Academic Catalogue
1996-1997

Kalamazoo College
Directions for Correspondence

Requests for specific information on the following topics should be directed to the individuals named below at the following address:
1200 Academy Street, Kalamazoo, Michigan 49006-3295. The general information telephone number for the College is (616) 337-7000. For admissions information, call (800) 253-3602 or (616) 337-7166.

Academic Affairs ................................................................. Richard J. Cook, Provost
Admission of Students ......................................................... Teresa M. Lahti, Dean of Admissions
Alumni Relations ................................................................. Julie A. Wyrwa, Director of Alumni Relations
Business Matters ................................................................. Thomas M. Ponto, Director of Business and Finance
Development ........................................................................ Bruce O. Downsborough, Vice President of Development and Public Affairs
Financial Aid ........................................................................ Joellen Silverman, Director Financial Aid and Enrollment Services
Registration, Records, and Transcripts ................................ Susan S. Wong, Registrar
Student Affairs ..................................................................... Marilyn J. La Plante, Dean of Experiential Education
Study Abroad ......................................................................... Michael Vande Berg, Director of the Center for International Programs

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

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

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, or physical disability. This nondiscriminatory policy is implemented under a formal affirmative action program. Inquiries should be addressed to Marilyn J. La Plante, affirmative action officer.

The Academic Catalogue contains the most accurate information available at the time of publication. Statements contained herein are not contractual obligations, and verbal or other representations that are inconsistent with or not contained within the catalogue's offerings or policies are not binding. Kalamazoo College reserves the right to change without specific notice offerings, policies, procedures, qualifications, fees, and other conditions.
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The Campus Map

1 Anderson Athletic Center
   Physical Education Department
2 Angell Football Field/Caldor Fieldhouse
3 Balch Playhouse
4 Crissey Residence Hall
5 DeWaters Residence Hall
6 Dewing Hall
   Computer Center
   Economics and Business Department
   Fetzer Media Center
   History Department
   Language Departments
   Mail/Service Center
   Political Science Department
   Sociology/Anthropology Department
7 Dow Science Center
   Biology Department
   Chemistry Department
8 Facilities Management
9 Faculty Residences
10 Harmon Residence Hall
    Health Services
11 Hicks Center
   Bookstore
   Counseling Center
   Gilmore Parlor & Dining Room
   Marriott Food Service
   President's Lounge/Dining Room
   QuadStop (snack bar)
   Security Office
   Student Dining Hall
   Student Organizations
   Student Services
   Union Desk
12 Hohen Residence Hall
13 Hodge House
   (president's residence)
14 Humphrey House
   English Department
   Philosophy Department
   Religion Department
15 Light Fine Arts Building
   Art Department
   Dalton Theatre
   Dungeon Theatre
   Music Department
   Recital Hall
   Theatre Arts Department
16 Living/Learning House
17 Living/Learning House
18 Living/Learning House
19 Living/Learning House
20 MacKenzie Soccer Field
21 Mandelle Hall
   Academic Affairs
   Admissions Office
   Business Office
   Center for International Programs
   Development Office
   Financial Aid Office
   Olmsted Room
   Personnel Office
   President's Office
   Provost's Office
   Public Relations Office
   Records Office/Registrar
22 Markin Racquet Center
23 Natatorium
24 Olds-Upton Hall
   Education Department
   Mathematics/Computer Science Department
   Physics Department
   Psychology Department
25 Severn Residence Hall
26 Stetson Chapel
27 Stowe Tennis Stadium
28 Stryker Center
29 Trowbridge Residence Hall
30 Upjohn Library
31 Welles Hall
   Dining Hall
   Stone Room
32 Woodworth Field
   (baseball)
Kalamazoo College Academic Calendar

**Fall Quarter 1996-97**
- First-Year Program: September 15-21
- First Day of Classes: September 24
- Thanksgiving (Holiday): November 28, 29
- Reading Day (No Classes): December 2
- Final Examinations: December 3-6
- Break: Four Weeks

**Winter Quarter 1996-97**
- First Day of Classes: January 6
- Winter Holiday (No Classes): February 14
- Final Examinations: March 17-20
- Break: One Week

**Spring Quarter 1996-97**
- First Day of Classes: March 31
- Memorial Day (Holiday): May 26
- Final Examinations: June 9-12
- Commencement: June 14
- Break: One Week

**Summer Quarter 1996-97**
- First Day of Classes: June 23
- Independence Day (Holiday): July 4
- Labor Day (Holiday): September 1
- Final Examinations: September 2-5
I. General Information

Kalamazoo College

Academic Freedom

The Honor System

Admissions

Expenses

Financial Assistance

Scholarships
Our Mission

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

The College offers a coherent undergraduate experience through a rigorous liberal arts curriculum with opportunities for experiential education in both domestic and international settings. Through this comprehensive program, students are provided an array of opportunities to 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 distinct 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 both for careers and for 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.

Our History

Founded in 1833 as The Michigan and Huron Institute, the College officially became Kalamazoo College in 1855 when the state legislature amended the original charter and granted the trustees the power to confer degrees. Today, more than 1,200 students from the United States and many foreign countries study here.

Kalamazoo College was founded by visionary Baptists 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 were primarily responsible for the academic reputation that 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 Hohen (1922-35). This era is characterized by Dr. Hohen's concept of the College as a "Fellowship in Learning," an academic village whose members collaborate in the project of education. Dr. Hohen encouraged the high level of faculty involvement in campus life that distinguishes the College today. He also made the new Stetson Chapel a meeting house where community members could share opinions, insights, and concerns.

During the administration of President Weimer Hicks (1954-71), the Kalamazoo Plan was born, fulfilling the Stones' 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."

Kalamazoo College now operates as an independent institution, while acknowledging its historical link and maintaining its voluntary institutional affiliation with the American Baptist Church.

Kalamazoo College Today

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. The combination of on-campus study, career development internships, study abroad, and the senior individualized project, encourages students to 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.

Kalamazoo College’s focus on international education entails not only an awareness of the diversity and shared experiences among people of the world, but also a respect for that diversity. A reflection of the world community, the campus community is 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 all and for their contributions 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, we aim for an education that calls upon community members to make informed judgments and to take responsibility for translating learning into life—an education that produces confidence in approaching the complexity and plurality of a 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.

The College is located in a quiet residential section of Kalamazoo, a city with a metropolitan population of more than 225,000. The city’s downtown mall is within easy walking distance from the campus, and other shopping malls, as well as movies and restaurants, are a short bike or bus ride away. Western Michigan University is also only a few blocks from the campus. The College maintains a close and active involvement with the Kalamazoo community, which supports, among other cultural activities, a symphony, a chamber music society, an art institute, a professional hockey team, a nature center, and several live theatres. The cultural offerings of the College, the city, and other colleges in the area, together with the natural beauty of southwest Michigan’s lakes and rolling hills, give Kalamazoo residents and students alike an enviable quality of life.

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

The Upjohn Library is the center of intellectual life on campus. Its collection of more than 330,000 print and audiovisual volumes and almost 1,000 periodical subscriptions is further expanded through reciprocal borrowing arrangements with a consortium of college and university, public, museum, and corporate libraries in the Kalamazoo area. Access to the automated catalog is available through the campus computing network, through the Internet, and from remote locations. Electronic database searching and computerized indexes are integral parts of the library's reference services. The library's A.M. Todd Rare Book Room contains a collection of nearly 3,000 works in the history of science, the humanities, and the history of books and printing. The Fetzer Communications Media Center provides media production and distribution.

**Academic Freedom**

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

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

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

1. The freedom of individual members of the College to hold, advocate, and act 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 counter advocacy.
3. It is understood that both advocacy and action will avoid destruction of property and injury to the personal or intellectual rights of others.
4. It is understood that the commonly accepted prohibitions against plagiarism, slander, libel, and incitement to force or violence are in effect in the exercise of these freedoms.

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

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

The Honor System

The mission of the College is the education of men and women to prepare them for productive lives and fruitful participation in society. Members of the Kalamazoo College community come to teach, study and work here because the College’s mission and community statements correspond to their values. This community of individuals holds these values in common, despite our diversity. However, we recognize that this community is a fragile balance of cooperation, goodwill, and dependence, ever in need of renewal as new members enter it.

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

Taking Responsibility for Personal Behavior

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

Respecting Others

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

Nurturing Independent Thought

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

**Accepting Environmental Responsibility**

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

**Admissions**

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

**Application Procedures for First-Year Students**

**Application Deadline**

For priority consideration, an application should be submitted by February 15. Applications received after February 15 will be considered on a space-available basis. Forms may be obtained from the Office of Admissions. The College also accepts the Common Application.

**High School Transcript**

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

**Secondary School Report**

The secondary school report form must be submitted by the applicant to the secondary school counselor, who should send the completed form to Kalamazoo College.

**Essay**

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

**Teacher Evaluation**

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

**Application Fee**

Applications must be submitted with a nonrefundable $45 fee.
Standardized Tests

Scores from either the Scholastic Aptitude Test (SAT) of the College Board or the American College Test (ACT) are required of all applicants. It is recommended that all applicants take one or both of these tests in their junior year, but no later than January of the senior year. Full information about the SAT may be obtained from the College Entrance Examination Board, Box 592, Princeton, NJ 08540; or Box 1025, Berkeley, CA 94701. Information about the ACT may be obtained by writing The American College Testing Program, PO Box 168, Iowa City, IA 52240.

Financial Aid

Candidates applying for financial aid should note this in the appropriate space on the application form. Applicants for financial aid based on need must submit the CSS Financial Aid PROFILE and the Free Application for Federal Student Aid (FAFSA), which may be obtained from the secondary school guidance office.

Transfer Students

Kalamazoo College welcomes transfer students. Most courses taken in the liberal arts and sciences at an accredited institution (similar to courses offered at Kalamazoo College) in which the student has earned grades of C or above (C- is not acceptable) are transferable. Kalamazoo College accepts a maximum of 18 units in transfer credit. Because of the varied curricular opportunities at Kalamazoo, it is essential that students interested in transferring do so as early as possible to take advantage of the many options available.

Students transferring the maximum number of units must earn at least 18 academic units plus the LACC and PE activity unit at the College within a minimum residency of six quarters, the last three of which must be in the senior year.

Kalamazoo College subscribes, in general, to the Michigan Association of Collegiate Registrars and Admission Officers (MACRAO) agreement concerning general education requirements at participating colleges. Some restrictions, however, do apply. Transfer students are urged to consult the Registrar or the Transfer Coordinator at Kalamazoo College about additional requirements.

International Students

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

Advanced Placement (AP) Credit

Students who have earned an AP score of 4 or 5 will be granted one unit of credit for each subject area upon enrollment at Kalamazoo College. AP credits will apply toward graduation but may not be used to satisfy the First-Year Seminar, Quantitative Reasoning, Cultures, or Area of Study requirements. AP credits may be used to satisfy major, minor, or concentration requirements at the discretion of departmental faculty. An AP score of 3 may be used to waive a prerequisite or for advanced
placement at the discretion of departmental faculty, but it will not be granted college credit after the fall of the 1996-97 academic year. The specific distribution of AP credits in English, foreign languages, mathematics, and physics can be found under those departmental headings in the catalogue.

All Advanced Placement credit reports must be sent directly to the Registrar no later than the first quarter of enrollment.

**International Baccalaureate (IB) Credit**

Students with scores of 5-6-7 on the Higher Level International Baccalaureate examinations will receive credit in the same manner as Advanced Placement. IB scores of 5-6-7 on the Higher Level will count toward graduation and may count toward a major, minor, or concentration at the discretion of the departmental faculty. These credits may not be used to meet First-Year Seminar, Quantitative Reasoning, Cultures, or Area of Study requirements.

**Dual Enrollment Credit**

Dual enrollment credit is that which is earned by students while still in high school or during the summer directly preceding enrollment at Kalamazoo College. This credit may have been used to satisfy high school diploma requirements, but it must have been taken at an accredited institution of higher education. Dual enrollment courses with grades of B or better (beginning 1997-98) earned at an accredited institution will be awarded credit at the time of enrollment at Kalamazoo College. Dual enrollment credit will not satisfy the First-Year Seminar requirement. Students bringing dual enrollment credits into Kalamazoo College will be classified as first-year students and held responsible for all policies in effect for the first-year student. All work to be considered for transfer credit must be submitted on an official transcript sent directly from the institution to Kalamazoo College within the first quarter of enrollment.

**Dual Enrollment for High School Students**

Kalamazoo College has a dual enrollment program for those high school students who, with the approval of their principal, wish to enroll for college credit while still in high school. Students are asked to call the Office of Admissions for information about course offerings available and reduced costs.

**Campus Tour and Visit**

Prospective students and their families are invited to visit the campus. Appointments may be made through the Office of Admissions during regular business hours (8 a.m. to 5 p.m. Eastern Time) Monday through Friday. From September to May, the office is open Saturday mornings by appointment. To arrange a visit, call the Office of Admissions toll-free at (800) 253-3602 or locally at (616) 337-7166; or send e-mail to admissions@kzoo.edu.
Expenses

The tuition and fees listed represent the charges for the 1996-97 academic year. In planning for the following year, students should expect an increase in line with rises in institutional costs.

Charges Per Quarter

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

<table>
<thead>
<tr>
<th></th>
<th>Resident Student</th>
<th>Commuter Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$5,738</td>
<td>$5,738</td>
</tr>
<tr>
<td>Room</td>
<td>862</td>
<td>0</td>
</tr>
<tr>
<td>Full Board Plan</td>
<td>945</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$7,545</strong></td>
<td><strong>$5,738</strong></td>
</tr>
</tbody>
</table>

Rather than the full 20-meal-per-week carte blanche board plan, students may elect a 15- or 10-meal plan for $890 or $746 respectively.

A normal course load at Kalamazoo College is three units. If a student takes two or four courses, the tuition cost remains the same. All students in the four-year program pay full tuition and fees for a minimum of 12 quarters.

Of particular significance to those students participating in the study abroad program is the subsidy repayment that is required should they withdraw from the College. The Board of Trustees has designated $1,300 as the amount that must be repaid to the College before a transcript may be released for those who transfer from the College after having participated in study abroad. (Further information regarding penalties for withdrawal from the study abroad program may be found in the Study Abroad section of this catalogue.)

Entering students will pay a fee deposit of $200 to reserve a place in the class; this also reserves space in a residence hall. It is credited against the bill for tuition and fees. New students will be notified of the due date for the fee when they are admitted to the College. Other students will pay the fee deposit upon notification from the business office. All drafts and checks should be made payable to Kalamazoo College.

Quarterly payments are due approximately 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-per-day charge is levied for anyone who has not made financial arrangements (including the signing of Perkins Loan promissory notes) at the business office by the end of the second day of the quarter.

Transcripts cannot be released until all financial obligations are met. A tuition payment plan is offered through Tuition Management Systems of Newport, Rhode Island, (800) 356-0350. Details regarding this plan can also be obtained from the College business office.

Kalamazoo College Refund Policy

A student withdrawing from Kalamazoo College during the first quarter of enrollment at the College will be entitled to a pro rata refund of
tuition, room, and board charges equal to the portion of the period of enrollment for which the student has been charged that remains on the last day of attendance by the student, up to the 60 percent point in the period of enrollment, rounded downward to the nearest 10 percent of that period, less any unpaid charges owed by the student for the period of enrollment for which the student has been charged, and less an administrative fee of $100.

A student who withdraws from the College during a subsequent quarter will be entitled to a refund, less any unpaid charges, according to a formula reflected in the schedule below:

<table>
<thead>
<tr>
<th>Week</th>
<th>First Quarter Enrolled</th>
<th>All Other Quarters</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% tuition refunded</td>
<td>% room refunded</td>
</tr>
<tr>
<td>prior to start*</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>1</td>
<td>90</td>
<td>90</td>
</tr>
<tr>
<td>2</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>3</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>4</td>
<td>60</td>
<td>60</td>
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<tr>
<td>5</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>6</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

* A $100 administrative fee will be charged.

In either case, following calculation of the prorated refund amount, the authority of any party (federal aid, state aid, institutional aid, and/or private aid programs, plus the student and/or family) to collect a part of that refund will be determined according to the formula required in federal regulations. The refund will then be made to federal programs in which the student was involved that term, in the following order:

Unsubsidized Stafford Loans
Stafford Loans
Parent Loans to Undergraduate Students (PLUS)
Perkins Loans
Pell Grants
Supplemental Educational Opportunity Grants (SEOG)

If a refund is due to state, institutional, and/or private aid programs, this will be made following the federal calculation and before any refund is made directly to the student and/or family.

The above stated refund policy of Kalamazoo College has been written in accordance with Federal requirements related to Title IV financial aid programs but is applicable to all students, regardless of status with regard to the receipt of Title IV funds.
Expenses

Fees

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Secondary School Fee, Per Course</td>
<td>$587</td>
</tr>
<tr>
<td>Special Student Audit Fee</td>
<td>268</td>
</tr>
<tr>
<td>One Unit of Course Work</td>
<td>1,926</td>
</tr>
<tr>
<td>Physical Education Activity Course</td>
<td>100</td>
</tr>
<tr>
<td>(during quarter when student is not enrolled for credit)</td>
<td></td>
</tr>
<tr>
<td>Senior Individualized Project Fee</td>
<td>1,148</td>
</tr>
<tr>
<td>Admissions Processing Fee (nonrefundable)</td>
<td>45</td>
</tr>
<tr>
<td>Matriculation Fee</td>
<td>70</td>
</tr>
<tr>
<td>Advance Deposit</td>
<td>200</td>
</tr>
<tr>
<td>Land/Sea Registration</td>
<td>1,040</td>
</tr>
<tr>
<td>Late Registration Fee</td>
<td></td>
</tr>
<tr>
<td>One Day Late</td>
<td>10</td>
</tr>
<tr>
<td>More Than One Day Late</td>
<td>20</td>
</tr>
<tr>
<td>Late Validation Fee (per day)</td>
<td>15</td>
</tr>
<tr>
<td>Returned Check</td>
<td>15</td>
</tr>
<tr>
<td>Applied Music Fee Tuition Per Quarter</td>
<td></td>
</tr>
<tr>
<td>Including one half-hour lesson per week and a</td>
<td></td>
</tr>
<tr>
<td>one-hour applied music seminar per week for 10 weeks</td>
<td>180</td>
</tr>
<tr>
<td>Including a one-hour private lesson per week for 10 weeks</td>
<td>360</td>
</tr>
</tbody>
</table>

Financial Assistance

In a sense, every Kalamazoo College student receives a scholarship. Tuition and fees at the College cover only about two-thirds of the cost of an education. The remainder is made up from funds from 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. For information about merit scholarships, contact the Office of Admissions. For information about need-based awards, contact the Office of Financial Aid and Enrollment Services. Both of these offices are located on the first floor of Mandelle Hall.

Merit-Based Aid Programs

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

The Kalamazoo College Honors Awards are scholarships ranging from $3,000 to $10,000 (renewable for four years). These awards are given to students who combine strong academic achievement with significant engagement in cocurricular, work, and voluntary activities. The award process begins in late January. For priority consideration for scholarships, a completed admissions application must be on file by February 15.

The faculty awards Kalamazoo College Competitive Scholarships on the basis of the results of competitive exams given on campus. Awards range from $1,500 to $3,000 (renewable for four years). Candidates must be admitted to the College and must apply and be selected for the
competition by the deadlines established. Competitions are offered in math/science, history/social sciences, foreign languages (French, Spanish, Latin, and German), English writing, art and photography, music performance, and theatre.

**Heyl Scholarship Program**

Kalamazoo College has long been respected for the strength of its science program, and this is reflected in the Heyl Scholarship Program. A science scholarship fund established by Dr. Frederick W. Heyl and Elsie L. Heyl provides scholarship support for students graduating from the Kalamazoo Public Schools to attend Kalamazoo College and major in one of the departments in the Division of Natural Sciences and Mathematics. The scholarships are highly competitive and are renewed annually, provided the recipient maintains a grade point average of 3.0 or better while making normal progress toward a major in one of the above departments. A Heyl Scholarship covers full tuition and fees plus room charges and a book allowance. Heyl scholars are encouraged to live on campus. A student cannot simultaneously hold another scholarship awarded by the College, such as a merit scholarship, while holding a Heyl Scholarship. However, scholarships offered by agencies outside of the College may be held concurrently. Heyl Scholarships are not based on financial need, and some students may qualify for additional need-based financial aid from the College. Heyl Scholarships also cover tuition and fees for study abroad in the College's own programs. Any situations that require a student to spend extra quarters on campus require a request for additional financial support. Students should direct this request to the Board of Directors of the Heyl Scholarship Fund.

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

**Need-Based Aid Programs**


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

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

2. a) Submit a completed Free Application for Federal Student Aid (FAFSA) to the address in the FAFSA instructions. Be sure to list Kalamazoo College (code 002275) as one of the schools to receive your data. This form is used to determine eligibility for federal and state awards.

b) Submit a completed PROFILE form to the College Scholarship Service of The College Board. Be certain to list Kalamazoo College (code 1365) as one of the schools to receive your data. The PROFILE is required if the student wishes to apply for college funds, in addition to federal and state dollars. *Deadlines for both PROFILE and FAFSA are based on the date the forms are received by the processing companies. Overnight mail service, registered mail, and certified mail all cause delays in receipt, since these services are not available on site at the processors. Expect a delay of up to three business days if you submit forms using these services.

   *The receipt deadline for incoming students is February 21; for continuing students, it is March 21.

c) Submit a copy of the parent(s)' federal tax return (including all schedules and W-2s) and a copy of the student's federal tax return to the Kalamazoo College Office of Financial Aid and Enrollment Services. Applicants who submit tax returns after May 15 may encounter limited funds.

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

Financial Aid Policies

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

1. College financial aid is awarded to those students participating as regular students in the normal academic program.

2. College funded aid is awarded on an academic-year basis for those quarters in which the student is enrolled as a full-time student. Federal aid may be available to students enrolled less than full-time.

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

4. Incoming students should apply by the February 21 deadline. Continuing students are guaranteed on-time consideration if their files are complete by May 1. (Contact the Office of Financial Aid and Enrollment Services 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 that arrive from external sources in the form of a check will be deposited to the student's account for the student's use and will not be available until the first day of classes.
6. All aid awarded by sources other than Kalamazoo College must be reported in writing to the financial aid office. The financial aid package will then be reevaluated to incorporate these resources.

7. Priority for campus jobs is given to financial aid recipients. Each quarter, supervisors write evaluations that become part of the student's record.

