residence halls. Also included is comprehensive information about the honor system, the judicial process, and College offices and services. Two of the policies which are of common concern to the College community and of which students need to be aware before they come to campus are the following:

AUTHORITY OF THE PRESIDENT It is the established policy of the Board of Trustees of Kalamazoo College that the administrative responsibility for the exercise of disciplinary power by the College during times of emergency rests with the president of the College and his staff. The by-laws of the Board state that the president is the "executive head of all departments of the College" and is "responsible for the discipline of the College." Therefore, in times of crisis the Board of Trustees shall hold the president responsible for the protection of life and property and grant him the power necessary to address those problems. He and his staff are expected to take those steps which appear to be in the best interests of the College community. Procedures employed in disciplining students under normal, nonemergency conditions may be suspended, if necessary, in a crisis situation.

STUDENT CONDUCT Kalamazoo College assumes that students will conduct themselves as responsible persons whether they are in residence or working/studying off campus. All students at Kalamazoo College are expected to become acquainted with the rules and regulations necessary for the most effective operation of the College and to abide by them both in spirit and in practice. Any student who violates

the commonly accepted standards of conduct, honor or good citizenship; or violates federal, state, or local law; or who refuses to abide by the regulations of the College will be subject to College judicial action and such penalties as the circumstances justify. Kalamazoo College reserves the right to dismiss any student whose conduct is detrimental to the well-being of the College.

Career Development Regulations

1. **REGISTRATION:** The Career Development Cooperative Education & Internship Program is available to every enrolled student at the College. Students who choose to participate in this program are required to register for the program at least two quarters in advance of the planned work term. Open registration and orientation workshops are typically held during the fall and winter quarters. After registration students are expected to actively participate in all phases of the program, from developing a job search strategy to attending debriefing sessions following the work experience.
2. **WORKSHOPS:** Students are expected to attend Career Development Center (CDC) workshops which pertain to the Cooperative Education and Internship Program.
3. **COUNSELING APPOINTMENTS:** At least one scheduled appointment with a CDC counselor is required for each participating student to discuss that student's work quarter plans. Students seeking employment through the CDC normally schedule several appointments to develop and refine job application materials.
4. **POSITION CONFIRMATION:** Once students have confirmed their employment for a Career Development quarter, they must complete and return a position confirmation card to the CDC.
5. **LEARNING CONTRACT:** The learning contract is a tool for students and their supervisors to identify tangible goals for the Career Development work experience. The contract should be completed by the student and the supervisor during the first week on the job and returned to the Career Development Center.
6. **JOURNAL:** Students are asked to keep a daily journal which will allow them to reflect on and to evaluate day-to-day job experiences. At the conclusion of the program, students are required to turn in

seven selected journal entries which they consider representative of their experience.

7. **PERFORMANCE APPRAISAL:** During the eighth week of the work term, supervisors are asked to evaluate the performance of student workers. These written evaluations may serve as references for the students in the future.
8. **EVALUATIVE PAPER:** Students are required to prepare a final evaluative paper discussing what they learned during their Career Development work experience. Upon successful completion of the evaluative paper and seven journal entries, the director of the CDC will recommend to the Registrar that a descriptive notation be recorded on the student's academic transcript.
9. **DEBRIEFING:** Early in the quarter following a work term, students participate in small group debriefing sessions with other returning Kalamazoo College students who held similar jobs. The debriefing allows interns to share and compare their work experiences with other students, CDC counselors, and college faculty members.

Foreign Study Centers & Regulations

GENERAL INFORMATION

COSTS Students pay only the usual on-campus fees for the first quarter of foreign study; half fees are charged for the second quarter. Those students who elect a three-term option are charged full costs for the third term. Fees for the GLCA programs and other non-Kalamazoo programs vary; usually these programs carry additional cost. In no instance will a student pay less than the fee assessed for the College's own Foreign Study programs. The Office of Foreign Study has information on specific costs. A non-refundable deposit will be required in the quarter prior to participation in the program.

Foreign Study fees cover transportation from the port of departure (usually New York) to the foreign center, and from the foreign port of departure to the original departure port; room and board while classes are in session; all academic tuition and fees; and some excursions. These charges do not include transportation between the student's home and

the point of departure; costs of passports, pictures, and inoculations (the College gives these at cost); independent travel; and incidental expenses en route and abroad. The amount a student spends above and beyond what is paid to the College will vary. Returning students suggest that an average of \$1000 extra for one quarter and \$1,900 for two quarters is realistic.

For students receiving financial aid, this aid will be in force for the first quarter abroad but not for the second, whether or not this scholarship money comes from the College. Scholarship support for a third quarter varies with the individual programs and is subject to negotiation with the director of Foreign Study.

ELIGIBILITY Students on academic probation are not eligible to participate in the Foreign Study program. A student must be off probation for one quarter prior to foreign study. Usually foreign students and married students do not participate, but they should consult the director of the program if they are interested. Those students who transfer to Kalamazoo College should also talk with the director about their participation.

FOREIGN LANGUAGE Students should plan their academic programs to include foreign language study in the quarter directly preceding their overseas experience. Those students who will be studying at a German, French or Senegalese university must take a credit-bearing foreign language course in the quarter before foreign study. Students choosing the one quarter foreign study option may not have more than 3 units of credit (level 420) in the language of that foreign study center.

ORIENTATION In the quarter prior to their departure for foreign study, students are required to attend weekly orientation meetings on campus. Presentations as well as question-answer sessions conducted by faculty members and foreign study returnees help students prepare to make the most of their time abroad.

PLACEMENT Students are assigned to specific foreign study centers by the Office of Foreign Study. These assignments are made on the basis of foreign language proficiency, personal and academic qualifications and the space available in the center.

WITHDRAWAL Withdrawal from the program forfeits the deposit. Withdrawal after the third orientation meeting requires that students pay any costs made on their behalf. No refund will be made and full program fees will be forfeited if a student withdraws after the start of the program. These regulations also apply in the case of dismissal from

the program. If a student participates in the Foreign Study program and subsequently withdraws from the College before graduation, the Board of Trustees has directed that the student must pay \$400 before the academic transcript may be released.

CENTERS AND PROGRAMS

Usually a Center faculty member will meet each group as it arrives abroad, and College personnel visit each foreign study center regularly. At the individual centers, someone specifically represents Kalamazoo College. In most centers, students live with a family; in a few, university dormitories provide housing.

Each foreign study center is unique, but in each of them students can become acquainted in some depth with a culture, a language, a people, and a system of education different from their own. As the academic, language, and personal qualifications differ from center to center, it is imperative that students read carefully the complete information packet available from the Office of Foreign Study. Briefly summarized below are the Foreign Study options offered at Kalamazoo College.

Programs lasting two quarters operate in France, Germany, Great Britain (theatre program), Spain, Sierra Leone, and Kenya. These programs are in the fall and winter terms and carry 4 units of academic credit. A center is maintained in Liberia in the summer and fall. Programs lasting one quarter are maintained in France, Germany and Spain. These programs carry three units of academic credit (including 2 foreign language credits) and are offered in the spring quarter for sophomores and some juniors. Students are assigned to specific centers by the Office of Foreign Study.

AFRICA

Kalamazoo College operates foreign study centers in Africa at the Freetown and Njala campuses of the University of Sierra Leone, the University of Nairobi in Kenya (3.0 GPA required), and Cuttington College in Liberia. A foreign study experience in Africa is open to students who have a strong desire to learn about Africa by living and studying there, who possess the personal maturity to function effec-

tively in an Africa setting and who have the recommendation of a Kalamazoo College faculty committee. These programs are for two quarters (4 units of academic credit) and offer enrollment in regular university courses taught in English.

The College also maintains a program in Senegal at the University of Dakar which is for three quarters and 7 units of academic credit. There is a minimum requirement of four units of French and a GPA of 3.0. The program offers regular university courses taught in French for students who meet the qualifications for participation as outlined in the African Studies material available in the Office of Foreign Study.

COLOMBIA

Bogotá—The two-quarter GLCA program at Bogotá has a minimum requirement of 3 units of Spanish. The program offers special courses designed for American students but taught in Spanish. Participants may also take regular university courses. (GLCA agent is Kenyon College.)

FRANCE

Two Quarters

Caen—minimum requirement of four units in French; designed principally for French majors; entails four weeks of intensive study at the Audio-Visual Center in Vichy before assignment is made to regular university courses conducted in French or to special courses in the Institute of Foreign Students at the university.

Clermont-Ferrand—minimum requirement of four units in French; requires good proficiency in the language; entails four weeks of intensive study at the Audio-Visual Center in Vichy before assignment is made to regular courses conducted in French or to special courses in the Institute of Foreign Students at the university.

Strasbourg—minimum requirement of three units of French; includes three-week program of language study and orientation before

participants study in French at the university's Institute of Foreign Students.

Aix-en-Provence—minimum requirement of three units of French. Enrollment is in the Institute for American Universities, affiliated with the University of Aix-Marseille; the Institute was organized to provide a program of English and French courses for American undergraduates from various colleges and universities.

One Quarter

Caen—minimum requirement of two (but not more than three) units of French; offers continuation of study of French, one special course taught in English, and the opportunity to use certain university facilities.

GERMANY

Two Quarters

Bonn—minimum requirement of four units of German; includes a month of intensive language study prior to enrollment in the University of Bonn in regular courses conducted in German.

Erlangen—minimum requirement of three units in German with no German grade below 3.0, and overall gradepoint average of 3.0; includes intensive language study and orientation during the first month followed by academic work in German either in special courses or in regular university offerings.

Hannover—minimum requirement of three units or the equivalent of German; entails four weeks of intensive language study followed by academic work in German in regular University of Hannover courses; offers a special course in language and one in art throughout the entire program.

Münster—minimum requirement of three units of German or the equivalent; offers continuation of German studies both in and

out of the classroom with courses taught in German and English; audit of university courses and use of certain university facilities.

One Quarter

Münster and/or Hannover—minimum requirement of two (but not more than three) units of German or the equivalent; offers continuation of study in German and one special course taught in English.

JAPAN

Tokyo—The GLCA year program at Waseda University requires a minimum of two units of Japanese and an overall grade point average of 2.75. The program offers study in the Japanese language at appropriate levels and work in English in courses designed for non-Japanese students. (GLCA agent is Earlham College; program runs summer, fall, winter, and spring quarters.)

SPAIN

Two Quarters

Madrid—minimum requirement of three units of Spanish or equivalent; offers choice of classes conducted in Spanish and taught especially for Kalamazoo College students.

One Quarter

Madrid—minimum requirement of two (but not more than three) units of Spanish; offers continuation of study in Spanish and one special course taught in English.

Students have also studied under the two-quarter plan in Yugoslavia, Denmark and Italy through special arrangement with the Office of Foreign Study. In addition, there are three-quarter foreign study opportunities available in the English-language program of the United Kingdom, the Chinese University of Hong Kong, India, and Nepal. Interested students should consult the Office of Foreign Study about the special requirements for these programs.

COURSES OF INSTRUCTION

Students may also study under the two-quarter plan in Yugoslavia. Through special arrangement with the Office of Foreign Study, there are two-quarter foreign study opportunities available in the English-language program of the United Kingdom, the Chinese University of Hong Kong, India, and Nepal. Interested students should consult the Office of Foreign Study regarding special requirements for these programs.

Minimum requirement of two (but not more than three) units of German or the equivalent; offers continuation of study in German and conversational course taught in English.

JAPAN

Tokyo—The GLCA year program at Waseda University requires a minimum of two units of Japanese and an overall grade point average of 2.75. The program offers study in the Japanese language at appropriate levels and work in English in courses designed for non-Japanese students. (GLCA agent is Earlham College; program runs summer, fall, winter, and spring quarters.)

SPAIN

Two Quarters

Madrid—minimum requirement of three units of Spanish or equivalent; offers choice of classes conducted in Spanish and English, especially for Earlham College students.

One Quarter

Madrid—minimum requirement of two (but not more than three) units of Spanish; offers continuation of study in Spanish and a special course taught in English.

COURSES OF INSTRUCTION

VI

Courses are open to all students in 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 the number of students enrolled.

COURSES OF INSTRUCTION



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. Students should consult the one-year schedule for specifics. It should be noted that not every course listed in a given department is credited in that department. Cross-listed courses are given by title followed by the department offering the course and the course number.

Most departments offer the following courses:

130 Freshman Seminar. Topics or themes which vary from year to year; offered in a class of restricted size for first-year students.

800 Group Studies. Individualized study in small groups; offered by special arrangement.

850 Interinstitutional Study. Courses not given at Kalamazoo College; offered through the Kalamazoo Consortium; special arrangement through the Registrar's office.

890 Independent Study. Special coursework created in consultation with an individual faculty member; departmental approval required. Restricted to qualified upperclassmen.

980-985 Senior Individualized Project. Required individual, independent study in the senior year.

Course Numbering System

100 = freshmen only

200 = partial credit course

300 = not for credit in the major

400 = open to everyone

500 = open to everyone

600 = not open to freshmen

700 = crosslisted course

800 = individual course

900 = majors/upper level

(Some 400 and 500 courses have prerequisites. See this Catalogue.)

AFRICAN STUDIES

Ms. Greene (Director)

Established in 1962 the African Studies Program at Kalamazoo College is one of the oldest and most active programs of its kind at a small liberal arts institution in the United States. It is designed to offer programs and courses on Africa for students who wish to broaden their international perspective by learning more about one of the largest, yet least known continents of the world. In addition to courses, art exhibits, lectures, seminars, films, and other cultural activities, regular visits by scholars of Africa are offered as an integral part of the African Studies Program. Regular participation in these opportunities, either in conjunction with courses or by themselves, provides the student with an in-depth exposure to Africa that is unmatched on any other undergraduate campus.

There is no major in African Studies at Kalamazoo College. Students planning to continue their study of Africa in graduate school and those interested in future work with agencies concerned with Africa should plan a major in another discipline and take as many courses on Africa as possible to fulfill distributional and elective requirements. Graduate schools, development agencies, and international corporations are usually more interested in the actual courses taken than in the major listed. Students are also encouraged to utilize their courses on Africa as the basis for a Concentration in International and Area Studies with an emphasis on Africa which is recorded on their transcripts.

Africa Before 1800. See History 570.

Africa Since 1800. See History 575.

African Literature. See English 590.

Arts of Africa. See Art 535.

Economics of Less Developed Countries. See Economics 500.

Ethnology of Africa. See Anthropology 550.

Historical Topics: West Africa. See History 580.

Myth and Culture in Precolonial Africa. See History 700.

Politics in Africa. See Political Science 540.

Primitive Religions. See Religion 700.

Women in Cross-Cultural Perspective. See Sociology and Anthropology 600.

Kalamazoo College is the GLCA agent for a junior year in Africa program which was established in 1969. All students from GLCA colleges and others from colleges and universities throughout the United States are eligible to apply for study in Africa. Students who will be studying in Africa enroll in Kalamazoo College during the summer term, taking courses and participating in orientation sessions. Other African Studies offerings in the summer include a course offered by a visiting scholar of Africa, a weekly film and lecture series, and a variety of cultural activities. Placements in Africa are available in those centers listed under the Foreign Study Program. For additional information contact the Director of the African Studies Program and the Office of Foreign Study.

AMERICAN STUDIES

Mr. Strauss (Director)

The Concentration in American Studies offers an interdisciplinary approach to the study of American culture. The concentration is open to students majoring in English, History, Political Science, Anthropology/Sociology, Economics, Music, Art, Philosophy, or Religion. A Concentration in American Studies offers an excellent background for graduate work, foreign service, law, or secondary school teaching.

The Concentration in American Studies: Students concentrating in American Studies are required to take American Studies 700 and one additional interdisciplinary American Studies course (either American Studies 490 or History 576). In addition students will take three courses focusing on American institutions from the departments of Political Science, Economics, or Sociology and Anthropology; and two of the following sequences:

1. History 410 and 415
2. English 650 and 960 or English 455 and 550
3. Philosophy 450 and 460
4. Music 460 and Art 550

Finally, students are encouraged to complete an American Studies SIP.

It is possible, in consultation with the director, to substitute other relevant courses. In planning a Concentration in American Studies students should talk with the director early in their undergraduate careers.

490 Race Relations in the Americas. Institutions and practices which have governed race relations in the U.S., including slavery, segregation, and miscegenation; their impact on black culture as manifested in religion, music, and the Harlem Renaissance; and on white culture as revealed in minstrel shows, "slumming," and literature.

700 Society and the Individual in Modern America. Exploration of 20th century American values and institutions, particularly as they reflect and shape the theme of individualism; special attention to movements which offer critical commentary on modern culture including feminism, black protest, and the counter culture.

South Africa and the American South. See History 576.

History of the United States I and II. See History 410 and 415.

American Literature I and II. See English 650 and 960.

Contemporary Fiction. See English 455.

Readings in American Literature. See English 550.

Social Philosophy. See Philosophy 450.

Philosophy of Law. See Philosophy 460.

Seminar in Folk Music. See Music 460.

20th Century Art. See Art 550.

ART

Ms. Fischer (Chair), Mr. Palchick, Mr. Rice, Ms. Wood

The Art Department's objectives are twofold: to cultivate an understanding and appreciation of the fine arts as a part of the liberal arts and to provide an adequate background for those students who desire to continue their study of art at a graduate or professional school of fine arts. To supplement classroom and studio experiences, off-campus programs providing internships and other opportunities for experiential learning are available. Through these programs students gain insight into arts management, commercial arts, museums, galleries, and the lives of professional artists. Most Art courses have no prerequisites and are open to all students.

The Major in Art: Art majors first complete the introductory courses designed to develop an understanding of the visual arts through the study of the history and practice of art. Then they elect a planned sequence of courses leading to a major in Art with specialization in *Art History* or *Studio Art* or in a combination of *Art History* and *Studio Art*. Students interested in designing individualized programs in Art should consult with the Department.

Required for a major in Art is a minimum of ten units including a core of: Art 400, 450, 455, and Fine Arts 400. The remaining six units are to be selected from the Art History or the Studio Art offerings and may include the SIP.

Students specializing in Art History are required to take Art 500 or 510; 520 or 525; 530; 540 or 550; and two other units in art history, in addition to the core. The SIP in art history is usually a research paper or a museum internship.

Students specializing in Studio Art are required to take Art 405 and five other units in studio art, in addition to the core. One art history period course may be substituted for one of the required art history survey courses (Art 450 or 455), provided the period falls within the time frame of the survey course. (If Art 455 is taken, for example, Art 520, 525, 530, 540, or 550 may be substituted for Art 450.) The student usually spends the SIP quarter working in the studio, and the resulting art works are exhibited in the gallery.

FINE ARTS

FA 400 Introduction to Visual Fundamentals. Exploration of line, plane, mass, volume, color, texture, and other elements of the visual experience through studio projects designed to organize these elements according to principles of balance, harmony, and emphasis. Designed for individuals with little or no art experience; useful for students considering careers in business or advertising. Taught by faculty from the Art and Theatre Arts Departments.

STUDIO ART

ART 400 Basic Drawing. Study of drawing fundamentals with emphasis on line, value, and shape organization as an instrument of considerable precision and expressive force.

ART 405-406-407 Figure Drawing I, II, III.* Strong emphasis on the human figure, subtleties of its gestures, surface variations; also, outside assignments utilizing other subjects.

ART 420-421-422 Ceramics I, II, III.* Study of handbuilding, throwing on the wheel, glazing, kiln firing, glaze calculation, special firing techniques; individual problems in ceramics.

ART 425-426-427 Painting I, II, III.* Basic pictorial development using primarily still life, landscape, and the figure.

ART 430-431-432 Printmaking I, II, III.* Introduction to and development of basic techniques in intaglio, lithography, silk screen, or woodcut.

ART 435-436-437 Sculpture I, II, III.* Introductory studies in three-dimensional design and figure modeling leading to advanced work in wood, stone, or metal.

**Open studio which can be taken at any level whenever the course is offered.*

ART HISTORY

ART 450 Introduction to History of Art I. Architecture, sculpture, and painting from prehistory through the Middle Ages.

ART 455 Introduction to History of Art II. Architecture, sculpture, and painting from the Renaissance to the 20th century.

ART 500 Ancient Art. Minoan, Mycenaean, Greek, Etruscan, and Roman art and architecture.

ART 510 Medieval Art. Early Christian through Gothic art and architecture with an emphasis on the later Middle Ages.

ART 520 Renaissance Art I. Painting, sculpture, and architecture in Italy in the 14th and 15th centuries with an emphasis on 15th-century Florence.