8. Kalamazoo College wants to assure that its students progress toward graduation in a timely and successful fashion; therefore, financial aid provided from institutional, federal, and state funds is offered only to students who are making satisfactory academic progress. The Committee on Satisfactory Academic Progress includes the Dean of Financial Aid and Enrollment Services (Chair), the Registrar, a representative designated by the Provost, and the Dean of Experiential Education. The Committee meets every quarter following the Committee on Academic Standards’ review of student grades to measure progress through that quarter. At its meetings following spring quarter for first-year students and summer quarter for all other students, the Committee reviews academic year closing cumulative GPAs as well as quarterly activity. Satisfactory Academic Progress is measured on five criteria:

   a) Confirmation that the Committee on Academic Standards finds the student GPA sufficient for continued enrollment at the College. **Standard:** Minutes of the Committee on Academic Standards decisions.

   b) Maximum duration (number of quarters) of financial aid eligibility to achieve graduation. **Standard:** The student will be eligible for financial aid only for those quarters that constitute a part of his/her program leading to graduation. Assistance will be limited to a maximum of four academic years (12 quarters) of full-time study. A single additional quarter may be granted with special approval of the Dean of Financial Aid and Enrollment Services. Such a quarter must be necessary to graduate and may not be the result of underloads or poor planning on the part of the student. **NOTE:** Transfer student records will be reviewed by the Registrar and the Dean of Financial Aid and Enrollment Services, and a decision will be made as to the appropriate maximum number of on-campus quarters for each transfer student.

   c) The number of F grades awarded in a given quarter. **Standard:** Any quarter in which two F or NC grades are accumulated (or a single F or NC in the case of a student with senior standing) will not meet the standard for number of F grades. Students who fail to meet this standard will be placed on Financial Aid Probation for at least the following quarter.

   d) Comparison of the cumulative number of units attempted by each student to the units successfully completed by that student, as a measure of progress toward timely completion of the program. **Standard:** The standard for timely completion will be a ratio of cumulative units attempted to units completed as follows:
<table>
<thead>
<tr>
<th>Cumulative Units Attempted</th>
<th>Cumulative Units Successfully Completed</th>
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<tbody>
<tr>
<td>3</td>
<td>2</td>
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<td>6</td>
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<td>39</td>
<td>35</td>
</tr>
<tr>
<td>42</td>
<td>36</td>
</tr>
</tbody>
</table>

The following grades will be counted to determine units not passed successfully: F or D removed from the record by repeating the course, NC, W, and WF. The Committee will review all grades of W to determine whether such grades are awarded due to severe health problems, death in the family, or other mitigating circumstances. A grade of W so designated will not be counted on either side of the ratio. NOTE: Transfer student records from other institutions will be evaluated on a similar scale. Students who fail to meet this standard will be placed on Financial Aid Probation for at least the following quarter.

c) Minimum GPA at the end of each academic year, excluding the first year. **Standard:** By federal regulation, every student must achieve a 2.0 cumulative GPA by the end of the sophomore year (close of summer quarter), and by the end of each academic year thereafter. **There is no probationary status with respect to this standard. Failure to meet this standard will result in immediate cancellation of all current and future financial aid eligibility.**

However, if in the two quarters preceding the summer quarter there has been a death in the student’s family or a medically approved absence of more than one week, the Committee may extend the deadline for achievement of the required 2.0 cumulative GPA.

During the probationary period, the student must register for three full units, in courses other than those numbered in the 200s, earning no less than two Cs and one D. Grades of I or W do not meet the conditions. A student who meets the grading criteria for the following quarter will remain on Financial Aid Probation until his/her record meets the standards for all five of the criteria. If the probationary conditions are not met, all financial aid for current and future quarters will be canceled.

Since the financial aid probation system allows every student at least one quarter to meet a fairly lenient set of grades, cancellation should not be a surprise to any student. The Committee will hear only those written appeals that have been delivered to the Office of Financial Aid and Enrollment Services.
a) **Content**: The appeal must state the reason the student deserves reinstatement, what has been accomplished in the interim between cancellation and proposed reinstatement, and a commitment to maintain Satisfactory Academic Progress in the future. It may also include any other information the student feels is relevant to the case.

b) **Timing of Reinstatement**: The Committee will normally require one full academically successful quarter to be paid entirely by the student (and/or the family) before considering reinstatement. Only in rare cases will an exception to this requirement be made. Either the student or the Committee may choose a longer period before reinstatement.

c) **Conditions**: All students who are reinstated will be placed on Financial Aid Probation and must meet the regular standards of such probation during the first quarter following reinstatement. The Committee may elect to set a higher or longer standard in any individual case.

d) **Subsequent Cancellation and/or Appeal**: Only in unusual cases will a student be reinstated following a second cancellation, and third cancellations are always final, without appeal.

e) **Voting**: A majority of the Committee must agree to any reinstatement. In cases of a tie vote, the Dean of Financial Aid and Enrollment Services will not vote in the second vote.

f) **Responsibility for Notifying Students**: The Dean of Financial Aid and Enrollment Services shall notify the student of the Committee's decision in writing. All communication to the Committee should be sent to the Dean of Financial Aid and Enrollment Services.

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

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. In addition, financial aid scheduled for future quarters will be canceled. (See the College's refund policy in the Expenses section.)

10. The terms of student loans and student employment are available from the Office of Financial Aid and Enrollment Services.

11. **Campus employment assignments** are made without regard to race, creed, age, sex, sexual orientation, national origin, or physical disability.
Scholarships

Kalamazoo College offers many scholarships through the generosity of its alumni and friends. Scholarships that include a criterion of financial need are awarded as part of the regular need-based financial aid process without any further application requirements. Scholarships that do not consider financial need usually require a written letter of application presenting the student's qualifications for the scholarship.

Scholarships requiring a written letter 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. *(No special application letter is required.)*
- **Farmers Insurance Group, Inc. Scholarships**: awarded to second-, third-, and fourth-year students in the majors of mathematics, business, or personnel.
- **Di Gilmore Scholarship**: provided by the James Gilmore family to honor the late 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.
- **Charles C. Hall Scholarship**: given by the Dura metallic Company to a junior or senior majoring in physics or chemistry. An award of up to $1,500 is renewable if the student maintains a C average and is of good character with academic proficiency.
- **Howard and Howard Scholarship Fund**: established in 1987 to assist worthy students.
- **Reader’s Digest Foundation Scholarship**: established in 1975 to provide scholarships to students participating in the Kalamazoo College Land/Sea Program.
- **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 applicants the Foundation designates or approves on recommendation by Kalamazoo College. Applicants are 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 $2,000 is renewable for four years.

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.
- **Mary and Harold W. Alenduff Scholarship**: established in 1994 by Mary Alenduff to be given to needy students regardless of major.
- **Jessie Hoyt Ames Scholarship Fund**: established in 1949 through a bequest by Dr. Edward Ames.

Susan Hodgman Anawalt Scholarship: established in 1989 by Dr. Albert B. Hodgman.

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.


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.

Marie and Earl L. 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.


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.


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 H.P. and Genevieve Connable Scholarships in Science: established in 1992 to recognize outstanding students in science. The selection of recipients is made through the science division.

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.


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. Brayding '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.


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 1988 by Mrs. Ruth Ferguson in memory of Sharon Ferguson Pizzalato.

George and Esther Ferguson Scholarship Fund: established by the Board of Trustees in 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 and 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.

Fred and Sarah Greer Endowed Scholarship Fund/Lorinda Kay Sanford Memorial Fund: established 1994 to assist worthy African-American students who have demonstrated community commitment and vision.

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

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

Weimer K. and Jean Hicks Scho larship Fund: established in 1986 by Mrs. Weimer K. Hicks in memory of her husband.

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

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

Hope–Howell Scho larship Fund: established by Joseph and Virginia Howell.

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

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

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


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

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

Helen Carter John son Memorial Scho larship: given in 1965 by Mrs. Johnson.


Kurt D. Kaufman Research Fellowship: established in 1983 by the Board of Trustees to honor Professor Emeritus Kaufman.

Kurt D. Kaufman Scho larship Fund: established in 1983 by the Board of Trustees to honor Professor Emeritus Kaufman.

Helen M. Kelly Memorial Scho larship: established in memory of Helen M. Kelly ’25. This scholarship is awarded to a worthy student majoring in French.

James A. Killinger Scho larship: established in 1985 by the family and friends of Mr. Killinger ’64.

Lewis Haight Kirby and Winifred Stevens Kirby Scho larship: established in 1962 by Mrs. Anna Kirby Atwood ’32.

H. William and Elizabeth A. Klare Memorial Scho larship: established in 1965 through their will.

Harold G. Kolloff Scho larship Fund: given in 1976 by Mrs. Kolloff in memory of her husband.


Kurtz Family Scho larship: 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 Scho larship: established in 1967 through a bequest of Morna LaPierre.

H.B. LaTourette Scho larship Fund: given in 1909 by Mr. LaTourette.


Thomas T. Leete, Jr. Fund: established in 1934 through his bequest.
Scholarships

Locke Family Scholarship: established in 1986 by Mr. and Mrs. Elmer Locke, parents of John J. Locke '85.

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, a member of the Class of 1924.

Marion Graybiel Means Scholarship: established in 1967 by Mrs. Means.

Merit Scholarship Endowment.


Cora L. Miller Scholarship Fund: established by her bequest in 1963.

Minority Students Scholarship.


Floyd R. and Margaret B. Olmsted Fund: given in 1951 by Mr. and Mrs. Olmsted.

Henry and Mabel Overley Music Scholarship Fund: established in 1945 by Mr. and Mrs. L.H. Kirby to honor the Overleys.


Fraser E. and Margaret T. Pomeroy Scholarship: given in 1978 by the Pomeroyos.

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 of Trustees.

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.

Earl B. Schermerhorn Fund: established in 1982 by Earl B. Schermerhorn.


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.
Shackleton/Richards/Welsh Scholarship Fund: established in 1991 by Richard J. Shackleton in memory of S. Paul Shackleton, Mildred W. Welsh, her sister and father's brothers who had contact with the College.

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 1917.

Leroy Dean Stonebower Scholarship Fund: established in 1976 by Mrs. Alice Stonebower 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 Fund: established in 1986 by the Swineharts.

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

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 '29 and his wife, Ferne.


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

Josephine VanHaalten 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 1984 by Mr. and Mrs. Varney.

Slava Cica and Spasa Voynovich Endowed Scholarship: established in memory of Slava Cica Voynovich by her husband, Spasa Voynovich.

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 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 Kroegen Hope, Leroy Hornbeck, Ardell O. Jacobs, Esther V. Kent, Lucile O. Kerman,
Scholarship aid is also available for senior individualized projects (SIPs) and the career development quarter. Information about the following opportunities may be obtained from the financial aid office, the Career Development Center, or the SIP coordinator:

**Frances Diebold Scholarships:** endowed in honor of the late Dr. Frances Diebold, professor of biology.

**Elton B. Ham Scholarships:** endowed in honor of the late Professor Elton B. Ham, who served as political science chair at the College for 25 years.

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

**Miller-Davis Fund:** established in 1992 by the Miller-Davis Company and aimed at supporting an on-campus SIP in the area of physics.

**Monroe-Brown Scholarships:** established by the Monroe-Brown Foundation and aimed at promoting SIPs in the area of money and banking.
II. Liberal Arts Education
A Liberal Arts Education at Kalamazoo College

Kalamazoo College provides students a challenging undergraduate liberal arts curriculum and opportunities for experiential education on and off campus, domestically and internationally, through its distinctive "K" Plan. During their four years at the College, students develop foundations skills to prepare for lifelong learning; they are encouraged to undertake explorations that challenge, deepen, and extend their understanding of themselves and the world they inhabit; and they are guided in establishing connections among their educational experiences, thereby enabling them to function successfully within a complex world. This holistic perspective on education, broadened by a multicultural curriculum and work experiences in several settings, equips Kalamazoo College graduates to fulfill their greatest potential in a diverse and rapidly changing world.

Five complementary dimensions characterize the "K" Plan.

Lifelong Learning is the passion for exploring new ideas and the capacity for expanding and adapting the conception of self and world. In-depth exploration of a discipline and acquisition of broad-based knowledge from disciplines and experiential activities establish models of study and involvement that can be applied to new areas of interest throughout a lifetime. Learning foundational skills encourages students to make connections among experiential and intellectual activities that can enrich their lives and enhance their understanding of the world.

Career Readiness is the process of exploring a variety of interests and possibilities that result in the formation of short- and long-term career goals. Current trends indicate that today's graduates will change jobs and/or careers many times; therefore, career preparation is more than a narrow, vocationally-oriented process through which students prepare for one specific job. Rather, it is the development of transferable skills and attributes that allow students to succeed in a changing job market.

Intercultural Understanding is an awareness that there are many ways to experience and organize the world and that no single cultural frame of reference is necessarily privileged or superior. Developing intercultural understanding involves moving from considering events, ideas, and beliefs through the filter of one's own culture, to learning about and experiencing other cultures on their own terms, to affirming the contributions of all cultures to the collective human wisdom. Personal convictions are thereby informed by an understanding of and appreciation for other lived experiences.

Social Responsibility is the commitment to an ethical value system and service to each community to which one belongs, taking on the roles that need to be filled for the common good. As students voluntarily accept responsibilities that transcend individual self-interest, they learn to make commitments to broader principles and accept increasingly complex roles. By contributing to the growth of the community, they also further their own personal growth.

Leadership is the ability to envision new possibilities and the capacity to motivate, organize, and empower oneself and others to fulfill those possibilities. It arises from personal principles and talents used.
collaboratively, rather than from formal authority. Leadership is transformational in that it establishes new ways of understanding oneself, others, and the world.

Progress in each of these dimensions is charted through the “K” Portfolio. This personalized narrative of challenges, ranging from course work and international study, to participation in student organizations, to career preparation and community service, records the “K” Plan’s version of wide-spectrum education. To develop this repertoire of dimensions, students, with the aid of advisors and older student mentors, set goals and devise programs of developmentally progressive activities to meet those goals. In developing the potential of the “whole student,” Kalamazoo College encourages students to benefit from exploring a variety of learning experiences in traditional as well as nontraditional settings.

FOUNDATIONS

Requirements
1. Writing proficiency through the First-Year Seminar
2. Quantitative reasoning ability through a designated course
3. Proficiency in a second language, equivalent to the intermediate level
4. Participation in physical education through activity courses

“Foundations” emphasizes the acquisition and enhancement of skills vital not only for the classroom, but for the world of work and lifelong learning. These transferable skills include the following:

1. Written Expression
   • organize ideas effectively in written form
   • construct an argument using evidence persuasively
   • use correct grammar, syntax, and mechanics, including quotation and citation of sources
   • adapt writing ability to a variety of contexts
   • produce written documents without undue struggle or delay, relying on a variety of writing strategies

2. Oral Expression
   • organize ideas effectively for oral presentation
   • communicate ideas and information clearly
   • respond to instructor and audience feedback
   • participate productively in group discussion

3. Quantitative Reasoning
   • apply logical thinking to complex problems
   • communicate mathematical and computational information clearly
   • construct and defend an argument using evidence persuasively
   • interpret and create graphs and tables
   • use various measurement scales when interpreting data
   • apply simple mathematical models
   • interpret statistics

4. Information and Computer Literacy
   • plan and execute a logical information search strategy
   • use general and discipline-specific print, media, and on-line resources to define and locate information
   • obtain documents from local and nonlocal sources
• demonstrate an understanding of the correct way to cite sources
• use computers for creating a document and information transfer
• be facile with one or more software package

Students will develop these skills systematically over the full four years in three ways. First, in a variety of courses (especially Area of Study courses), students receive instruction and practice in, as well as assessment of, their reasoning, speaking, writing, and research skills, which will help them monitor their progress to guide their academic and experiential choices. Second, written expression and quantitative reasoning are enhanced through required course work. Third, regular assessments are provided through department and program majors.

In addition to receiving instruction in and assessment of Foundations skills in their course work, students are encouraged to participate in skills assessment workshops early in their college careers to assist them in planning their curriculum and developing career options. Students may further develop their academic skills through participation in Supplemental Instruction, Writing Center tutorials, or other workshops offered on campus. Cooperative learning and community-building skills are also sharpened through participation in the Land/Sea Program, the residential housing system, varsity sports, and student organizations. Working with a group on a common writing, musical, or theatrical project offers practical experience as well as the possibility of partial academic credit.

Physical education provides vital integration of intellectual, emotional, and physical well-being. Satisfaction of this requirement not only builds physical skills, but also develops cooperative group and leadership skills, discipline, and maturity, as well as habits for a healthy lifestyle.

EXPLORATIONS

Area of Study Requirements
1. Literature and Fine Arts: 3 units, of which one must be in creative expression and another in literature in any language (includes literature in translation)
2. Natural Science, Mathematics, and Computer Science: 2 units, of which one must be in natural science
3. Philosophy and Religion: 2 units
4. Social Sciences: 3 units in at least two different departments

Cultures Requirement
Three units (may be met by Area of Study courses or courses in major or minor; only one course taken on study abroad may be used to satisfy this requirement). Two of these units involve study in the cultural complexity of two of the following regions: Asia, Middle East, Africa, Latin America, Europe (it is strongly recommended that students take at least one course related to the geographic area of their international study). One unit involves study in the cultural complexity of the United States.

Requirements in Department of Program Major, Minor, or Concentration
A Kalamazoo College education is a process of guided exploration which, in turn, serves as the basis for further exploration of life in a
pluralistic world. Similarly, in the structure of the "K" Plan, those elements comprising "Foundations" provide the basis for "Explorations," which acquaints students with a variety of ideas, experience, epistemological tools, and perspectives. The educational goal is to encourage wider vision and more complex understanding. This emphasis, central to the College's tradition of international education and represented by the opportunity for international study, is reinforced on campus by the Cultures requirement, which asks students to study courses that will ground them in the cultural complexity of the United States and the world beyond.

Choosing courses or ways of participating in campus and community life can shape students' undergraduate education according to interests, abilities, and professional goals. Requirements for the major aim for depth and the area of study requirements aim for breadth, providing a fine balance in intellectual development. Through local community involvement, and later through career internships and study abroad, students learn to enter each new social group—in volunteer or service capacities, or in a work or academic setting—with a combination of heightened personal independence and adaptive learning strategies. Whether involved in intercultural service learning, a career internship, or an extended international stay, students use their training to learn from and shape a vital role in each new environment.

CONNECTIONS

Requirements
1. Liberal Arts Colloquium Credit
2. Senior Individualized Project
3. The Kalamazoo Portfolio

"Explorations" of the "K" Plan encourages students to move simultaneously inward, to a deepening comprehension of themselves, and outward, to an engagement with traditions and lived experiences other than their own. "Connections" continues this process, providing occasions for the student to bring together the building blocks of the "K" Plan: skills acquisition and practice, explorations in the major and related fields, and experiential work and service. Through the Liberal Arts Colloquium, students attend 25 educational and cultural events that enhance and supplement their broad-based arts tradition of learning. In senior seminars and senior individualized projects, students gain a perspective on four years of work within a field of study and often a test of theoretical principles in practical internships and independent research. Through the Kalamazoo Portfolio, students draw together their wide-ranging experiences in a personalized record of reflection and accomplishment.

Liberal Arts Colloquium Credit

The College Forum offers approximately 100 events a year—speakers, performances, and presentations—that not only supplement curricular study but also provide opportunities for exposure to topics beyond the curriculum. Over the course of four years, students choose 25 events from this array, either to delve more deeply into an area of interest or to discover an entirely new area for potential exploration.
Senior Individualized Project

The senior individualized project (SIP) is the capstone of the Kalamazoo College program of liberal arts education. The SIP offers students the opportunity for in-depth personal and intellectual exploration of a particular interest. Working closely with a faculty advisor, students will embark on creative work in the arts, laboratory or field research, student teaching, thesis, course work, or an internship, culminating in a written report to fulfill this graduation requirement.

The Kalamazoo Portfolio

The Kalamazoo Portfolio is the means for an on-going integration of and reflection on students' various learning experiences. Its primary purpose is to help students discover, articulate, and document the relationship among educational goals, opportunities, and progress. In the process of shaping the "K" Portfolio, students will be asked to reflect on how their diverse experiences address the five dimensions of their educational development: lifelong learning, career readiness, intercultural understanding, social responsibility, and leadership. The portfolio will also be used to monitor the development of the skills of written and oral expression, quantitative reasoning, and information and computer literacy.
III. Special Programs

Athletics

Career Development Center

Chapel

College Forum

First-Year Experience

GLCA Programs

Performing Arts

Study Abroad

L. Lee Stryker Center
Athletics

The athletics program at Kalamazoo College is an integral part of the total education of students. The College offers an intramural sports program and nonstructured recreational opportunities for all students. The intercollegiate sports program is designed for student-athletes who have the ability and desire to compete at the collegiate level. Kalamazoo College is a member of the nation's oldest athletic conference, the Michigan Intercollegiate Athletic Association, and leads the MIAA in team championships won. Kalamazoo is also a member of the National Collegiate Athletic Association Division III. Varsity men's teams compete in baseball, basketball, cross country, football, golf, soccer, swimming/diving, and tennis. Varsity women's teams compete in basketball, cross country, golf, soccer, softball, swimming/diving, tennis, and volleyball.

Career Development Center

Career readiness is the process of applying experiences and self-knowledge to the formation of career goals. It is the building of transferable skills and attributes that allows students to succeed in a changing job market. At the conclusion of the College program, students have a repertoire of skills, acquired through campus employment, course work, service projects, and internships, that will facilitate their transition from the world of academics to the world of work. The focus for this process comes from the Career Development Center, where skilled staff help students, through career counseling and workshops, to acquire job-seeking skills. Resources are provided to help students locate both paid and voluntary internships across the United States and abroad, where they can explore a career of interest. After graduation, students may use these resources to locate work opportunities. The Career Development Center is located on the ground floor of Trowbridge Hall. No tuition is charged for this program and no academic credit is granted. However, students who successfully complete the program requirements will have the internship experience noted on their official academic transcripts.

Chapel

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

College Forum

The College Forum offers approximately 100 educational and cultural enhancement events each year. Planned by a committee of faculty and students, the Forum strives to involve the entire community in a common focus on issues and ideas. The Liberal Arts Colloquium Credit (LACC) is part of the College Forum Program.
First-Year Experience

The First-Year Experience at Kalamazoo College offers entering students special opportunities to address both academic and experiential issues of student life. Orientation Week, a special advising program, the First-Year Seminar, and supplementary workshops scheduled throughout the first year are designed to help new students with the transition from high school to college. Students are introduced to the five dimensions of education that will provide a focus to their four years—lifelong learning, career readiness, intercultural understanding, social responsibility, and leadership—and begin work on the portfolio that will document their growth. With advisors and peer mentors, students decide what courses, organizations and activities, volunteer services, and training programs might offer opportunities for their intellectual and personal growth.

Orientation

New students are acclimated to college life and their studies through an orientation program offered the week before fall quarter begins. Working in small advising groups, students become familiar with the philosophy, policies, and resources of the College. With the help of their advisors, students assess the skills they bring to college and plan ways of developing further expertise in written and oral expression, quantitative reasoning, and information/computer literacy. Fall-quarter course selection, which begins in the summer through registration by mail, is completed during this week.

Besides creating a program of study for their first year and setting some preliminary goals, students get to know their classmates, the campus community, and the city of Kalamazoo through some initial explorations during the week. Orientation Week is highlighted by a series of student presentations and shows, culminating in a tribute to American music, where the first-year class and their student mentors and advisors perform for the entire College community.