ART 525 Renaissance Art II. Painting, sculpture, and architecture in Italy in the 16th-century, with an emphasis on the High Renaissance and Michelangelo.

ART 530 Baroque Art. Painting, sculpture, and architecture of the 17th century in Italy, Flanders, Spain, France, and The Netherlands.

ART 535 Arts of Africa. Various topics on the art of Africa. Taught by visiting scholars from the African Studies Program.

ART 540 19th Century Art. Painting and sculpture in Europe from the French Revolution to 1900, with emphasis on French art.

ART 550 20th Century Art. Painting and sculpture in Europe and America from 1900 to the present.

BIOLOGY

*Mr. Evans, Ms. Newton, Mr. Olexia, Ms. Olexia (Director of Academic Advising and Director of the Health Sciences Program)
Mr. Reinsvold, Mr. Sotherland*

The Biology program provides a broad exposure to major principles in contemporary life sciences and a depth of offerings in concentrated

areas. Ranging from the classic to the modern, the program is designed to serve both those students with professional interest in Biology and those desiring an introductory contact with the field. Careers for Biology majors include a wide range of opportunities such as biochemistry, physiology, ecology, animal behavior, and biomedical fields.

Courses for Non-Majors. All of the Biology courses at the 300- and 400-level (except Biology 447) are open to non-majors without prerequisite and may be used to fulfill a Natural Science/ Mathematics distributional requirement. Biology 300, 315, and 320 are for students who are not majoring in Biology and do not count toward a major in Biology. Either Biology 315 or 402 is required for the concentration in Environmental Studies.

The Major in Biology. Students majoring in Biology are required to take a minimum of eight units, not including courses at the 300 level. Specifically required are Biology 402; 422 or 482; 447; 970; and an Organic Chemistry sequence. Those students interested in pursuing graduate or professional programs in Biology are encouraged to develop some background in Mathematics, Physics, and Computer Science. They should consult with members of the Department as early as possible.

In addition, the Department strongly urges those students who are interested in pursuing graduate study in Biology or in teaching Biology at the secondary school level to take both Biology 422 (General Zoology) and Biology 482 (General Botany) as part of their major's program. Such students are also encouraged to take a wide variety of advanced electives in Biology, ranging from the cellular or molecular level through the organismal level to the ecosystem or population level.

Students who plan careers in health-related fields should consult with a member of the Health Sciences Advisory Committee early in their academic planning to learn which courses are most appropriate for selected professional programs.

BIO 300 Biology of Disease. Study of human physiology and deviations from normality caused by disease; emphasis on mechanisms of action at the cellular level.

BIO 315 Environmental Science. Fundamental principles of the organization and dynamics of natural ecosystems and the effects of human activities on these systems. (Not open to students with credit in Biology 402).

BIO 320 Medical Zoology. Study of basic biological concepts in terms of interspecific biological relationships; phenomena associated with parasitism; effects of these parasitic interactions on the history of human population.

BIO 402 Population and Ecosystem Biology with Lab. Introduction to biological attributes of populations, biological communities, and community structure and dynamics; ecosystems and biomes; and population genetics and dynamics. (Not open to students with credit in Biology 315.)

BIO 422 General Zoology with Lab. Introduction to diversity of animal life and theories of phylogenetic relationships among groups; fundamental principles of animal physiology and homeostasis.

BIO 447 Cellular Biology with Lab. Sophisticated introduction (with a molecular approach) to the major structural and functional properties of cells including their energetics and genetic control mechanisms. Prerequisite: Chemistry 437 or concurrent enrollment in Chemistry 442.

BIO 482 General Botany with Lab. Introduction to the diversity of fungi, algae, and plants; emphasis upon taxonomic differences and phylogenetic relationships; focus upon the anatomy and physiology of flowering plants.

BIO 507 Aquatic Ecology with Lab. Focus on fresh-water habitats; biotic communities of lakes, rivers, and streams; techniques for field observation and sampling.

Prerequisite: Biology 402 or permission.

BIO 512 Terrestrial Ecology with Lab. Techniques in analyzing communities and ecosystems with comparisons of some distinctly different terrestrial habitats; expansion of principles studied in Biology 402 and development of additional ones.

Prerequisite: Biology 402. Recommended are Biology 482 and 422.

BIO 515 Evolutionary Biology. Focus upon the mechanisms and processes by which evolutionary change is thought to occur including genetics, population genetics, and natural selection; evolution at the species level and at higher levels.

Prerequisite: Biology 402 or 537 or permission.

BIO 517 Vertebrate Biology with Lab. Broad-based study of the paleontology, phylogeny, ecology, physiology, behavior, and mor-

phology of vertebrates leading to a better understanding of how animals function in their environments.

Prerequisite: Biology 422 or permission.

BIO 524 General Animal Physiology with Lab. Analytical treatment of the mechanisms by which animals regulate their internal environment with regard to respiratory and circulatory systems, neuromuscular activity, endocrine and digestive systems, and thermoregulation.

Prerequisite: Biology 422. Recommended is Biology 447.

BIO 532 Developmental Biology with Lab. Study of cellular basis for developmental events, early development, inductive interactions, morphogenic patterns, differentiation, growth and senescence, and gametogenesis; laboratories in vertebrate morphogenesis and experimental embryology.

Prerequisite: Biology 422 and 447.

BIO 537 Genetics with Lab. Analysis of the mechanism of heredity including nucleic acid structure and function, chromosome organization and behavior, genetic mapping and gene organization, and mechanisms of genetic variation.

Prerequisite: Biology 447.

BIO 542 Cell Physiology with Lab. Sophisticated examination of certain physiological processes at the cellular level focusing upon membrane-related phenomena, receptor mediated communication, and motility.

Prerequisite: Biology 447; recommended: Biology 732.

BIO 547 Microbiology with Lab. Study of the structure, genetics, metabolism, physiology, and interactions of microorganisms; major emphasis on bacteria.

Prerequisite: Biology 447.

BIO 552 Immunology with Lab. Analysis of the mechanisms of both the humoral and cellular immune responses in vertebrates, regulation of the components of the immune system, and some clinical implications.

Prerequisite: Biology 447.

BIO 557 Molecular Biology with Lab. Detailed examination of the structure, replication, repair, and recombination of DNA molecules, the synthesis and processing of RNAs, and the mechanism and regulation of protein synthesis.

Prerequisite: Biology 447.

BIO 597 Entomology with Lab. Study of the ecology, morphology, and classification of insects; general collection required.

Prerequisite: Biology 402 or 422.

Physiological Psychology with Lab. See Psychology 720.

BIO 727 Ethology with Lab. Study of the behavior and social organization of a variety of animal groups ranging from insects to primates; analyses of general principles of behavior modes; observation of animal behavior in the field and laboratory. (Can be used as either a Natural Science or Social Science distributional course.)

Prerequisite: Biology 402 or 422 or Psychology 400.

BIO 732 Biochemistry with Lab. Study of biochemical mechanisms underlying cellular and physiological phenomena including the structure of biomolecules, enzyme dynamics, and carbon and energy metabolism.

Prerequisite: Biology 447 and Chemistry 437 or 442.

BIO 970 Functioning as a Biologist. Participation in a seminar involving teaching, research in the literature, and consideration of current biological questions; participation for one quarter in the departmental program as a teaching assistant; preparation for subsequent SIP research through literature search and critical discussion of pertinent papers; preparation and defense of completed thesis based upon SIP research. Attendance required in all quarters that a senior student is in residence; credit elected in any of the terms; grade recorded in the spring.

Prerequisite: Junior summer or senior standing.

CHEMISTRY

*Mr. Cook (Chair), Ms. Craig, Mr. Deal, Mr. Howard, Mr. T. Smith,
Mr. Wilson*

The Chemistry program stresses the art of scientific thought and the role of chemistry in society. Students in Chemistry benefit from a close working relationship with faculty in an atmosphere that encourages research. Chemistry majors can receive a suitable background for graduate study in chemistry, biochemistry, chemical engineering, environ-

mental sciences, pharmacology, molecular biology, medicinal chemistry, and clinical chemistry. A Chemistry major will also have suitable background for becoming a professional laboratory chemist; teaching high school or junior college chemistry; attending medical, dental, or paramedical schools; undertaking graduate study in business administration and patent law; doing work in sales, library, and safety; and supervising work in the chemical industry.

The Major in Chemistry: Required is a minimum of eight units, excluding 300-level courses. Specifically required are Chemistry 405, 415, 422-432-442, 512, 902, and one additional unit from Chemistry 912, 932, 942, or 962. (Note: Chemistry 422-437 may be substituted for Chemistry 422-232-442; however, the Department advises against this.) Mathematics 410-415 is required, and more work in Mathematics is encouraged. Physics 412-417-422 (or 372-377) is also required. Students having a strong background in chemistry may omit appropriate courses through equivalency examinations administered by the Department. Kalamazoo College appears on the American Chemical Society's list of schools that offer approved preprofessional undergraduate programs in Chemistry. This program includes Chemistry 405-415, 422-432-442, 902, 912, 932, 942, 962, and 983; Physics 412-417-422; and Mathematics 410-415, 430, and 440.

CHE 300 Chemistry in Society. Study of topics of current societal interest from a chemical perspective; topics may include such areas as environmental pollution, pharmaceuticals, food chemistry and nutrition, energy, chemical evolution, earth science, genetic manipulation; fundamental chemical principles and techniques of modern chemical analysis. Intended for students who are not majoring in the sciences.

CHE 405 Introductory Chemistry with Lab. Fundamental principles of chemistry; atomic and molecular structure; bonding; properties of gases, liquids, solids, and phase transitions; stoichiometry. Not open to students with credit in Chemistry 402 General Chemistry and Quantitative Analysis I with Lab.

CHE 415 Inorganic Chemistry I with Lab. Classification of reactions; equilibrium; energetics of reactions; kinetics of reactions; descriptive chemistry of elements. Not open to students with credit in Chemistry 412 General Chemistry and Quantitative Analysis II with Lab.

Prerequisite: Chemistry 405.

CHE 422 Organic Chemistry I with Lab. Basic principles of structure, nomenclature, and reactivity applied to aliphatic hydrocarbons; valence bond and 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: Chemistry 415.

CHE 432-442 Organic Chemistry II, III with Lab. Continuation of Chemistry 422 that includes classroom and laboratory study of the structure, nomenclature, chemical properties, and spectrometric identification of common organic compounds including those of biological interest; emphasis on reaction mechanisms and organic synthesis. Intended for research-oriented scientists.

Prerequisite: Chemistry 422.

CHE 437 Organic Chemistry IIA with Lab. Classroom and laboratory study of topics covered in 432, 442 but in less detail; less emphasis on organic synthesis. Intended primarily for Biology and Health Sciences majors who are less chemically oriented.

Prerequisite: Chemistry 422.

CHE 512 Analytical Chemistry I with Lab. Treatment of experimental data; systematic solution stoichiometry; continuation of the study of acid-base precipitation-solubility, oxidation-reduction, and complex formation-dissociation equilibria; gravimetric, titrimetric, potentiometric, conductimetric, and spectrophotometric analysis of equilibrium systems. Not open to students with credit in Chemistry 502 Physical Chemistry for the Life Sciences with Lab.

Prerequisite: Chemistry 405 and 415 or 402 and 412.

Biochemistry. See Biology 732.

CHE 902 Physical Chemistry I with Lab. Study of chemical thermodynamics and kinetics. Intended for Chemistry majors and biologists with a strong cellular or molecular orientation.

Prerequisite: Chemistry 415; Mathematics 415; and Physics 417 (or 377); or permission. Physics 422 and Mathematics 440 are also strongly recommended.

CHE 912 Physical Chemistry II with Lab. Further study of chemical kinetics; elementary quantum mechanics applied to simple atoms and molecules; introduction of statistical mechanics.

Prerequisite: Chemistry 902 or permission.

CHE 932 Analytical Chemistry II with Lab. Lecture, laboratory, and independent study of quantitative analysis including trace techniques; emphasis on modern instrumental methods.

Prerequisite: Chemistry 902 or permission.

CHE 942 Inorganic Chemistry with Lab. Study of the properties of the elements and their compounds; introduction to theoretical inorganic chemistry; emphasis upon structures, bonding, and reactivities of main-group compounds, transition-metal complexes, and organometallic materials; laboratory work emphasizing synthesis and physical characterization of representative inorganic compounds.

Prerequisite: Chemistry 902 or permission.

CHE 962 Advanced Chemistry with Lab. Molecular symmetry and group theory; chemical bonding theory; molecular spectroscopy; structure determination by X-ray diffraction; statistical mechanics; photochemistry.

CHE 970 Senior Studies. Lectures, seminars, independent study, and/or individual conferences with faculty in preparation for the SIP.

Prerequisite: Senior major and permission.

CHINESE

Ms. Chu, Mr. Light

CHI 300 Beginning Chinese I. Introductory course; limited grammar and vocabulary; emphasis on listening and speaking skills.

CHI 310 Beginning Chinese II. Further introduction to basic grammar and vocabulary.

Prerequisite: Chinese 300.

CHI 420 Intermediate Chinese. Reinforcement of basic listening and speaking skills; development of limited reading and writing skills.

Prerequisite: Chinese 310.

CLASSICS

Mr. Corrigan

In studying foreign languages, students acquire not only a linguistic skill but also an understanding of another people's literature, history, and culture. They gain a new perspective from which to view their own country and way of life and a deeper appreciation of the resources of the English language. Knowledge of a foreign language is an important facet of the liberal arts program. Proficiency in a foreign language at the 420 level is a graduation requirement of the College.

The program in Classics is designed to afford access to the achievement of Greek and Roman antiquity through facility in the ancient languages. The program offers instruction in Latin and classical Greek as well as in classical literature in translation. Students who have previously taken classical Greek or Latin should consult with Mr. Corrigan regarding proper placement for continued study in these languages. Advanced students of Greek or Latin who wish to continue beyond the 420 level and study particular authors, genres, or topics in that language should consult with the Department.

Foreign Study and SIP opportunities in Classics are available. Interested students should consult with the Department.

CLASSICS

CLA 400 Homer and Greek Tragedy. 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.

CLA 490 Classical Mythology. 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.

CLA 485 Vergil and the Age of Augustus. 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*.

CLA 495 Ancient Comedy and Satire. 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*.

GREEK

GRE 300 Beginning Greek I. Fundamentals of grammar, composition, and reading of ancient Greek.. Selected readings from graduated texts, short stories, drama; introduction to ancient Greek civilization.

GRE 310 Beginning Greek II. Continuation of 300; development of fundamentals of grammar, composition, and reading of ancient Greek.. Selected readings from graduated texts, short stories, drama; introduction to ancient Greek civilization.

Prerequisite: Greek 300 or permission.

GRE 420 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 310 or permission.

LATIN

LAT 300 Beginning Latin I. Fundamentals of grammar, composition, and reading; selected readings from graduated texts, short stories, dramas; introduction to ancient Roman civilization.

LAT 310 Beginning Latin II. Continuation of 300; development of fundamentals of grammar, composition, and reading; selected readings from graduated texts, short stories, dramas; introduction to ancient Roman civilization.

Prerequisite: Latin 300 or permission.

LAT 420 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 310 or permission.

COMPUTER SCIENCE

*Mr. Carpenter, Mr. Deal, Ms. Price (Director of Computing),
Mr. T.J. Smith, Mr. Tobochnik*

The program in Computer Science is designed to provide the student with an exposure to the central theoretical concerns of this rapidly growing discipline along with an understanding of the principal techniques and algorithms necessary to support meaningful applications. Students whose major interest lies in another field might consider electing the Concentration in Computer Science. Those who are preparing for a professional career in computer science and those who are planning graduate study in the field should follow the full curriculum leading to the major.

The academic computing facilities of the College are available for use by the entire College community in much the same way as is the library. Facilities include two microcomputer laboratories and a Digital Equipment Corporation VAX 11/750 computer system accessed through terminals located in clusters about the campus. All students have accounts on the system that provide them with unlimited computer time. Most common programming languages are supported, and there is a variety of numerical and statistical software available. In addition, several departments have microcomputers for specific class and laboratory use.

The Major in Computer Science: Required is a minimum of eight units, not including Computer Science 310. With departmental permission, a student may count the SIP toward the major, although this is not normally recommended. Specifically required are Computer Science 405, 410, 470, and 500; Mathematics 430 and 590 (or 530).

Students who plan graduate work in Computer Science should take Computer Science 475, 530, 550, Mathematics 700, 710, and additional

Mathematics courses. All majors should consider some coursework in an applications area such as Economics or Physics. The Teaching Major in Computer Science requires nine units including Computer Science 405, 410, 470, 475, and 500. Mathematics 430 and 590 are required as cognates. The Teaching Minor requires a minimum of six units including Computer Science 405, 410, 470, and 500. Mathematics 430 is required as a cognate.

The Concentration in Computer Science: For the student whose primary interest is in another discipline, the concentration offers an opportunity to obtain a strong background in computing and information processing. Coupled with the subject matter of the individual's major, this background will enable the student to offer an employer or graduate school a combination of skills. Required are Computer Science 405, 410, 470, 500, one additional Computer Science course and Mathematics 430. Recommended courses for those students desiring additional work are Computer Science 475, 530, 550, and Mathematics 710 and 720. Mathematics 410-415 and a statistics course such as Mathematics 360-365, Economics 450, or Mathematics 560 are also suggested. Interested students should consult with a member of the Computer Science faculty to plan a suitable program of study.

CS 310 Introduction to Computer Science for Nonmajors. A first course for those planning no additional study in Computer Science; explanation in some depth of a variety of fundamental issues related to machine operating concepts, formal languages, and problem-solving, primarily at the conceptual level (with a lab component using non-mathematical problems); programming but with less emphasis on technical skills than in 405. Does not count toward either the Concentration in Computer Science or the major.

CS 405 Introduction to Computer Science I. A first course in Computer Science and computer usage; topics include problem solving, algorithm design, structured programming, data representation; introduction to the Pascal and FORTRAN languages.

CS 410 Introduction to Computer Science II. Continuation of 405; emphasis on structured design and modular programming using the Pascal language; analysis of algorithms using as examples internal search and sort methods; study of recursion, numerical applications, simulation, data structures.

Prerequisite: Computer Science 405 or permission.

CS 470 Data Structures and Programming Languages. Examination of logical data structures and processes including: searching and sorting, file structures, interpretation, compilation.

Prerequisite: Computer Science 410 or permission.

CS 475 File Structures and Data Base Management Systems. Study of concepts and techniques of structuring information on mass storage devices using structured COBOL; sequential, direct, and indexed-sequential access methods; introduction of hierarchical, network, and relational data base models.

Prerequisite: Computer Science 470.

CS 500 Computer Architecture. Intensive introduction to computer organization, assembly-language programming, and systems-programming concepts; computer structure, machine language, characteristics of peripheral devices, program segmentation and linkage, microprogramming.

Prerequisite: Computer Science 470.

CS 530 Operating Systems. Study of computer systems of software including assemblers, linker-loaders, compilers, interpreters, and time-sharing operating systems.

Prerequisite: Computer Science 470.

CS 540 Introduction to Robotics. Introduction to intelligent systems dealing in some way with the physical world through visual or tactile stimulus. Topics include vision and manipulation.

Prerequisite: Computer Science 405 and Mathematics 430.

CS 550 Computability, Automata, and Formal Languages. Study of fundamental concepts in computability, formal languages, and the theory of automata emphasizing finite-state machines.

Prerequisite: Computer Science 470 or Mathematics 710.

Introduction to Numerical Computation. See Mathematics 700.

Digital Electronics. See Physics 732.

Combinatorics. See Mathematics 710.

Models and Simulation. See Mathematics 720.

CS 950 Special Topics. Readings in Computer Science selected from artificial intelligence, formal languages, software engineering, graphics, and other topics not normally addressed in the core curriculum. Content varies from year to year.

Prerequisite: permission.

ECONOMICS & BUSINESS ADMINISTRATION

*Mr. Bernasek, Mr. Breneman, Mr. Breznau, Mr. Hussen (Chair),
Mr. Strobel, Mr. Suits, Mr. Taylor, Mr. Thomas*

Because of the nature of business and public affairs, the study of Economics is important not only to the manager but also to the individual operating in a personal capacity. The techniques of economic and financial analysis are studied and applied to many different problems. Inflation, recession, unemployment, poverty, monopoly, shortages, deficits, and a host of other issues are analyzed by assessing the facts, examining conflicting theories, and evaluating policy alternatives critically. Preparation in Economics and Business Administration leads to employment in the fields of economic research, finance, marketing, and management. Department courses also provide an excellent foundation for graduate study in law, public policy, foreign affairs, and industrial relations. Many graduates pursue an MBA or advanced degree in Economics.

For those students planning careers in business, Kalamazoo College offers a special opportunity, the Small Business Institute program (SBI). In this program, students taking Marketing, Principles of Management, and Principles of Finance are offered the opportunity to become members of a consulting team serving small businesses in the Kalamazoo area. The responsibilities of the team include visiting the client at the place of business, analyzing the financial statements, and working on specific business problems faced by the firm. At the conclusion of the project, the team submits a detailed written report to its client and the faculty program director, and makes a formal oral presentation of its findings.

In addition to the SBI program, students can gain practical business experience through Career Development internships, work experience senior projects, a variety of opportunities provided through the L. Lee Stryker Center for Management Studies, and banking internships through the Monroe-Brown Program in Money and Banking.

The Major in Economics and Business Administration: Required for a major in Economics and Business Administration is a minimum of eight units, not including the SIP. Specifically required are Economics 400; 410; 450 (or Mathematics 365 or 560); 525, and 540; a quantitative course chosen from Economics 430, 910, 935, or 940; Mathematics 410; and an additional course in Economics at the 900-level.

Students with specific professional interests should consider the following suggested course sequences in addition to the basic required courses:

International Commerce: Economics 525, 530, 975; Foreign Language 430/440; foreign study participation; international social sciences elective; and SIP with international scope, (See the Concentration in International Commerce.)

Public Policy: Economics 525, 565, 915, 920, 960; PPS 700, 720, 740, 750. (See the Concentration in Public Policy Studies.)

Law: Economics 430, 525, 565, 972; PPS 700, 740.

Economics: Economics 525, 530, 540, 565, 570, 910, 915, 935, 940, 960, 970, 972; PPS 740; Mathematics 410, 415, 430, 560, 565; Computer Science 405.

ECO 400 Principles of Economics I. Introduction to basic micro and macroeconomic principles and their application to current economics; supply and demand, competition and monopoly, inflation, unemployment, basic monetary and fiscal theories and policies.

ECO 402 Comparative Economic Systems. Study of the three main contemporary economic systems: capitalism, market socialism, and the Soviet system of central planning and management; examination of the process of development of modern economic systems, problems of selection of economic systems in less developed countries attempting economic development, and the future of contemporary economic systems.

Prerequisite: Economics 400.

ECO 410 Principles of Economics II. Continuation of the two-term sequence on micro and macro economics with additional emphasis on analytical tools; consumer choice, price discrimination, income distribution, oligopoly; analysis of economic fluctuations, stagflation, monetary and fiscal policy.

Prerequisite: Economics 400.

ECO 430 Principles of Accounting. Study of the principles and nature of accounting data and methodology as a tool for analysis and managerial control of an enterprise; understanding the accounting cycle, cash flow analysis, depreciation concepts. Does not satisfy a Social Sciences distributional requirement.

Prerequisite: Economics 400.

ECO 450 Statistics for Business and Economics. Introduction to sampling, presentation, analysis of data; frequency distribution, measures of location and dispersion, probability, confidence interval and hypothesis testing, correlation and regression analysis as related to business and economic problems.

Prerequisite: Economics 400 and 410.

ECO 500 Economics of Less Developed 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.

Prerequisite: Economics 400.

ECO 502 Soviet Economic System. Study of the origins and development of the Soviet economy; the current operation of the Soviet economic institutions; and the process of economic growth; evaluation of the performance of the Soviet economy; examination of the role of Marxist-Leninist ideology and attempts to reform the Stalinist system.

Prerequisite: Economics 400.

ECO 525 Money, Banking, and the Macro-Economy. Study of the role of money, banking, and other financial institutions and how they interact with theories of consumption, investment, government spending, and taxation to influence prices, economic growth, employment, and the business cycle.

Prerequisite Economics 410.

ECO 530 International Economics. Analysis of trade problems, theories, and policies with focus on the United States; balance of payments, international financial systems, tariffs, other trade barriers; emphasis on the underlying debate over protectionism versus free trade.

Prerequisites: Economics 400 and sophomore standing.

ECO 540 Intermediate Microeconomics. Study of the theories of consumer and firm behavior, equilibrium analysis, market structure, pricing, economic efficiency, and social welfare; acquaint students with the economic tools and principles that are necessary to analyze, understand, and predict the efficient production, exchange, and distribution of goods and services in a market-oriented economy.

Prerequisite: Economics 410 and Mathematics 410.

ECO 555 Labor Economics. Survey of the principal economics problems emanating from the employment relationship; determinants of labor supply and demand; human capital formation and valuation;

income maintenance programs; labor force participation by women and older workers.

Prerequisite: Economics 410.

ECO 560 Principles of Management. Examination of the nature and role of management in the context of traditional and behavioral sciences with emphasis on the social and economic structure of large-scale organizations, planning, decision-making, and the influence of the changing social, political, and technological climates; management process from the traditional viewpoints of organizing, planning, controlling, and activating.

Prerequisite: Economics 400 and 430.

ECO 565 Industrial Organization and Public Policy. Study of economic characteristics and business practices of modern industry; anti-trust laws and their impact on the American economy; role of public policy designed to maintain competition, alter its character, or regulate monopoly.

Prerequisite: Economics 430.

ECO 570 Environmental and Resource Economics. Study of the economic perspective of environmental and resource problems and issues; the management and allocation of renewable and non-renewable 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.

Prerequisite: Economics 400.

ECO 580 Principles of Marketing. Study of the role of marketing in managing an enterprise including the functions of price, promotion, marketing institutions, consumer behavior, channels of distribution, and the profitable allocation of available resources.

Prerequisite: Economics 400.

Introduction to Public Policy Analysis. See PPS 700.

Bureaucracy and Freedom: Introduction to Complex Organizations. See PPS 730.

Public Finance and Fiscal Policy. See PPS 740.

Society and Public Policy in Western Europe and America. See PPS 750.

Public Administration. See PPS 770.

Organizational Behavior. See Psychology 780.

ECO 910 Mathematics for Economics and Business. Development of mathematical tools from multivariable calculus and linear algebra to be applied to the analysis of the behavior of consumers and business firms; examination of a mathematical model of the macroeconomy.

Prerequisite: Economics 410 and Mathematics 410.

ECO 915 Seminar in Health and Medical Economics. Application of basic economic principles to issues in health and medical care markets; examination of health as an investment, health and development, financing health and medical care; analysis of contemporary public policy issues in the markets for health insurance, hospital services, physician services, and the pharmaceutical industry.

Prerequisite: Economics 410.

ECO 920 Monetary Theory and Policy. Study of advanced topics in monetary theory and policy; role of money supply monetary aggregates, interest rates, the Federal Reserve in managing problems of recession, inflation, unemployment.

Prerequisite: Economics 525.

ECO 930 Principles of Finance. Study of the management of financial aspects of business emphasizing present value as an analytical tool, asset and liability management; working capital management, long-term capital budgeting, cost of capital, sources and composition of financing, financial leverage and risk, dividend policy, the valuation of common stock.

Prerequisites: Economics 400 and 430.

ECO 935 Managerial Economics. Study of the application of economic theories as related to the decision making process and management of a business firm. Topics covered include: optimization; empirical estimation of demand, production and cost functions; demand forecasting; linear programming; capital budgeting; and decision making under risk and uncertainty.

Prerequisites: Economics 450, 540, and Mathematics 410 or permission of the instructor.

ECO 940 Econometrics. Introduction to the statistical estimation of quantitative economic models; problems in the application of regression analysis; least squares techniques, instrumental variables, serial correlation, simultaneous equation systems.

Prerequisites; Economics 410; Economics 450, Mathematics 365, or Mathematics 560. Mathematics 410 is recommended.

ECO 960 Macroeconomic Policy Analysis. Analysis of recent developments in the U.S. economy; utilization of the Data Resources, Inc. model of the U.S. economy to evaluate the effects of public policies or macroeconomic performance; analysis of topics such as tax reform, monetary and fiscal policy, and international trade issues.

Prerequisites: Economics 450 or Mathematics 365; Economics 525.

ECO 970 Departmental Seminar. Selected topics in Economics.

Prerequisite: senior standing.

ECO 972 Political Economy Seminar. Concentrated study of major works in political economy with cross-disciplinary emphasis including economic history, history of ideas, comparative systems, and public policy.

Prerequisites: Economics 400, senior standing, and permission.

ECO 975 Seminar in International Commerce. Analysis of the current financial, cultural, and economic setting of international business focusing on the United States and its major trading partners.

Prerequisites: Economics 525 and 530.

EDUCATION

Mr. Donahue (Director of Admissions), Ms. Evers (Chair), Mr. Phillips

The curriculum in Education provides students with the opportunity for a career in secondary education by meeting the requirements necessary for certification in Michigan and other states. Because individual state requirements vary, it is vital that a student thinking of certification in a state other than Michigan consult with the department early.

Departmental offerings are also helpful to those planning to teach at the college level or for those who may be pursuing careers in such fields as the ministry, business, industry, or social work.

Kalamazoo College subscribes to and has for some time implemented *The Rules Governing the Certification of Teachers* as they pertain to "Equal-

ity of Educational Opportunity" in the 1967 certification code adopted by the state Board of Education. The Michigan Secondary Provisional Certificate permits the recipient to teach in major and minor fields in grades 7 through 12 for six years.

In addition to secondary certification, Kalamazoo College, through the Kalamazoo Consortium for Higher Education, can help students to earn elementary certification through Nazareth College in the city. However, because of the difficulties with calendar and transportation, it is recommended that a student whose basic interest is elementary education consult with the Department or the Registrar prior to enrolling at the College.

THE MICHIGAN SECONDARY PROVISIONAL CERTIFICATE

State requirements for the certificate include the following:

1. A teaching major of at least nine units. Kalamazoo College may recommend students for certification in Art (10 units), Biology, Chemistry, Computer Science, Economics, English, French, German, History, Mathematics, Music (12 units), Physics, Political Science, Psychology, Sociology, Spanish, Theatre and Communication Arts.
2. A teaching minor of at least six units. Students may be recommended by the College in Physical Education as well as in the major fields listed above. Students desiring to minor in Psychology must earn six units in addition to the two which are required for certification. Some areas (Computer Science, for example) require that a student meet specific course offerings for certification. It is important that a student consult with the department of the certification major and minor as well as with the Education Department.
3. Six units in Education: 600, 670, 970, and three units in 985.
4. Two units in Psychology chosen from 400, 440, 450, 650 (Psychology 450 is required).

The College has these additional requirements for recommendation for teaching certification:

1. A student must apply formally to the Education Department and be recommended by the major and minor departments before entering the student teaching internship.
2. A student must maintain a C average or better in both the major and minor fields.
3. A student must earn a C or above in each of the courses required by the State of Michigan for certification—i.e., the Education and Psychology courses listed above.

The State of Michigan certifies students in group majors and minors consisting of 11 and 8 units respectively. These groups must be a planned sequence of courses undertaken with the approval of the Education Department. Kalamazoo College may recommend students in Social Sciences, General Sciences, English-Theatre Arts, and Bilingual/Bicultural French, German, and Spanish. Students interested in these possibilities should consult with the department early in their course of study.

EDU 400 Urban Education. Overview of the realities of teaching children of the poor; discussion of the mores, fears, sensitivities, family structures which are part of the poor community.

Prerequisite: Education 600 or permission.

EDU 450 Japanese Education. Examination of Japanese education, including its historical and cultural origins, as well as education in contemporary Japan: organization of the formal system of education, alternative schools, and the educational reform movement.

EDU 600 Basic Concepts of American Education. Examination of contemporary American educational thought and practice from the perspectives of history, philosophy, and the behavioral sciences; issues and trends related to school organization, curriculum, educational aims, financial support, the role of professional personnel. Not open to freshmen.

EDU 670 Reading in Secondary Schools. Study of the methods and materials for improving reading in junior and senior high schools with emphasis on theoretical aspects of reading, diagnostic skills, reading in

specific content areas. Does not meet the distributional requirement in the Social Sciences.

Prerequisite: Education 600 or permission.

EDU 700 Basic Concepts of Music Education. Aesthetic and philosophical approach to the exploration of the developmental process in music education including concepts and practices appropriate for elementary and secondary school music education.

EDU 770 Music Education for the Classroom. Examination of instructional planning, methods, techniques, teacher-pupil relationships, curriculum development and evaluation.

Prerequisite: Education 700.

EDU 970 Principles of Teaching. Introduction to teaching in secondary schools; role of the teacher in the contemporary school; instructional planning, strategies, and technologies as they relate to the student's major and minor; teacher-pupil relationships, curriculum development and organization, evaluation; participation in local schools. Does not meet the distributional requirement in the Social Sciences. To be elected as close to the teaching internship as possible.

Prerequisite: Education 600.

EDU 985 Secondary School Teaching Internship. Participation in a supervised teaching internship and observation at junior or senior high school level in the field of major; responsibility for instruction and wide participation in the school's total education program. Note: The Teaching Internship is a 3-unit SIP. Only two of these units will count toward the Kalamazoo College graduation requirement; the third unit is for Michigan certification requirements.

Prerequisite: Education 970 and at least one of the required psychology units; application to and approval by the Education Department; recommendations from major and minor departments.

3-2 ENGINEERING PROGRAM

The combined curriculum in Engineering consists typically of three years of study at Kalamazoo College followed by two years at an approved school of engineering. While at Kalamazoo, students com-

plete the distributional requirements along with specific science and Mathematics coursework. They then transfer to the engineering school. 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 B.A. degree is awarded. When the remainder of the specified work for the student's particular field of engineering has been completed, the B.S. in Engineering is awarded from the engineering school. The College currently has arrangements for formal three-two programs in Engineering with the University of Michigan, Washington University in St. Louis, MO., and Georgia Institute of Technology. Details of Engineering programs are available from the faculty counselor in Engineering.

ENGLISH

Mr. Bogart, Ms. Caldwell, Mr. Friesner, Ms. Griffin (Chair), Mr. Harris, Mr. Hilberry, Mr. Stavig

The English Department serves the liberal arts in two ways: through literature courses and through our emphasis on writing in both specialized writing courses and throughout the English curriculum. The literature courses aim to acquaint students with significant works of English and American literature as well as world literature in English translation, to increase students' understanding of literary techniques and effects, and to facilitate the enjoyment of literature through developing the students' ability to read, discuss, and write about it. The writing courses—Expository Prose, Journalistic Prose, and Creative Writing—are workshops designed to develop strength and creativity in written English, fundamental to any course of study and increasingly valuable in our culture. All English courses encourage the examination of human experience through the medium of written language.

The Major in English: Required for a major in English is a minimum of eight units, not including English 100, 130, and the SIP. Specifically required are English 650 and four units chosen from English 910, 920, 925, 930, 940, 950, 960, and 971. Students considering an English major should discuss their interests and possible specialization with departmental faculty early in their course of study. Although the major track begins in the fall of the sophomore year with the required American Lit-

erature I (English 650), the Department recommends that students wishing to major in English take Introduction to Literary Study (English 150) in their first year.

The Writing Proficiency Requirement: Among the graduation requirements of Kalamazoo College is proficiency in writing as determined by the English department. All entering students, including transfer and foreign students, will take a writing test prepared by the English Department. On the basis of these test results, considered in conjunction with the verbal scores from the SAT/ACT and any previous college work, students will be placed into three groups: (1) those whose writing is proficient enough to meet the writing requirement and who, therefore, are not required to take further writing courses; (2) those who may meet the requirement through satisfactorily completing a Freshman Seminar designated as a writing course or the *Literary Questing* course in the *General Education* program; (3) those who must meet the requirement by the satisfactory completion of English 100 Expository Prose during the freshman year. The Writing Proficiency Requirement can be met by an Advanced Placement score of 4 or 5 on the English and Composition test.

ENG 100 Expository Prose. Intensive, individualized course in expository writing of the type required in college courses; instruction in grammar, style, organization, and research.

ENG 130 Freshman Seminar. Close study of literary works to develop reading and writing skills; insured small class size; limited to freshmen allowing for maximum class participation. Subject matter varies with each offering. Does not count toward an English major.

ENG 150 Introduction to Literary Study. Introduction to literary and critical terminology, critical approaches, and reference tools; designed to enhance understanding and appreciation of fiction, poetry, and drama. Intended primarily for freshmen considering a major in English.

ENG 400 Journalistic Prose I. Emphasis on newspaper journalism with weekly assignments similar to those of a city news reporter working for a daily newspaper.

ENG 405 Journalistic Prose II. Emphasis on editorial and feature article journalism for newspapers and magazines.

ENG 410 Creative Writing: Poetry. Examination of imagery, structure, metaphor, tone, and other elements of poetry; reading of student poems in workshop sessions; discussion of each other's writing.

ENG 411 Creative Writing: Prose. Exercises and readings done in prelude to production of a significant number of pages of fiction, critiqued at various stages by other writers in the class.

ENG 430 Literary Dimension of Film. Study of functional elements such as image, motif, symbol, metaphor, allegory, paradox, structure, and theme; critical viewing of nine modern feature films; group discussion of the essence and meaning of film.

ENG 440 Introduction to the Novel. Study of selected novels, emphasizing analysis of the text and location of the work in its social and historical setting.

ENG 441 Introduction to the Short Story. Study of representative short fiction with critical analysis of theme and style.

ENG 450 Introduction to Drama. Study of various forms of drama; analysis of form and its relationship to audience response.

ENG 454 20th-Century Literature. Examination of radical departures from conventional technique in the most innovative modern poetry, fiction, and drama; emphasis on the methods by which form generates and reinforces meaning.

ENG 455 Contemporary American Fiction. Study of selected works in modern American fiction with critical analysis of theme and style.

ENG 460 Introduction to Modern Poetry. Critical study of early 20th-century poets including such poets as Yeats, Frost, Williams, Stevens, Eliot, and others.

ENG 470 The Literature of Women. Study of works written by women; examination of the female literary tradition, the characteristics of literature by women, and the social and psychological conditions of female writing.

ENG 550 Readings in American Literature. Sampling of American literature from the 19th and 20th centuries; intended to broaden student confidence and sophistication as a critical reader. Not open to students who have credit for English 650 or 960.

ENG 565 20th Century British Novel. Study of selected 20th century British fiction with emphasis on critical analysis and comparisons of works presented

ENG 570 The Russian Novel. Selected works from Gogol, Dostoevski, Turgenov, Tolstoi, and others.

ENG 575 20th Century Russian Literature. Selected works of 20th century Russian authors.

ENG 580 Contemporary Poets. Selected works by four or five poets now in mid-career; visits to campus by some poets as their schedules permit.

ENG 590 African Literature. Selected works by major postcolonial African authors such as Achebe, Soyinka, Beti, Oyono, Ouologuem, Ngugi, and others.

ENG 592 The Political Novel. Broad study of novels, mostly from the 20th century, dealing with political issues; international emphasis with novels selected from countries with contrasting histories, ideologies, and political systems.

ENG 595 The English Novel. Selected English fiction with emphasis on critical analysis and comparison of the works.

ENG 630 Shakespeare I. A study of Shakespeare's plays reinforced by television viewings of productions; discussion of representative histories, tragedies, and comedies. Not open to freshmen.

ENG 635 Shakespeare II. Continuation of 630. May be taken separately. Not open to freshmen.

ENG 650 American Literature I. Examination of major American authors including Emerson, Thoreau, Hawthorne, Melville. Required for the major; strongly recommended for sophomores.

ENG 910 Early English Literature. Study of the works of three major writers of the Middle Ages. Chaucer is read in Middle English as major part of course; additional readings in modernized English from authors such as Malory and the Gawain poet.

ENG 920 English Renaissance Literature. Study of three major writers of the 16th century such as Sidney, Spenser, and Marlow, but excluding Shakespeare.

ENG 925 17th Century English Literature. Selections from Donne, Webster, Marvell, Milton, and others.

ENG 930 English Literature of the Restoration and the 18th Century. Examination of writers such as Dryden, Pope, Swift; consideration of the social and intellectual environment; special consideration given to satire as a literary type.

ENG 940 English Literature of the Romantic Period. Examination of literary history and the intellectual positions from which the poet writes; selections from Wordsworth, Keats, Coleridge, Shelley, and others.

ENG 950 English Literature of the Victorian/Post-Victorian Periods. Study of major prose and poetry of the period including Tennyson, Browning, Arnold, Eliot, and others.

ENG 960 American Literature II. Special attention to narrative techniques of such authors as Twain, James, Faulkner, Hemingway.