The First-Year Seminar

First-year students select a seminar from among 20 topics to take during their fall quarter. These seminars, with enrollments of 18 or fewer students, focus on the development of writing skills and information/computer literacy. The seminars also serve as an introduction to the College community, with opportunities to address college “survival skills,” participate in workshops on leadership development and intercultural understanding, and discuss vital issues in student life. Some students may wish to join a Cluster of two or three seminars working on a common theme from an interdisciplinary perspective. Others may develop a group project for presentation to the College community at the end of the quarter. Still others might design a service project that arises from their study of a particular issue. All students gain from the close bond established between seminar members and the instructor, who also serves as an advisor for the students.
Advising

Upon entering Kalamazoo College, students are assigned to advisors who will help them set educational goals, make appropriate course and experiential choices to meet requirements and realize their potential, and reflect on the many components that will become a distinctive, coherent, and personalized education. Students are given the responsibility to make choices but have the opportunity to discuss those choices with an advisor. As they move through the educational program, students may change advisors as their needs shift or as their focus becomes more carefully identified.

In addition to regularly scheduled advising group meetings throughout the first year, students also meet individually with an advisor to discuss ways of developing critical thinking and communication skills within a broad-based liberal arts education. Advisors encourage students to seek opportunities for participating in a variety of creative, service, and leadership capacities as well as to begin shaping a more focused commitment to a particular field of study.

Land/Sea

Prior to Orientation Week, students may choose to participate in the Land/Sea Program, a 17-day wilderness/sailing experience that focuses on developing self-confidence and interdependence. Student leaders guide small teams of five new students through a hiking, rock-climbing, rappelling, and canoeing expedition in Killarney Provincial Park in Ontario, Canada. The tour culminates with students learning how to sail a 60-foot brigantine on the Great Lakes and Georgian Bay. Participants return to campus in time to participate fully in Orientation Week activities. Contact the Director of the Land/Sea Program for more information.

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 in order to provide programs that no single college could undertake by itself.

Kalamazoo College students who meet appropriate qualifications are eligible to apply for participation in a fine arts program in New York City, a fall quarter seminar at the Newberry Library in Chicago, an urban studies program at The Philadelphia Center, a science/social science term at the Oak Ridge National Laboratory in Tennessee, and several programs in international settings. College faculty members serve as liaison advisors to these programs. Students interested in the GLCA programs should consult with the appropriate faculty advisor.
Performing Arts

The College offers many different kinds of participation in the arts. Three theatres permit great latitude in play selection, design, and direction. Major productions and studio productions give all Kalamazoo College students opportunities to act or to participate in set, lighting, costume, and makeup design. Productions of original student plays encourage writing and directing as well.

The College Singers, Chamber Choir, Concert Band, Orchestra, Jazz Band, and K-Handbells are open to any qualified student. These groups provide a variety of formal and informal concerts and recitals.

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

The College gallery hosts exhibitions by students and faculty as well as other artists. The proximity of Detroit and Chicago permits scheduled trips to museums, and the art department regularly sponsors lectures and demonstrations by art historians and visiting artists. Often 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.
Study Abroad
Mr. Brockington, Mr. Vande Berg (Director)

General Information

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

It is the student’s responsibility to become familiar with all policies, regulations, and guidelines. The student’s application for participation in the program and signature on the Student Agreement form are confirmation of acceptance of the policies governing the program, including all academic and social policies of Kalamazoo College, among them the Honor System. Failure to adhere to these will be considered sufficient reason for dismissal from the program.

Program Length

The study abroad programs available to Kalamazoo College students include long-term, extended-term, and spring short-term programs. In a long-term program, the academic experience typically lasts 14-17 weeks. Extended-term programs typically begin in the fall and end the following spring. One program on the approved list is longer than extended-term programs; the program at Waseda University in Japan lasts eleven months. Spring short-term programs typically last ten weeks, beginning in late March and ending in early June. Students need to meet with their academic advisors and consult the Center for International Programs well in advance of participation in order to determine the programs that will best fit their needs.

Eligibility

Students are required to obtain approval in advance for participation in study abroad programs through application to the Center for International Programs. The Center determines which study abroad programs qualify for academic credit and financial aid. Participants are assigned to specific programs and sites based upon student qualifications, program capacities, and other conditions deemed relevant by the Director of the Center for International Programs. The final decision regarding admission to and participation in specific programs rests with the Director of the Center for International Programs and host institutions abroad. The director reserves the right to deny participation in study abroad when students’ actions either on or off campus raise doubt that they are ready for an international study experience or prepared to represent Kalamazoo College appropriately. Programs may be suspended or withdrawn at any time due to political, economic, or other conditions.

Application materials will be forwarded by the Center for International Programs to the appropriate programs or universities. No credit will be awarded for any academic work done outside the United States without prior endorsement. Requests for endorsements after the fact will not be entertained. Students interested in enrolling in a program not on the “Approved List of Study Abroad Programs” (a copy of which can be
found in the Center for International Programs) can petition the Center to have the program endorsed on a one-time basis. Such petitions must be filed by November 1 of the calendar year prior to the year in which students wish to participate. A description of the petition process is available in the Center for International Programs.

Students on academic probation or who have a history of significant disciplinary problems are not eligible to participate in the study abroad program. Students must be off probation for one quarter prior to study abroad. All students participating in long-term or extended-term programs (including the program at Waseda) must have junior standing (a minimum of 17 Kalamazoo College credits with a grade of D or better). Usually married students and non-degree international students do not participate, but they should consult the director of the program if they are interested. Students who transfer to Kalamazoo College should also talk with the director about their participation upon initial enrollment.

As a general policy, participation in Kalamazoo College study abroad programs will be limited to 20 students per program. Sophomores will be given priority for the spring short-term programs. Juniors will be admitted to spring short-term programs only if there is space available. Juniors will be given priority for the long-term and extended-term programs (including Waseda); seniors will be admitted if space is available. In those Kalamazoo programs that are open to participation by non-Kalamazoo students (Ecuador Environmental Studies, Erlangen, Senegal, Sierra Leone, Kenya, and Zimbabwe), nine of the 20 spaces available will be designated for Kalamazoo students, seven for non-Kalamazoo students, and the remaining four spaces will be allocated among the next most qualified students from both groups as determined by the selection process. First-year students are not eligible to participate in study abroad.

Application, Selection, and Placement

Students must meet specific requirements and deadlines in order to be eligible to participate in any study abroad program. These requirements differ from program to program, but for all of them, prospective participants must fill out and hand in required application materials. Information on specific program requirements and applications are available in the Center for International Programs. All students must meet these requirements at the time they apply.

First-year and transfer students must complete and turn in the “First-Year Student Interest Form” by November 1 of the first year on campus. Sophomores and juniors wishing to participate in a spring short-term program must complete and turn in the “Sophomore/Transfer Student Interest Form” by November 1 of the academic year they intend to participate. Sophomores and juniors wishing to participate in long- or extended-term programs must complete and turn in the “Sophomore/Transfer Student Interest Form” by December 1 of the academic year preceding the one in which they intend to participate. Students may apply to only one program at a time. All applications for participation in short-term programs are due in the Center by December 1; applications for participation in long- or extended-term programs are due in the Center by February 15 [except for certain non-Kalamazoo programs that have earlier due dates: India (October 1), Nepal (December 1), GLCA Japan and JCMU-Hikone (January 15)]. Failure to turn in the completed application materials by the due dates will jeopardize a student’s participation in study abroad.
Students meeting the College's and any program-specific eligibility requirements are selected for participation in the study abroad program on the basis of such items as their cumulative grade point average, their grades in the appropriate foreign language (where applicable), the strength of the required essay(s), faculty letters of recommendation, an evaluation of the transcript, and other information provided in their application and their College records. The Center for International Programs may also require applicants to be interviewed.

**Foreign Language Proficiency**

Students who desire a university-integrated experience must have proficiency in the appropriate foreign language equivalent to at least four quarters of language training (students participating in the programs in China and Japan will need considerably more language study in order to gain entrance into regular University courses). Students who will be studying at any German-, French-, or Spanish-speaking site must take and pass a foreign language course in the quarter before study abroad. Students choosing the spring short-term study abroad option may not have proficiency in the language of that study abroad center greater than three units (level 420) of that language and must have a minimum proficiency equivalent to two units (level 310).

**Fees**

For Kalamazoo College students participating in a long-term Kalamazoo College study abroad program, the fee for 1996-97 is $11,318; for an extended-term Kalamazoo College program, the 1996-97 fee is $18,863. The fee for Kalamazoo College students participating in Kalamazoo College 1997 spring short-term programs is $7,545. Fees for participants from other colleges and universities are $12,118 for long-term and $19,663 for extended-term programs. Fees for Kalamazoo students participating in non-Kalamazoo study abroad programs often exceed the fees for Kalamazoo programs. All non-Kalamazoo options are billed at the Kalamazoo College rates cited above or at the actual rate, if this exceeds customary Kalamazoo charges. In no instance will a student pay less than the fee assessed for Kalamazoo College's own study abroad programs. The Center for International Programs has information on fees for specific programs. A nonrefundable deposit will be required prior to participation in all programs.

**Study abroad fees** cover international round-trip group transportation from the designated port of departure (typically New York, Miami, or San Francisco) to the foreign center, and from the designated foreign port of departure to the original departure port; room and board while classes are in session; all academic tuition and fees; and excursions included as part of the academic program.

**Study abroad fees do not include:**
- domestic round-trip transportation between the student’s home and the designated port of departure (or, in the case of the Kenya, Zimbabwe, and Senegal programs, the student’s home and Kalamazoo College for the pre-departure orientation program)
- books and other required educational materials (including photocopies and personal printing—approximately $150 per quarter) or additional lab or music fees
room and board during Christmas, Holy Week, and other extended vacation periods
- passports
- required photographs
- required physical exams, x-rays, and other medical tests
- required and recommended immunizations (average cost for immunizations at the College Health Center is $200 to $300)
- required health and accident insurance
- required anti-malarial prophylactic pills (for China, Ecuador, Egypt, Kenya, Senegal, and Zimbabwe only) that the student takes abroad (average cost $10 per pill, taken on a weekly basis; total cost varies from $300 to $400, depending on the length of the program)
- required SOS medical evacuation insurance (for China, Ecuador, Egypt, Kenya, Senegal, and Zimbabwe only)
- independent travel while abroad
- incidental expenses en route and abroad
- cost of local transportation at the program site

Students who are older than 25 at the time of departure may incur additional transportation charges.

The amount students spend above and beyond what is paid to the College will vary. Returning students suggest that an average of $1,200 extra for Spring short-term; $2,000 to $3,000 for long-term programs; and $2,500 to $3,000 for extended-term programs is realistic. Students may be able to manage on less than these amounts if they budget carefully and restrict independent travel.

**Billing and Payment**

Students will be informed of the entire fee for the program prior to the beginning of the program. Payments for study abroad programs are made according to the payment schedule included with the bill. Approximate billing dates for 1996-97 are as follows:

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Mailed by</th>
<th>Due by</th>
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</thead>
<tbody>
<tr>
<td>Summer Quarter (overseas)</td>
<td>May 26, 1996</td>
<td>June 12, 1996</td>
</tr>
<tr>
<td>Fall Quarter (overseas)</td>
<td>July 31, 1996</td>
<td>August 21, 1996</td>
</tr>
<tr>
<td>Winter Quarter (overseas)</td>
<td>November 27, 1996</td>
<td>December 18, 1996</td>
</tr>
<tr>
<td>Spring Quarter (overseas)</td>
<td>February 26, 1997</td>
<td>March 18, 1997</td>
</tr>
</tbody>
</table>

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

**Financial Aid**

For Kalamazoo College students receiving financial aid, this aid is applicable for those programs that appear in the "approved for academic credit and financial aid" category of the "Approved List of Study Abroad Programs." (Consult the Center for International Programs for more information about this list.) The term "limited financial aid" indicates that
state and federal funds are fully available, but institutional funding is limited. Scholarship support for more than one study abroad experience is subject to negotiation with the Director of the Center for International Programs.

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

Work/Study: No employment is available to students while on study abroad. Students travel overseas on a student visa, which specifically prevents them from seeking employment or earning money while they are in that country. If work/study is part of their financial aid package, students will have to find an alternative source for those funds for the quarters spent abroad.

**Study Abroad Deposit**

In order to hold a student’s place in a program, a $200 nonrefundable deposit is required. Individual student accounts will be assessed this deposit on June 19 (April 3 for spring short-term programs). Students who do not wish to have their accounts assessed must notify the Center for International Programs in writing, prior to the applicable date, that they are no longer interested in participating in the program to which they have been admitted. In the cases of withdrawal after that date or dismissal from the program, this deposit will be forfeited. In addition, students are liable for all other monies advanced on their behalf at any time, including, but not limited to, application fees and nonrefundable deposits assessed by non-Kalamazoo programs.

**Payment of Bill**

All accounts, including fees, must be cleared before students can leave for study abroad. Tickets will not be released unless accounts are paid in full or appropriate arrangements have been made through the Kalamazoo College business office.

**Pre-Departure Orientation**

In the quarter prior to their departure for study abroad, Kalamazoo College students must attend all mandatory orientation meetings on the Kalamazoo campus. Presentations as well as question-answer sessions conducted by faculty members and, where feasible, study abroad returnees help students prepare to make the most of their time abroad.

Kalamazoo and non-Kalamazoo students participating in the study abroad programs in Africa will be notified of the date(s) of the required pre-departure orientation program. The orientation programs are held on the Kalamazoo campus in early September, immediately prior to the students’ departure.

Non-Kalamazoo students participating in the Ecuador Environmental Studies Program will be notified of the date(s) of appropriate orientation programs or activities.

**Academic Credit**

All academic work completed in the study abroad program is certified by the Director of the Center for International Programs and the Registrar and recorded on the Kalamazoo College academic transcript on the basis of examinations and reports supplied by supervisors and teachers abroad.
Study abroad credits count toward graduation and may be used to satisfy Area of Study requirements, Cultures requirements, and major or minor program requirements approved by departmental faculty. During the 1996-97 academic year, Kalamazoo College students will receive three Kalamazoo College units of credit for a spring short-term program, five units for a long-term program, and nine units for an extended-term program. Beginning with study abroad in 1997-98, Kalamazoo College students will receive three, six, and nine units respectively. Students from other colleges participating in Kalamazoo College programs should consult the Center for International Programs regarding credit. Once students have completed the study abroad program, filled out and returned the evaluation (available in the Center for International Programs), and (where necessary) consulted with the Registrar, the appropriate Credit/No Credit grades will be recorded on the transcript.

Independent Study

No independent study for credit may be pursued in any study abroad program without advance approval from the Director of the Center for International Programs.

Grades

All grades earned on study abroad will be reviewed, translated, and certified by the Center for International Programs and will be recorded by the Registrar as CR (credit) or NC (no credit) on the student’s Kalamazoo College transcript. Credits will normally be listed on the Kalamazoo College transcript with the same academic rubric used at the foreign institution; for example, a class listed as a “History” course will be listed as a “History” course on the Kalamazoo transcript. A student who believes that, for instance, a course listed as “Art History” at a foreign institution should be listed as “History” on the Kalamazoo transcript should appeal to the Director of the Center for International Programs and the Kalamazoo College Registrar. In consultation with the department affected and after examining a syllabus of the course completed abroad, the Director and Registrar will determine how the course should be described on the transcript.

Grades sent to the Center for International Programs by a foreign institution will not be changed. However, cognizant that grading standards and policies sometimes differ significantly between U.S. and foreign institutions, Kalamazoo College will, as a matter of policy, change a grade issued through a foreign institution only under the most extraordinary of circumstances. A student who wishes to challenge a grade issued for a course taken abroad should appeal to the Director of the Center for International Programs and the Registrar. Grade changes follow the policies and procedures of Kalamazoo College.

Incompletes

Students must complete all course work while they are enrolled in the academic program abroad; no “Incompletes” will be given for course work abroad. All course work must be completed by the deadlines set by the staff and instructors at the program abroad. Courses that are not completed abroad will be recorded as NC (no credit) on the Kalamazoo College transcript.
Underloads, Drops, and Added Courses

It is not possible to arbitrarily underload, drop, or add courses while on study abroad. Students must enroll in the required number of courses as specified by Kalamazoo College and cannot exceed or reduce the required number of courses in the program without the written permission of the Director of the Center for International Programs. Students who add a course without permission will receive no credit for that course. Students who drop a course without permission or fail to enroll in the prescribed number of courses will receive an F for each dropped course, and the failed course grade(s) will be recorded as NC on the transcript. All participating students are required to submit a “University Course Registration Worksheet” to the local resident director no later than the end of the first week of class in the regular academic program.

Withdrawal

Students who withdraw from the program after being admitted will forfeit the nonrefundable deposit. They will be required to pay any additional costs incurred on their behalf (including, but not limited to, monies advanced on their behalf for nonrefundable deposits at other institutions, airfare, legal documents, visa and application fees, housing deposits, etc.). Students who withdraw with the permission of the Director of the Center for International Programs after the program abroad has begun may be entitled to a partial refund as specified in the College’s policies. These students are also eligible to receive grades of W (withdraw) on the Kalamazoo College academic transcript.

Students who wish to return home, once a program abroad has begun, must receive permission to do so from the Director of the Center for International Programs. Students who withdraw without permission will not be eligible for any academic credits that would have been earned and will automatically be withdrawn from the College. These regulations also apply in the case of dismissal from the program. If students participate in the study abroad program and subsequently withdraw from the College prior to graduation, the Board of Trustees has directed that these students must pay $1,300 before their academic transcripts will be released.

Study Abroad Programs

On Kalamazoo College programs, a College representative will meet each group as it arrives abroad. College personnel visit study abroad sites as needed. Each Kalamazoo program has a Program Director appointed by the College to mentor students and represent the College. At most sites, students live in homestays; in a few instances, university dormitories provide housing.

Each study abroad program is unique, but each offers challenging course work in an educational system whose values and methods reflect those of the local culture, opportunities for integrative cultural experiences, and structured opportunities for using the local language(s) both in and out of the classroom. As the academic, language, and personal qualifications differ from center to center, it is imperative that students read carefully the complete information packet and handbook available from the Center for International Programs. Following is a brief summary of the study abroad programs operated by, or formally affiliated with, Kalamazoo College.
**Africa**

**Nairobi, Kenya**

The long-term and extended-term programs (2.75 GPA required) offer courses in Swahili language study, courses taught in English, and an individualized cultural research project. (5 or 9 units of credit)

**Dakar, Senegal**

The extended-term program at L'Université Cheikh Anta Diop has a minimum requirement of four units of French and a GPA of 2.75. The program offers regular university courses taught in French, additional courses in Wolof language and other subjects, and an individualized cultural research project. (9 units of credit)

**Freetown, Sierra Leone**

(NOTE: This program has been temporarily suspended and will not operate during the 1996-97 academic year.)

The long-term and extended-term programs at the University of Sierra Leone offer regular university courses in English, a special course designed for American students, Krio language courses, and an individualized cultural research project. (5 units of credit)

**Mutare, Zimbabwe**

The long-term and extended-term environmental studies programs at Africa University offer regular university courses in English, a Shona language course, and an individualized cultural research project. (5 or 9 units of credit)

**China**

**Beijing**

The long-term and extended-term programs at the Beijing Language and Culture University have a minimum requirement of three units of Chinese. The program offers university courses in Chinese language and other subjects. (5 or 9 units of credit)

**Ecuador**

**Quito**

The long-term program at the Universidad San Francisco de Quito has a minimum requirement of three units of Spanish and a GPA of 2.75. The program offers specially designed courses in Spanish for intermediate-level students and, for advanced students, enrollment in regular university courses. All students complete an individualized cultural research project. (5 units of credit)

The long-term (January to early/mid-May) environmental studies program at the Universidad San Francisco de Quito has a minimum requirement of four units of Spanish, a GPA of 2.75, and previous course work in biology or environmental studies. Participants enroll in four courses—three of them regular offerings in the University’s College of Environmental Sciences—and complete a field research project at the conclusion of USFQ's winter trimester classes. (5 units of credit)
France

Aix-en-Provence

The long-term and extended-term programs at the American University Center of Provence have a minimum requirement of four units of French and a GPA of 3.0. The program offers enrollment in courses at the AUCP and one course at the Université de Provence Aix-Marseille, in addition to the required Cultural Practicum course. (5 or 9 units of credit)

Caen

The spring short-term program has a minimum requirement of two (but not more than three) units of French. The program offers continuation of French study and one specially arranged art and culture course taught in French. (3 units of credit)

Clermont-Ferrand

The long-term program at the Ecole Supérieure de Commerce has a minimum requirement of four units of French. The program begins with intensive language study and is followed by regular courses at the Sup de Co and an individualized cultural research project. (5 units of credit)

Strasbourg

The long-term program at the Université des Sciences Humaines de Strasbourg has a minimum requirement of three units of French. The program begins with three weeks of language study and is and orientation before participants enroll in courses offered at the university’s International Institute of French Studies. Students also complete an individualized cultural research project. (5 units of credit)

Germany

Bonn

The long-term program at the Rheinische Friedrich-Wilhelms-Universität Bonn has a minimum requirement of three units of German. The program begins with a month of intensive language study prior to enrollment in regular university courses in the institute for foreign students. (5 units of credit)

The spring short-term program in Bonn has a minimum requirement of two (but not more than three) units of German or the equivalent. The program offers continuation of German study, one specially arranged culture course taught in German, and the opportunity to use certain university facilities. (3 units of credit)

Erlangen

The long-term and extended-term programs at the Friedrich-Alexander-Universität Erlangen-Nürnberg have a minimum requirement of four units of German and a GPA of 2.75. The programs include intensive language study and orientation during the first month and are followed by academic work in regular university offerings and an individualized cultural research project. (5 or 9 units of credit)
Japan
Kalamazoo College does not operate a study abroad center of its own in Japan; however, qualified students can apply to one of several programs operated by other institutions, including:

Seto
The long-term and extended-term programs at Nagoya Gakuin University require a minimum of three units of Japanese. The programs offer study in the Japanese language at appropriate levels and courses designed for non-Japanese students taught in English or in English and Japanese. (5 or 9 units of credit)

Tokyo
The 11-month GLCA program at Waseda University requires a minimum of three units of Japanese and an overall grade point average of 3.0. The program offers study in the Japanese language at appropriate levels and work in English in courses designed for non-Japanese students. The GLCA agent is Earlham College; the program runs summer, fall, winter, and spring quarters. (9 units of credit)

The long-term CIEE Japanese Business and Society Program, located at the Center for Japanese Studies in Tokyo, requires a minimum of three units of Japanese and an overall grade point average of 2.75. All applicants must also demonstrate basic business literacy. Participants earn two units of credit in Japanese language and two in social science. This long-term program, operated by the Council on International Educational Exchange, begins in late August and ends around December 20.