ENG 970 Senior Seminar

ENG 971 Seminar: Literary Criticism

ENG 972 Seminar: Creative Writing-Poetry

ENG 973 Seminar: Creative Writing-Prose

ENVIRONMENTAL STUDIES

Mr. Olexia, Mr. Hussen (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 with courses from both the natural and social sciences.

The Concentration in Environmental Studies: Specifically required for the Concentration is a minimum of six of the following courses:

- I. Core courses (one from each group is required of all concentrators).
 - A. Biology 315 or 402
 - B. Chemistry 300 or 415
 - C. Economics 570
 - D. Environmental Studies 900
- II. Electives (at least two of the following courses are required).
Biology 507, 512; Chemistry 932, PPS 700, 740, 770.

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, agrobusiness, 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.

900 Environmental Studies 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. Does Not satisfy the distributional requirement in either the Social Sciences or the Natural Sciences.

Prerequisites: Biology 315 or 402; Chemistry 300 or 415, and Economics 570.

Additional courses which may be relevant to students interested in this concentration include: General Zoology, General Botany, Animal Physiology, Entomology, Introduction to Computer Science, Applied Statistics, Econometrics, and Gandhi and Modern India.

FRENCH LANGUAGE AND LITERATURE

Mr. H. Cohen, Mr. Collins (Chair), Ms. Smith, Ms. Solberg

In studying foreign languages, students acquire not only a linguistic skill but also an understanding of another people's literature, history, and culture. They gain a new perspective from which to view their own country and way of life and a deeper appreciation of the resources of the

English language. Knowledge of a foreign language is an important facet of the liberal arts program. Proficiency in a foreign language at the 420 level is a graduation requirement of the College.

The French program of the Department of Romance Languages at Kalamazoo College emphasizes listening, reading, writing, and speaking in all language courses. The Department also offers courses in French literature and occasionally in literatures of Francophone Africa, Canada, and the Antilles. Most Kalamazoo College students participate in the Foreign Study program; for students interested in French there are Foreign Study opportunities in Aix-en-Provence, Strasbourg, Caen, and Clermont-Ferrand in France and in Africa at the University of Dakar in Senegal. Classwork and off-campus experiences are complemented by on-campus opportunities which maintain or improve a student's language skills. Viewing French language films, reading French publications, conversing with native speakers and foreign students, participating in language organizations, living in the French house for a term, and eating at the French table in the dining hall are among the opportunities offered. Faculty members meet students in and out of class, are involved in campus activities, and are prepared to counsel students regarding career choices in foreign service, music, high school and college teaching, science, publishing, foreign trade, international banking, and other fields. French majors at Kalamazoo College have traditionally done well in obtaining French government teaching assistantships for teaching English in France.

PLACEMENT: Students who have previously studied French in high school or elsewhere must take the Kalamazoo College Placement test in French unless they already have a score on the CEEB test or the Advanced Placement test. Students with three or more years of high school French may not enroll in French 300 for credit regardless of the results of the placement test.

CEEB: students with scores of 425 or lower (and with fewer than three years of high school French) will be placed in French 300 or 310; with a score of 426-500, placement in French 310; with a score of 501-550, placement in French 310 or 420; with a score of 551-624, placement in French 420; with a score of 625 or higher, placement in French 430, 440 or 500. If a CEEB score indicates a choice of two levels, a student should consult with the department chair or department representative for place-

ment. A score of 700 or higher may qualify a student for more advanced courses.

AP: For a student with an AP score of 4 or 5: credit will be awarded upon admission and the student must begin with French 430 or above to receive credit in French at Kalamazoo College. For a student with an AP score of 3: credit will be awarded when the student has completed a year in residence at the College and has received a grade of C or above in a French course at the 420 level or above.

The Major in French: Required is a minimum of eight units, not including French 300 or 310. No more than two of these units (in either language or literature) may be earned during Foreign Study. Specifically required are French 970 and at least two units in French literature chosen from 520, 530, 540, 550, 560, and 570. Majors are encouraged to develop appropriate cognate programs in areas such as History, Political Science, Economics, Music, Philosophy, Management Studies, International and Area Studies, or International Commerce, to name a few. History 540 and 545 are highly recommended for French majors.

FRE 300 Beginning French I. Basic grammar and vocabulary; fundamentals of listening, speaking, reading, and writing.

FRE 310 Beginning French II. Further development of basic skills and vocabulary.

Prerequisite: French 300 or equivalent.

FRE 420 Intermediate French. Polishing and reinforcing of basic skills; readings and discussion of texts in French with topics chosen from literature and civilization.

Prerequisite: French 310 or equivalent.

FRE 430 Conversation and Composition. Practice in conversation, oral interpretation, composition; discussions and reports; study of idioms fundamental to an active use of spoken and written French. Given in French.

Prerequisite: French 420 or equivalent.

FRE 440 Advanced Conversation and Composition. Further refinement in areas studied in 430; readings in French literature and culture. *Explications de texte.* Given in French.

Prerequisite: French 430 or equivalent.

FRE 500 Introduction to French Literature I. Introduction to literary genres through reading and interpretation of major works of French literature. Given in French.

Prerequisite: French 430 or 440.

FRE 510 Introduction to French Literature II. Study of selected texts; development of skills in literary criticism. Given in French.

Prerequisite: French 430 or 440.

FRE 520 French Literature: 1830-1900. Study of selected works of Balzac, Flaubert, Maupassant, Zola, Huysmans, Bourget; Parnassian, and symbolist poetry. Given in French.

Prerequisite: French 500 or 510.

FRE 530 18th-Century French Literature and Thought. Examination of some of the works of Lesage, Prévost, Marivaux, Montesquieu, Voltaire, Rousseau, Diderot, *L'Encyclopédie*, Chénier, Beaumarchais. Given in French.

Prerequisite: French 500 or 510.

FRE 540 French Moralists from Montaigne to Fontenelle. Study of the Libertins, Descartes, Pascal, La Rochefoucauld, Mme de Lafayette, La Bruyere, La Fontaine, Fénelon, Bayle, Boileau. Given in French.

Prerequisite: French 500 or 510.

FRE 550 The Romantic Movement in France. Examination of works by Chateaubriand, Michelet, Stendhal, Lamartine, Hugo, Vigny, Musset. Given in French.

Prerequisite: French 500 or 510.

FRE 560 The French Classical Theatre. Selections from Corneille, Racine, Molière, contemporaries, precursors, successors; growth of French classical doctrine; *art poétique* from the Pléiade to Boileau. Given in French.

Prerequisite: 500 or 510.

FRE 570 20th-Century French Literature. Selected major writers of the contemporary period. Given in French.

Prerequisite: French 500 or 510.

FRE 970 Senior Seminar. Specialized topics in French or Francophone literature; preparation for senior departmental examination.

Prerequisite: French major or permission.

GENERAL EDUCATION: DISCOVERING THE LIBERAL ARTS

Mr. Brockington, Ms. Caldwell, Ms. Fischer, Ms. Griffin, Mr. Hilberry,
Mr. Menta, Mr. Palchick, Mr. Presler, Mr. Scarrow, Mr. L. Smith,
Mr. T. Smith, Mr. Sotherland, Mr. Stauffer, Mr. Tobochnik,
Mr. Wickstrom

Central to the tradition of excellence in the liberal arts at Kalamazoo College is a commitment to the general education of its students. *General Education* is not intended to suggest a simplistic approach to the material, but that these courses, though broad in coverage, offer specific information and basic skills that are at the foundation of a liberal arts curriculum. Study across the array of disciplines acquaints a student with the richness of human knowledge and achievements and helps to provide a life of enhanced insight, pleasure, and reflection.

Begun in 1986 and serving about one-fourth of that year's entering freshman class, the General Education program is designed to be a means of discovering the liberal arts and a foundation for life-long exploration of human knowledge. As part of that process of discovery, Kalamazoo College has developed a core of four courses designed specifically to introduce some of the greatest intellectual and artistic achievements of the Western tradition and to provide the groundwork for further study in literature, the arts, the natural sciences, and the character of human communities. These courses are taught by specialists in the disciplines, but each course will aim for that broad understanding which permits students to see the significance of a field of knowledge and what they might discover as they venture into it. General education also provides an intellectual context for study in depth in a major. Thus, at Kalamazoo, a Chemistry major also learns about the role of scientific discovery and technological developments in the shaping of social policies as well as how the understanding of human purposes and needs has nurtured scientific inquiry. The English major is able to put the study of literature into a full artistic context through an understanding of the visual arts and music, and learns to appreciate the impact of historical events and social upheaval on the artistic imagination.

GED 400 The Arts. The core course in the fine arts describes the relationships among the visual arts, music, and theater in various historical periods from classical Greece to contemporary America. Lectures are given by a trio of faculty from the departments of Art, Music, and Theatre Arts. Emphasis is placed on observation and analysis of a variety of works, leading to greater sensitivity to artistic forms. Students also participate in a studio section where the focus is on the complexity and excitement of the creative process itself.

Prerequisite: Freshman standing and permission.

GED 420-430 Individual and Community. The idea of community has been central to almost all reflection on social and political life, for humans are especially dependent on one another. Yet human beings also have the potential for developing and valuing a sense of the dignity of each individual. Thus, in a significant way, the story of Western thought is a sustained debate about the proper ties between the individual and the community. Readings for the course will be chosen from works such as Sophocles, *Antigone*; Plato, *Trial and Death of Socrates*; *The Rule of St. Benedict*; Machiavelli, *The Prince*; De Tocqueville, *Democracy in America*; Marx and Engels, *The German Ideology*; Freud, *Five Lectures on Psychoanalysis*.

Prerequisite: Freshman standing and permission.

GED 440 Literary Questing. The study of literature is always a process of exploration and discovery. Thus, the core course in literature adopts the theme of the journey as its explicit focus in order to bring together a number of central writings of the Western tradition, to view their timeless similarities, and to understand the differences among them. Each work will be seen as rooted in its own time and place. Each discloses the ways in which men and women, across the centuries, have come to grips with the painful yet exhilarating process of self-discovery and have set out on the adventure of global exploration. Readings will include works from the classical world of ancient Greece, the humanist society of the Renaissance, and the modern period. Selections will be drawn from among the following: Homer, *The Odyssey*; *Sir Gawain and the Green Knight*; Shakespeare, *King Lear*; Mary Shelly, *Frankenstein*; Conrad, *Heart of Darkness*; Eudora Welty, *The Golden Apples*.

Prerequisite: Freshman standing and permission.

GED 450 Evolution: The Universe, Earth, and Life. The twentieth century has been a period of intense activity as scientists pose questions whose solutions have altered the perspectives of human beings on their physical and biological surroundings. The core course in the natural

sciences illustrates the use of the scientific method in different contexts. Considered in detail will be some of the major scientific theories of this century, such as the big bang origin of the universe and the shaping of the Earth's surface via plate tectonics. Discussion will include lines of evidence leading toward the currently accepted models and unresolved models and alternative models. The interplay between observation or experiment and theory is stressed through a combination of lecture and laboratory sections.

Prerequisite: Freshman standing and permission.

GERMAN LANGUAGE & LITERATURE

*Ms. Bosker, Mr. Brockington, Mr. Fuchs (Chair),
Mr. Fugate (Director of Foreign Study)*

In studying foreign languages, students acquire not only a linguistic skill but also an understanding of another people's literature, history, and culture. They gain a new perspective from which to view their own country and way of life and a deeper appreciation of the resources of the English language. Knowledge of a foreign language is an important facet of the liberal arts program. Proficiency in a foreign language at the 420 level is a graduation requirement of the College.

The German Department at Kalamazoo College emphasizes listening, reading, writing, and speaking in all language courses. The Department also offers courses in German literature and German stylistics. Most Kalamazoo College students participate in the Foreign Study program; for students interested in German there are Foreign Study opportunities in Münster, Hannover, Erlangen, and Bonn. Classwork and off-campus experiences are complemented by on-campus opportunities which maintain or improve a student's language skills. A number of German majors as well as other students in the German program have been able to participate in internships with German companies both in the US and in Europe for Career Development or SIP. A chance to view German language films, read German publications, converse with native speakers and foreign students, participate in language organizations, live in the German house for a term, and eat at the German table in the dining hall are among the opportunities

offered. Faculty members meet students in and out of class, are involved in campus activities, and are prepared to counsel students regarding career choices such as foreign service, music, high school and college teaching, science, publishing, foreign trade international banking, and so forth. As part of the Foreign Study Program at Kalamazoo College, scholarships for a year's further study at the German universities of Bonn, Münster, and Erlangen are available to qualified graduates of the College. K 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: Students who have previously studied German in high school or elsewhere must take the Kalamazoo College Placement test in German. Placement can also be determined by a student's score on the CEEB test or the Advanced Placement test in German. Students with three or more years of high school German may not enroll in German 300 for credit, regardless of the results of the placement test.

CEEB: students with scores of 425 or lower (and with fewer than three years of high school German) will be placed in German 300 or 310; with a score of 426-500, placement in German 310; with a score of 501-550, placement in German 310 or 420; with a score of 551-624, placement in German 420; with a score of 625 or higher, placement in German 430, 440, 450. If a CEEB 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.

AP: For a student with an AP score of 4 or 5: credit will be awarded upon admission. The student must begin language study with German 440 or above to receive credit in German at Kalamazoo College. For a student with an AP score of 3: credit will be awarded after the student has completed a year in residence at the College and has received a grade of C or above in a German course at level 420 or higher.

The Major in German: Required is a minimum of eight units, not including German 300 and 310. No more than two of these units (in either language or literature) may be earned during Foreign Study. Specifically required are German 440 and 450 (or their equivalent);

three units of literature (500-540); 590, and 970. Students considering a major in German, especially those wishing to obtain teaching certification, are urged to begin their study of German in the freshman year. German majors are encouraged to take courses in appropriate cognate areas, e.g. History, Political Science, Economics, Art History, Management Studies, International and Area Studies, and International Commerce.

GER 300 Beginning German I. Pronunciation, vocabulary, structural analysis, audio-lingual practice, and selected readings.

GER 310 Beginning German II. Continued audio-lingual and written practice, structural analysis, and conversational skill development.

Prerequisite: German 300 or equivalent.

GER 420 Intermediate German. Intensive audio-lingual and written practice; structural review; selected readings; introduction to German history and culture.

Prerequisite: German 310 or equivalent.

GER 440 Advanced German I. Practice in listening, speaking, reading, and writing on an advanced level; modern literary and cultural texts.

Prerequisite: German 420 or equivalent.

GER 450 Advanced German II. Continued practice in listening, speaking, reading and writing on an advanced level. May be taken before German 440.

Prerequisite: German 420 or equivalent.

GER 500 Introduction to Literature. Introduction to German literary history and criticism; practice in the interpretation of representative works of various literary epochs. Given in German.

Prerequisite: German 440 and 450 or equivalent.

GER 510 German Literature to 1700. Study of selected works and authors of German literature from the 13th to the 18th century such as Hartmann von Aue, Walther von der Vogelweide, Hans Sachs, Martin Luther, Grimmshausen, and Gryphius. Given in German.

Prerequisite: German 500 or permission.

GER 520 German Classicism and Romanticism. Examination of the works of authors from the Enlightenment to the mid 19th century including such authors as Lessing, Goethe, Schiller, Kleist, Novalis,

Tieck, and Brentano; historical and literary background. Given in German.

Prerequisite: German 500 or permission.

GER 530 German Literature of the 19th Century. Study of German, Austrian, and Swiss authors from 1830 to 1914 including such authors as Hegel, Schopenhauer, Heine, Gotthelf, Keller, Fontane, Stifter, Storm, and Hauptmann. Given in German.

Prerequisite: German 500 or permission.

GER 540 German Literature of the 20th Century. Selected works from German, Austrian, and Swiss authors from 1900 to the present, including such writers as T. Mann, George, Hofmannsthal, Kafka, Rilke, Brecht, W. Borchert, Böll, Dürrenmatt, Frisch, Grass, Wolf. Given in German.

Prerequisite: German 500 or permission.

GER 590 Stylistics. Intensive practice in writing, reading, speaking, and understanding various styles of German. Given in German.

Prerequisite: German 440 and 450 or equivalent.

GER 970 Seminar. Intensive study of a specific author, theme or genre. Discussion of the aims and methods of literary scholarship. Production of scholarly reports and papers utilizing the techniques of literary criticism. Given in German. Required of all German majors.

Prerequisite: German 500 and one other German literature course or permission.

HEALTH SCIENCES

Ms. Olexia (Director)

For a student planning a career in a health field, the Health Sciences program offers valuable preprofessional training. The core curriculum includes Biology, Chemistry, Health Sciences, and Psychology; the remainder of the program consists of a selection from several course sequences designed to meet the admissions requirements of specific professional schools. Preprofessional sequences have been established for medicine, osteopathic medicine, podiatric medicine, chiropractic,

dentistry, medical technology, nursing, optometry, and pharmacy. Courses recommended for preparation for graduate study in the areas of biochemistry, clinical chemistry, molecular biology, and medical laboratory sciences have been listed. Additional curricular sequences can be planned to meet individual preprofessional requirements.

The core curriculum provides a common background which makes possible a unified seminar program throughout the senior year and insures a reasonably broadly based scientific background compatible with the liberal arts tradition. To complete your program the Senior Individualized Project in Health Sciences will typically involve biochemical research in medical schools or at the National Institutes of Health or research in medical laboratory sciences in graduate schools.

The Interdepartmental Major in Health Sciences: Required are Biology 422 and 447; Chemistry 405-415; 422-437 or 422-432-442; Psychology 400 or 450; and Health Sciences 970. Grades of C or above must be earned in these courses which constitute the core curriculum. Also required are four more units in the Natural Sciences or Mathematics at C or above. In practice the four units are usually specified by admission requirements of professional schools (see the General Information section). Courses at the 300 level may not be used to meet this requirement.

Note: The College requirement for 22 units outside the major department must be met outside that department in which the Health Sciences major has the largest number of units.

HSC 970 Senior Seminar. Student presentations of technical materials, discussions of student and faculty questions and research, and lectures by visiting speakers; SIPs presented during the Spring quarter. Meets each week throughout the senior year and for a portion of the junior summer.

HSC 979 Pre-SIP Studies. Special preparation for the Senior Individualized Project for selected students.

Prerequisite: Permission.

GENERAL INFORMATION

The admission requirements for most professional schools are met when the courses listed for a specific area are combined with those of the core curriculum. Note that Kalamazoo College does not offer degrees

in nursing, medicine, pharmacy, etc.; the combination of the core and the specific courses listed will provide a strong preprofessional background.

Medicine, Osteopathic Medicine, Dentistry: Biology 732; either Chemistry 512 or 902; Physics 372-377-382 or 412-417-422 (Prerequisite: Mathematics 410-415); two units in Sociology and/or Psychology; two units in English. Suggested electives include Biology 524, 532, 537, 542, 547, and 552.

Biochemistry, Clinical Chemistry, Molecular Biology: Biology 532 and 732; Chemistry 902-912 and 422-432-442 (this latter sequence replaces Chemistry 422-437 in the core curriculum); Mathematics 410-415, 430, 440; Physics 412-417-422. Recommended electives include Biology 524, 542, 902, and either Chemistry 922 or 932.

Medical Technology and Medical Laboratory Sciences: Biology 524, 547, and 732; either Chemistry 512 or 902; Mathematics 360-365; Physics 372-377-382. Recommended electives include Biology 532, 537, and 542.

Optometry, Pharmacy, Podiatric Medicine: Biology 532 (for podiatric medicine); Biology 732 (for pharmacy), either Chemistry 512 or 902; Mathematics 410-415 (for optometry and pharmacy); Physics 372-377-382; two units of English composition and literature.

Nursing: Biology 547; one additional unit of Psychology; one unit of Sociology/Anthropology beyond the introductory courses; three units to be selected from Biology 524, 532, 542, or Mathematics 360-365.

Chiropractic: Physics 372-377-382; two units from Biology 524, 532, 537, 542; Biology 732; and either Chemistry 512 or 902.

SPECIAL HEALTH PROFESSIONS PROGRAM

Each year, a small number of Kalamazoo College students, by virtue of their superior academic performance and high scores on admissions examinations of professional schools, are admitted to schools of medicine or dentistry at the end of their junior year. These students complete their distributional 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 B.A. from Kalamazoo College.