Mexico
Oaxaca
The spring short-term program in Oaxaca has a minimum requirement of two (but not more than three) units of Spanish or the equivalent. Course offerings include a continuation of Spanish study and an art and culture class taught in Spanish. (3 units of credit)

Spain
Cáceres
The long-term program at the Universidad de Extremadura has a minimum requirement of four units of Spanish or the equivalent. Students enroll in two regular university courses and two specially arranged courses, one of them a Spanish literature course. All students complete an individualized cultural research project. (5 units of credit)

Madrid
The long-term program at the Universidad Antonio de Nebrija in Madrid has a requirement of three units of Spanish or the equivalent. The program offers students such courses as Spanish history and contemporary life, Spanish art and cinema, and Spanish language and culture. All students complete an individualized cultural research project. (5 units of credit)

The spring short-term program has a minimum requirement of two (but not more than three) units of Spanish. Course offerings include a continuation of Spanish study and one specially arranged art and culture course taught in Spanish. (3 units of credit)
The approved list of other non-Kalamazoo long-term and extended-term study abroad programs includes sites in Denmark, the Dominican Republic, Egypt, England, Greece, Hungary, India, Ireland, Israel, Italy, Nepal, the Netherlands, Russia, and Scotland. Interested students should consult the Center for International Programs about specific requirements.

**L. Lee Stryker Center**

The L. Lee Stryker Center for Management Studies and Educational Services serves as a link between the College and the community through its assistance to individuals, businesses, governments, and nonprofit organizations. The Center also employs Kalamazoo College students through work/study, career development, and senior individualized project (SIP) assignments. Small Business Institute (SBI) projects and student consulting are accomplished through the Small Business Development Center.

The following programs are offered through the Stryker Center:

**Small Business Development Center (SBDC)**

A regional center serving a nine-county area in southwest Michigan that provides vital assistance to entrepreneurs starting a new business as well as those maintaining existing businesses.

**Nontraditional Programs, Workshops, and Seminars**

Courses in personal learning and enrichment in areas of foreign language, supervisory skills, management development and Certified Employee Benefits Specialist (CEBS), and audits of College classes.

**Consulting and Training**

Custom-designed employee training and organizational consulting for commercial and manufacturing companies as well as nonprofit and educational organizations.

**Forum for Kalamazoo County/River Partners Program**

A community organization that addresses concerns in a nonpartisan way, striving to reach common ground in which public action is based on informed decisions.
IV. Student Life
   Residential Living
   Social Policies
   Student Activities/Student Government
   Campus Employment
Residential Living

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

Students are required to live in the residential housing system and carry a meal plan. Several campus housing options are available. Residence halls are coed by area or floor, with single, double, or triple rooms as well as suites. Five living/learning housing units allow groups of 8–11 students to arrange their housing around a particular educational focus and initiate programming to enrich their own experience and that of the wider campus.

The primary purpose of our residential campus is to develop and maintain an atmosphere that promotes academic, personal, and social growth. Working with students, the College assumes the responsibility for standards of occupancy and the proper care of the residence halls. All on-campus housing is supervised by staff members and student resident assistants under the supervision of the Associate Dean for Residential Life. (A detailed statement of the housing assignment system and residence hall policies is provided in the Kalamazoo College Student Handbook.)

To accommodate students with disabilities, classrooms will be reassigned and services moved or modified if access within a building is limited. The Dean of Experiential Education will help with academic modifications that may be necessary to achieve an education comparable to that provided other students.

Kalamazoo College’s Health Center, staffed by a nurse practitioner and registered nurses, provides routine health care to students. Medication, laboratory services, and immunizations are provided at minimal cost. Students are referred off campus to the physician associated with the nurse practitioner for more serious health problems. Emergency treatment and laboratory tests are available off campus. Students are required to have medical coverage through a family policy or a college student health insurance plan.

Located within the Student Services area of Hicks Center are the offices of the Dean of Experiential Education, Counseling, Residential Life, Student Activities, and Security. The Health Center is housed in Harmon Hall. The office of the Dean of the Chapel is in Stetson Chapel. (A more comprehensive discussion of these resources is found in the Kalamazoo College Student Handbook.)
Social Policies

When students arrive at the College, they are given the Kalamazoo College Student Handbook, which details the social policies of the College and the residence hall/house policies. Also included is comprehensive information about the honor system and the judicial process. Before coming to campus, new students need to be aware of two important College policies:

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 staff. The bylaws 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 the power necessary to address those problems. The President and staff are expected to take those steps that 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 operates within an Honor System and assumes that students will conduct themselves as responsible persons whether they are in residence on campus or working/studying off campus. All students at Kalamazoo College are expected to become acquainted with the rules and regulations 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 does not allow the sale, distribution, use, or possession of illegal drugs on campus. Violators of this policy are subject to disciplinary action up to and including dismissal. Kalamazoo College reserves the right to dismiss any student whose conduct is detrimental to the well-being of the College.

Student Activities/ Student Government

Since intellectual growth is only one element of an education, Kalamazoo College offers many experiential 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.) Included are opportunities in campus governance through participation in Student Commission, appointments to the Judicial Council, and election as representatives to standing faculty committees and as intra-campus representatives. Among the many student organizations on campus are the Jewish Student Association, Asian Student Association, Intervarsity Christian Fellowship,
Women's Equity Coalition, Black Student Organization, and the Environmental Organization. Kalamazoo College students publish the Index, the student newspaper; Boiling Pot, the College yearbook; the Cauldron, a literary magazine; and the Atlas, a publication about students' study abroad experiences. Students operate a radio station for the campus, WJMD-FM. Social opportunities are also available through the Student Activities Committee. This group organizes major campus activities, including Homecoming, Monte Carlo Night, Spring Fling, Bahama Boogie, and Air Band. Participation in clubs, organizations, and governance activities is open to all Kalamazoo College students.

Campus Employment

There are many opportunities to work on the Kalamazoo College campus. These include positions such as a residence hall assistant, tutor, computer lab assistant, or departmental or admissions assistant. The library, media center, and Stryker Center, as well as other areas of the College, are eager to employ qualified students. Working with faculty, staff, and other students helps to shape a clearer understanding of oneself, encourages development of skills that will be valuable in the workplace, improves one's self-reliance and personal discipline, and often helps to clarify a student's goals. The normal work load is ten hours per week.
V. Academic Programs

Degree Requirements
Academic Policies and Procedures
Divisions and Departments
Majors and Minors
Courses of Instruction
Honors, Awards, and Prizes
### Degree Requirements

#### The Kalamazoo College Degree

Kalamazoo College offers the Bachelor of Arts degree. Each student is ultimately responsible for understanding the College's degree requirements, academic policies and procedures, and for arranging their course of study accordingly.

#### Use of the Kalamazoo College Academic Catalogue to Determine Degree Requirements

Though graduation requirements may change while a student is enrolled, it is expected that degree candidates will meet the requirements outlined in the catalogue that is in effect at the time of the first registration after formal admission. This policy will not apply to students who interrupt their course of study for more than two quarters. These students will be required to follow the degree requirements as stated in the College catalogue at the time of readmission.

#### Requirements for Graduation

<table>
<thead>
<tr>
<th># Units</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Unit</td>
<td>First-Year Seminar (Does not satisfy Area of Study or Cultures requirement)</td>
</tr>
<tr>
<td>1 Unit</td>
<td>Quantitative Reasoning (Does not satisfy Area of Study requirement)</td>
</tr>
<tr>
<td>(3 Units)</td>
<td>Language (Proficiency at the Intermediate Level)</td>
</tr>
<tr>
<td>1 Unit</td>
<td>Physical Education (5 activities)</td>
</tr>
<tr>
<td>3 Units</td>
<td>Literature, Fine Arts, and Creative Expression</td>
</tr>
<tr>
<td></td>
<td>1 unit minimum of literature in any language</td>
</tr>
<tr>
<td></td>
<td>1 unit minimum of creative expression</td>
</tr>
<tr>
<td>2 Units</td>
<td>Natural Science, Mathematics, and Computer Science</td>
</tr>
<tr>
<td></td>
<td>1 unit minimum of natural science</td>
</tr>
<tr>
<td>2 Units</td>
<td>Philosophy and Religion</td>
</tr>
<tr>
<td>3 Units</td>
<td>Social Science</td>
</tr>
<tr>
<td></td>
<td>Units chosen from at least two different departments</td>
</tr>
<tr>
<td>(3 Units)</td>
<td>Cultures (May satisfy Area of Study, Major, Minor, or Concentration requirements)</td>
</tr>
<tr>
<td></td>
<td>1 unit study of United States culture</td>
</tr>
<tr>
<td></td>
<td>2 units study of cultures in other countries</td>
</tr>
<tr>
<td>8-12 Units</td>
<td>Major</td>
</tr>
<tr>
<td></td>
<td>Comprehensive Examination in the Major Department</td>
</tr>
<tr>
<td>1 Unit</td>
<td>Liberal Arts Colloquium Credit (25 activities)</td>
</tr>
</tbody>
</table>
1-2 Units  **Senior Individualized Project**
1 unit minimum

**Portfolio**

38 Units  **Minimum Required for Graduation**
24 units of C- or better

**Residency Requirement**
Each student (transfer and first-year student) must be enrolled for a minimum of six full-time quarters on the Kalamazoo College campus, the last three of which must be in the senior year. A minimum of 18 units, exclusive of the Liberal Arts Colloquium Credit (LACC) and Physical Education (PE) activity unit, must be earned on campus.

1. International study programs, GLCA programs, and other approved off-campus programs are not included in the required six quarters on campus.

2. Students participating in the 3-2 engineering program or early professional school admission are exempt from the requirement to spend their senior year on campus, but must complete the residency requirement of six full-time quarters on campus.

3. Students completing secondary teaching certification are exempt from one of the required senior quarters if they are student teaching during their senior year. These students, however, must meet the requirement of six full-time quarters in residency.

**Writing Proficiency Requirement**
All degree-seeking students must complete a First-Year Seminar (130) during the fall quarter of the first year in residence. If students do not pass a seminar (130), they must substitute another writing intensive course at the College with approval of the Director of the First-Year Experience and the Registrar. Students may also take a preapproved course at another institution during the first-year summer. This requirement must be satisfied before the start of the sophomore year. Transfer students may satisfy this requirement by the transfer of an English Composition course taken prior to admission or by taking a First-Year Seminar if they are transferring less than 9 units and have no English Composition.

Visiting international students, foreign nationals, or U.S. citizens who have spent significant time abroad may enroll in the International Student Seminar with the approval of the Director of the First-Year Experience and the instructor. These students may be asked to take a placement exam or produce a writing sample before enrollment is finalized.

**Physical Education Activity Unit**
All students, including transfer students, must successfully complete 5 PE activities for which they will be awarded a total of 1 unit. PE activities will be graded CR/NC and only 1 unit of PE activity may be counted toward graduation. Only two activities in any one area may be counted for completion of this requirement. (Activity PE 101 may not be repeated.) A PE unit may be used once during degree completion as part of a full-time load within the quarter in which the unit is being completed.
Liberal Arts Colloquium Credit (LACC)
The College Forum provides a special dimension to the total liberal arts experience at Kalamazoo College. LACC lectures, performances, concerts, and panels focus on the general education of students. Participation in at least 25 Forum/LACC events is a graduation requirement. Transfer students will have the number of LACC requirements prorated (at a rate of approximately 2.5 per on-campus quarter) and should consult with the Registrar. The LACC, awarded after the quarter of completion, may not be used as one of 3 units within a given quarter full-time load.

Area of Study
Taken together, the social sciences, natural sciences, mathematics and computer science, religion and philosophy, literature, fine arts, and creative expression represent the development and shape of academic knowledge. In these courses, students are introduced to different areas of focus and academic inquiry, acquiring the tools to locate themselves in their environments and histories as well as the means to understand and manage the methodologies that shape objects of study in these disciplines. The general education requirement ensures that students take courses not only in a major field, but within a broad range of study that will introduce them to various modes and domains of inquiry. (See page 34 for the Area of Study requirements.)

Cultures
As part of the general education requirement, students are required to take at least one course that focuses on the cultural traditions that help make up the complex and many-sided nature of the United States and two courses focusing on the cultural complexities of other countries. Students will benefit not only by locating the cultural patterns of the U.S. within a global context, but also by locating themselves and their particular cultural traditions within the kaleidoscope of cultures in this country. (See page 34 for the Cultures requirement.)

Declaration of Major
All students must declare and pursue a major program of study to meet degree requirements. A major consists of a minimum of 8 units and cognates, all of which must be at a grade of C- or better. Students are asked to declare a major during the winter of their sophomore year. The major program of study may be changed thereafter by filing a change of major form in the Registrar’s office. If a double major is chosen, students must meet the requirements of both programs and must take comprehensive examinations in both.

Comprehensive Examination
The purpose of the comprehensive examination is to test students’ knowledge of the material, skills, and methods made familiar in courses completed in the major field. The examinations are graded “pass with distinction,” “pass,” or “fail,” and may take the form of a written departmental examination, an oral examination, a performance in the field, or any combination of these. The comprehensive examination must be repeated if a grade of “fail” is received. The comprehensive examination is not recorded on the academic transcript.
Declaration of Minor

A minor consists of a minimum of 6 units within one department, all of which must be at a grade of C- or better. A minor is not required for graduation, but may be used by the student to strengthen a knowledge base different from or complementary to the required major program. Courses taken in a minor program may not be double counted toward a major or another minor. A minor is normally declared in the sophomore winter and may be changed thereafter by filing a change of minor form in the Registrar’s office.

Declaration of Concentration

A concentration consists of a minimum of 6 interdisciplinary units. A concentration is not required for graduation, but may be used by the student to strengthen a knowledge base different from or complementary to the required major program. A concentration is normally declared in the sophomore winter and may be changed thereafter by filing a change of concentration form in the Registrar’s office.

Senior Individualized Project (SIP)

The senior individualized project is a graduation requirement. Every student must successfully complete a SIP before receiving a degree. The SIP is usually completed in the major department or in one or both departments of a double major. However, a SIP may be completed in any department of the College unless it is a specific requirement for the major.

A SIP normally carries 1 unit of credit and takes the form of creative work in the arts, laboratory or field research, student teaching, thesis, course work, or an internship culminating in a written report. Under exceptional circumstances, 2-unit SIPs are possible. Student teaching SIPs receive 3 units; however, only 2 units count toward graduation; the third satisfies a certification requirement by the State of Michigan. The amount of SIP credit (1 or 2 units) is determined at the beginning of the project and is not subject to later alteration.

The completed SIP is due the first day of the quarter immediately following the SIP quarter or on the date designated by the faculty supervisor on the SIP contract. The SIP must be submitted by the deadline. Any fall or winter quarter SIP not completed and graded by Commencement will receive a NC. Senior spring SIPs are not permitted.

SIPs receive grades of Honors (H), Credit (CR), or No Credit (NC). If the SIP is in two departments, grades will be submitted by both departments. The grade will be recorded on the transcript along with the title of the SIP. There will be no change of grade after it has been submitted. The incomplete and withdrawal polices of the College apply to SIPs. If a student receives a NC, the SIP must be repeated. For further information, please refer to the SIP Handbook found in the Registrar’s office.

The College reserves the right to place any or all SIPs on file in the Upjohn Library.

Portfolio

Assisted by advisors, as well as career development counselors, employment supervisors, internship supervisors, coaches, and faculty, staff, and student mentors, students will select and compose materials for the portfolio beginning in the first year. These materials may emerge from academic course work, LACC events, workshops, student activities and organizations, volunteer work, internships, employment, and study/travel abroad. Each will be accompanied by statements of reflection that describe
connections among the components of education, clarify educational and career goals, and articulate emerging values. From the portfolio, a student may assemble distinctive documentation necessary for internship applications, job interviews, graduate school applications, and other purposes.

The portfolio is a graduation requirement.

Commencement

Commencement ceremonies are held each year in June. Members of the senior class are expected to attend both Baccalaureate and Commencement ceremonies. Students who have earned 27 units (exclusive of LACC and PE) upon completion of work for the winter quarter or 30 units (exclusive of LACC and PE) by the time of commencement are eligible to march at the commencement ceremony.

Diploma Granting Dates

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

Academic Policies and Procedures

Credit

The Kalamazoo College credit is referred to as a unit. Each unit is equivalent to 5 quarter hours or 3.33 semester hours.

Credit Load

The academic year at Kalamazoo College comprises three quarters. Each quarter is composed of 10 weeks of class plus an examination week, for a total of 11 weeks. Students normally carry a course load of 3 units per quarter. This credit load enables a student to complete all graduation requirements within 12 quarters.

Attendance

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

Examinations

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

Registration

Students are expected to register during the designated preregistration periods (usually seventh and eighth week of each quarter) for their next quarter on campus. Prior to registration, students are required to acquaint themselves with the class schedule, academic policies, procedures, and regulations in this catalogue and the student handbook.

Registration and validation are not complete until fees are paid or arrangements for payment have been made with the business office. The College reserves the right to withdraw a student for failure to meet the designated deadlines of registration and validation.
Drop/Add

Students may drop/add courses through the end of the third week of a quarter. Drop/add will occur without penalty the first four days of the quarter, with a $10 charge for the fifth day of the first week, and a $20 charge through the end of the third week. Any changes made to a student’s class schedule must have the approval of the advisor and must be on file in the Registrar’s office by the end of the third week.

Students are responsible for accurate registration and are held accountable for courses that appear on the final registration. All academic courses, 200-level partial classes, and PE activities must be added or dropped within the official time limit or they will be subject to failing grades or a grade of W (withdraw) or WF (withdraw failure)

Students will be held accountable for classes remaining on their class schedules at the end of a quarter and will be graded accordingly. Students will not receive a grade for courses not appearing on the class schedule.

Underload

Students may choose to underload (carry 2 units) in a given quarter in consultation with the Registrar. Students should consider the ramifications of underloading on financial aid, athletic eligibility, and timely completion of graduation requirements.

Overload

Overload and transfer credit policies apply to first-time and transfer students entering Kalamazoo College with fewer than 18 transfer units. Students may attempt four overloads, or complete four transfer units, or combine overload and transfer credits up to a maximum of 4 units. To overload, students must meet the following GPA minimums:

- **First-Year**: May not overload
- **Sophomore**: Cumulative GPA of 3.50 at the time of the request
- **Junior**: Cumulative GPA of 3.25 at the time of the request
- **Senior**: No minimum GPA

Transfer students entering Kalamazoo College with the maximum of 18 units may exercise the overload option up to 4 units, following the GPA guidelines above.

Credit/No Credit Option For Seniors

During the senior year, a student may elect one on-campus CR/NC (credit/no credit) course if the following conditions are met: the course must be outside the major, minor, or cognate of the major or minor; the individual instructor must approve the CR/NC option; and the appropriate forms must be on file in the Registrar’s office by Friday of first week. The CR/NC option is irrevocable after Friday of the first week.

Audit

Students may audit a course with permission of the instructor. There is no official registration or notation on the transcript.

Course Withdrawal

Students may withdraw from a course with the grade of W or WF from the fourth through the end of the tenth week of a given quarter. The W or WF will be issued by the instructor, based upon the earned grade at
the time of the withdrawal request, in consultation with the Registrar or Associate Provost. Course withdrawal may affect financial aid, athletic eligibility, and timely completion of graduation requirements.

**Withdrawal from the College**

Students who find it necessary to withdraw from Kalamazoo College are asked to contact the Registrar. In the event of serious illness or inability to complete the quarter, grades of W will be issued for all registered course work.

If students fail to return to campus for a planned on-campus quarter, the College reserves the right to withdraw them. Students off campus for more than two consecutive quarters (with the exception of study abroad and GLCA programs) will be withdrawn from the College.

**Readmission**

To apply for readmission to Kalamazoo College, students must file an application with the Registrar. If students are in good academic standing and do not have outstanding financial obligations to the College, the Registrar can approve the readmission.

If students withdrew from the College while on academic probation or were dismissed for academic or disciplinary reasons, their applications are forwarded to the Committee on Academic Standards for review. Students must indicate, in writing, how the problem that led to probation or dismissal has been resolved or addressed. If the withdrawal or dismissal was for academic reasons, students must provide evidence of successful completion of academic work at another institution. If students withdraw from the College prior to the end of a quarter, for other than health reasons, they will not be allowed to enroll in the College during the subsequent quarter.

**Records**

**Student Information and Records**

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

**Protection of Information**

Information about students contained in educational records must be made accessible them, to persons authorized by students, and to Kalamazoo College faculty and staff who have legitimate educational interests. Information must also be furnished to comply with a judicial order or subpoena.

The College shall disclose to the victim of an alleged crime of violence the penalty imposed in a judicial hearing concerning that allegation.

**Directory Information**

Directory information may be provided to anyone who inquires without the prior consent of students unless they have submitted a written request to withhold such information. Directory information includes the following:
- campus phone number from the directory*
- dates of attendance
• campus box number from the directory
• degree(s) awarded
• classification of any student
• leadership positions within the College
• date (but not year) of birth
• place of birth
• sports statistics
• major field of study
• awards received

*Address/telephone information (such as the faculty, staff, and student directory) is not provided by the College to external agencies or individuals. These publications are intended only for use by members of the immediate College community.

Withholding Directory Information

1. Students must file a written request to withhold directory information with the Dean of Experiential Education.
2. The phone number and address will be removed from the quarter phone list and the student/faculty directory, if they have not yet been printed.
3. The Dean of Experiential Education will provide written notification of this request to all appropriate parties within the institution.

Students should realize that the withholding of this information may complicate enrollment verification to future employers or graduate schools.

Educational Records

The official educational record of students is the file (both paper and computer) maintained in the Registrar's office. This file contains all official enrollment and academic information. It is the responsibility of students to have all pertinent information regarding changes, waivers, exception, scores, and transcripts on file in the Registrar's office.

Release of Confidential Information

Releasing confidential information to anyone other than students or College personnel with a legitimate need to know will require written authorization from the students.
1. Students must sign a request to be kept on file in the office to which the request has been made.
2. Each release will require a new written authorization.
3. The College reserves the right to withhold a request if there is an outstanding financial debt to the College or an unresolved disciplinary action.

Transcripts

Transcripts must be requested in writing by students. An official transcript bearing the seal of the College can only be mailed directly to other educational institutions, certifying agencies, or employers; the transcript without the seal may be issued directly to the student and will be stamped "Issued to Student." The charge for each official transcript is $3.00. Currently enrolled students may obtain an unofficial transcript free-of-charge at any time. Non-enrolled students will be charged $1.00 for each unofficial transcript request. 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.
A transcript request may be made by fax, but Kalamazoo College will not send a transcript by fax. Transcripts can be processed by overnight express mail at the students’ expense. Students are asked to give the Registrar’s office a minimum of two days to process a transcript request.

Grading Practices

Grades
The grade point system at Kalamazoo College is:

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

CR (credit) and NC (no credit), H (honors), IP (in progress), W (withdraw), and WF (withdraw failure) do not affect the grade point average (GPA). IP is used to indicate the status of a course that continues over more than one quarter. Pluses and minuses appear on transcripts, but are not used to calculate the Kalamazoo College grade point average (GPA).

Incomplete Grades
An I (incomplete) is recorded when work is of acceptable quality, but has not been finished because of illness or other extraordinary circumstances. An I automatically becomes an F (or NC) if the work has not been completed by the end of the sixth week of the next quarter, whether the students are on or off campus or have left the College.

Repeated Courses
A grade of D, F, W, WF, or NC may be repeated. Both attempts will appear on students’ transcripts, but only the second attempt will be used to calculate the Kalamazoo College cumulative grade point average. Students may not accumulate more than a total of 7 units (excluding SIP) with grades of F or NC and still be eligible to earn a degree.

Change of Grade
Students seeking a grade change should first contact the course instructor, who is responsible for the grades issued. Both students and faculty should understand that a change in an assigned grade should reflect only identifiable and distinct errors in the evaluation process. Students should initiate this process as soon as possible but, in any case, no later than the end of the sixth week of the next quarter in residence or within six weeks from graduation or withdrawal from the College. Further details are available from the Registrar.

CR/NC Courses and Programs
Study abroad, the SIP, GLCA programs, LACC, physical education, 200-level courses (excluding music), and the senior CR/NC option receive the grade of CR/NC (credit/no credit) and do not affect the cumulative GPA. CR/NC options are not available in the major, minor, concentration, or cognate courses.

Partial Credit Courses
Partial credit courses are offered for $\frac{1}{3}$, $\frac{1}{4}$, and $\frac{1}{5}$ of a unit each registration. A student must complete the requisite number of partial
credits to receive 1 unit. A 200-level course may be used once during degree completion as part of a quarter load of three classes. This will occur in the quarter in which the credit is being completed. Students may count one 200-level course outside the major toward the 38 units required for graduation. A 200-level class does not count as an overload. The following partial credit courses are offered:

<table>
<thead>
<tr>
<th>Course</th>
<th>Type</th>
<th>Credit</th>
<th>Quarters</th>
<th>Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 200</td>
<td>(CR/NC)</td>
<td>1/4</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>ENG 200</td>
<td>(CR/NC)</td>
<td>1/4</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>MUS 200</td>
<td>(graded)</td>
<td>1/5</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Applied Music</td>
<td>(graded)</td>
<td>1/5</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>MAT 200</td>
<td>(CR/NC)</td>
<td>1/5</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>PE 275</td>
<td>(graded)</td>
<td>1/3</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>PHY 200</td>
<td>(CR/NC)</td>
<td>1/4</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>THA 200</td>
<td>(CR/NC)</td>
<td>1/4</td>
<td>4</td>
<td>1</td>
</tr>
</tbody>
</table>

*required of the major

Music Ensembles
Students may elect as many ensembles as they can arrange in their schedules. One unit of credit is awarded after five quarters of participation in an ensemble. Only two ensemble activities per quarter may be credited toward the five required. A music ensemble credit may be used to satisfy the creative expression requirement. However, students may count only 1 unit of ensemble credit (unless a student is a music major) toward the 38 units required for graduation, and the unit may be counted only once in a quarter load of three classes. This will occur in the quarter in which the credit is being completed.

Grade Reports
Grade reports are issued to students at the end of each quarter. The report is sent either to the student's home address, to another address the student has given to the Registrar's office, or to the student's campus mailbox. Grade reports will be sent to parents only if students present a signed statement of request to the Registrar.

Other Means of Earning Credit

Dual Enrollment Credit
Dual enrollment credit is that which is earned by students while still in high school or during the summer directly preceding enrollment at Kalamazoo College. This credit may have been used to satisfy high school diploma requirements, but it must have been taken at an accredited institution of higher education. Dual enrollment courses with grades of B or better (beginning 1997-98) earned at an accredited institution will be awarded credit at the time of enrollment at Kalamazoo College. Dual enrollment credit will not satisfy the First-Year Seminar requirement. Students bringing dual enrollment credits into Kalamazoo College will be classified as first-year students and held responsible for all policies in effect for the first-year student. All work to be considered for transfer credit must be submitted on an official transcript sent directly from the institution to Kalamazoo College within the first quarter of enrollment.

Advanced Placement (AP) Credit
Students who have earned an AP score of 4 or 5 will be granted one unit of credit for each subject area upon enrollment at Kalamazoo College.
AP credits will apply toward graduation but may not be used to satisfy the First-Year Seminar, Quantitative Reasoning, Cultures, or Area of Study requirements. AP credits may be used to satisfy major, minor, or concentration requirements at the discretion of departmental faculty. An AP score of 3 may be used to waive a prerequisite or for advanced placement at the discretion of departmental faculty, but it will not be granted college credit after the fall of the 1996-97 academic year. The specific distribution of AP credits in English, foreign languages, mathematics, and physics can be found under those departmental headings in the catalogue.

All Advanced Placement credit reports must be sent directly to the Registrar no later than the first quarter of enrollment.

**International Baccalaureate (IB) Credit**

Students with scores of 5-6-7 on the Higher Level International Baccalaureate examinations will receive credit in the same manner as Advanced Placement. IB scores of 5-6-7 on the Higher Level will count toward graduation and may count toward a major, minor, or concentration at the discretion of the departmental faculty. These credits may not be used to meet First-Year Seminar, Quantitative Reasoning, Cultures, or Area of Study requirements.

**Interinstitutional Enrollment**

Students at Kalamazoo College may take advantage of opportunities offered by the Kalamazoo Consortium for Higher Education for enrolling in courses at Western Michigan University, Kalamazoo Valley Community College, or Davenport College. Kalamazoo College students must be registered for an on-campus quarter and include this course as part of a normal full-time registration. Admission to classes is offered on a “space available” basis. Specific registration information and forms are available from the Registrar.

**Michigan Guest Student Enrollment**

Students wishing to take courses during an “off quarter” at another Michigan college or university may do so through the Michigan Uniform Undergraduate Guest Application process. A Kalamazoo College student must have preapproval and must be in good standing to participate. The College reserves the right to deny credits that are not preapproved. Further information is available from the Registrar.

**Independent Study**

Generally, an independent study (890) is limited to superior students taking advanced work in their major field of study. This option is open to juniors and seniors. Students may not receive credit for more than one 890 course per quarter nor more than two independent studies (890s) during degree completion.

**Group Studies**

Various departments may offer group studies (800) to students on a special arrangement basis.

**Kalamazoo College Placement Examinations**

**Foreign Language Placement**

Students who have previously studied a foreign language must take the Kalamazoo College placement test. Placement in foreign language courses depends on the score earned on the Kalamazoo College place-
ment test or the College Board Advanced Placement Examination. Students who have completed three or more years of foreign language in high school are ineligible to receive credit for the same language at the 300 level and must begin at the 310, or higher, level of study. Academic credit is not granted for foreign language placement.

Mathematics Placement
Placement in mathematics courses depends on the score earned on the Kalamazoo College placement test or the College Board Advanced Placement Examinations. Students planning to enter the fields of science, math, and/or computer science should take a math placement examination upon arrival at the College. This is critical for proper placement in the math sequence. Academic credit is not granted for math placement.

Transfer Credit

New Students
For students whose first full-time enrollment is not at Kalamazoo College (transfer students), determination of transfer credit will be made at the time of enrollment. All credit is awarded by the Registrar in consultation with the departmental faculty. All transfer credits must be earned from a regionally accredited institution with a grade of C or above (C- is not acceptable). Transfer students are responsible for meeting the residency requirement: a minimum of six full-time quarters, the last three of which must be in the senior year. A minimum of 18 units, exclusive of the LACC and PE activity unit, must be earned on campus. Students transferring the maximum of 18 units at the time of enrollment at Kalamazoo College may not transfer additional units.

All work to be considered for transfer credit must be submitted on an official transcript sent directly from the transfer institution to Kalamazoo College within the first quarter of enrollment.

Continuing Students
Students whose first-time college enrollment following high school graduation is at Kalamazoo College may transfer 4 units of credit or overload four times, or combine transfer/overload credit to equal 4 units, during their time at Kalamazoo College.* (AP, IB, and dual enrollment credits brought into Kalamazoo College at the time of enrollment are not included in this restriction. Transfer credits must be preapproved and earned from a regionally accredited institution with a grade of C or better (C- is not acceptable). The College reserves the right to deny credit that has not been preapproved. After students have reached junior standing, only junior and senior level courses (usually numbered 300 and above) from four-year institutions will be considered for transfer credit.

*Overload and transfer credit policies apply to first-time and transfer students entering Kalamazoo College with fewer than 18 transfer units. Students may attempt four overloads, complete four transfer units, or combine overload and transfer credits up to a maximum of 4 units.
Academic Progress

Classification

The class in which students are listed is determined generally as follows:

- First-Year
  - 0-7 units*
- Sophomore
  - 8-16 units
- Junior
  - 17-26 units
- Senior
  - 27 units and above
*First-year students who bring in AP, IB, or dual enrollment credits are reclassified at the end of the first year.

Classification is regulated not only by the number of units earned, but also by the expected year of graduation. Changes may be made only by the Registrar in consultation with the Committee on Academic Standards.

Good Standing

Students who maintain two-thirds of all grades at the level of C or better are considered to be in good standing at Kalamazoo College.

Academic Probation

The Committee on Academic Standards meets at the end of each quarter to review all grades. The Committee will place students on academic probation whenever they have accumulated more than one-third of their total units below C- or whenever the Committee finds those students to be in academic jeopardy. Academic probation means that students are not making expected progress toward a Bachelor of Arts degree at Kalamazoo College. This is an indication that students should seek the help and assistance of advisors, the Learning Center, and/or the counseling office. A student placed on academic probation will be monitored throughout the subsequent quarter.

Continued Academic Probation

Placing students on continued academic probation indicates that adequate progress toward a degree continues to be in jeopardy. Unless improvement is made, students may be placed on final probation and subsequently subject to dismissal from the College.

Final Academic Probation—C Average

Students placed on "final academic probation—C average" must be enrolled full-time for three graded courses in the next quarter of residence and earn a minimum GPA of 2.0 for the quarter. Failure to meet this requirement will result in an additional quarter of final probation or dismissal from the College.

Final Academic Probation—Three Cs

Students placed on "final academic probation—three Cs" must be enrolled full-time for three graded courses in the next quarter of residence and earn a minimum grade of C- in each of the three courses for the quarter. Failure to meet this requirement will result in dismissal from Kalamazoo College.

Academic Dismissal

In order to continue at Kalamazoo College, students must complete:

- 6 passing units at the end of 3 quarters
- 10 passing units at the end of 5 quarters
- 20 passing units at the end of 9 quarters
Failure to meet the above standards will be grounds for dismissal. Students should be aware that maintaining good academic standing does not ensure continued financial aid eligibility. NC, W, or WF may also affect an award. Please refer to the Financial Assistance portion of the catalogue for further information.

**Petitions**

The Committee on Academic Standards is charged by the faculty to take action on petitions made by students for adjustments to academic rules and policies. Academic policies and procedures are established by the faculty to ensure the integrity of the academic program at Kalamazoo College.

A petition must be made in writing and submitted to the Registrar for approval and forwarding to the Committee on Academic Standards. Petitions requesting a change in a graduation requirement require a vote by the entire faculty.

**Veteran's Administration**

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

**Honors**

**Dean's List**

Students earning a GPA of 3.5 or better for a full-time credit load of 3 units within a given quarter (excluding CR/NC) will be placed on the Dean's List.

**Commendation**

Students who earn a GPA of 4.0 for a full-time credit load of 3 units within a given quarter (excluding CR/NC) will be sent a letter of commendation from the faculty.

**Honors and High Honors**

Honors and high honors are awarded each year for the previous year's achievements. To be eligible for honors/high honors, students must have completed a full term (3 units on campus) and may not have failed any courses during the academic year. Honors = 3.50 to 3.74 GPA and high honors = 3.75 and above. This recognition is posted on students' transcripts for each year of eligibility, and students are recognized at the fall Honors Day Convocation.

**Graduation Honors (Latin)**

The Bachelor of Arts degree is awarded *cum laude* if students maintain a cumulative grade point average of 3.50 and above, *magna cum laude* with an average of 3.75 and above, and *summa cum laude* with an average of 4.0. Transfer students must earn a minimum of 15 graded academic units at Kalamazoo College (excluding CR/NC) to be considered for academic
honors at the time of graduation. This honor is announced at Commencement and recorded on the academic transcript.

**Honors in the Major**

Graduation honors may be awarded in each department. Usually, departments consider the grade point average in the major, the results of the comprehensive examination, and the SIP in recommending students for honors. Departments may set additional requirements. This honor is announced at Commencement and recorded on the academic transcript.

**Divisions and Departments**

**Fine Arts Division**
- Art
- Music
- Theatre and Communication Arts

**Foreign Languages Division**
- Chinese Language and Literature
- Classical Studies
- French Language and Literature
- German Language and Literature
- Japanese Language and Literature
- Russian Language
- Spanish Language and Literature

**Humanities Division**
- English
- Philosophy
- Religion

**Natural Sciences and Mathematics Division**
- Biology
- Chemistry
- Mathematics and Computer Science
- Physics

**Physical Education Division**
- Physical Education

**Social Sciences Division**
- Economics and Business
- Education
- History
- Political Science
- Psychology
- Sociology and Anthropology
Majors and Minors

**Majors**
- Anthropology
- Art
- Art and Art History
- Art History
- Biology
- Chemistry
- Computer Science
- Economics and Business
- English
- French Language and Literature
- German Language and Literature
- Health Sciences
- History
- Human Development and Social Relations
- Interdepartmental Major
- International and Area Studies
- Mathematics
- Music
- Philosophy
- Physics
- Political Science
- Psychology
- Religion
- Sociology
- Sociology and Anthropology
- Spanish Language and Literature
- Theatre and Communication Arts

**Minors**
- Anthropology
- Art
- Art History
- Biology
- Business
- Chinese
- Classics
  - Ancient Greek
  - Latin
- Computer Science
- Economics
- English
- French
- German
- History
- International Commerce
- Japanese
- Mathematics
- Music
- Philosophy
- Physical Education
- Physics
- Political Science
- Psychology
- Religion
- Sociology
- Spanish
- Theatre and Communication Arts

**Concentrations**
- American Studies
- Classical Studies
- Environmental Studies
- International and Area Studies
- African Studies
- East Asian Studies
- Latin American Studies
- Western European Studies
- Public Policy and Urban Affairs
- Women’s Studies

**Special Programs**
- African Studies
- Center for Western European Studies
- 3-2 Engineering
- Neglected Languages
- Pre-Law
- Pre-Medicine
- Russian Language
- Secondary Education Certification
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, or every two years, depending on staffing patterns. Consult the yearly and quarterly schedules for a listing of current offerings. Some courses may have prerequisites.

Course Numbering System

- 100 = first-year students only
- 200 = partial credit course
- 300 = not for credit in the major
- 400 = open to everyone
- 500 = open to everyone
- 600 = not open to first-year students
- 700 = cross-listed course, not open to first-year students
- 800 = individual course
- 900 = majors/upper level

African Studies

Mr. Kunnie (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 perspectives by learning more about one of the largest, yet least-known continents of the world. Art exhibits, lectures, seminars, workshops, films, and cultural activities are offered by the program, in addition to courses. Concentrators are expected to attend these activities. Regular visits by African scholars are offered as an integral part of the program. Participation in these opportunities, either in conjunction with courses or by themselves, provides an in-depth exposure to Africa that is unmatched on any other undergraduate campus.

Students interested in focusing their academic work on Africa may do so by developing a major in international and area studies, emphasizing Africa. Those who wish to develop a major in another area, but who still wish to include a focus on Africa in their studies, may utilize their courses on Africa as the basis for a concentration in international and area studies. This concentration and the emphasis on Africa will be recorded on their transcripts. Both the major as well as the concentration will provide students with the background needed to continue their studies on Africa in graduate school or for employment in development agencies, international corporations, or the foreign service. Listed below are courses on Africa that are available at the College.

- ANT 590 Ethnology of Africa
- BIO 508 Ecology of Africa
- ECO 465 Economics of Developing Countries
- ENG 590 African Literature
- FRE 580 Francophone Literatures
- HIS 570 African Civilizations
- HIS 575 Contemporary Africa
- MUS 448 Music of World Cultures
- PSC 540 Politics of Africa
- REL 605 African Religions
- SA 600 Women in Cross-Cultural Perspective
- SS 630 Geography of Africa
Kalamazoo College also operates a junior year in Africa program, which was established in 1969. The summer preceding the year abroad is spent at the College taking courses, attending the African Studies film and lecture series, and participating in orientation sessions. The specific African countries in which the College operates are listed in the Study Abroad section of this catalogue.

African Studies Courses

SS 630 Geography of Africa. This course will furnish a geographical survey of the principal regions of the African continent. Employing a multi-faceted and interdisciplinary approach, the course will examine the spheres of physical, environmental (climate and topography), land use and availability, ecology, religio-culture, history, modes of economic development, food production, population and migration, rural and urban life, agriculture, mining, water resources and industrialization, and commerce and trade. The historical causes of Africa’s underdevelopment by colonialism and ways of enhancing Africa’s independent socio-economic evolution will be recurring themes of this course.

American Studies

Mr. Strauss (Director)

The concentration in American studies provides an interdisciplinary approach to the study of American culture. The concentration, which offers an excellent background for graduate work, foreign service, law, or secondary school teaching, is open to students majoring in English, history, political science, anthropology/sociology, economics, music, art, philosophy, or religion. Students concentrating in American studies will take the two interdisciplinary courses (AMS 490, AMS 700). In addition, students will take three courses focusing on American institutions in political science, economics, or sociology and anthropology, and two courses from two of the following groupings:

- HIS 410, 415, 510, 515
- ENG 455, 535, 550, 589, 650, 960
- PHI 450, 460, REL 435, 470, 515, 592 and PSY 530
- MUS 440, 460, 465, 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.

American Studies Courses

AMS 490 Race and Ethnicity in Modern America: 1900–1940. An exploration of diverse perspectives on race and ethnicity as articulated by artists and intellectuals from 1900 to 1940. Consideration will be given to immigrant-Americans, Black nationalism, the Ku Klux Klan, the Harlem Renaissance, and the Cotton Club.
AMS 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 that offer critical commentary on modern culture, including feminism, black protest, and the counterculture. (Also listed as HIS 710 and SOC 700.)

ART 550 20th Century Art
ENG 455 Contemporary Fiction
ENG 535 U.S. Ethnic Literature
ENG 550 Readings in American Literature
ENG 589 African American Literature
ENG 650 and 960 American Literature I and II
HIS 410 and 415 History of the United States I and II
HIS 510 American Diplomacy Since 1898
HIS 515 American Intellectual History
MUS 440 American Music
MUS 460 Seminar in Folk Music
MUS 465 History of Jazz
PHI 450 Philosophy of Social Science
PHI 460 Philosophy of Law
PSY 530 Psychology of Prejudice
REL 470 Theology and Modern Culture
REL 515 Ethics and the Common Good
REL 435 Native American Religions
REL 592 Theology of Spiritual Life
And various First-Year Seminars

Art and Art History

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

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

Three programs are available for those who major in a visual arts field: a major in art, a major in art history, and a combined major in art and art history. It may be possible to count an AP credit toward the major or minor; please consult with the art faculty. A student may not have more than one major within the art and art history department.

Senior Comprehensive Examinations

The comprehensive examination for all three art majors usually takes the form of a seminar one evening each week during spring term, in which seniors make oral presentations of their SIP projects or other advanced work in the visual arts.
Requirements for the Major in Art

Number of Units
Ten units, including the core of four courses (FA 400, ART 400, ART 450, ART 455). Although a SIP is not counted as one of the 10 units, it will be encouraged for studio majors. The studio art SIP will be a gallery exhibition.

Required Courses
- ART 400 Basic Drawing
- ART 405 Figure Drawing I
- FA 400 Introduction to Visual Fundamentals
- ART 450 Introduction to History of Art I*
- ART 455 Introduction to History of Art II

* For the core requirement of ART 450, another art history period course may be substituted, chosen from among ART 520, 525, 530, 540, or 550.

Electives
The remaining 5 units are electives to be selected from among studio art courses.

Requirements for the Minor in Art

Number of Units
Six units are required.

Required Courses
- ART 400 Basic Drawing or FA 400 Introduction to Visual Fundamentals
- ART 455 Introduction to History II or ART 550 20th-Century Art

Electives
Four additional studio electives.

Requirements for the Major in Art History

Number of Units
Ten units are required. Two units may include the SIP, which in art history is usually a research project or museum internship. An art history course taken during study abroad may count towards the major but does not substitute for one of the required courses.

Required Courses
- ART 400 Basic Drawing
- FA 400 Introduction to Visual Fundamentals
- ART 450 Introduction to History of Art I
- ART 455 Introduction to History of Art II
- ART 500 Ancient Art or ART 510 Medieval Art
- ART 520 Renaissance Art I or ART 525 Renaissance Art II
- ART 530 Baroque Art
- ART 540 19th-Century Art or ART 550 20th-Century Art

Requirements for the Minor in Art History

Number of Units
Six units are required. An art history class taken during study abroad may count as one of the art history electives.
**Required Courses**

ART 400 Basic Drawing or FA 400 Introduction to Visual Fundamentals  
ART 450 Introduction to History of Art I or ART 500 Ancient Art  
or ART 510 Medieval Art  
ART 455 Introduction to History of Art II

**Electives**

Three additional art history courses.

**Requirements for the Major in Art and Art History**

**Number of Units**

Ten units are required, including the core of four courses (FA 400, ART 400, ART 450, ART 455). The remaining 6 units are to be selected from among the studio art and art history offerings in consultation with the art faculty and may include a course from study abroad and the SIP.

**Art and Art History Courses**

**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.

**Studio Art**

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

**ART 405-406-407 Figure Drawing I, II, III.*** Drawing the human figure, its gestures, and surface variations. Prerequisite: ART 400 or permission.

**ART 416-417-418 Photography I, II, III.*** Photography taught as a creative and expressive medium of visual communication. Lab work.

**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. Prerequisite: ART 400 or FA 400.

**ART 430-431-432 Printmaking I, II, III.*** Introduction to and development of basic techniques in intaglio and relief processes, with an option of lithography in the upper levels. Prerequisite: ART 400 or FA 400.

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

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

ART 130 First-Year Seminar. Topics may vary. Please consult the First-Year Seminar booklet.

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.

ART 520 Renaissance Art I. Painting, sculpture, and architecture in Italy in the 14th and 15th centuries, especially 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 540 18th-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 the Health Sciences Program), 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, evolutionary biology, animal behavior, and biomedical fields.

Requirements for the Major in Biology

Number of Units
A minimum of 8 units, not including courses below the 400 level. Up to 2 units of credit for a SIP may be counted.

Required Courses
BIO 412 Evolution with Lab
BIO 424 Physiological Ecology with Lab
One of the following:
  BIO 482 Botany
  BIO 519 Vertebrate Biology
  BIO 597 Entomology
  BIO 435 Invertebrate Biology
  BIO 447 Cell Biology with Lab
  BIO 970 Functioning as a Biologist
A chemistry sequence (CHE 405, 415, 422, 432, or 437)
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 BIO 537 Genetics 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.

Requirements for the Minor in Biology

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

Required Courses
BIO 412 Evolution
BIO 424 Physiological Ecology
BIO 447 Cell Biology
Prerequisite: CHE 405, 415, and 422.