HISTORY

Mr. Baas (Vice President for Planning and Development), Mr. Barclay, Ms. Greene, Mr. Khodarkovsky, Mr. Strauss, Mr. Wickstrom (Chair)

One of the oldest of academic disciplines, History 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. History maintains that people and society are the products of their past; therefore, an understanding of the past provides the insights necessary to both personal and social development.

These insights result from the unique skills of the discipline. The historian, wary of simple solutions to complex social issues and with an understanding of the successes and limitations of human activity in the past, is able to offer informed opinions concerning the potential for human progress and failure. Students thus develop an appreciation for the complexities and ambiguities of historical evidence and become aware of the multiple causes of social change. They also develop the ability to write and think analytically about such change.

Finally, 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 the whole of humanity and society in the past, History draws upon all disciplines to reconstruct that past; it provides a framework for the study of other disciplines, and helps the advanced student integrate various academic experiences.

The Major in History. A minimum of eight units in History, not including the SIP, is required for the major. Although there are no prerequisites for courses in History below the 900 level, the Department strongly urges prospective majors to begin their study of History with at least one of the courses entitled *An Introduction to History* (History 401 or 402 or both) in the freshman year, followed by the survey of U.S. history (History 410 and 415) in the sophomore year. Majors should also plan to take courses in each of the four divisions of the Department: A. Europe before 1500, B. Europe after 1500, C. U.S. history, and D. non-Western history. Finally, History majors must enroll in two seminars: one of the research seminars (History 970, 971, 974, or 975), and the Philosophy of History seminar (History 900).

HIS 401 Introduction to History: The Making of the Modern World, 1700-Present. Consideration of the major forces and developments that have shaped the contemporary world. Topics include civilizations of the world in the 18th Century; revolutions of the 18th and 19th centuries; nationalism and the "new imperialism;" non-European responses to the growth of European power; global convulsions of the 20th century; "East/West" and "North/South" conflicts in modern times. Recommended for freshmen, sophomores, and all History majors.

HIS 402 Introduction to History: The West Before the Industrial Revolution. Examination of the history of the West from its Greek beginnings through the 17th century; emphasis on the pre-industrial character of the West including such topics as technology, economic relationships, city and country life. Recommended for freshmen, sophomores, and all History majors.

HIS 410 History of the United States I. Study of the growth of the United States from colonial times to the 1876 with emphasis on economic, social, intellectual, and political developments. Recommended for those who plan to teach.

HIS 415 History of the United States II. Continuation of History 410, 1876 to the present.

HIS 421 History of England to 1688. Examination of the civilization of England from its Anglo-Saxon beginnings through the Revolution of 1688; emphasis on the birth of the English constitution and the development of literature and the arts.

HIS 422 England 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. Not open to students with credit in History 425 England and the British Empire II.

HIS 465 History of Russia I: Building the Empire. Examination of the evolution of the Russian state from a small principality to a vast empire, from the foundation of Rus' in the 10th century to the reign of Catherine the Great in the 18th century. Topics include the origins and conversion of Rus', the Mongol invasion, the rise of Muscovy, changes under Ivan the Terrible and Peter the Great, and the 18th century expansion of Russia.

HIS 470 History of Russia II: From Enlightened Absolutism to the Present. Examination of the history of Russia's political institutions, economic reforms, social movements, and cultural achievements in the 19th and 20th centuries; particular emphasis on the issues of the Soviet period, including the 1917 revolutions, the Civil War, and the Soviet economy and political system. Not open to students with credit in HIS 460 Modern Russia.

Race Relations in the Americas. See American Studies 490.

HIS 499 Civilizations of the Ancient Near East. Exploration of the civilizations of the Ancient Near East from the beginnings of Mesopotamia (BC 3000) to the rise of Persia (BC 600); focus on the civilizations of Sumeria, Babylonia, Israel, and Persia with emphasis on politics, the arts, and religion; particular attention given to connections with European civilization.

HIS 500 Roman Civilization. Study of Rome from the foundation of the Republic to the empire of Constantine.

HIS 505 Greek Civilization. Study of Greece from Homer to Alexander the Great with emphasis on arts and letters.

HIS 510 American Diplomacy Since 1898. Examination of the origins and concepts which have shaped American diplomacy especially the impact of the Monroe Doctrine, Manifest Destiny, the Open Door on 20th-century policy; standard and revisionist interpretations of the Spanish-American war, the two World Wars, and the Cold War.

HIS 515 American Intellectual History. Exploration of the ideas and values of leading American thinkers, their impact on society and politics, and the influence of social and intellectual forces on their thinking.

HIS 520 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.

HIS 525 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, the coming of World War II, the Cold War and the division of Europe, major social and intellectual developments since 1945.

HIS 530 History of the Far East. General study of the history of China and Japan, particularly in the modern period. Emphasis on the development of cultures and traditions, the coming of Europeans, and the modernization process.

HIS 531 Late Imperial and Modern China. Survey of Chinese history from 960 to the present; focus on major developments in Chinese history under the Sung, Yuan, Ming, and Ch'ing dynasties, origins of the Chinese revolution, Chinese Communism, and changes in present-day China.

HIS 534 Modern Japan. Study of Japanese history from the Meiji Restoration in 1868 to the present; topics include economic and political modernization, the rise of militarism, World War II, the American occupation, and the postwar economic miracle. Recommended for students taking Japanese language courses and planning foreign study in Japan.

HIS 535 Japanese-American Relations: 1853 to the Present. Examination of such events as Pearl Harbor and Hiroshima, the internment of Japanese-Americans, Perry's opening of Japan, the American occupation; and cultural and economic questions such as quotas, mutual influences of technology, art forms, and popular culture.

HIS 540 French Revolution and Napoleon. Study of France from Louis XIV to Napoleon with emphasis on structure and problems of the *ancien régime*, origins of the revolution itself, and the Napoleonic period.

HIS 545 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.

HIS 550 Medieval History I: The Early Middle Ages. Study of the rise of Christian Europe from 300 to 1100 AD, patristic and early medieval arts and letters, growth of the Catholic church and the German empire, and England before the Norman conquest.

HIS 555 Medieval History II: The Later Middle Ages. Study of the development of European kingdoms especially England, France, and Germany from 1100 to 1500 AD with emphasis on constitutional and religious change, arts and letters in the high and later Middle Ages. Recommended for pre-law students.

HIS 560 Renaissance and Reformation. Examination of the culture of the Italian Renaissance and the development of the Protestant Reformation with emphasis on these phenomena and their connections with the later Middle Ages and northern humanism.

HIS 565 History of the Middle East I: 600-1700. Examination of major topics in the history of the Middle East from the rise of Islam to the Ottoman Empire's decline; focus on understanding the role of Islam in Middle Eastern history.

HIS 566 History of the Middle East II: 1700-Present. Examination of developments in the Middle East since the 18th century; topics include the collapse of the Ottoman Empire, the rise of Jewish and Arab nationalism, colonial rule, and other events which have shaped today's complex mosaic in the Middle East.

HIS 570 Africa Before 1800. Study of Africa south of the Sahara including the earliest period, Medieval empires of western Sudan, Ethiopia, and Bantu-speaking Africa and the Atlantic slave trade. Emphasis on political and economic history.

HIS 575 Africa Since 1800. Study of Africa south of the Sahara including precolonial Islamic revolution in western Sudan, other precolonial African kingdoms and federations, reactions to colonial rule, and emergence of new independent states.

HIS 576 South Africa and the American South. Examination of the comparative historical development of racial segregation in the American South and South Africa, its significance for understanding the contemporary situation, and the impact of this arrangement on blacks and whites in the two areas.

HIS 580 Historical Topics: West Africa. Examination of the dispersion of peoples and diffusion of ideas throughout west Africa over the past eight centuries with particular attention to literature.

HIS 585 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, the emergence of anti-semitism.

HIS 590 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.

HIS 700 Myth and Culture in Pre-Colonial Africa. Exploration of the history, culture, social values, and thought of Africa before the continent was affected by European colonial rule using African oral traditions as sources for historical and cultural information.

Society and the Individual in Modern America. See American Studies 700.

HIS 900 Junior Seminar: Philosophy of History. Examination of approaches to historical knowledge. Required of all History majors.

HIS 970 Seminar in Medieval History.

Prerequisite: History 550 or 555 or permission.

HIS 971 Seminar in United States History.

Prerequisite: History 410 or 415 or permission.

HIS 973 Seminar in Twentieth Century European and U.S. History. (Offered 1987-88 only)

HIS 974 Seminar in Modern European History. Examination of selected topics in modern European history, 1700 to the present.

Prerequisite: One course in modern European history at the 400 or 500 level or permission.

HIS 975 Seminar in Russian History. Examination of selected topics in Russian History.

Prerequisite: History 465 or 470 or permission.

INTERDISCIPLINARY LIBERAL ARTS

IDS 100 Introduction to the Liberal Arts. A first course designed for students wanting to bridge the gap between high school and college work; emphasis on writing. Offered in the summer quarter for entering freshmen; credit toward graduation only.

IDS 905 Liberal Arts Colloquium. Attendance at 25 of the events designated for credit by the College Forum committee; registration concurrent with registration for SIP. Credit toward graduation, but does not count in the 22 outside the major nor in the 32 needed to be a member of a particular graduating class.

INTERNATIONAL AND AREA STUDIES

Mr. Brockington (Director)

Designed for students who have strong international interests and wish to pursue these interests systematically in their academic programs, the Concentration 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 which are inherently global—issues which pertain to the interrelationships among the nations of the world; the second is the 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; finally, the third is an in-depth knowledge of a particular area of the world, its history, culture, and/or institutions. These areas may be a nation, a sub-continent, or a continent. The concentration is open to all majors and serves as a solid foundation for graduate training and/or careers in the international sphere.

The Concentration in International and Area Studies: Six courses are required for the concentration. Two must be chosen from the Global and Comparative categories and four are to be from the Area courses, representing at least two disciplines. Also required are at least two quarters of Foreign Study; and participation in a non-credit seminar in the spring quarter of the senior year. All students desiring this concentration must register with the Director, preferably no later than the sophomore year. Concentrators are encouraged to consider an international Career Development internship, to live at least one quarter in an appropriate language house, and to participate actively in international events on campus. While an international SIP is not required for the concentration, concentrators must consult with the director prior to their SIP quarters. This will enable students to discuss possible ways of adding an international perspective to their projects when this is appropriate. Students interested in this concentration should consult with the Director to obtain more information and a list of appropriate courses.

INTERNATIONAL COMMERCE

Mr. Barclay (Associate Director), Mr. Strobel (Director)

The sharp increase in international trade and finance between the United States and its trading partners plus Kalamazoo College's tradition in foreign language proficiency and foreign study has led to the establishment of the Concentration in International Commerce. The Concentration is open to all students whatever their choices for major study. Satisfactory completion of the concentration is recorded on the official student record.

American manufacturers, financial institutions, and the federal government have increased their planning and staffing in the areas of international trade and commerce. Graduate schools, particularly those offering the MBA, are also expanding their international course and program offerings. Particularly valuable to the employer and graduate school alike should be well-educated students with demonstrated abilities in foreign languages, economics, and finance, who have also been broadened by foreign travel and the study of foreign politics, History, and Sociology. Thus, the Concentration in International Commerce at Kalamazoo College aims to offer a wider range of options by enhancing the value of the liberal arts degree in today's changing world.

The Concentration in International Commerce: Required for the Concentration are Economics 400, 410, 520, 530, 975; an additional course in the Social Sciences which emphasizes international study; participation in the Foreign Study program; conversational ability in a foreign language; and an SIP which is internationally oriented.

JAPANESE

Ms. Amthor

JA 300 Beginning Japanese I. Introductory course; limited grammar and vocabulary; emphasis on listening and speaking skills.

JA 310 Beginning Japanese II. Further introduction to basic grammar and vocabulary; reading and writing limited to the two phonetic syllabaries (*katakana* and *hiragana*).

Prerequisite: Japanese 300.

JA 420 Intermediate Japanese. Reinforcement of basic listening and speaking skills; development of limited reading and writing skills using the *kana* and approximately 50-100 *kanji*.

Prerequisite: Japanese 310.

SS 400 Japanese Culture and Society. Exploration of major themes and issues in traditional and contemporary Japanese culture and society; discussion of how common American assumptions and attitudes differ from the way the Japanese view themselves and their society. Other topics include: an overview of Japanese history, the socialization and education of children, women's roles, the structure of Japanese companies, industrial and management relations, international trade, the arts, and recent issues.. Lectures, discussions, and readings are in English.

LINGUISTICS

Mr. Light

LIN 500 Introduction to Linguistics. Introduction to the problems and methods of research in phonetics, phonology, morphology, syntax, and semantics.

MANAGEMENT STUDIES

Mr. Supnick (Director)

Management includes the activities of analyzing, planning, organizing, creating, and problem solving in an organization which might be large or small, public or private, profit or nonprofit. Much of this involves working with people and does not necessarily require much technical,

economics, or business course background. The program is designed primarily for those students majoring in departments outside of Economics and Business Administration. There is a special focus on arts administration for those majoring in arts, languages, and literature.

The Concentration in Management Studies: Required for the Concentration in Management Studies are a declaration of interest before the end of the sophomore year; six units chosen from among the following courses with at least one elected from each of five areas:

1. COMMUNICATION: English 400; Theatre Arts 450, 670.
2. ANALYTIC/QUANTITATIVE SKILLS: Mathematics 360, 365, 390, 410, 415; Computer Science 405, 410; Philosophy 420; Economics 450.
3. ORGANIZATIONAL CONCEPTS: Economics 560; PPS 730 and 770; Psychology 780.
4. FUNDAMENTALS OF ECONOMICS: Economics 400, 410.
5. SOCIAL AND INTELLECTUAL FOUNDATIONS OF BUSINESS: Philosophy 410, 450, 580, Religion 520, 530, History 410, 415; a management-related Career Development Internship placement or an approved alternative experience; an SIP planned in conjunction with the Director; and participation in occasional Management Studies meetings and presentations during a student's quarters in residence.

The following courses do not fulfill the requirements for the Concentration in Management Studies, but are useful cognates: Economics 430, 900, 930, and 980. Students are also encouraged to investigate workshop and seminar offerings of the L. Lee Stryker Center for Management Studies and Educational Services.

MATHEMATICS

Mr. Calloway, Mr. Fink, Mr. Nielsen, Mr. Rajnak (Chair),
Mr. T. J. Smith

The offerings of the Mathematics Department are designed primarily for those students with professional interests in Mathematics whether

they be potential research mathematicians, teachers, or users needing to apply Mathematics in the Physical, Computing, or Social Sciences. In addition, the faculty takes seriously its responsibility to offer general education courses for those students who need some understanding of the nature and role of Mathematics in modern society.

The Major in Mathematics: Required is a minimum of eight units in Mathematics at the 400-level or above, not including the SIP, plus a unit of Computer Science. Specifically required are Mathematics 410, 415, 430, 440, 530, and Computer Science 405 or 410.

For students interested in graduate work in one of the Mathematical Sciences, additional work in Mathematics 505, 535, 900, 910, and 950 is appropriate. Those with a strong interest in computing should elect the Concentration in Computer Science in addition to Mathematics 700, 710, 720. For those students interested in applied work (mathematical biology, mathematical economics, operations research, etc.), election of Mathematics 505, 560, 565, 710, 720, and at least two courses in Computer Science is appropriate. Other departments offer work that uses mathematical ideas: Economics (540, 550, 910, 940); Psychology (930); and Physics (540, 900, 910, 920). The Teaching Minor in Mathematics requires six units including 410, 415, 430, 530. Unless specifically approved in advance by the chair of the department, courses numbered lower than 400 may not be credited toward the Teaching Minor.

Students interested in Mathematics may wish to consider the foreign study program in Budapest. The 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.

MAT 200 Workshop in Problem Solving. A weekly meeting devoted to the presentation and solution of mathematical problems taken from a variety of contexts, especially number theory, combinatorics, geometry, and analysis. Appropriate for freshmen as well as upperclassmen. One unit of credit toward graduation is awarded after a student has participated for five quarters in the workshop.

MAT 310 PreCalculus Mathematics. Study of polynomials, elementary transcendental functions, analytic geometry, inequalities, and other topics essential for a rigorous development of the calculus. Does not qualify to satisfy a distributional requirement in the Natural Sciences.

MAT 360 Applied Statistics I. Emphasis on hypothesis testing including t-tests, chi square, analysis of variance, nonparametric techniques, and linear regression; designed for students in the behavioral, biological, and social sciences.

MAT 365 Applied Statistics II. Continuation of 360.

Prerequisite: Mathematics 360.

MAT 390 Quantitative Reasoning. General survey of quantitative methods in the social sciences: discussion of experiments, surveys, found data and sampling with examples taken from the social sciences; some formal descriptive and inferential statistics with an emphasis on the conclusions that can be drawn from real data; some discussion of mathematical and computer models of social systems. Not open to students with credit in MAT 360 Applied Statistics I.

MAT 410 Calculus I. A unified course in analytic geometry and calculus of functions of one variable. Students who have not had trigonometry should consult with the instructor.

MAT 415 Calculus II. Continuation of Mathematics 410.

Prerequisite: Mathematics 410.

MAT 430 Linear Algebra and Vectors. Study of vector spaces, matrices, determinants, linear transformations, systems of equations, eigenvalues, canonical forms.

MAT 440 Calculus of Functions of Several Variables. Work with vector differential and integral calculus of functions of several integrals; theorems of Green, Gauss, Stokes.

Prerequisite: Mathematics 415 and 430 or permission.

MAT 505 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: Mathematics 415 and 430.

MAT 530 Modern Algebra I. Study of modern abstract algebra including groups, rings, fields, and other algebraic structures together with advanced topics of linear algebra.

Prerequisite: Mathematics 430.

MAT 533 Linear Algebra II. Treatment of topics such as linear equations, orthogonal projections and least squares, pseudoinverses, eigenvalues and eigenvectors, diagonalization, canonical forms of lin-

ear transformations, positive definite matrices, the norm of a matrix, linear programming and game theory.

Prerequisite: Mathematics 430.

MAT 535 Modern Algebra II. Continuation of 530.

Prerequisite: Mathematics 530.

MAT 550 Partial Differential Equations. Introduction to the classical boundary-value and initial-value problems for the Laplace, heat, and wave equations; explicit solutions constructed by separating variables; Fourier transforms, Green's functions, and Laplace transforms; some elementary discussion of Hilbert space, orthogonal expansions, self-adjoint operators, Schwarz distributions, and finite-element methods.

Prerequisite: Mathematics 440 and 505.

MAT 560 Probability. Study of mathematical theory of probability. Topics include 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: Mathematics 415 or permission.

MAT 565 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: Mathematics 560 or permission..

MAT 590: Discrete Mathematics. Introduction to formal structures and mathematical reasoning. Graphs, sets, logic, induction, structure of mathematical proof, counting, relations, and algebraic structures.

Prerequisite: Mathematics 430.

MAT 700 Introduction to Numerical Computation. Study of numerical analysis with extensive computer application; solution of linear systems of equations; solution of a single nonlinear equation; interpolation and approximation; numerical integration and differentiation; numerical solution of eigenvalue problems.

Prerequisite: Mathematics 415 and 430.

MAT 710 Combinatorics. Study of existence and enumeration of finite, discrete configurations; permutations, combinations, principles of inclusion and exclusion; elementary graph theory, recurrence relations, generating functions, partitions, block designs, finite fields, and finite geometries.

MAT 720 Models and Simulation. Introduction to mathematical modeling and computer simulation of natural, artificial, and hypothetical systems, with special attention paid to the initial formulation of the model, the interpretation of the mathematical or numerical results, discrete approximations of continuous systems, and the computer implementation of the model.

Prerequisite: Computer Science 405 or 410; Mathematics 430; or permission.

MAT 900 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.

Prerequisite: Mathematics 440.

MAT 910 Real Analysis II. Continuation of 900.

Prerequisite: Mathematics 900.

MAT 950 Topics in Pure Mathematics. Readings in pure mathematics selected from set theory, logic, number theory, geometry, algebra, or analysis with emphasis on the historical and philosophical aspects. Content varies from year to year.

Prerequisite: Permission.

MAT 970 Seminar. Study of selected topics in Mathematics.

Prerequisite: Senior Mathematics major or permission.

MUSIC

Ms. Angerman, Ms. Birch, Ms. Breneman (Music Director and Conductor of the Bach Festival Chorus), Mr. Phillips, Ms. Pixley, Ms. Romanoux, Mr. Ross (Chair), Mr. L. Smith, Mr. Tung

The Music Department seeks to cultivate an understanding of the language and history of Music and to nurture artistic skill and musicianship. Applied music is at the center of the curriculum. Frequent performance opportunities are available through music ensembles and individual instruction programs. Facilities and instruments available to students include a Recital Hall and Concert Theater, early keyboard

instruments (Dowd harpsichord and McCobb fortepiano), and a three manual, 60 rank mechanical action organ by Hellmuth Wolff.

Courses in music theory, music history, and aspects of practical musicianship combine with applied music to provide an integrated approach to the discipline. In addition to regular classroom instruction, computer software for ear training, musicianship, and composition are available to students in music theory. Courses in music history assume no previous knowledge of music theory and have no prerequisites; each can be taken singly or in combination. For students wishing to focus on a particular facet of Music, the Department offers special programs in *Music Theory and Composition*, *Music History*, and *Music Performance*. These are open to all students and often form the basis of a Music major. Music students are also eligible to participate in the New York Arts Internship Program. Consult the Department for details on these special programs.

The Major in Music: Required for the major in Music is a minimum of nine units which must include Music 400, 405, 425, 430, 435, 450, 600, 610, and a unit of 200. Also required are piano proficiency and participation in a departmental ensemble each quarter. Students considering a Music major must enroll in Music 400 in either the freshman or sophomore fall quarter.

The Music major coordinates effectively with offerings of other departments and many students major in Music and in another discipline as well. Music majors interested in the field of arts management are encouraged to explore courses in the other arts and to consider a Concentration in Management Studies or otherwise acquire a background in Economics and Business Administration; journalism courses are also highly recommended. Music majors interested in the fields of music education, music bibliography, music therapy, musical theater, music criticism etc. should consult with the Music Department and the appropriate cognate department.

MUS 300 Introduction to Music. Study of the development of musical style from the Middle Ages through the 20th century with representative works from each era placed in their historical and cultural contexts; discussion of motet, madrigal, opera, oratorio, concerto, sonata, symphony, jazz, and popular music. No previous knowledge of music theory required.

MUS 400 Theory I. Study of the elements of music (melody, rhythm, harmony, texture, form) in an integrated context involving reading, analyzing, and writing; computer assistance for the development of individual listening and reading skills. Recommended is some music reading experience.

MUS 405 Theory II. Special attention to principles of tonality and the harmonic system of the common-practice period (Baroque through Romantic).

Prerequisite: Music 400.

MUS 425 History I: Music through the Renaissance. Study of the developments in musical style from the Middle Ages through the Renaissance, including sacred and secular music of Italy, France, England, and the Netherlands. Knowledge of music theory not required; instruction in reading music provided.

MUS 430 History II: Music in the Baroque and Classical Eras. Study of the developments in opera, oratorio, cantata, concerto, sonata, symphony, and string quartet; representative works in their stylistic and cultural contexts. Knowledge of music theory not required; instruction in reading music provided.

MUS 435 History III: Music of the 19th and 20th Centuries. Exploration of the manifestations of 19th century Romanticism in music emphasizing developments in art song, opera, and instrumental music; 20th century topics include Impressionism, Expressionism, primitivism, serialism, neo-classicism, and trends since World War II. Knowledge of music theory not required; instruction in reading music provided.

MUS 440 American Music. Survey of music in America from the pilgrims to the present, including music from both the popular and classical traditions. Topics include: jazz, rock and roll, psalmody and hymnody, parlor songs of Stephen Foster, musicals, and songs from Tin Pan Alley, as well as symphonies, operas, and instrumental music by Aaron Copeland, Virgil Thomson, Charles Ives, John Cage, and others. No previous knowledge of Music required.

MUS 450 Conducting. Study of the rudiments of vocal and instrumental ensemble conducting; score reading and transposition; individual observation of other conductors; practice with ensembles; use of videotape machine for added practice. Participation in a campus music ensemble is part of this course. Music 400 is recommended.

MUS 460 Seminar in Folk Music. Consideration of the historical and sociological significance of the two major segments of Afro-American music and their subdivisions: sacred (death, heaven, and resurrection, the Bible) and secular (exhortation, service, personal experience, song of triumph or "shouting"); melodic scale uses and their mandates for texts; parallelisms based on students' ethnic derivations.

MUS 550 Choral Procedures. Overview of history and literature of choral music with a study of ensembles including boys' choirs, children's choirs, and mixed choirs; practical inclusion of methods and materials with survey of repertory suitable for school, community, and church choral organizations with conducting techniques. Participation in College Singers required.

Prerequisite: Music 450 or permission.

MUS 560 Instrumental Music Methods I. Basic techniques of playing orchestra and band instruments; emphasis on understanding the principles and problems of playing brass and percussion. Limited enrollment.

Prerequisite: Permission.

MUS 561 Instrumental Music Methods II. Continuation of 560 with emphasis on woodwinds. Limited enrollment.

Prerequisite: permission.

MUS 562 Instrumental Music Methods III. Continuation of 561 with emphasis on strings. Limited enrollment.

Prerequisite: Permission.

MUS 600 Theory III. Continuation, at an advanced level, of the integrated-learning program; particular emphasis on modal systems, modern techniques, and non-Western music.

Prerequisite: Music 400.

MUS 610 Theory IV. Continuation of integrated learning with particular emphasis on harmonic counterpoint including canon and fugue.

Prerequisite: Music 405.

Basic Concepts of Music Education. See Education 700.

Music Education for the Classroom. See Education 770.

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. One unit of credit toward graduation is awarded after a student has participated five times in music ensembles. 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 unit of credit in music ensembles may be used to satisfy the distributional requirement in Fine Arts.

MUS 200-01 College Singers. Major choral organization on campus emphasizing diverse repertoire, varied performance experiences including a major performance each quarter.

Prerequisite: vocal evaluation the first time a student wishes to participate. (During the summer quarter, the singers have a less demanding schedule; the emphasis is on a lighter repertoire; and no experience or auditions are necessary for a student to participate.)

MUS 200-02 Chamber Choir. Participation by advanced choral singers with good sightreading and ensemble skills; varied choral experiences.

Prerequisite: Audition.

MUS 200-03 Bach Festival Chorus. Participation in the annual College Festival in conjunction with the Kalamazoo community.

Prerequisite: Permission.

MUS 200-04 Chamber Music. Ad hoc instrumental and/or vocal ensembles arranged with the Music faculty.

MUS 200-05 Concert Band. Major band organization emphasizing a variety of music for brass, woodwinds, and percussion; ability to play a band instrument required. Previous band experience recommended.

Prerequisite: Audition.

MUS 200-08 Jazz Lab Band. Performance of standard and contemporary jazz arrangements for band and/or small combo; music reading required but no previous improvisational or stage band experience needed.

Prerequisite: Audition.

MUS 200-09 Orchestra. Performance and study of chamber, symphonic, and string orchestra literature; solo opportunities for advanced performers. For experienced string players and selected woodwind, brass, and percussion players; previous orchestra experience preferred but not required. At least one performance is given each quarter.

MUS 200-15 Accompanying. Performance open to advanced pianists by audition.

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 fifteen additional faculty teach individual instruments and voice, offering a wide range of opportunities to all students. Those students wishing to study in applied music should consult the Department secretary at the beginning of the quarter.

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 of music of various periods, styles, and composers.

Students beginning basic instrumental and vocal study may be taught by the group method. Intermediate and advanced students are taught individually or by a combination of individual and group sessions. All applied music study is adapted to the needs of each student.

Applied music is credited in the same manner as the ensembles: 1/5 unit is earned for each quarter of participation, and credit toward graduation is awarded only after a student has completed five quarters of applied study in the same area. 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. Ensemble and applied music credit may not be combined to complete a full unit. A student may earn up to three units of credit toward graduation in applied music. An extra fee is charged for applied music instruction for students not majoring in Music.

MUS 220	Improvisation	MUS 251	Recorder
MUS 221	Composition	MUS 252	Flute
MUS 222	Piano	MUS 253	Oboe
MUS 223	Harpsichord	MUS 254	Bassoon
MUS 224	Fortepiano	MUS 255	Saxophone
MUS 225	Organ	MUS 270	Trumpet
MUS 230	Voice	MUS 271	Trombone
MUS 240	Violin/Viola	MUS 272	French Horn
MUS 241	Cello	MUS 273	Tuba
MUS 242	String Bass	MUS 280	Percussion
MUS 243	Classical Guitar	MUS 285	Sight Singing
MUS 250	Clarinet		

NEGLECTED LANGUAGES

Mr. Fugate (Coordinator)

This program makes it possible for some students to study a foreign language not usually offered as part of the College's curriculum. Among these have been Portuguese and Swahili. The special nature of the program, however, makes it impossible to guarantee that a particular language will be offered every year. Languages are offered according to demand, the availability of materials, and the presence of a qualified instructor or native informant. The College makes every effort to combine this language study with a foreign study experience which will utilize the language studied.

Prerequisite: Grade point average of 2.50 or above, sophomore standing and permission of the coordinator.

PHILOSOPHY

Mr. A. Cohen, Mr. Robison, Mr. Scarrow (Chair), Mr. Schwartz

Philosophy speaks to the perennial concerns of men and women to understand themselves, their experiences, their relationships to their fellow humans, and their individual places in the world of nature. It does this in a spirit of critical inquiry which recognizes that individual judgment must be developed within a consciousness of the historical philosophical tradition. Philosophy offers courses in intellectual history and intensive training in critical reading, writing, and discussing.

Courses in the Philosophy Department focus on either problems or periods. The eight historical courses cover the main periods of Western philosophy from ancient to contemporary. Other courses consider problems in ethics, in aesthetics, in law and political theory, in science, in feminism, and longstanding issues on the nature of the self and the essence of thought and language.

The Major in Philosophy: Required for the major in Philosophy is a minimum of eight units in Philosophy, chosen according to a student's particular interest, and a cognate area of study. For those planning to do graduate work in Philosophy, a minimum of ten units is required. Recommended are 410 or 450; 490 or 550; 510; 515; 530 or 540; 555; 970; and SIP in Philosophy.

PHI 410 Problems in Philosophy: Ethics. Examination of the nature of moral judgments, the justifiability of such judgments, and the place of reason and emotion in determining standards of right and wrong.

PHI 420 Problems in Philosophy: Logic and Reasoning. Study in two parts: 1) the concepts and techniques of elementary formal logic—syllogism, truth-functions, simple quantifiers; 2) the theory and practice of proposing, analyzing, evaluating arguments as they occur in ordinary, nontechnical writing.

PHI 440 Aesthetics. Exploration of questions concerning the identification, interpretation, and criticism of art, the experience of the viewer, the interpretive authority of the artist and the role of context in understanding art. Readings range from classical to contemporary authors.

PHI 450 Social Philosophy. Study of current social problems as a combination of philosophical, legal, moral, and political considerations with emphasis on the concept of justice. Suggested for prelaw students.

PHI 460 Philosophy of Law. Examination of the nature of law and of legal systems and/or of selected problems such as the relation between law and morality, theories of punishment, the nature of legal reasoning.

PHI 470 The Just Society. Examination of the justification of a state as such including related problems of the nature of political obligation, civil disobedience, the nature of authority.

PHI 480 Philosophy of Science. Study of the elements and significance of scientific knowledge, the empirical and theoretical elements of scientific concepts, the validation and falsification of scientific theories, the pragmatic vs. the realistic interpretation of science, similarities and differences between the physical and social sciences; examples from the history of science.

PHI 490 Philosophical Problems. In-depth study of recent and current investigations of one or two topics such as the nature of language; persons and choice; the nature of the mental and physical.

PHI 510 Ancient Philosophy. Study of Plato and Aristotle; some considerations of their pre-Socratic antecedents and their impact upon the Hellenistic world.

PHI 515 Philosophy Survey: Descartes to Kant. Study of the development of the philosophical issues and assumptions which have dominated Western culture since the breakdown of the Medieval synthesis: the reasonableness of theological belief; dualism, materialism, idealism; skepticism, empiricism, rationalism; selections from Descartes, Hobbes, Spinoza, Locke, Leibniz, Berkeley, Hume, Kant.

PHI 530 18th Century Philosophy. Study of the development of the modern consciousness of self in a Newtonian world: the growing separation of science from religion, the growing autonomy of morals from both science and religion, the development of empiricist psychology, the birth of a transcendental philosophy of the human mind; readings from Hume, Reid, Rousseau, Kant.

PHI 540 19th Century Philosophy. Examination of major concerns of this century—individualism, liberty, the effect of materialism, the reaction against rationalism, the rise of secularism, and the belief in progress—through the work of Thoreau, John Stuart Mill, Hegel, Marx, Dostoevski, and Nietzsche.

PHI 550 20th Century Analytical Philosophy. Development of the analytical tradition of philosophy in the 20th century with special emphasis on British philosophy.

PHI 555 Contemporary Continental Philosophy. Study of the 20th century continental philosophy with an emphasis on hermeneutics, critical theory, and post-structuralism and their critiques of humanism, positivism, essentialism, and epistemology. The focus will vary from year to year between Habermas, the Frankfurt School, Gadamer, Derrida, and Foucault.

PHI 560 Existentialism. Study of the development of existentialism as a philosophy which emphasizes the individual's isolation and radical freedom in an absurd, contingent universe, focusing on works by Kierkegaard, Nietzsche, and Sartre; particular attention to Sartre's concept of freedom, the critique of theism and the implication of existentialism on moral and political concerns.

PHI 580 American Philosophy. Study of the great American philosophers with emphasis on the tradition of American pragmatism.

PHI 590 Philosophy of Feminism. A systematic examination of the philosophical assumptions and implications of the main varieties of feminism from Simone de Beauvoir to the present, focusing on analyses of the cause of and solution to women's subordinate status, the debate over androgyny versus femininity and the political orientation of the women's movement.

PHI 970 Philosophy Seminar. Intensive study of a major figure in Western philosophy.

Prerequisite: Senior standing or permission.

PHYSICAL EDUCATION

Mr. Acker, Mr. Baker, Ms. Diment, Mr. Haklin, Ms. Hess, Mr. Kent (Chair), Ms. LaPlante (Associate Provost and Dean of Students), Ms. Maurer

Important to a student's liberal education at Kalamazoo College is the opportunity to maintain a physically healthy existence as well as a vigorous intellectual one. The College offers an extensive program in

Physical Education with a range of activities that nourishes both the development of athletic skills and the enthusiasm for a healthful and active recreational life during and after the college years. The program also offers preparation for teaching Physical Education and coaching at the secondary level, competition and recreation in intramural sports, and competition in intercollegiate athletics for those students with a high degree of skill in a particular sport.

The credit courses offered in Physical Education are open to students preparing to teach Physical Education and/or coach at the secondary level and to those other students who are interested in certain courses directly related to their major field. A minor is offered for those seeking Michigan certification in secondary education.

The Physical Education Teaching Minor: Required is a minimum of six units. Specifically required are Physical Education 500; a unit of Physical Education 275; and Physical Education 520 or Biology 720.

The Physical Education Coaching Minor: Required is a minimum of six units of coursework. Specifically required are Physical Education 510, 520, and at least three units from the techniques of coaching series.

PE 275 Physical Education Activities. Three quarters of activity beyond the College requirement; one-third unit per activity upon completion of assigned reading and completion of a notebook. Credit is awarded when the three terms have been completed.

Techniques of Coaching. Each of the Techniques of Coaching classes carries one-half unit of credit. Usually, two of these courses are offered during the same term; a student may elect both of them or only one. Included in the series are the following:

PE 280 Techniques of Coaching Football

PE 282 Techniques of Coaching Baseball

PE 283 Techniques of Coaching Basketball

PE 284 Techniques of Coaching Tennis

PE 286 Techniques of Coaching Swimming

PE 287 Techniques of Coaching Golf

PE 288 Techniques of Coaching Volleyball

PE 510 Care and Treatment of Injuries. Examination of the techniques in the prevention and care of athletic injuries; first aid.

PE 520 Theory of Training and Conditioning. Study of the physiological aspects of training and conditioning including such topics as circulatory and respiratory adjustments to exercise; environmental aspects of training and conditioning including metabolism, nutrition, drugs, strength, and endurance training.

THE PHYSICAL EDUCATION ACTIVITY PROGRAM

The Physical Education activity requirement for graduation from Kalamazoo College is six credits. Students may meet the requirement by electing and completing satisfactorily six activities selected from Physical Education activity classes, intercollegiate sports, Foreign Study experience, Land/Sea, and contractual arrangements, subject to the following conditions and restrictions:

1. A reduced program of activity will be developed by an adviser in the department for any student having a complete or partial restriction as indicated on the individual medical form.
2. In meeting the requirement a student may use no more than two credits earned for activity taken on a contractual basis.
3. Students are urged to complete the requirement over a period of six quarters.
4. Because proficiency in an activity is desirable, students are permitted to repeat an activity course.
5. One activity credit for Physical Education may be granted for each six months of military service provided the length of service is at least one year.
6. Transfer students are held to an equivalent Physical Education activity requirement. Details are available from the Registrar.

Students participate in Physical Education, as they do in other activities, at their own risk. The College is not responsible for injuries that occur in physical education classes, intramurals, intercollegiate athletics, and activity taken on a contractual basis.

Activity courses include a wide range of opportunities; some require that students furnish their own equipment; several courses require a modest fee. Included are activities such as basketball, volleyball, tennis, golf, badminton, riding, ballet, dance, skiing, yoga, bicycling, racquetball, squash, and swimming.

In some instances students may receive Physical Education credit for activities on Foreign Study, especially those indigenous to a particular country. The director of Foreign Study will validate the experience and make the credit recommendation to the Department.

Contractual arrangement is available either on an individual or group basis for activities not offered by the Department. To receive credit a student must obtain approval in advance from the Department, sign a waiver releasing Kalamazoo College from liability, complete the contractual arrangement form, and fulfill the agreement of the contract.

PHYSICS

*Mr. Fitzsimmons, Mr. Piccard, Ms. Rajnak, Mr. Tobochnik,
Mr. Winch (Chair), Mr. Wright*

The Physics curriculum at Kalamazoo College provides preparation for the potential physicist as well as a solid background for students in the other sciences. In addition to the possibility of going on to graduate work in Physics, a student majoring in this Department can pursue further study in engineering, computer science, astronomy, or atmospheric science. Other opportunities include teaching at the high school level and working in a business which relies on modern technology.

The Department offers introductory courses at three levels: Physics 302 for students majoring outside the Natural Sciences; a three-course noncalculus sequence (Physics 372-377 and 382) intended primarily for Biology and Health Sciences students; and a three-course sequence utilizing calculus (Physics 412-417-422) for potential majors in Physics, Chemistry, and Mathematics. Students interested in majoring in one of the Physical Sciences should plan to take Physics 412, Chemistry 405, and Mathematics 410-415 during the first two quarters of the freshman year.

Students who are 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 description for the 3-2 Engineering program.)

The Major in Physics: Required is a minimum of eight units, exclusive of the SIP. Specifically required are Physics 412-417-422, 512, 540, and at least one of the courses at the 900 level. Also required (with grades of C or better) is the Mathematics sequence of 410-415, 430, 440, and 505. Highly recommended is Computer Science 405. Students planning on graduate study in Physics should take at least one additional unit in Mathematics.

PHY 302 Astronomy with Lab. Study of modern astronomy beyond the solar system: stars, galaxies, pulsars, quasars, black holes, cosmology; emphasis on the method of understanding the structure and evolution of astronomical objects.

Prerequisite: High school algebra.

PHY 372-377 Fundamental Physics I, II with Lab. Emphasis on basic concepts in mechanics, heat, light, wave motion, electricity, and modern physics. Intended primarily for Biology and Health Sciences students.

Prerequisite: High school algebra and trigonometry.

PHY 382 Medical Physics with Lab. Emphasis on application of physics to medicine—cardiovascular and pulmonary mechanics, medical electronics, x-rays, radioactivity, radiation therapy, lasers, ultrasound, radiation protection, and laboratory techniques.

Prerequisites: Physics 372-377; Chemistry 405; either Mathematics 360 or 410; or permission.

PHY 412-417-422 Introductory Physics I, II, III with Lab. Study of mechanics, heat, light, electricity, and modern physics. Intended for students majoring in Mathematics, Chemistry, or Physics.

Prerequisite: Mathematics 410 and concurrent enrollment in Mathematics 415; or permission.

PHY 512 Intermediate Modern Physics with Lab. Introduction to the special theory of relativity and elementary quantum mechanics, with applications to atomic, nuclear, and particle physics.

Prerequisite: Physics 422 and concurrent enrollment in Mathematics 505.