Electives
Three additional biology electives, which may include BIO 300 and 315.

Biology Courses for Non-Majors
All biology courses at the 300 and 400 level (except BIO 447) are open to non-majors without prerequisite and may be used to fulfill a natural science/mathematics Area of Study requirement. BIO 300 and 315 are for non-majors and do not count toward a biology major. Either BIO 315 or 424 is required for the concentration in environmental studies.

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

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.

BIO 412 Evolution with Lab. Introduction to principles of evolution by natural selection beginning with an investigation of genetics and the elements of inheritance, leading to studies of how phenotypes arise from genotypes, and culminating with a discussion of mechanisms of change in the biotic realm.
BIO 424 Physiological Ecology with Lab. Introduction to principles of organism-environment interaction, how organisms meet environmental requirements, and community and ecosystem dynamics.

BIO 435 Invertebrate Biology. Study of diversity, phylogeny, life cycles, and adaptations of the invertebrate fauna. Particular emphasis on environmental roles, whether as parasites or components of marine ecosystems. Laboratories on comparative morphology of organisms and anatomy of major organ/systems. Prerequisite: BIO 412 or permission.

BIO 447 Cell Biology with Lab. In-depth introduction to the major structural and functional properties of cells, including energetics and mechanisms of genetic control. Prerequisite: CHE 422.

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 freshwater habitats; biotic communities of lakes, rivers, and streams; techniques for field observation and sampling. Prerequisite: BIO 424 or permission.

BIO 508 Ecology of Africa. Presentation of basic ecological principles in the context of a variety of African ecosystems. The human population will be viewed as an ecosystem component, so that agricultural, population, medical, natural resource, and conservation issues will be considered along with more fundamental ecological concepts.

BIO 512 General Ecology with Lab. Techniques in analyzing communities and ecosystems with comparisons of some distinctly different terrestrial habitats; expansion of principles studied in BIO 424 and development of additional ones. Prerequisite: BIO 424. Recommended: BIO 482.

BIO 519 Vertebrate Biology. Broad-based study of comparative anatomy and life histories of adult vertebrates and how these influence our understanding of vertebrate phylogeny. Laboratories in comparative anatomy and diversity of vertebrates. Prerequisite: BIO 412 or permission.

BIO 524 Comparative Animal Physiology with Lab. Analytical treatment of the mechanisms by which animals regulate their internal environment; emphasis on respiratory, circulatory and excretory systems, neuromuscular activity, endocrine and digestive systems, and thermoregulation. Prerequisite: BIO 424 and 447. Recommended: MAT 360 and 365.

BIO 532 Developmental Biology with Lab. Study of cellular basis for developmental events, early development, inductive interactions, morphogenetic patterns, differentiation, growth and senescence, and gametogenesis; laboratories in vertebrate morphogenesis and experimental embryology. Prerequisite: BIO 412 and 447.

BIO 537 Genetics with Lab. Study of heredity as a fundamental property of life; includes classical genetics, its application to natural populations, and some advanced consideration of molecular mechanisms; survey of applications in medicine, cellular biology, and biotechnology. Prerequisite: BIO 447.

BIO 542 Cell Physiology with Lab. Sophisticated examination of certain physiological processes at the cellular level focusing on mechanisms of membrane transport, receptor mediated communication, and motility. Prerequisite: BIO 447. Recommended: BIO 732.
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: BIO 447.

BIO 557 Molecular Biology with Lab. Detailed examination of molecular genetics including DNA replication and pathways of gene expression. Experimental methods will be emphasized. Prerequisite: BIO 447.

BIO 597 Entomology with Lab. Study of the ecology, morphology, and classification of insects; general collection required. Prerequisite: BIO 412 or 424.

BIO 600 Darwinism. Study of the origins and development of Darwinism and of its effect on the ways in which we think about ourselves, our society, and the world in which we live. Prerequisite: Junior or senior standing.

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 Area of Study course. Also listed as PSY 727.) Prerequisite: BIO 412 or 424 or PSY 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. (Also listed as CHE 732.) Prerequisite: BIO 447 and CHE 437.

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 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.

Center for Western European Studies
Mr. Barclay (Director), Ms. K.W. Smith (Associate Director)

The Center for Western European Studies seeks to coordinate and enhance the College’s many programs that are related to Western Europe. Support for the Center comes from the U.S. Department of Education’s National Resource Centers Program, the primary initiative of the federal government to strengthen the study of foreign cultures. Kalamazoo College is the only liberal arts college among the approximately 100 institutions of higher education in the U.S. that receive support from this program, and Kalamazoo’s Center is one of ten that focus on Western Europe. Activities of the Center include the continuing development of new courses related to Europe in the social sciences, humanities, and foreign languages; the promotion of research and dialogue on Western Europe; the organization of annual outreach conferences; the coordination of curriculum with the College’s study abroad program; and the sponsorship of special lectures and seminars on European topics for both the College and the larger community.
Chemistry
Ms. Bock, Mr. Cook (Provost), Ms. Craig, Ms. Laursen,
Mr. T. Smith (Chair), Mr. Williams

The chemistry program stresses the art of scientific thought and the role of chemistry in society. Chemistry students benefit from a close working relationship with faculty in an atmosphere that encourages research. Majors can receive a background suitable for graduate study in chemistry, biochemistry, chemical engineering, environmental sciences, pharmacology, molecular biology, medicinal chemistry, or clinical chemistry. Majors will also have a background appropriate for becoming a professional laboratory chemist; teaching high school or community college chemistry; attending medical, dental, or veterinary schools; undertaking graduate study in business administration or patent law; doing work in sales, library, or safety; supervising work in the chemical and related industries; or doing conservation work in art museums.

Requirements for the Major in Chemistry

Number of Units
A minimum of 8 units, excluding 300-level courses and not including the SIP.

Required Courses
CHE 405 Introductory Chemistry I with Lab
CHE 415 Introductory Chemistry II with Lab
CHE 422 Organic Chemistry I with Lab*
CHE 432 Organic Chemistry II with Lab*
CHE 512 Analytical Chemistry I with Lab
CHE 902 Physical Chemistry I with Lab
Two additional units from CHE 912, 932, 942, 952, 962, or 972
* CHE 422 and 437 may be substituted for CHE 422 and 432; however, the department advises against this.

MAT 410 Calculus I with Lab
MAT 415 Calculus II with Lab (Additional work in mathematics is encouraged.)
PHY 412 Introductory Physics I with Lab*
PHY 417 Introductory Physics II with Lab*
PHY 422 Introductory Physics III with Lab*
  * PHY 372 and 377 may be taken in place of PHY 412, 417, and 422; however, the department encourages taking the three-course sequence.

Electives
CHE 732*, 912, 932, 942, 952, 962, 972
  * BIO/CHE 732 does not count toward the major.

Students with a strong background in chemistry may omit appropriate courses through placement examinations administered by the department, although discussion with the faculty regarding prior laboratory experience may lead to advising against skipping specific classes. Students with advanced placement examination scores of 4 or 5 are exempt from CHE 405. Those with a score of 3 may place out of CHE 405 through successful performance on the departmental placement tests. Scores of 1 or 2 indicate that CHE 405 is the appropriate beginning course.
Kalamazoo College appears on the American Chemical Society's list of schools that offer approved preprofessional undergraduate programs in chemistry. This program includes CHE 405, 415, 422, 432, 512, 902, 912, 932, 942, 952, 962, and 983; PHY 412, 417, and 422; and MAT 410, 415, 425, and 430. This curriculum, which provides thorough preparation in chemistry, mathematics, and physics, is recommended for students contemplating graduate study in chemistry.

Written comprehensive examinations for the chemistry major are given at the beginning of the fall quarter of the senior year.

**Chemistry Courses**

**CHE 300 Chemistry in Society.** Study of topics of current societal interest from a chemical perspective; topics may include such areas as geology/geochemistry, environmental issues, energy use, pharmaceuticals, nutrition, energy, and chemical evolution; fundamental chemical principles and techniques of modern chemical analysis. Intended for students who are not majoring in the sciences.

**CHE 405 Introductory Chemistry I with Lab.** Fundamental principles of chemistry: simple chemical calculations and symbolism, atomic and molecular structure and bonding, properties of solids and solutions. Laboratory work includes introduction to chemical instrumentation.

**CHE 415 Introductory Chemistry II with Lab.** Classification of chemical reactions; chemical equilibrium; energetics of reactions; electrochemistry; kinetics of reactions; descriptive chemistry of selected elements. Laboratory work includes use of chemical instrumentation. *Prerequisite: CHE 405.*

**CHE 422 Organic Chemistry I with Lab.** Basic principles of structure, nomenclature, and reactivity applied to aliphatic hydrocarbons; valence bond and molecular orbital structure models; inductive, resonance, and steric effects on reactivity; stereoisomerism; laboratory emphasis on techniques used in the synthesis and purification of organic compounds. *Prerequisite: CHE 415.*

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

**CHE 437 Organic Chemistry IIA with Lab.** Study of topics covered in CHE 432 but in less detail; less emphasis on organic synthesis; laboratory focus on qualitative analysis and isolation of natural products and biomolecules. Intended primarily for biology and health sciences majors who are less chemically oriented. *Prerequisite: CHE 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; introduction to quantitative applications of gravimetry, titrimetry, spectrophotometry, and chromatography. *Prerequisite: CHE 415.*

**CHE 732 Biochemistry with Lab.** Overview of the chemical mechanisms underlying biological processes including structure and function of proteins, polysaccharides, and lipids; enzymatic catalysis and kinetics; an introduction to bioenergetics; detailed treatment of carbohydrate metabolism; survey of lipid...
Chemistry

and amino acid metabolism; and integration of metabolism. Laboratory will emphasize enzyme kinetics, protein isolation, and electrophoresis. (Also listed as BIO 732.) Prerequisite: CHE 432 or 437. Recommended: BIO 447.

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: CHE 415, MAT 415, and PHY 417 (or 377) or permission. Recommended: PHY 422 and MAT 425 and 430.

CHE 912 Physical Chemistry II with Lab. Further study of chemical kinetics; elementary quantum mechanics applied to simple atoms and molecules; introduction to statistical mechanics. Prerequisite: CHE 902 or permission.

CHE 932 Analytical Chemistry II with Lab. Study of instrumental methods of analysis including trace techniques; emphasis on spectroscopy, electrochemistry, and chromatography; introduction to statistical design of chemical measurements (chemometrics), simple electronic signal processing, and computer data acquisition. Prerequisite: CHE 902 or permission.

CHE 942 Inorganic Chemistry with Lab. Exploration of the properties of the elements and their compounds; emphasis on structures, bonding, and reactivities of main-group, transition-metal, and organometallic compounds; applications drawn from solid-state and bioinorganic chemistry; laboratory work emphasizing synthesis and physical characterization of inorganic compounds. Prerequisite: CHE 902 or permission.

CHE 952 Advanced Organic Chemistry with Lab. Study of local and reaction stereochemistry, conformational analysis, and molecular orbital theory; pericyclic reactions and orbital symmetry; modern synthetic strategy involving chiron (chiral synthon) approach and retrosynthesis using bond disconnection approach; the use of transition metals in synthesis and reaction mechanism; laboratory work emphasizing chromatographic techniques and modern instrumental methods. Prerequisites: CHE 432 and 902, or permission.

CHE 962 Molecular Structure and Reactivity. An advanced course dealing with molecular symmetry and group theory, quantum mechanical description of chemical bonding, structure determination by molecular spectroscopy and x-ray diffraction, detailed examination of selected chemical reactions; laboratory work emphasizing spectroscopic and computational methods. Prerequisite: CHE 912 or permission.

CHE 970 Senior Studies. Lectures, seminars, independent study, and/or individual conferences with faculty in preparation for the SIP. Prerequisite: senior major status and permission.

CHE 972 Advanced Biochemistry with Lab. Detailed treatment of lipid, amino acid, and nucleotide metabolism. Molecular aspects of the expression and transmission of genetic information including protein biosynthesis, processing, and targeting. Study of selected topics in biochemistry/molecular physiology through review articles and primary research literature, emphasizing experimental methods, critical analysis and interpretation of data, and integration of biochemical concepts. Laboratory will utilize an investigative approach to strategies of protein purification and characterization. Prerequisite: BIO/CHE 732. Recommended: BIO 447 and MAT 410.
Chinese
Ms. Chu (Chair)

The program in Chinese provides students with an exposure to the language, literature, and culture of China. Six levels of Chinese language courses, with a balanced emphasis on listening, reading, writing, and speaking, set a good foundation. Students may study abroad in China, Taiwan, or Hong Kong—or take part in other forms of advanced study—to master the language used by one-quarter of the world’s population. Literature courses (in English translation) acquaint students with significant classical and modern Chinese literature, increase students’ understanding of literary techniques and effects, and facilitate the enjoyment of literature. Additionally, a First-Year Writing Seminar is offered to provide fundamental training in reading, writing, thought process, and expression.

Requirements for the Minor in Chinese

Number of Units
Six units are required.

Required Courses
- CHI 420 Intermediate Chinese I
- CHI 421 Intermediate Chinese II
- CHI 423 Advanced Chinese
- CHI 430 Conversation and Composition

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

Related Programs
The Chinese program is also an essential part of the East Asian studies interdisciplinary program. Students may major in international and area studies with a focus on East Asia. Interested students should consult with Ms. Chu.

Study Abroad Opportunities
The College has established an exchange program with Beijing Language Institute in the People’s Republic of China. Students who are interested in study abroad opportunities at Beijing Language Institute or any of the other programs in China, Taiwan, or Hong Kong should consult early with Ms. Chu and the Center for International Programs.

Chinese Courses

CHI 300 Beginning Chinese I. An introduction to the Chinese language. Pronunciation system, basic vocabulary, fundamental grammatical structures, as well as some background of the language will be studied. The goal of this course is to set a good foundation for making Chinese a functional language for the students. Students are asked to follow three principles: (1) make Chinese a part of daily life, (2) use Chinese actively in class and outside of class, and (3) be creative in finding ideas for using the Chinese language.
CHI 310 Beginning Chinese II. A continuation of Beginning Chinese I. All four skills—listening, speaking, reading, and writing—are equally emphasized. By the end of this course, students are expected to understand simple questions and answers, to be able to ask and respond to simple questions, to understand simple statements, and to be able to participate in simple conversations on a few familiar topics. Students will also be expected to read and write simple notes, meaningful sentences, and short passages constructed with basic grammatical patterns and approximately 600 words of the commonly used characters. Prerequisite: CHI 300.

CHI 420 Intermediate Chinese I. A continuation of Beginning Chinese, this course further consolidates the essential skills in reading, writing, listening to, and speaking Chinese. The goals are to increase vocabulary, to form a clear understanding of the language through knowledge of the meaning of words and structures, and to advance the ability to express in the language accurately and properly on some selected topics. Prerequisite: CHI 300 and 310.

CHI 421 Intermediate Chinese II. This course follows Chinese 420 (Intermediate Chinese I). All four skills (listening, speaking, reading, and writing) as well as some cultural background of the language will be studied. Prerequisite: CHI 420.

CHI 423 Advanced Chinese. This course follows Chinese 421 (Intermediate Chinese II) to strengthen the students' proficiencies in listening, speaking, reading, and writing. Students are asked to follow three principles: (1) make Chinese a part of daily life, (2) use Chinese actively in class and outside of class, and (3) be creative in finding ideas for using the Chinese language. Prerequisite: CHI 421.

CHI 425 Classical Chinese Literature in Translation. A survey of the major genres and modes of a literature that represent the Chinese humanistic perspective. Humanism is the essence of Chinese culture. Moral commitment, emotional sensitivity, intellectual capacity, and philosophical enlightenment constitute the major aspects of humanity. Writers of classical Chinese literature demonstrated a strong sense of social responsibility while granting themselves unrestrained license to self-expression and critical opinions. In their works, these writers confirmed human beings' individual value and vigorously portrayed their plight and pleasure, and they illustrated a firm trust of human intelligence and glorified human effort in search for peace and tranquillity. Through studying the classical Chinese literature, one may develop a better understanding not only of an Asian culture but also of his/her own humanity. All readings are in English. This course counts toward the literature requirement for graduation.

CHI 430 Conversation and Composition. The course emphasizes interactive discourse from diverse areas including history, political science, art, and literature, utilizing authentic materials such as SCOLA programs and Chinese videos, interviews with native speakers, and printed matter (newspapers, magazines, and contemporary literary works). Prerequisite: CHI 423.

CHI 435 Modern Chinese Literature: Fiction. This course introduces selected works by some of the most sensitive intellectuals of modern China. Participants will study the writers' moral burden to expose the prevalent spiritual corruption in the face of progress and modernization, their emotional intensity in venting indignation and frustration, as well as their faith in human dignity and wisdom. Films will be used for visual reinforcement and for comparative studies on narratives. All readings are in English. This course counts toward the literature requirement for graduation.
Classics
Mr. Corrigan (Chair), Ms. Soter

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. CLA 400, 485, 490, 495, 720, and 730 count toward the literature Area of Study requirement for graduation. Students wishing to take 720 for a social science Area of Study requirement may do so by enrolling in HIS 720; those wishing to take 730 for a religion/philosophy Area of Study requirement should enroll in REL 750. The ancient history courses, HIS 500 and 505, are taught by classics faculty and count toward the social science Area of Study requirement. Students who have previously taken classical Greek or Latin should consult with the department chair.

Requirements for the Minor in Classics

Ancient Greek

Number of Units
Six units are required.

Required Courses
Four language courses above GRE 310. One must be a senior-level language course ("An Introduction to Scholarly Methods")
HIS 505 Greek Civilization
CLA 490 Classical Mythology

Latin

Number of Units
Six units are required.

Required Courses
Four language courses above LAT 310. One must be a senior-level language course ("An Introduction to Scholarly Methods")
HIS 500 Roman Civilization
CLA 490 Classical Mythology

Classics Courses

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. This course counts toward the literature requirement for graduation.

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. This course counts toward the literature requirement for graduation.

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. This course counts toward the literature requirement for graduation.

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. This course counts toward the literature requirement for graduation.

CLA/HIS 720 Sex, Gender, and Society in Classical Antiquity. A literary, historical, and cultural survey of social structures and private life in ancient Greece and Rome. Issues to be covered include constructions of sexuality, cross-cultural standards of the beautiful, varieties of courtship and marriage, and contentions between pornography and erotica. Students will examine sources from medical, philosophic, lyric, tragic, comic, and rhetorical writers as well as representative works from vase painting, the plastic arts, graffiti, etc. CLA 720 counts toward the literature requirement for graduation; HIS 720 counts toward the social science requirement for graduation.

CLA/REL 730 The Religions of Ancient Greece and Rome. This course examines various forms of polytheistic religion and worship in classical paganism. Topics included are concepts of divinity, varieties of religious space and practices, distinctions between civic and private worship, religious festivals and rituals, attitudes towards death and afterlife, importations of Near-Eastern and African religions, and political and philosophical appropriations of religion. Students will become acquainted with a variety of texts (literary, epigraphical, and papyrological), archaeological sites, and religious art and artifacts. CLA 730 counts toward the literature requirement for graduation; REL 730 counts toward the religion/philosophy requirement for graduation.

Ancient History Courses

HIS 500 Roman Civilization. See under History.

HIS 505 Greek Civilization. See under History.

HIS 720 Sex, Gender, and Society in Classical Antiquity. See above.

Greek Courses

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

GRE 310 Beginning Greek II. Continuation of GRE 300; development of fundamentals of grammar, composition, and reading of ancient Greek. Selected readings from graduated texts, short stories, and dramas; introduction to ancient Greek civilization. Prerequisite: GRE 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: GRE 310 or permission.
Latin Courses

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

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

Classical Studies

Mr. Corrigan (Director)

The concentration in classical studies was founded on the conviction that formal study of classical antiquity is essential for anyone concerned with the historical and cultural origins of Europe and its intellectual traditions. Moreover, the oldest and most fundamental principles of liberal arts and humanistic education are well articulated through study of the classical civilizations that once extended over most of Europe, northern Africa, and the Near East. Such study may focus on the cultures of Rome, Greece, or the Hellenized East; it may emphasize the disciplines of history, philosophy, art history and aesthetics, literary analysis, or classical philology; and it should include an understanding of the prodigious legacy of classical antiquity to Western culture and intellectual history. As an interdisciplinary concentration, classical studies encourage potential concentrators to select from a body of courses offered by at least six different academic departments within the College.

The Concentration in Classical Studies

Four core courses and a minimum of two elective courses are required for the concentration.

Required Core Courses

CLA 490 Classical Mythology
HIS 500 Roman Civilization or HIS 505 Greek Civilization
CLA 400 Homer and Greek Tragedy or CLA 485 Vergil and the Age of Augustus

One of the following:

ART 500 Ancient Art
CLA 495 Ancient Comedy and Satire
CLA/HIS 720 Sex, Gender, and Society in Classical Antiquity
CLA/REL 730 The Religions of Ancient Greece and Rome
PHI 510 Ancient Philosophy
HIS 500 or HIS 505

Electives

ART 450 Introduction to History of Art I
PSC 460 Classical Political Theory: Justice and Political Community
HIS 499 Civilizations of the Ancient Near East
REL 450 Introduction to the New Testament
HIS 550 Late Antiquity and the Early Middle Ages: AD 300-1050
REL 555 Studies in Paul
Any Greek course
Any Latin course
Any course listed as required above, not otherwise taken to satisfy a core requirement

Whenever appropriate, concentrators are encouraged to fulfill the College’s foreign language requirement through study of Latin or Greek; study abroad in Italy or Greece is also recommended. A SIP in classical studies is not required for the concentration. All concentrators, however, should make their SIP plans in consultation with the concentration director prior to their SIP quarter, since funds are available for the subvention of SIPs in Classics. Concentrators are also urged to consider, in consultation with the Career Development Center, internships in classical studies; special funding may be made available for such career development internships.

Computer Science
Ms. Brady, Mr. Carpenter, Mr. Tobochnik

The program in computer science is designed to provide students 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 minor 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 the library. Facilities include four microcomputer laboratories and a UNIX system connected to the Internet. Most common programming languages are supported, and a variety of software is available.

Requirements for the Major in Computer Science

Number of Units
A minimum of 8 units. With departmental permission, a student may count the SIP toward the major, although this is not normally recommended.

Required Courses
CS 400 Introduction to Computer Science with Lab
CS 420 C++ Programming with Lab
CS 470 Data Structures
CS 500 Computer Architecture

Required Cognates
MAT 410 Calculus I
MAT 415 Calculus II
MAT 430 Linear Algebra and Vectors
MAT 590 Discrete Mathematics (or MAT 530)
MAT 560 and 565 are strongly recommended

In addition, students who plan graduate work in computer science should take CS 515, 530, 750, 950, and additional mathematics courses. All majors should consider some course work in an applications area such as
physics or economics. The teaching major in computer science requires 9 units including CS 400, 420, 470, and 500. MAT 410, 415, 430, and 590 are required as cognates. The teaching minor requires a minimum of 6 units including CS 400, 420, 470, and 500. MAT 410, 415, and 590 are required as cognates.