PHY 522 Electronics with Lab. Basic concepts of modern electronics with emphasis on practical experience using integrated circuits and electronic instrumentation; experimentation with diodes, transistors, digital and linear circuits, and new devices.

Prerequisite: Permission.

PHY 540 Intermediate Mechanics. Mathematical course emphasizing physical reasoning and problem solving; planetary motion, oscillation, accelerating reference frames, and rigid body motion.

Prerequisite: Physics 422 and Mathematics 505.

PHY 552 Optics and Wave Motion with Lab. Mathematical treatment of wave phenomena including superposition, diffraction, interference, polarization, dispersion, resonance; applications from the areas of physical and geometrical optics, acoustics, microwave radiation.

Prerequisite: Physics 540 or permission.

PHY 560 Thermal Physics. Introduction to thermal physics with emphasis on a statistical approach to the treatment of thermodynamic properties of bulk material.

Prerequisite: Permission.

PHY 732 Digital Electronics with Lab. Introductory electronics, elementary logic and arithmetic circuit components, sequential circuit analysis and design; applications to computer circuit design.

Prerequisite: Permission.

PHY 900 Advanced Mechanics. Continuation of the study of classical mechanics and Lagrangian and Hamiltonian dynamics.

Prerequisite: Physics 540.

PHY 910 Advanced Electricity and Magnetism. Study of electromagnetic field theory, electrostatics, potential theory, dielectric and magnetic media, Maxwell's field equations, electromagnetic waves; vector calculus developed as needed.

Prerequisite: Physics 552 or 900 or permission.

PHY 920 Quantum Mechanics. Study of the principles and mathematical techniques of quantum mechanics with applications to barrier problems, the harmonic oscillator, the hydrogen atom.

Prerequisite: Physics 900 or permission.

PHY 930 Advanced Modern Physics. Applications of quantum mechanics to topics in atomic, nuclear, particle, solid state physics.

Prerequisite: Physics 920.

POLITICAL SCIENCE

Mr. Chen, Mr. Flesche (Chair), Mr. Kandeh, Mr. O'Brien, Mr. Presler

Believing in the contribution of the study of politics to a liberal education, this department approaches Political Science as an integrated discipline. Its purposes are threefold: to provide basic instruction in political behavior, theory, and institutions; to offer a thorough grounding for study in graduate and professional schools (Political Science forms a key part of the prelaw program); and to offer preparation for public or government service at the local, state, national or international level. In assisting students to understand both the methods and substantive issues of the subject, the Department combines its broad range of courses, seminars, and individualized work with practical experience in government, public service, and legal institutions.

The Major in Political Science: Required for a major in Political Science is a minimum of eight units, not including the SIP. Specifically required are Political Science 400 and 970. Recommended strongly are Political Science 420 and at least one course from each of the four subfields of the discipline:

American Government and Politics (Political Science 130, 410, 420, 440, 570, 650)

Comparative Politics (Political Science 500, 510, 515, 520, 525, 540, 560, 600, PPS 770)

Political Theory (Political Science 450, 460, 470)

International Relations (Political Science 480, 490, 580, 590, 920)

PSC 400 Introduction to Political Science. Introduction to the structure and functioning of the national 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.

PSC 410 Urban Government. Study of the structure and functioning of state and local governments; problems of metropolitan areas and problems of relationships in the federal system; readings and discussion combined with clinical research work.

PSC 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 which form public opinion.

Prerequisite: Political Science 400 or permission.

PSC 440 President and Congress. Study of the historical development of the current power relationship between the United States President and Congress; exploration of possible future directions of this relationship.

Prerequisite: Political Science 400 or permission.

PSC 450 The Crises of Democracy. Study of modern democracy in theoretical and historical perspective; discussion of contemporary issues such as representation theory, centralized bureaucracy, private power, movements for direct participatory democracy.

PSC 460 Great Issues of Political Thought. Introduction to political theory from early Greece to the medieval period; the origin, nature, and purpose of the state; location and nature of political sovereignty; individual rights.

PSC 465 Theoretical Issues in American Politics. (Offered 1987-1988 only.)

PSC 470 Communism, Fascism, and Democracy. Study of the leading political ideas in the 19th and 20th centuries with special reference to liberalism, Marxism, and fascism.

PSC 480 Soviet Foreign Policy. Historical and analytical examination of the foreign policy of the Soviet Union tracing its development from the foundation of the state and including the role of ideology, the wartime alliance, the Sino-Soviet conflict, detente, the effect of growing international dependence.

PSC 490 The United States in World Affairs: An Introduction. Examination of the basic tenets of American foreign policy, the process of foreign policy making, determinants of the present role of the United States.

PSC 500 Gandhi and Modern India. Examination of modern Indian politics and society in historical and cultural perspective; emphasis on the Gandhian idiom as a mode of regulating conflict, as an alternative direction for modern India, as a way of addressing issues of human subjection, domination, and equality, and as an example of the complex relationships of religion and politics in southern Asia.

PSC 510 Comparative Political Institutions: Major Powers of Western Europe. Systematic study of the political systems, institutions, and practices of the major foreign powers of western Europe—Great Britain, France, West Germany with emphasis on analysis and comparison.

PSC 515 Politics of Latin America. Systematic study of the politics of Latin America through the examination of development theories as they apply to the region's political evaluation.

PSC 520 Politics of the Soviet Union. Study of Soviet political development since the Bolshevik revolution with emphasis on the recent period; the party, state, policy groups, dissenters, current problems and prospects.

PSC 525 Politics of the Middle East. Analysis of the governments and politics of selected Middle Eastern countries with focus on their relationships to social structure, ideology, religion, international politics; the role of history, political parties, violence, natural resources in shaping contemporary conflict and change.

PSC 530 Research Design in Political Science. (Offered 1988-1989 only.)

PSC 540 Politics of Africa. Detailed examination of the politics of selected states in Africa in light of theories of political development with special emphasis on the interaction of colonial and precolonial institutions in the shaping of contemporary politics.

PSC 560 Priests, Kings, and Power. Examination of the struggle of emerging, centralizing regimes for control of religion generally and of ecclesiastical organizations specifically; comparative study of church-state questions with analysis of both Western and non-Western cases.

PSC 570 Civil Liberties. 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, equal protection of the law; the role of the Supreme Court in the political system of the United States.

PSC 580 Principles of International Politics: An Introduction. Study of the basic factors governing the conduct of states in the international arena; theories of international relations; problems of war and peace.

PSC 590 International Organizations. Study of the evolution of governmental and non-governmental international organizations; types of composition; functions and problems of international organizations;

and approaches to peace (collective security, preventive diplomacy, disarmament, trusteeship, etc.) through international organizations.

PSC 600 Rise of Chinese Communism. "Case study" of the last stages of the modernization process which developing countries experience in their drive to "Westernize"; downfall of the Chinese nationalist regime and rise of the communist party with particular emphasis on policies and politics of the People's Republic of China as they are known to the Western world.

PSC 650 Constitutional Law. Study of the development of the American Constitution and of the role of the Supreme Court in the processes of American democracy.

Introduction to Public Policy Analysis. See PPS 700.

Bureaucracy and Freedom: Introduction to Complex Organizations. See PPS 730.

Public Finance. See PPS 740.

Society and Public Policy in Western Europe and America. See PPS 750.

Public Administration. See PPS 770.

PSC 910 Seminar in Political Science. Analysis of selected issues useful for illuminating methodological problems, for bringing into focus student research experiences, and for understanding important questions of national and international scope.

Prerequisite: Senior standing and permission.

PSC 920 Seminar in International Politics. Selected topics.

PSC 970 Contemporary Behavior, Theory, and Methodology. Analysis of major premises and theoretical frameworks underlying current political science research with focus on "models" representing national systems and suggested international "models."

Prerequisite: Senior standing and permission.

PSYCHOLOGY

*Ms. Crowley, Mr. Grossman (Chair), Mr. Jacobs,
Ms. Ponto (Director of Counseling), Ms. Raible, Mr. Supnick*

Psychology, broadly defined, is the study of animal and human behavior as well as human experience. It 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 psychological 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 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, human services, for example. It is often the case that undergraduate majors in Psychology go on to professional study in other fields.

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, health psychologists; three as professionals in other fields, leading to vocations in areas such as law, medicine, and business administration.

The Major in Psychology: Required for the major is a minimum of eight units in Psychology and a Psychology SIP or the approved equivalent. Specifically required are Psychology 400; one methods course (925, 930, or 935); the Senior Seminar (975), and one additional course at the 900 level. The Department recommends that students planning graduate studies in Psychology take Psychology 930 and Mathematics 360-365 or 390. Students wishing to pursue a major should consult with the Department.

PSY 400 General Psychology. Survey of major theories, methods, and findings related to understanding behavior and experience; examination of such topics as learning, memory, perception, personality, psychotherapy through the case study approach; emphasis on the role of

the central nervous system in normal and abnormal behavior. Prerequisite for all courses in the Department except Psychology 410, 450, and 460.

PSY 410 Interpersonal Communication. Study of facts that influence communication in interpersonal and small-group settings including such topics as context, perception of self and others, verbal and nonverbal messages, clear speaking and careful listening, conflicts and barriers to communication; focus on integrating textbook theories and practical classroom experiences. Students who plan to pursue bilingual-bicultural certification in the Education Department must see the instructor.

PSY 420 Motivation. Survey of theories of motivation, data on which theories are based, and experiments and real-life situations from which these data arise; focus on some aspect of the direction, vigor, and persistence of behavior.

Prerequisite: Psychology 400.

PSY 430 Perception. Examination of the phenomena of perception, their development and differentiation, experimental approach, and theoretical bases.

Prerequisite: Psychology 400.

PSY 440 Learning. Examination of ways in which behavior changes as a result of experience in laboratory and natural settings; theoretical attempts to account for these behavioral changes.

Prerequisite: Psychology 400.

PSY 450 Developmental Psychology. Study of development from infancy through adolescence with consideration of the processes underlying change in social, intellectual, and emotional behavior.

PSY 460 Psychology of Women. Investigation of the sex biases that have been found in traditional psychological research methods, theories, and psychotherapeutic practices; examination of the sex-fair and feminist approaches that are current alternatives; major content areas include female development, achievement, sexuality, and problems of adjustment.

PSY 500 Abnormal Psychology. Study of pathological behavior patterns and symptoms with focus upon the origin, nature, and methods of treatment of abnormal behavior; examination of experimentation designed to validate theoretical concepts.

Prerequisite: Psychology 400.

PSY 510 Behavior Theory Practicum. Study of basic principles of behavior theory and the behavioral-modification procedures produced by these principles in familial, clinical, and social settings.

Prerequisites: Psychology 400 and permission.

PSY 520 Topics in Developmental Psychology. Examination of a selected topic in developmental psychology: adolescence, adulthood and aging, socialization of sex differences, and problems of development.

Prerequisite: Psychology 400 or junior standing.

PSY 525 Child Development Practicum. Observation of young children coordinated with examination of theories and issues in child development.

Prerequisite: Psychology 450.

PSY 570 Seminar: The Working Brain. Study of the major hypotheses about brain function; hemispheric specialization; disorders of language; memory and thought; cortical factors in emotion and motivation; testing for brain damage.

Prerequisites: Psychology 400 or Biology 420.

PSY 600 Sports Psychology. Survey of theories, research methods, and clinical techniques of psychology which focus on the mind-body problem in sports; investigation of issues relating to self discipline as well as improving individual and team performance.

Prerequisite: Psychology 400 and sophomore standing.

PSY 650 Educational Psychology. Survey of selected facts and principles of human learning, communication, and social interaction with emphasis on their application to classrooms and other teaching-learning situations. Recommended for those students seeking teacher certification.

Prerequisite: Psychology 400.

PSY 720 Physiological Psychology. The study of the hormonal and neurological bases of behavior.

Prerequisite: Psychology 400 or Biology 420 or permission.

Ethology. See Biology 727.

Culture and Personality. See Anthropology 730.

PSY 750 Social Psychology. Survey of contemporary topics in social psychology including attitudes, communication, attraction, prejudice, aggression, conformity, and person perception with emphasis on con-

ducting social psychological research and application of findings.

Prerequisite: Psychology 400 or Sociology/Anthropology 405 or Sociology/Anthropology 406.

PSY 780 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.

Prerequisite: Psychology 400 or junior standing.

PSY 910 Humanistic Psychology. Consideration of alternatives to behavioristic and psychoanalytic approaches; examination of humanistic and nonhumanistic approaches and implications of the differences between them.

Prerequisites: Psychology 400 and two other Psychology courses.

PSY 915 Theories of Personality. Survey of contemporary theories of personality and related research.

Prerequisites: Psychology 400 and two other Psychology courses.

PSY 920 Language and Thought. Study of the development of cognitive processes, theories of knowledge acquisition, concept formation, intellectual functioning, and creativity.

Prerequisites: Psychology 400 and two other Psychology courses.

PSY 925 Developmental Research Methods. Examination of theories and issues of human development through participation in research activities. For students planning graduate study in related fields.

Prerequisites: Psychology 400, 450, and at least one additional psychology course.

PSY 930 Experimental Methods. Laboratory emphasizing problems of experimental design and data collection; reporting of experimental findings; application of statistical techniques.

Prerequisites: Psychology 400, Mathematics 360, 390, or permission, and two additional Psychology courses.

PSY 935 Methods of Assessment. Overview of theoretical and practical aspects of the assessment and prediction of human behavior; achievement, intelligence, personality, attitudes, and interests testing.

Prerequisites: Psychology 400 and two other Psychology courses; recommended are Psychology 500 and 915.

950 History and Systems of Psychology. Study of the historical development of psychological concepts with discussion of systematic approaches and contemporary miniature systems. Recommended for students planning graduate study in Psychology.

Prerequisites: Psychology 400 and two additional Psychology courses.

PSY 960 Mental Health Practicum. Examination of the concepts of mental health and illness in the context of institutions and professionals in the community; academic and field work combined.

Prerequisites: Psychology 400, two additional courses in Psychology, and permission.

PSY 975 Senior Seminar. Consideration of current psychological issues in the liberal arts, society, and the profession; participation in the departmental program as a teaching or research assistant or internship during one quarter; preparation for SIP research through literature search and critical discussion; oral presentation usually based on SIP project. Attendance is required in all quarters in which a student is on campus beginning junior winter; credit may be elected in any of the quarters, but grade is recorded in senior spring.

Prerequisites: Psychology 400, two additional Psychology courses, and junior standing.

PUBLIC POLICY STUDIES

The Public Policy Studies (PPS) program enables students to broaden and integrate their work in the social sciences. PPS courses are interdisciplinary focusing on the economic, political, and sociological dimensions of the creation and implementation of government policies and programs. While not a preprofessional program per se, PPS serves well those students considering graduate work in public policy, administration, law, journalism, community organization, or other areas related to careers in public service.

PPS courses which are crosslisted in Economics, Political Science, and Sociology, may be used to satisfy the minimal requirements for the major in those disciplines under the following conditions: (1) no more than two PPS courses may be utilized for this purpose and (2) no other

interdisciplinary course may be used if a student chooses to count two PPS courses toward the major.

The concentration in Public Policy Studies and the PPS courses themselves are open to students majoring in any discipline. PPS courses may also be used to fulfill the distributional requirements for the Social Sciences. Students are encouraged to take an introductory course in the social sciences before electing PPS courses.

The Concentration in Public Policy Studies. Students wishing to obtain a Concentration in Public Policy Studies are required to take six units in PPS including 700, 730, 740, 770, and either Philosophy 410 or 450. All concentrators are urged to begin with 700 although this is not a formal requirement. Courses in quantitative research methods or statistics are strongly recommended for all concentrators. Individualized programs drawing upon a combination of PPS courses and courses from other disciplines in the Social Sciences can be arranged with the director. Students interested in a Concentration in Public Policy Studies are urged to consult with the Director early in their college careers. N.B.: Course offerings in the program in Public Policy Studies are currently being revised. Changes will be announced in future editions of this catalogue and are also available from the Director.

PPS 700 Introduction to Public Policy Analysis. Exploration of the roots and various interpretations of current political crises focusing on the relationships between private (personal/economic) problems and public (governmental/social movement) responses; such topics as feminism, inflation, health care, and energy.

PPS 730 Bureaucracy and Freedom: Introduction to Complex Organizations. Analysis of prisons, nursing homes, hospitals; pros and cons of bureaucratic organization; deinstitutionalization; dilemmas of reform; field trips and case studies.

PPS 740 Public Finance and Fiscal Policy. Examination of the theory and economic effects of government spending and taxation on probable future successes in meeting goals of the modern economy; priorities reflected in the federal budget of the United States government.

Prerequisite: Economics 400.

PPS 770 Public Administration. Study of the problems and processes of public administration in the modern democratic state; theories of administrative behavior and problems of democratic control of administrative hierarchies.

RELIGION

*Mr. Dorrien (Dean of the Chapel), Mr. McGlasson, Mr. Schmeichel,
Mr. Thompson (Chair)*

The Department of Religion offer courses in the study of religious traditions, texts, and ideas, with a focus on understanding religious life and belief as an enduring concern of the human community. The study of religious texts and traditions involves recognition of the ways in which religion both shapes and is shaped by changing cultural forms. It likewise involves critical reflection concerning the value of religious traditions with respect to the problems and issues of the present time. The Department of Religion is committed to an approach to Religion which is at the same time critical in the best sense of the word, and yet empathetic to the claims of the religious traditions and texts under study.

The courses in the Department are grouped into three areas: *History of Religions*, *Biblical Literature*, and *Religious Thought in the Christian Tradition*. All courses in the Department are open to all students without prerequisite. Specifically recommended for freshmen are Religion 400, 410, 415, 420, 425, 450, 460, 470, 471, and 530. Note: the SIP in Religion will not satisfy the College's distributional requirement in the Humanities.

The Major in Religion: Required is a minimum of eight units, not including the SIP. Specifically required is at least one unit in each of the three areas of the Department: *History of Religions*, *Biblical Literature*, and *Religious Thought*. Students interested in a major in Religion should work out a plan of study with the Department.

HISTORY OF RELIGIONS

REL 400 Islam. Study of the origins and nature of Islam as a religious and cultural force; special attention to its history, its founder (Mohammed), its sacred literature (The Koran), its theology, the American Islamic movements.

REL 415 Hinduism. Examination of the methods and materials of the history of religions surveying the religions of India and concentrating on Hinduism.

REL 420 Buddhism. Examination of the methods and materials of the history of religions surveying the religions of India and concentrating on Buddhism.

REL 425 General Introduction to Religion. Study of the forms, functions, and meanings of religion as observed in human cultures.

REL 430 Religious Founders and Reformers. Study of the roles of founders and reformers in several religious traditions and the ways in which these roles have been understood by the communities in which they lived; emphasis on The Buddha, Jesus, and Mohammed.

REL 525 Meanings of Death: A Comparative Religions Approach. Examination of the various ways in which religious traditions have dealt with death; an exploration of ways that these approaches might be relevant to the modern West.

REL 575 Classical Judaism. Study of Judaism in the period of the Second Temple, from ca. the time of Ezra to the codification of the Mishnah. Examination of its history in Palestine, Egypt, and Mesopotamia; its institutions, sects, and parties; its literature (canonical, apocryphal, historic, apocalyptic, popular, and Rabbinic); and its principal ideas.

REL 700 Primitive Religions. Study of the methods and materials of the history of religions with emphasis on primitive religions and the great religious traditions of the ancient Near East civilizations.

BIBLICAL LITERATURE

REL 450 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.

REL 460 Introduction to the Old Testament. Study of ancient Israel's sacred literature in its historical and religious development; examination of critical methods and results.

REL 550 Jesus and the Gospels. Examination of the gospels as first century documents and as primary sources of knowledge about Jesus of Nazareth, the Jesus of history, and the Christ of the Christian religion.

REL 555 Studies in Paul. Examination of the role of Paul in his understanding of Jesus and as a creative force in Western civilization;

tensions in his thought and the multiple influences it integrated (Stoicism, Judaism, Gnosticism, and the mystery religions).

REL 560 Studies in the Old Testament. Detailed examination of some aspect of the Old Testament. For example, the Wisdom Literature: Job, Proverbs, Ecclesiastes, etc., their relationship to the wisdom heritage of the ancient Near East and to the sacred traditions of Israel.

RELIGIOUS THOUGHT IN THE CHRISTIAN TRADITION

REL 470 Religion in Modern Culture. Examination of major figures in modern religious thought in the Christian tradition, with special attention to the ways in which views of religion have taken shape in the context of changing forms of modern culture. From rationalism to romanticism to liberation, the course will cover such figures as John Bunyan, David Hume, Ludwig Feuerbach, and Rosemary Ruether.