Requirements for the Minor in Computer Science
For students whose primary interest is in another discipline, the minor offers an opportunity to obtain a strong background in computing and information processing. Coupled with the subject matter of the major, this background will enable students to offer employers or graduate schools a combination of skills.

Number of Units
Six units are required.

Required Courses
- CS 400 Introduction to Computer Science with Lab
- CS 420 C++ Programming with Lab
- CS 470 Data Structures
- CS 500 Computer Architecture
- Two additional computer science courses

Required Cognates
- MAT 410 Calculus I
- MAT 415 Calculus II
- MAT 590 Discrete Mathematics

Recommended courses for those students desiring additional work are CS 515, 530, 750, and MAT 430. Statistics courses such as MAT 360-365 or MAT 560-565 are also suggested. Interested students should consult with a member of the computer science faculty to plan a suitable program of study.

Computer Science Courses

CS 400 Introduction to Computer Science with Lab. An overview of the field of computer science from the concrete (what computers are made of and how they work) to the abstract (the theoretical limits on what computers can and cannot do). This course also focuses on the general algorithmic (disciplined, step-by-step) approach to problem-solving, including system and user interface design and the basic concepts of computer programming. Other topics include the history of computers, an introduction to several areas of computer applications including artificial intelligence, and the ethical and societal issues raised by the widespread use of computers.

CS 420 C++ Programming with Lab. Structured programming using the C++ language. Topics include the basic features of the language, object-oriented design, and modular programming. Prerequisite: familiarity with some programming language; e.g., BASIC, Pascal, HyperTalk. Can be satisfied by taking CS 400.

CS 470 Data Structures. Abstract data types and software development using the C++ programming languages. Prerequisite: CS 400 and 420 or permission.

CS 500 Computer Architecture. Intensive introduction to computer organization, assembly-language programming, microprogramming, machine language, characteristics of peripheral devices, and CISC vs. RISC architecture. Prerequisite: CS 470.
CS 515 Principles of Programming Languages. Study of programming language concepts and comparative evaluation of several programming languages. Typical topics include imperative, functional, and object-oriented programming paradigms, programming language syntax, type theory, static and dynamic binding of variables, and scope rules. **Prerequisite:** CS 470.

CS 530 Operating Systems. Study of processes, memory management, file systems, input/output, time-sharing operating systems, and distributed operating systems. **Prerequisite:** CS 470.

CS 705 Computer Programming and Simulation. Computer modeling of physical phenomena. Programming skills in BASIC and FORTRAN will be developed in the context of doing physics. Possible topics include numerical integration of Newton's equations, cellular automata, and random walks including Monte Carlo methods. (Also listed as PHY 705.) **Prerequisite:** PHY 417.

CS 732 Digital Electronics with Lab. Introductory electronics, elementary logic and arithmetic circuit components, sequential circuit analysis and design; applications to computer circuit design. (Also listed as PHY 732.) **Prerequisite:** permission.

CS 750 Computability, Automata, and Formal Languages. Study of fundamental concepts in computability, formal languages, and the theory of automata emphasizing finite-state machines. (Also listed as MAT 750.) **Prerequisite:** one CS course and MAT 530 or 590.

CS 950 Special Topics. Readings in computer science selected from the areas of artificial intelligence, computer graphics, software engineering, and other topics not normally addressed in the core curriculum. Content varies from year to year. **Prerequisite:** permission.

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**Economics and Business**

*Mr. Athey, Mr. Hussen (Chair), Ms. McKinney, Mr. Moffit, Mr. Reinert*

The primary objective of the Department of Economics and Business is to provide students with a comprehensive program of study of economic problems, theories, and policies within the context of the liberal arts educational tradition. Courses offered in the department fall roughly into four categories: principles and intermediate economic theory; quantitative tools and methods; basic business courses, such as principles of accounting, marketing, and finance; and applied economics, such as public finance, international commerce, economic development, natural resources, and urban economics. Preparation in economics and business leads to international trade, accounting and financial analysis, and government and private economic research organizations. Department courses also provide an excellent foundation for graduate study in law, public policy, and foreign affairs; many graduates pursue an MBA or advanced degree in economics.

The opportunity for students to test their career goals and apply classroom skills to actual work situations has long been an integral part of the Kalamazoo Plan. Students gain practical experience through internships, senior individualized projects (SIPs), a variety of opportunities provided through the L. Lee Stryker Center and the Small Business Institute (SBI), and banking internships offered through the Monroe Program in Money and Banking.
The economics and business department offers two tracks of study: a major in economics and business, which requires a total of 9 units, and a major in economics and business with an emphasis in business, public policy, or international commerce, any one of which requires 10 units.

Requirements for the Major in Economics and Business

Number of Units
A minimum of 9 units, not including the SIP.

Required Courses
- ECO 400 Principles of Economics I: Microeconomics
- ECO 410 Principles of Economics II: Macroeconomics
- ECO 425 Quantitative Methods I
- ECO 526 Quantitative Methods II
- ECO 640 Intermediate Microeconomics
- ECO 650 Intermediate Macroeconomics
- Senior Seminar (a 900-level course)

Electives
Two additional courses from the department

Students also have the option of choosing a major in economics and business with an emphasis in business, public policy, or international commerce. All fields of emphasis include the core courses of ECO 400, 410, 425, 526, 640, and 650.

A. Field of Emphasis in Business
- ECO 400, 410, 425, 526, 640, 650
- ECO 430 Principles of Accounting
- Two of the following:
  - ECO 430, 520, 562, 580, 660, 670, or 935
- One senior seminar at the 900 level

B. Field of Emphasis in Public Policy
- ECO 400, 410, 425, 526, 640, 650
- Three of the following:
  - ECO 440, 465, 470, or 515
- One senior seminar at the 900 level

C. Field of Emphasis in International Commerce
- ECO 400, 410, 425, 526, 640, 650
- ECO 660 International Economics
- Two of the following:
  - ECO 465, 470, 520, or 545
- One senior seminar at the 900 level

Requirements for the Minor in Business
The economics and business department offers students the opportunity to choose from three distinct minor programs. Please note, a student may not major and minor in Economics and Business.

Number of Units
Six units are required.
**Required Courses**
ECO 400 Principles of Economics I: Microeconomics
ECO 410 Principles of Economics II: Macroeconomics
ECO 430 Principles of Accounting

**Electives**
Three of the following:
- ECO 430 Principles of Accounting
- ECO 520 Money, Banking, and Financial Services
- ECO 562 Principles of Corporate Finance
- ECO 580 Principles of Marketing
- ECO 935 Managerial Economics
- PSY 780 Organizational Behavior

The department encourages a business-oriented career development experience.

ECO 425 and 526 Quantitative Methods I and II are strongly recommended.

**Requirements for the Minor in Economics**

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

**Required Courses**
ECO 400 Principles of Economics I: Microeconomics
ECO 410 Principles of Economics II: Macroeconomics

**Electives**
Four additional courses from the department

**Requirements for the Minor in International Commerce**

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

**Required Courses**
ECO 400 Principles of Economics I: Microeconomics
ECO 410 Principles of Economics II: Macroeconomics
ECO 520 Money, Banking, and Financial Services
ECO 945 The Multinational Enterprise

**Electives**
One of the following:
- ECO 460 The World Economy
- ECO 465 Economics of Developing Countries
- ECO 660 International Economics

One social science course with an international scope and emphasis
Completion of an internationally oriented senior individualized project (SIP)

**Economics Courses**
ECO 400 Principles of Economics I: Microeconomics. An introduction to the decision-making process of firms, industries, and households. The interaction of these economic units determines market prices and, hence, resource allocations and income distribution. The course stresses policy applications of economic principles and examines many of today's economic problems.
ECO 410 Principles of Economics II: Macroeconomics. An overview of the national and international economies and how they interact to affect income, employment, and trade. The problems of unemployment, inflation, and income distribution are analyzed after gaining an understanding of national employment theory, money and the banking system, and the international economy. Monetary and fiscal policies and such issues as national and international debt are also examined. Prerequisite: ECO 400.

ECO 425 Quantitative Methods I. This is the first of a two-course sequence designed to give economics and business students the quantitative skills necessary for upper-level courses in the department. The principal topics covered are graphing of linear and nonlinear functions, basic rules of differentiation, optimization techniques, mathematics of finance (compounding and discounting), and an introduction to descriptive statistics. Prerequisite: ECO 400 and at least a high school algebra course.

ECO 430 Principles of Accounting. Study of financial accounting theory as a tool for effective business management and control. Emphasis will be placed on the accounting cycle and cash-flow analysis as well as analysis and comprehension of standard financial statements. Does not satisfy a social sciences Area of Study requirement and does not count toward the major. Prerequisite: ECO 400 or permission.

ECO 440 Women, Minorities, and Immigrants in the United States Labor Market. Examination of the impact of these groups on the labor market. Study of effects on wage rates, hours, and job definitions. Also covered will be public policy issues of child care, health insurance, part-time workers, poverty, automation, education, and discrimination. Intended for non-majors. Prerequisite: ECO 400 or permission.

ECO 460 The World Economy. This course provides an introduction of international economics for non-majors. Basic concepts of international trade, international finance, and economic development are introduced and applied to current issues in the world economy. Prerequisite: ECO 400 or permission.

ECO 465 Economics of Developing Countries. Study of key aspects of the poverty problem facing underdeveloped nations; analysis of alternative theories and policy prescriptions, the roles of government planning and the private sector, international trade and foreign aid. Prerequisite: ECO 400 or permission.

ECO 470 Environmental and Resource Economics. Study of the economic perspective of environmental and resource problems and issues; the management and allocation of renewable and nonrenewable resources; the trade-off between economic growth and environmental amenities; and the impacts of natural resource availability on economic growth. Emphasis on the development and application of economic theory to contemporary natural resource issues. Prerequisite: ECO 410 or permission.

ECO 515 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: ECO 410 or permission.

ECO 520 Money, Banking, and Financial Services. The study of banking and other financial intermediaries and agents establishes an institutional understanding of American financial systems, instruments, and markets. Monetary theory and policy is then examined for its effects on markets, the
banking and financial systems, and on macroeconomic variables such as inflation, employment, saving, investment, foreign exchange, and the U.S. in the world economy. Prerequisite: ECO 410.

ECO 526 Quantitative Methods II. The second of a two-course sequence designed to give economics and business students the quantitative skills necessary to understand as well as undertake a serious research project. The emphasis in this course is on statistical inference and basic econometrics. The principal topics covered are probability and probability distributions, sampling distributions, confidence intervals, hypothesis testing, and regression analysis. The SPAS computer package will be used to apply these techniques to relevant economic problems. Prerequisite: ECO 425.


ECO 535 Political Economy. This course stresses the principles of political economy with an emphasis on American economic institutions. Its focus is interdisciplinary and multicultural, including readings and discussions from history, political science, economic development, and gender-based economic issues. Prerequisite: ECO 410.

ECO 545 The Contemporary Japanese Economy. A comprehensive study of Japan's growth performance, industrial structures and policies, the labor market, savings and investment, international trade and finance, and government economic policy. The course utilizes a comparative perspective, and cultural and institutional factors are discussed where appropriate. Prerequisite: ECO 410 or permission.

ECO 562 Principles of Corporate Finance. Study of finance theory as it applies to corporate management and institutional investments. The course emphasizes present value analysis as an analytical tool, working capital management, resource budgeting, market efficiency, stock and bond valuation, dividend policy, financial leverage and risk, and mergers and acquisitions analysis. Prerequisite: ECO 526 or MAT 360.

ECO 580 Principles of Marketing. Study of the marketing discipline as it applies to the effective management of small and large businesses. The course emphasizes the application of theory to include price, promotion, distribution, and effective resource allocation. Students should be familiar with accounting and basic statistical concepts. Prerequisite: ECO 526 or MAT 360.

ECO 640 Intermediate Microeconomics. This course deals with (1) the study of the theories of household and firm behavior, equilibrium analysis, market structure, pricing, economic efficiency, and social welfare; and (2) the applications of microeconomics theory to solve real problems faced by actual decision makers in industry and government. Prerequisite: ECO 410 and MAT 410.

ECO 650 Intermediate Macroeconomics. This course takes up the major schools of thought in macroeconomics theory. The Classical, Keynesian, Monetarist, New Classical, and New Keynesian models of macroeconomy are critically assessed from the points of view of both theory and policy. Prerequisite: ECO 410 and 425.

ECO 660 International Economics. This course analyzes the basic models of international trade and exchange rate determination. The question of why countries trade is explored using the Classical, Specified Factors, Heckscher-
Ohlin, and Neoclassical models of the open economy. Government intervention in international trade is analyzed using partial and general equilibrium models of commercial policy analysis. Finally, basic models of exchange rate determination, such as the interest parity model, are covered. Prerequisite: ECO 640.

ECO 670 Econometrics. A seminar that focuses on econometric theory and practice. Topics covered include the classical regression model, serial correlation, and time series estimation. The TSP program will be used to investigate economic questions and issues using econometric techniques. Prerequisite: ECO 526, 640, or permission.

ECO 780 Organizational Behavior. See PSY 780. Recommended as a cognate for the major, but cannot be counted toward the major in economics and business.

ECO 925 Cost-Benefit Analysis. This seminar is about economic appraisal of public projects. The course begins by exploring the economic foundation of cost-benefit analysis—an analytical tool designed to assist managers of public projects in their resource allocation decision. This is then followed by careful and systematic examinations of several actual case studies of projects dealing primarily with the environment and natural resources. Prerequisite: senior standing or permission. ECO 470 is strongly recommended.

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. Prerequisite: ECO 450, 526, 640, or permission.

ECO 945 The Multinational Enterprise. The purpose of this senior seminar course is to explore the economic, business strategy, and public policy issues surrounding the multinational enterprise (MNE). The MNE is a major institution in the modern world economy, and understanding it is a great concern to economists, business scholars, entrepreneurs, and international policy analysts. The course will consist of group presentations and discussions in the areas of MNE theories, explanations of international competitive advantage, strategies for managing international business organizations, social and cultural impacts of the MNE, and the role of government in relation to the MNE. Prerequisite: ECO 460, 465, or 660, and senior standing.

ECO 950 Monetary Theory and Policy. Study of advanced topics in monetary theory and policy; role of money supply, monetary aggregates, interest rates, and the Federal Reserve in managing problems of recession, inflation, and unemployment. Prerequisite: ECO 520 or 660. Not open to students who have completed ECO 980.

ECO 970 Senior Topics. The content for this course varies each quarter. Prerequisite: senior standing.

ECO 975 Seminar in Comparative European Economies. An examination of the culture and economies of the European Community and the implications for international commerce. Prerequisite: junior or senior standing, or permission.
Education

Ms. Evers (Chair)

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. As individual institution requirements may vary, it is vital that a student thinking of certification consult with the department early.

Departmental offerings are also helpful for 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 "Equality of Educational Opportunity" in the 1967 certification code adopted by the Michigan 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 earn elementary certification through Western Michigan University. However, because of calendar and transportation difficulties, it is recommended that a student interested in 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 9 units. Kalamazoo College may recommend students for certification in art (11 units), biology, chemistry, computer science, economics, English, French, German, history, mathematics, music (12 units), physics, political science, psychology, sociology, Spanish, or theatre and communication arts.

2. A teaching minor of at least 6 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 6 units in addition to the 2 that 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. All required education courses include tutoring/observation field experiences in local schools.


4. PSY 400 General Psychology is required.

5. EDU/PSY 740 Educational Psychology or PSY 450 Developmental Psychology is required.

Students are strongly encouraged to take additional course work in one of the following: PSY 440, 530, 660, SA 420, SOC 435, 500, or THA 450.

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 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.

4. The State of Michigan Teacher Certification requires the following tests:
   a. Basic Skills Test; MUST be passed before student teaching.
   b. Subject-Area Tests in the major and minor subject areas; MUST be passed before recommendation for certification.

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, or theatre arts. A bilingual/bicultural endorsement in French, German, or Spanish can also be acquired. Students interested in these possibilities should consult with the department early in their course of study.

**Education Courses**

**EDU 400 Urban Education.** Overview of the realities of teaching children of the poor; discussion of the mores, fears, sensitivities, and family structures that are part of the poor community. *Prerequisite: EDU 600 or permission.*

**EDU 500 Introduction to Comparative and International Education.** Comparative and international education involves the study of educational policies, practices, and institutions in countries, cultures, and geopolitical areas different from our own. In this course, we will survey important comparative and international education issues through the lenses of ethnicity, class, and gender. Specific topics for discussion may include formal and informal efforts at promoting literacy, the nature of student activism, child labor and basic education, international student and academic exchange, brain drain and technology transfer issues, and cross-cultural practices involving special education.

**EDU 600 Basic Concepts of American Education.** Contemporary American educational thought and practice from the perspectives of history, philosophy, and the behavioral sciences; issues and trends related to school organization, curriculum, educational aims, financial support, and the role of professional personnel. *May be used as a social science Area of Study requirement. Not open to fall quarter first-year students without permission.*

**EDU 670 Reading in the Content Areas in Secondary Schools.** Methods and materials for improving reading, writing, and study skills in junior and senior high schools; emphasis on theoretical aspects of reading, diagnostic skills, and reading in specific content areas. *Does not meet the Area of Study requirement in the social sciences. Prerequisite: EDU 600 or permission.*

**EDU 740 Educational Psychology.** Applies the principles of psychology to the practice of teaching. In the course, we will analyze the dynamics of student-teacher interactions with particular reference to the ways in which concepts, skills, values, and attitudes are communicated. Some of the topics that will be covered include basic principles of learning and instruction, child and adolescent development, information processing, measurement and evaluation as
applied to classroom situations, and methods of accommodating students with different needs. (Also listed as PSY 740.) Prerequisite: EDU 600 or PSY 400.

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 teaching major and minor; teacher-pupil relationships, curriculum development, organization, and evaluation of learning; participation in local schools. Does not meet the Area of Study requirement in the social sciences. To be elected as close to the teaching internship as possible. Prerequisite: EDU 600.

EDU 985 Secondary School Teaching Internship. Supervised teaching internship and observation at junior or senior high school level in the field of major/minor; responsibility for instruction; 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: EDU 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

Mr. Wright

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 complete the Area of Study requirements, writing proficiency, language requirement, Cultures, (5) PE and (19) LACC requirements, along with specific science and mathematics coursework. Students in the 3-2 program are exempt from the comprehensive examination and the SIP. Students must have 27 units before leaving Kalamazoo College. 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 BA degree is awarded. When the remainder of the specified work for the student’s particular field of engineering has been completed, the BS in engineering is awarded from the engineering school. The College currently has arrangements for formal 3-2 programs in engineering with The University of Michigan and Washington University in St. Louis, Missouri. Opportunities are also available at other universities. Details of engineering programs are available from the faculty counselor in engineering.

English

Ms. Caldwell (Chair), Ms. Griffin, Mr. Hilberry, Ms. Israel, Ms. Luyster, Mr. Mills, Mr. Prigg, Mr. Sabatelli, Ms. Seuss-Brakeman

The English department serves the liberal arts in three ways: through our major in English and American literature; through general 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, to increase students' understanding of literary techniques and
effects, and to enhance enjoyment of literature through developing students' ability to read, discuss, and write about it. The writing courses—first-year seminars, journalism, and creative writing—are workshops designed to develop strength and imagination in written English, fundamental to any course of study. All English courses encourage the examination of human experience through the medium of written language.

**Advanced Placement**

For students with an advanced placement (AP) score of 4 or 5 in English Composition/Language, 1 unit of credit will be awarded upon admission. AP credit may not be used to satisfy the First-Year Seminar requirement.

Students receiving an AP score of 4 or 5 in English Literature/Composition will receive 1 unit of credit upon admission. AP credit may not be used to satisfy the Area of Study requirement, but may be used toward graduation.

**Requirements for the Major in English**

**Number of Units**

A minimum of 9 units, which may not include ENG 130 but may include the SIP. All other writing courses (creative writing, journalism, expository prose) may count toward the major. The SIP in English is encouraged but not required.

**Required Courses**

ENG 170 English Literature I
ENG 945 English Literature II
ENG 650 American Literature I
ENG 960 American Literature II
Two units of advanced work: either 2 units of ENG 935 Advanced Literary Studies, or 1 unit each of ENG 935 and ENG 965 Critical Theory.

Students planning on graduate work in English should take as many units of ENG 935 as possible. Students who wish to develop a creative writing emphasis within the English major should consult with a member of the department.

**Requirements for the Minor in English**

**Number of Units**

Six units are required.

**Required Courses**

Two literature electives chosen from ENG 170, 945, 650, or 960
One 900-level English elective (may not include ENG 945 or 960)
Three additional English electives (may not include ENG 130; may include only one of the following: ENG 440, 441, 450, or 465)

**English Courses**

**Writing**

All writing courses, except ENG 130, satisfy the creative expression Area of Study requirement.
ENG 130 First-Year Seminar. Required of all students and satisfies the writing proficiency requirement only. Small courses in various subject areas designed exclusively for first-year students. Goals include improving reading, discussion, and writing skills, as well as habits of collaborative learning.

ENG 130 First-Year Seminar for International Students. This course satisfies the writing proficiency requirement for graduation. It is offered in the fall each year for visiting one-year international students and for degree-seeking foreign nationals. Credit for this course may or may not count toward degree completion at Kalamazoo College. Entrance to this seminar is by virtue of first-year standing or permission. Students may be asked to take a placement test or produce a writing sample.

ENG 200 Journalism Practicum. Work as a staff member of The Index or The Atlas to earn 1/4 unit of credit each quarter. Limit of 2 credits maximum. Criteria to earn credit vary with staff position and are established by the publication's faculty advisor.

ENG 400 Journalism I. An introduction to newspaper journalism with emphasis on writing news stories and critically evaluating news coverage in the contemporary press.

ENG 407 Introduction to Creative Writing. Examination of the creative process in both poetry and prose genres; reading of student poems and stories in workshop sessions; exercises and reading that lead to developing a portfolio of fiction and poetry. Not open to students with credit for ENG 410 or 411.

ENG 410 Intermediate Poetry Workshop. A workshop in which students study and practice the elements of poetry by sharing their work. Prerequisite: ENG 407 or permission.

ENG 411 Intermediate Fiction Workshop. A workshop in which students study and practice the elements of short fiction by sharing their work. Prerequisite: ENG 407 or permission.

ENG 400 Intermediate Expository Prose. Emphasis on studying essay writers and composing essays. An opportunity to develop and explore questions of voice, strategy, and purpose while improving writing skills that can translate into any field.

ENG 700 Playwriting. A workshop in which students develop one-act scripts, sharing their work. (Also listed as THA 700.)

ENG 972 Advanced Poetry Workshop. A workshop for students with previous work in writing poetry. Prerequisite: ENG 410 or permission.

ENG 973 Advanced Fiction Workshop. A workshop for students with previous work in writing fiction. Prerequisite: ENG 411 or permission.

Courses Meeting the Literature Area of Study Requirement

ENG 430 Introduction to Film. Critical viewing of modern feature films and study of significant modern directors.