REL 471 Contemporary Theology. Examination and discussion of the major ideas and figures in contemporary Christian Theology. Topics include the meaning of revelation, the reality and nature of God, the figure of Christ, the nature of redemption, the life of faith, and Christianity and the future.

REL 483 Contemporary Issues in Biblical and Theological Studies. Examination of issues such as the problem of Biblical hermeneutics, contemporary understanding of the nature and role of the church, religion and psychology, the quest for the historical Jesus, modern cults, world religions in dialogue; content of the course changes with issues of the day.

REL 485 Theological Ethics. Study of alternative theological perspectives on the main issues in personal and social ethics, including the ethics of war and violence, sexuality, truthfulness, and social policy.

REL 500 Classical Christian Thought. Study of the three major architects of the Christian theological tradition during its classical phase: Augustine, Thomas Aquinas, and Martin Luther. Readings include the *Enchiridion*, parts of the *Summa Theologica*, and *On the Bondage of the Will*.

REL 510 Modern Christian Thought. Study of the primary theological works of the 16th through the 20th centuries including works of Calvin, Edwards, Schleiermacher, Ritschl, and Barth, for example.

REL 515 Ethics and the Common Good. Examination of recent theological and socio-economic literature on the ethics of social policy. Designed as a course on social ethics, focusing on the problems of inequality, authority, legitimacy, and economic ideology. Readings will include works of Gibson, Winter, Amy Gutman, Robert Bellah, Peter Berger, and Gary Dorrien.

REL 520 History of Christianity in the United States. Examination of the relationship of Christian thought to the American experience with primary attention paid to Puritanism, the great awakenings and revivalism, liberalism, social gospel, neo-orthodoxy.

REL 535 Liberation Theology. Intensive systematic study of the major writings of feminist, black, and Latin American liberation theologians.

REL 592 Christ in Theology. Study and discussion of the changing roles of the figure of Christ in the Christian theological tradition. Beginning with the gospels, and moving to contemporary theology, examination of such texts as Athanasius' *On the Incarnation of the Word*, Anselm's *Why a God-Man?*, Harnack's *The Essence of Christianity*, and Elizabeth Schussler-Fiorenza's *In Memory of Her*.

SOCIOLOGY & ANTHROPOLOGY

Ms. Arnold, Mr. Cummings, Mr. Means, Mr. Stauffer (Chair)

In approaching the complementary fields of Sociology and Anthropology, this department stresses theoretical understanding and the observation of social institutions and processes, frequently utilizing community situations for practical assessment of theories analyzed in class. Such learning helps students toward an understanding of the human condition, the various societies in which it operates, and the cultural traditions which form and reform it. The concept of a citizen's rights and responsibilities is also central to the teaching in this Department.

Work in the advanced courses prepares students for graduate study in Sociology and Anthropology or in such related fields as human services, journalism, law, city planning, or for careers in government, business, teaching, or programs in developing countries.

The Department offers courses which are primarily sociological (Soc), some which are primarily anthropological (Ant) and some which combine the disciplines (SA).

The Major in Sociology: Required for the major in Sociology is a minimum of eight units in the discipline, not including the SIP. Specifically required are SA 406 or SA 405; SA 450; SA 550; SA 970; and four additional courses that may be credited in Sociology (either from Sociology or Sociology/Anthropology). Also required is a cognate course in Mathematics: either Mathematics 360 or 390.

The Major in Anthropology: Required for the major in Anthropology is a minimum of eight units in the discipline, not including the SIP. Specifically required are either SA 405 or SA 406; Anth 400; SA 450; SA 550; SA 970, and three additional courses that may be credited in Anthropology (from either Anthropology or Sociology/Anthropology).

The Major in Sociology and Anthropology: Required for the major in Sociology and Anthropology is a minimum of ten units in the discipline, not including the SIP. Specifically required are either SA 405 or SA 406; SA 450; SA 550; SA 970; and six other courses in the discipline, however, no more than two may be from Sociology and two from Anthropology; all may be chosen from Sociology/Anthropology courses. Anthropology 400 is recommended. A cognate course in Mathematics is required: either Mathematics 360 or 390.

SOCIOLOGY

SOC 400 Urban Sociology. Study of competing explanations of urban problems: neighborhood revitalization, case studies of urban renewal projects, suburbs, and strategies of equalizing resources; field trips and census analysis.

SOC 410 Crime and Society. Examination of crime causation, punishment, correction; problems of relative justice in American society.

SOC 430 Social Problems. Case studies of impoverished families and divergent strategies for responding to poverty; five theoretical perspectives on "social problems" with focus on homosexuality, hunger, population, foreign involvement in Central America, current news readings.

SOC 460 Social Welfare in America. Analytical and historical study of social welfare in American society; discussion of promises and failures.
Prerequisite: SA 405 or SA 406 or permission.

SOC 470 Growing Old in America. Study of the aging process in the context of American culture with special emphasis on the ethical, social, and political policy implications of an increasingly older population.
Prerequisite: SA 405 or SA 406 or permission.

SOC 500 Class, Race, and Ethnicity. Study of the social patterns shaped by class, race, and ethnicity, primarily in American society; examination of the forms of inequality, relations between groups, and the character and impact of subcultures.
Prerequisite: SA 405 or SA 406 or permission.

Society and the Individual in Modern America. See American Studies 700

Introduction to Public Policy Analysis. See PPS 700

Bureaucracy and Freedom: Introduction to Complex Organizations. See PPS 730

Public Finance. See PPS 740

Public Administration. See PPS 770

Social Psychology. See Psychology 750

Primitive Religions. See Religion 700

ANTHROPOLOGY

ANT 400 Archaeology and Physical Anthropology. Survey of human prehistory in Europe, Africa, Asia, and the new world from the earliest hominid cultures to the advanced agricultural centers with emphasis on archaeological methods and inferences.

ANT 500 American Indians. Ethnological survey of native and modern populations with theoretical emphasis on ecological and cultural adaptations.
Prerequisite: SA 405 or SA 406 or permission

ANT 550 Ethnology of Africa. Ethnological survey of major ethnic groups south of the Sahara with emphasis on the culture change process in various areas.

Myth and Culture in Precolonial Africa. See History 700

SOCIOLOGY AND ANTHROPOLOGY

SA 401 Central America: Peoples and Problems. (Offered 1987-88 only)

SA 405 Introduction to Cultural Anthropology. Survey of world cultures from foraging to industrial societies with an emphasis on how specific cultures exemplify problems central to the anthropological study of humanity.

SA 406 Introduction to Sociology. Introduction to the study of contemporary industrial societies, primarily the United States; basic perspectives, methods, and concepts; fundamental social institutions and areas of social change.

SA 410 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; alternative national health care systems.

SA 420 The Family. Study of contemporary family institutions in cross-cultural and historical perspectives; structural and interactional problems in nuclear and extended families; emerging family alternatives.

SA 450 Methods of Social Research. Field exercises in participant-observation, in-depth interviewing, and survey analysis; introduction to disciplined information-gathering and interpretation.

SA 530 Peoples of Mexico and U.S. Hispanics. Study of the settlement and early cultures of the area with emphasis on the rise of major culture centers as seen through archaeological and ethnohistoric sources; impact of European civilization; surviving Indians and the current peasant and urban peoples in Mexico; and the experience of the Hispanic minority in the United States.

Prerequisite: SA 405 or SA 406.

SA 540 Modern Societies: A Comparative Perspective. Comparative examination of cultural values, family life and socialization, educational institutions, and patterns of social inequality in advanced industrial societies; focus on countries such as the Soviet Union, Britain,

France, Sweden, and Japan in comparison with each other and with the United States.

SA 550 History of Social Thought. Study of the emergence of social theory in the 19th and early 20th centuries with focus on Marx, Weber, Durkheim, and other representative social theorists.

SA 600 Women in Cross-Cultural Perspective. Analysis of the role of women in "traditional" and "modern" societies with emphasis on the impact of the degree of women's autonomy and influence on different family models, kinship systems, and economic patterns.

Prerequisite: Sophomore standing or above.

SA 970 Senior Seminar. Study of recent works in Sociology and Anthropology which represent major theoretical issues and applications of theory to modern social issues.

Prerequisite: Senior major or permission.

SPANISH LANGUAGE & LITERATURE

*Mr. H. Cohen, Ms. Compos, Mr. Rodriguez,
Mr. Vande Berg (Assistant Director of Foreign Study)*

In studying foreign languages, students acquire not only a linguistic skill but also an understanding of another people's literature, history, and culture. They gain a new perspective from which to view their own country and way of life and a deeper appreciation of the resources of the English language. Knowledge of a foreign language is an important facet of the liberal arts program. Proficiency in a foreign Language at the 420 level is a graduation requirement of the College.

The Spanish program of the Romance Languages Department at Kalamazoo College emphasizes listening, reading, writing, and speaking in all language courses. The Department also offers courses in Peninsular Spanish literature as well as in Spanish Literatures of Latin America. Most Kalamazoo College students participate in the Foreign Study program; for students interested in Spanish there are Foreign Study opportunities in Madrid, Spain and in Bogotá, Colombia.

Classwork and off-campus experiences are complemented by on-campus experiences which maintain or improve a student's language skills.

Opportunities to view Spanish language films, read Spanish publications, converse with native speakers and foreign students, participate in language organizations, live in the Spanish house for a term, and eat at the Spanish table in the dining hall are available and encouraged. Faculty members meet students in and out of class, are involved in campus activities, and are prepared to counsel students regarding career choices in foreign service, music, high school and college teaching, science, publishing, foreign trade, international banking, and other fields.

PLACEMENT: Students who have previously studied Spanish in high school or elsewhere must take the Kalamazoo College Placement test in Spanish. Placement can also be determined by a student's score on the CEEB test or the Advanced Placement test in Spanish. Students with three or more years of high school Spanish may not enroll in Spanish 300 for credit, regardless of the results of the placement test.

CEEB: students with scores of 425 or lower (and with fewer than three years of high school Spanish) will be placed in Spanish 300 or 310; with scores of 426-500, placement in Spanish 310; with scores of 501-550, placement in Spanish 310 or 420; with scores of 551-624, placement in Spanish 420; with scores of 625 or higher, placement in Spanish 430 or 440. If a CEEB 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.

AP: For a student with an AP score of 4 or 5: credit will be awarded upon admission and the student must begin language study at Spanish 430 or above to receive credit at Kalamazoo College. For a student with an AP score of 3: credit will be awarded when the student has completed a year in residence at the College and received a grade of C or above in a Spanish course at the 420 level or higher.

The Major in Spanish: Required is a minimum of eight units, not including Spanish 300 or 310. No more than two of these units (in either language or literature) may be earned during Foreign Study. Specifically required are four units in Spanish literature, which must include Spanish 500 or 510 or 521; 540 or 550; and 975 or 976 (one of the latter two

to be taken in the senior year). Spanish majors are expected to acquire a proficiency of language skill compatible both with the normal demands of everyday situations abroad and with university study requiring a complete use of the language. Foreign Study is an important part of the Major in Spanish. Except in rare circumstances, Spanish majors participate in one of the two-quarter Foreign Study programs. Spanish majors are encouraged to develop an appropriate cognate program in areas such as History, Political Science, Economics, Music, Philosophy, Anthropology, Sociology, Management Studies, International and Area Studies, or International Commerce, to name a few.

SPA 300 Beginning Spanish I. Basic grammar and vocabulary; fundamentals of listening, speaking, reading, and writing.

SPA 310 Beginning Spanish II. Further development of basic skills and vocabulary.

Prerequisite: Spanish 300 or equivalent.

SPA 420 Intermediate Spanish. Intensive grammar review; polishing and reinforcement of skills; readings and discussion of selected works from Spanish and Spanish-American literature.

Prerequisite: Spanish 310 or equivalent.

SPA 430 Conversation and Composition. Grammatical review, composition, skills in speaking and understanding. Given in Spanish.

Prerequisite: Spanish 420 or equivalent.

SPA 440 Advanced Conversation and Composition. Creative writing, oral reports, discussions, debates. Given in Spanish.

Prerequisite: Spanish 430 or equivalent.

SPA 500 Peninsular Spanish Literature to 1700. Study of major works and authors of the Middle Ages, Renaissance, and Golden Age in Spain; introduction to the basic principles of literary criticism and investigation. Given in Spanish.

Prerequisite: Spanish 430 or equivalent.

SPA 510 Peninsular Spanish Literature from 1700-1898. Study of major works and authors of the 18th and 19th centuries in Spain; introduction to the basic principles of literary criticism and investigation. Given in Spanish.

Prerequisite: Spanish 430 or equivalent.

SPA 521 Modern Peninsular Literature. Introduction to the basic principles of literary criticism and investigation through major works and authors of the 20th century in Spain. Given in Spanish.

Prerequisite: Spanish 430 or equivalent.

SPA 540 Spanish American Literature I. Study of the principal literary figures, works, and characteristics of the baroque, the independence period, neoclassicism, romanticism, realism, naturalism, and the origins of modernism. Given in Spanish.

Prerequisite: Spanish 430 or equivalent.

SPA 550 Spanish American Literature II. Study of the principal literary figures, works, and characteristics of modernism, postmodernism, *vanguardia*, and the literature of social protest. Given in Spanish.

Prerequisite: Spanish 430 or equivalent.

SPA 560 Contemporary Spanish-American Literature. Examination of the intellectual and literary patterns in contemporary Spanish American literature with emphasis in the literary expression of social and philosophical thought; authors and genre studied vary. Given in Spanish.

Prerequisite: Spanish 430 or equivalent.

SPA 975 Peninsular Spanish Seminar. Advanced study of outstanding authors, works, or genres which will vary to reflect the interest of students and the professor.

Prerequisite: Two units of Hispanic literature.

SPA 976 Spanish American Seminar. Advanced study of outstanding themes and topics including such topics as the disintegration of closed traditional structures and values; the problematic search for personal and national identity; the presence of metaphysical and historical fields of contradiction.

Prerequisite: Two units of Hispanic literature.

THEATRE & COMMUNICATION ARTS

Mr. Inkel (Technical Director), Mr. Jaquith, Mr. Menta, Mr. Pope (Chair)

The Department of Theatre and Communication Arts provides a series of courses and activities as the basis for the creative, intellectual, and cultural growth of students. The Department seeks to enlarge a student's sensitivity to the past and present and to nourish an awareness of people and of cultures that is essential for the artists in our society.

Theatre productions, open for participation by all students, serve as a laboratory for Theatre courses, as a creative activity for the participants, and as an entertaining cultural experience for the audience. The program emphasizes a wide range of dramatic styles so that students can experience the breadth of dramatic literature from classical to the most contemporary. Included among the opportunities offered are involvement with the resident summer company, Festival Playhouse; drama study in London through the GLCA; use of the experimental Dungeon Theatre; and placement with a regional or New York professional theatre through the Career Development Center or the GLCA New York Arts program. Students who are interested in these opportunities should see the Department about prerequisites.

Students with an interest in Communications may major in the Department or in one of the Humanities or Social Sciences. Through consultation with the Department, students are helped to select appropriate courses and to design Career Development and SIP experiences which will build upon and enhance the coursework.

The Major in Theatre and Communication Arts: Required is a minimum of ten units, not including the SIP. Specially required are Theatre Arts 400; 410; 420; 440; 560; 570; and 970. Cognates should emphasize performance, design, or communications. The Department highly recommends that majors seek additional coursework in Literature and History. Of special importance are: English 630, 635, 650, 960; History 400, 405, 410, 415; Art 450, 455; and the literature courses in the foreign languages.

THEATRE ARTS

THA 200 Applied Theatre. Significant participation as actor or technical crew in at least four major productions; credit limited to one unit. Participation in a production which forms part of a course for which credit is awarded may not be counted toward this unit. Does not count toward the distributional requirement in Art, Music, and Theatre Arts.

Introduction to Visual Fundamentals. See Fine Arts 400.

THA 400 20th Century Theatre: Theory and Practice. Study of philosophy and theories of major movements in theatre of the 20th century; analysis of form and content of theatrical performance.

THA 410 Stagecraft. Study of the theory and practice in technical theatre: scenery construction, costumes, lighting, sound, properties, make-up.

THA 420 Acting I. Introduction to the skills necessary for performing on stage; structured improvisations and exercises leading to beginning scene study in modern American realism. Excellent course for non-majors seeking an introduction to the art of acting.

THA 425 Acting II. Advanced scene study; grounding in the Stanislavski system of acting.

Prerequisite: Theatre Arts 420.

THA 440-445 Design I, II. Study of advanced design forms through play analysis and historical research; design projects in rendering, modelmaking, and lighting.

Prerequisite: Art 400 or permission.

THA 510 Lighting Design. Study of the theories and techniques of stage and television lighting; emphasis on play analysis, sculpturing light, color theory, drafting, projection, computer applications; practical laboratory for lighting experimentation.

THA 520 Styles in Acting. Study of theories of acting; practice in stage techniques.

Prerequisite: Theatre Arts 420.

THA 520 Acting III. Introduction to the skills necessary to act in plays from the major periods and styles of dramatic literature: Greek, Shakespeare, Restoration.

Prerequisite: permission.

THA 560 History of Theatre I. Study of theatre from the Greek period through Shakespeare; play reading and background material.

THA 570 History of Theatre II. Study of theatre from the 17th to the 20th century; play reading and background material.

THA 580 Direction. Introduction to the art of stage direction: its history, development, functions, and components; study of script analysis, composition, working with actors, and the organization of a production.

Prerequisite: Theatre Arts 420 and 440; junior or senior standing recommended.

THA 970 Theatre Seminar. Synthesis of the Theatre and speech curricula with emphasis upon the individual student's area of concern; preparation for departmental comprehensive examinations and SIP quarter.

Prerequisite: Major in the Department.

COMMUNICATION ARTS

THA 450 Oral Communications. Examination of the principles of oral communication through a study of the speaker, the listener, and the media. Does not fulfill the distributional requirement in Art, Music, and Theatre Arts.

THA 470 Video Technology. Study of the nature and potential of the communications media as an art form and a social force using 1/2-inch color video format; theory and practical applications.

THA 480 History and Aesthetics of Film. Studies in the visual and aural aspects of film communication; screenings, lectures, and demonstrations.

THA 500 Voice and Diction. Study of techniques for developing vocal production necessary for stage performance; introduction to the Linklater method; examination of major stage dialects and work in mastering the vocal requirements of the periods and styles of dramatic literature. Does not fulfill the distributional requirement in Art, Music, Theatre Arts.

THA 550 Interpretation of Prose and Poetry. Study of pieces of modern literature and their oral presentation; special attention to individual problems of voice and body before an audience.

THA 670 Persuasive Speaking. Study of techniques of influencing human behavior by the spoken word; various forms of platform address. Does not fulfill the distributional requirement in Art, Music, and Theatre Arts.

Prerequisite: Theatre Arts 450 or permission.

WOMEN'S STUDIES

Ms. Griffin (Director)

Women's Studies both enriches and challenges the liberal arts by examining history, culture, society, and thought in light of the female experience. In the past twenty-five years, a vast body of research and scholarship on women and gender has brought this experience out of the shadows of bias and ignorance into the mainstream of academic life. In Women's Studies courses, students examine works by and about women, explore ideas of gender today and in the past, study sex roles in cultures worldwide, and consider the influence of gender concepts in human life and thought.

The Kalamazoo College curriculum includes a number of courses which focus on topics and issues in Women's Studies or which otherwise afford students the opportunity to pursue Women's Studies in papers and other projects. Students wishing to include Women's Studies in their programs should consult with the Director who can provide guidance with course selection and the planning of Career Development internships and the Senior Individualized Project.

WS 600 Seminar in Women's Studies. Study of a particular aspect of women's culture or history. Emphasis upon the theory and methodology of women's studies, including assumptions and premises that influence reading and research; varieties of source material; traditional scholarly biases. Topics vary annually. Credit toward graduation only.

Prerequisite: Junior or senior standing; Recommended: some previous work in Women's Studies.

Contemporary Issues in Biblical and Theological Study. See Religion 480.

Literature of Women. See English 470.

Philosophy of Feminism. See Philosophy 700.

Psychology of Women. See Psychology 460.

Women in Cross-Cultural Perspective. See Sociology/Anthropology 600.

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KALAMAZOO COLLEGE

Kalamazoo, Michigan 49007-3295 USA

For Admissions Information Phone:

Toll free: 1-800-253-3602

In Michigan: 1-800-632-5757

Locally: 1-616-383-8408