ENG 440 Introduction to the Novel. A study of selected works from the history of the novel, emphasizing textual analysis, historical context, and narrative technique.
ENG 441 Introduction to the Short Story. A study of representative short fiction with critical analysis of theme and technique.

ENG 450 Introduction to Drama. A study of various genres of drama; analysis of form in relation to audience response; discussion of the relationship of text to performance.

ENG 454 20th-Century Literature. An examination of radical departures from conventional technique in the most innovative modern poetry, fiction, and drama.

ENG 455 Contemporary Fiction. A study of recent fiction, with emphasis on textual analysis and innovative techniques.

ENG 465 Introduction to Poetry. A beginning-level course in the study of poetry. Through exposure to a wide variety of poems from a broad historical spectrum, students will learn to read, discuss, and write about poetry.

ENG 470 The Literature of Women. A survey of works written by women in the context of a female literary tradition. Emphasis on intertextual thematic parallels and on the social and psychological conditions of female authorship.

ENG 535 U.S. Ethnic Literatures. A comparative study of American literary texts of the latter half of the 20th century, from the perspective of their ethnic origins. Readings will represent no more than three ethnic groups and will also include background material on the literary concerns of each group.

ENG 550 Readings in American Literature. A survey of American literature from the 19th and 20th centuries. Not open to students with credit for ENG 650 or 960.

ENG 580 Contemporary Poets. A selective study of four or five poets now in mid-career; visits to campus by some of the poets are part of the course whenever possible.

ENG 589 African-American Literature. A selective study of the evolution of African-American literature from its origins to the present.

ENG 590 African Literature. A study of major post-colonial African authors.

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

ENG 635 Shakespeare. The study of a representative selection of Shakespeare’s histories, comedies, and tragedies. Historical context, various critical perspectives, close textual explication, and analysis of film versions will be subjects for discussion.

ENG 645 Literature of the Enlightenment. A study of basic Enlightenment texts from the fields of philosophy, politics, and economics, and of literary texts from England and the continent that embody similar ideas.

ENG 660 Romanticism. A study of major works of Romanticism in English.

Courses Primarily for English Majors

These courses also meet the literature Area of Study requirement. All are open to non-majors with permission of the instructor.

ENG 170 English Literature I. A historical and literary survey of major authors and genres from Old English poets to Milton. Open to all prospective majors; should be taken in the first year. Required for the major.
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:

Required Courses
One from each group is required of all concentrators:
- BIO 315 Environmental Science or BIO 424 Physiological Ecology with Lab
- CHE 300 Chemistry in Society or CHE 415 Introductory Chemistry II with Lab
- ECO 470 Environmental and Resource Economics
- ENV 900 Environmental Studies Seminar

Electives
At least two of the following courses are required:
- BIO 315, 424, 507, or 508
- CHE 512 or 932
- ECO 515
- HIS 515
- PHY 310

The concentration in environmental studies is open to students regardless of their majors and prepares students for graduate work and/or careers in a variety of areas including resource economics and management, city and regional planning, natural resource conservation, aquatic or terrestrial environments, environmental law, environmental education, environmental journalism, public administration, agribusiness, and food and population. For general advice and effective planning of their schedules, all students desiring this concentration are encouraged to see one of the directors as early as possible, preferably no later than the sophomore year.

Students interested in environmental studies are urged to keep this interest in mind when selecting a site for study abroad. Because of the
scheduling of on-campus courses in various majors and the courses required for the concentration, some students occasionally have found it difficult to meet the requirements of the concentration prior to Commencement. Certain courses taken at selected study abroad centers can count toward the concentration. Moreover, pursuing these interests abroad emphasizes the important international dimensions of many environmental issues while often permitting students to gain familiarity with some problems (and their possible solutions) in other countries.

Kalamazoo College is the coordinating institution for environmental studies programs in Ecuador and Zimbabwe. Those who might be interested in participating should begin to plan their language sequence early. Students can earn up to 3 units of credit toward the concentration in environmental studies through participation in the special programs in Ecuador or Zimbabwe. In addition, there are other study abroad programs that offer courses with credit applicable to the concentration. Those who are interested in these options should consult with the concentration directors and the Center for International Programs before making final decisions on which courses qualify.

**Environmental Studies Courses**

ENV 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. This course does not satisfy the Area of Study requirement in either the social sciences or the natural sciences. Prerequisite: Core courses plus senior standing, or permission.

Additional courses that may be relevant to students interested in this concentration include: BIO 482, 524, 597; CS 400 or 420; MAT 360, 365; ECO 670.

**French Language and Literature**

*Mr. Cohen, Ms. K.W. Smith, Ms. Solberg*

In studying foreign languages, students acquire not only a linguistic skill but also an understanding of other peoples' literatures, histories, and cultures. They gain a new perspective from which to view their own country, way of life, and language. Knowledge of a second language is an important facet of the liberal arts program. Proficiency in a second language at the 420 level is a graduation requirement.

The French program emphasizes listening, reading, writing, and speaking in all language courses. The department also offers courses in French literature and the literatures of Francophone Africa, Canada, and the Antilles. Most Kalamazoo College students participate in study abroad. For students interested in French, there are study abroad opportunities in Aix-en-Provence, Strasbourg, Caen, and Clermont-Ferrand in France and in Dakar, Senegal.

Course work and off-campus experiences are complemented by on-campus opportunities that maintain or improve a student's language skills. Viewing French language films, reading French publications,
conversing with native speakers, participating in language organizations, 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
All incoming students who have previously studied French in high school or elsewhere must take the College’s placement test in French. Placement can also be determined by a student’s score on the CEEB test or the advanced placement test in French. Students with three or more years of high school French may not earn graduation credit in French 300.

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; 426–500 = French 310; 501–550 = French 310 or 420; 551–624 = French 420; 625 or higher = French 430, 440, or 501. 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.

Advanced Placement
For students with an advanced placement (AP) score of 4 or 5, credit will be awarded upon admission. Study must begin with French 430 or above to receive credit in French at Kalamazoo College. After the fall of 1996-97, students with AP scores of 3 may be granted the waiver of a prerequisite, but may not count an AP 3 for credit.

Requirements for the Major in French

Number of Units
A minimum of 8 units, not including FRE 300, 310, or 420, but which may include the SIP. No more than two of these units (in either language or literature) may be earned during study abroad. Although a student may take all three courses on the 400 (intermediate) level, no more than two of those courses may count toward the major.

Required Courses
FRE 501 Introduction to French Literature
FRE 970 Senior Seminar

Electives
At least 2 units in French literature chosen from:
FRE 516 16th-Century French Literature
FRE 518 17th-Century French Literature
FRE 530 18th-Century French Literature
FRE 545 19th-Century French Literature
FRE 570 20th-Century French Literature
FRE 580 Francophone Literature
FRE 835 Advanced Literary Studies
All Francophone literature courses count toward the literature Area of Study requirement for graduation.

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. HIS 540 and 545 are highly recommended for French majors.

Requirements for the Minor in French

Number of Units
Six units are required.

Required Courses
The minor in French consists of six courses beginning with FRE 420.
FRE 501 Introduction to French Literature

Electives
Two advanced French literature courses (one may be taken during study abroad)
Students are strongly encouraged to study abroad, but only one course taken during study abroad may count toward the minor.

French Courses

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: FRE 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: FRE 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: FRE 420 or equivalent.

FRE 440 Advanced Conversation and Composition. Further refinement in areas studied in FRE 430; readings in French literature and culture. Given in French. Prerequisite: FRE 430 or equivalent.

FRE 450 Topics in French and Francophone Cultures. Reading, research, and discussion on selected topics and issues in the French-speaking world. Given in French. Prerequisite: FRE 430 or equivalent. (May be taken in addition to French 501 and any advanced literature course in the French sequence; may be repeated when the topic changes.)

FRE 501 Introduction to French Literature. Introduction to literary genres through reading and interpretation of major works of French and Francophone literatures. Given in French. Prerequisite: FRE 430 or 440, or equivalent.

FRE 516 16th-Century French Literature. Introduction to representative literary figures and genres of the early Modern Period. Literary texts will be studied in their social, historical, and aesthetic context. Given in French. Prerequisite: FRE 501.

FRE 518 17th-Century French Literature. Selections from Corneille, Descartes, Pascal, Molière, La Fontaine, Mme. de Sévigné, Racine. La
French Language and Literature

Rochefoucauld, Mme. de Lafayette, La Bruyère, and Perrault. Given in French. Prerequisite: FRE 501.

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: FRE 501.


FRE 580 Francophone Literature. Selected works from non-metropolitan authors of French expression from the Caribbean, Maghreb, West Africa, and/or Canada. Given in French. Prerequisite: FRE 501.

FRE 935 Advanced Literary Studies. Courses focused on major figures and/or movements in French and Francophone literatures. Topics will vary. Given in French. Prerequisite: FRE 501.

FRE 970 Senior Seminar. Specialized topics in French or Francophone literatures; preparation for senior departmental examination. Prerequisite: French major or permission.

German Language and Literature

Mr. Brockington, Mr. Fuchs (Chair), Mr. Fugate, Ms. Light

In studying foreign languages, students acquire not only a linguistic skill but also an understanding of other peoples' literatures, histories, and cultures. They gain a new perspective from which to view their own country, way of life, and language. Knowledge of a second language is an important facet of the liberal arts program. Proficiency in a second language at the 420 level is a graduation requirement.

The German department emphasizes listening, reading, writing, and speaking in all language courses. The department also offers courses in German literature and stylistics. Most Kalamazoo College students participate in the study abroad program; for students interested in German there are opportunities in Erlangen and Bonn.

Course work and off-campus experiences are complemented by on-campus opportunities that maintain or improve a student's language skills. A number of German majors as well as other students in the German program have been able to participate in career development internships or senior projects with German companies, both in the U.S. and in Europe. A chance to view German language films, read German publications, converse with native speakers, 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 other fields.

As part of the study abroad program at Kalamazoo College, scholarships for one year of further study at the German universities of Bonn and Erlangen, or a two-year scholarship at the student's university of choice,
are available to qualified graduates of the College. Kalamazoo students have often succeeded in obtaining Fulbright fellowships and other support for further study in Germany. Competition for these scholarships is not limited to German majors.

**Placement**

All incoming students who have previously studied German in high school or elsewhere must take the College’s placement test in German. Placement can also be determined by a student’s score on the CEEB test or the advanced placement test in German. Students with three or more years of high school German may not earn graduation credit in German 300.

**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; 426-500 = German 310; 501-550 = German 310 or 420; 551-624 = German 420; 625 or higher = German 440, 450, or 501. 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.

**Advanced Placement**

For students with an advanced placement (AP) score of 4 or 5, credit will be awarded upon admission. Study must begin with German 440 or above to receive credit in German at Kalamazoo College. After the fall of 1996-97, students with AP scores of 3 may be granted the waiver of a prerequisite, but may not count an AP 3 for credit.

**Requirements for the Major in German**

**Number of Units**

A minimum of 8 units is required, not including German 300 and 310 or the SIP. No more than two of these units (in either language or literature) may be earned during study abroad.

**Required Courses**

- GER 440 Advanced German I (or equivalent)
- GER 450 Advanced German II (or equivalent)
- GER 590 Stylistics
- GER 970 Seminar
- HIS 590 History of Germany and Central Europe: 1890 to the Present

Also required: Passing of the proficiency test, Zertifikat Deutsch als Fremdsprache (ZDaF), designed by the Goethe Institut

**Electives**

Three units chosen from:

- GER 501 Introduction to Literature
- GER 510 German Literature to 1700
- GER 520 German Classicism and Romanticism
- GER 530 German Realism of the 19th Century
- GER 535 German Literature: 1900 to 1945
- GER 536 German Literature: 1945 to Present

All German literature courses count toward the literature Area of Study requirement for graduation.
Students considering a major in German, especially those wishing to obtain teaching certification, are urged to begin their study of German in their first year. German majors are encouraged to take courses in appropriate cognate areas such as history, political science, economics, art history, management studies, international and area studies, and international commerce.

Requirements for the Minor in German

Number of Units
Six units are required.

Required Courses
- GER 420 Intermediate German
- GER 440 Advanced German I or GER 450 Advanced German II
- GER 501 Introduction to Literature
- GER 590 Stylistics

Electives
Two upper-level German literature courses chosen from GER 510, 520, 530, 535, or 536 (may be taken during study abroad). Some equivalent courses may be substituted except for GER 590.

German Courses

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: GER 300 or equivalent.

GER 420 Intermediate German. Intensive audio-lingual and written practice; structural review; selected readings; introduction to German history and culture. Prerequisite: GER 310 or equivalent.

GER 440 Advanced German I. Practice in listening, speaking, reading, and writing on an advanced level; modern literary and cultural texts including vocabulary and skills in business German. Prerequisite: GER 420 or equivalent and may be repeated.

GER 450 Advanced German II. Additional practice on the level and with the content as listed for GER 440. May be taken before German 440. Prerequisite: GER 420 or equivalent and may be repeated.

GER 501 Introduction to Literature. Practice in interpretation of representative works of various literary epochs; introduction to German literary history and criticism. Given in German. Prerequisite: GER 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, Grimmelshausen, and Gryphius. Given in German. Prerequisite: GER 501 or permission.

GER 520 German Classicism and Romanticism. Examination of works from the Enlightenment to the mid-19th century, including authors such as Lessing, Goethe, Schiller, Kleist, Novalis, Tieck and Brentano; historical and literary background. Given in German. Prerequisite: GER 501 or permission.
GER 530 German Realism of the 19th Century. Study of German, Austrian, and Swiss authors from 1830 to 1914, including writers such as Hegel, Schopenhauer, Heine, Gotthelf, Keller, Fontane, Stifter, Storm, and Hauptmann. Given in German. Prerequisite: GER 501 or permission.

GER 535 German Literature: 1900 to 1945. Selected works from German, Austrian and Swiss authors, including writers such as Hauptmann, T. Mann, Hofmannsthal, Kafka, Brecht, and Schnitzler. Given in German. Prerequisite: GER 501 or permission.

GER 536 German Literature: 1945 to Present. Literatures of the former two Germanys are contrasted. Selected writers include Grass, Braun, Plenzdorf, Aichinger, and Wolf. Given in German. Prerequisite: GER 501 or permission.

GER 590 Stylistics. Intensive practice in writing, reading, speaking, and understanding various styles of German including terminology and the practice of business German. Given in German. Required of all German majors and minors. Prerequisite: GER 440 and 450, or equivalent.

GER 970 Seminar. Specialized topics such as a specific author, theme, or genre. Required for the German major and open to all qualified students. Prerequisite: two German literature courses.

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, veterinary 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 are listed. Additional curricular sequences can be planned to meet individual preprofessional requirements.

The core curriculum provides a common background that makes possible a unified seminar program throughout the senior year and ensures a reasonably broad-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. However, a health sciences SIP is not required.

Requirements for Interdepartmental Major in Health Sciences

Required Courses

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<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tr>
<td>BIO 412</td>
<td>Evolution with Lab or BIO 424</td>
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<td></td>
<td>Psyciological Ecology with Lab</td>
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<tr>
<td>BIO 447</td>
<td>Cell Biology with Lab</td>
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<tr>
<td>CHE 405-415</td>
<td>Introductory Chemistry I and II</td>
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<td>with Labs</td>
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<tr>
<td>CHE 422-437</td>
<td>Organic Chemistry I and IIA</td>
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<td>CHE 422-432 Organic Chemistry I</td>
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<td>and II with Labs</td>
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PSY 400 General Psychology or PSY 450 Developmental Psychology
HSC 970 Senior Seminar

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. These courses are usually specified by admission requirements of professional schools (see the Health Sciences section). Courses for non-science majors will not meet this requirement. Since the major is interdepartmental, a student may not double major in health sciences and biology nor in health sciences and chemistry.

Health Sciences Courses

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.

HSC 979 Pre-SIP Studies. Special preparation for the senior individualized project for selected students. Prerequisite: permission.

Health Sciences 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. Please 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: BIO 732; CHE 512 or 902; PHY 372-377-382 or 412-417-422 (Prerequisite: MAT 410-415); 2 or 3 units in sociology and/or psychology; 3 units in English.

Biochemistry, Clinical Chemistry, Molecular Biology: BIO 732 and 972; CHE 902-912 and 422-432 (this latter sequence replaces CHE 422-437 in the core curriculum); MAT 410-415, 430, 440; PHY 412-417-422. Recommended electives include either CHE 512 or 932.

Medical Technology and Medical Laboratory Sciences: BIO 524 and 732; CHE 512 or 902; MAT 360-365; PHY 372-377. A recommended elective is BIO 537.

Optometry, Pharmacy, Podiatric Medicine: BIO 732 (for pharmacy), CHE 512 or 902; MAT 410-415 (for optometry and pharmacy); PHY 372-377-382; 2 units of English composition and literature.

Nursing: 1 unit of psychology; 1 unit of sociology/anthropology beyond the introductory courses; additional 3 units to be selected from biology, or MAT 360-365.

Chiropractic: PHY 372-377; BIO 524 or 537; BIO 732; CHE 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, veterinary medicine, or dentistry at the end of their junior year. These
students complete their Area of Study requirements during their three years at Kalamazoo College and then begin study in a recognized professional school. At the end of one year of successful study at the professional school, they are awarded a Bachelor of Arts degree from Kalamazoo College.

History

Mr. Barclay, Mr. Lee, Mr. Strauss, Mr. Wickstrom (Chair)

As 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, in important respects, the products of their past; therefore, an understanding of the past provides the insights necessary to both personal and social development.

Moreover, history stands at the core of a liberal arts education since one aim of that education is to integrate the various disciplines. Taking as its subject 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.

Requirements for the Major in History

Number of Units
A minimum of 8 units in history is required, not including the SIP.

Required Courses
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 titled An Introduction to History (HIS 401 or 404, which do not count toward the major) in the first year, followed by the survey of U.S. history (HIS 410 and 415) in the sophomore year. Majors MUST take courses in each of the four divisions of the department:
- Early History (HIS 421, 499, 500, 505, 550, 555, 560, 720)
- Modern Europe (HIS 422, 470, 520, 525, 540, 545, 585, 590)
- United States History (HIS 410, 415, 510, 515, 535, AMS 490, AMS 700)
- Non-Western History (HIS 407, 480, 524, 531, 534, 565, 566, 570, 575)

Required Seminars
History majors must enroll in two seminars: one of the research seminars (HIS 970, 971, or 974) and the Philosophy of History Seminar (HIS 900). Please see the department for specific requirements.

Requirements for the Minor in History

Number of Units and Required Courses
Six history electives are required.

The history minor is appropriate for students with a variety of interests. Some may wish to take a number of courses from several fields of history. Others may wish to focus on a particular time period, a country, a region, or a set of themes and issues. These could include such fields as
medieval history, U.S. history, modern European history, African history, and gender history. Many other combinations are possible. In order to develop an appropriate and interesting program, students who wish to minor in history must confer with a member of the history department as soon as possible.

History Courses

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 first-year students, sophomores, and all History majors.

HIS 404 Introduction to History: The World Before 1700. A survey of ancient, medieval, and early modern world societies, including Greece and Rome, ancient China and India, the European middle ages, and medieval Japan. Early Africa and pre-Columbian America are also covered. Special emphasis on political evolution and expansion, religious structures, and social organizations.

HIS 407 Introduction to East Asian Civilizations. Surveys of the histories of China, Japan, and Korea, with particular attention to religious, political, and social patterns. Emergence of an "East Asian civilization" will also be examined.

HIS 410 History of the United States I. Study of U.S. growth from colonial times to 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 HIS 410, from 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.

HIS 480 Modern Latin America. A survey of the history of Latin America from the wars for independence (c. 1800) to the present. Highlights construction of national cultures from stratified multiracial societies, revolutionary change, and external interference throughout the region.

AMS 490 Race and Ethnicity in Modern America. See AMS 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. From the foundation of the Republic to the empire of Constantine.
HIS 505 Greek Civilization. From Homer to Alexander the Great with emphasis on arts and letters.

HIS 510 American Diplomacy Since 1898. Examination of the concepts that have shaped American diplomacy in the 20th century, especially the Monroe Doctrine, Manifest Destiny, and the Open Door; standard and revisionist interpretations of the Spanish American War, the two World Wars, and the Cold War.

HIS 515 Culture and Society in Victorian America. 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 524 Women in the Modern World. Drawing examples from various world areas, this course examines women's historical experience from the 18th century to the present. Topics include beliefs that define women's role in society; the effect of national, class, and racial differences on women's lives; women's experience of war, revolution, and empire; and women's struggle for equal rights beginning with Mary Wollstonecraft's Vindication of the Rights of Women (1792).

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, World War II, the Cold War and the division of Europe, major social and intellectual developments since 1945, and the collapse of communism and its consequences.

HIS 531 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; and 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 to study abroad in Japan.

HIS 535 Japanese-American Relations: 1853 to the Present. Examination of events including Pearl Harbor and Hiroshima, the internment of Japanese Americans, Perry's opening of Japan, the American occupation, and economic issues such as quotas, exchanges 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 ancient regime, 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 Late Antiquity and the Early Middle Ages: AD 300-1050. Study of the rise of Christian Europe from 300 to 1050 AD. Late Antique society; patrician
and early medieval arts and letters; growth of the Catholic church and the German empire; and England before the Norman conquest.

**HIS 555 The High Middle Ages: AD 1050–1500.** Study of the development of European kingdoms especially England, France, and Germany from 1050 to 1500 with emphasis on constitutional and religious change, arts, and letters in the high and later Middle Ages.

**HIS 560 Renaissance and Reformation.** Examination of Italian Renaissance culture and 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: 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 Modern Middle East.** 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 that have shaped today's complex mosaic in the Middle East.

**HIS 570 Civilizations of Africa.** 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 Contemporary Africa.** Study of Africa south of the Sahara including precolonial Islamic revolution in western Sudan, other precolonial African kingdoms and federations, reactions and adaptations to colonial rule, and emergence of new independent states.

**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, and 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, and transformations since the late 1980s.

**HIS 710 Society and the Individual in Modern America.** See AMS 700. (Also listed as SOC 700.)

**HIS 720 Sex, Gender, and Society in Classical Antiquity.** See CLA 720.

**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: HIS 550 or 555, or permission.

**HIS 971 Seminar in United States History.** Prerequisite: HIS 410 or 415, or permission.

**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.
Human Development and Social Relations

Mr. Cummings (Director), Ms. Cunningham, Mr. Grossman, Ms. Jordan

Human development and social relations draws upon the academic disciplines of psychology, sociology, anthropology, and education in an approach to contemporary social issues which:

• is oriented toward problem-solving through the practical and ethical application of knowledge;
• is interdisciplinary, employing multiple perspectives and methodologies in understanding complex social phenomena;
• is comparative, encouraging sensitivities to variations in both problems and social policy between the United States and other nations;
• is informed by social science theory; and
• uses empirical methods of research and analysis.

Requirements for the Major in HDSR

Number of Units
Nine units are required for the major, not including the SIP.

Required Courses
PSY 400 General Psychology
SOC 406 Introduction to Sociology
SA 450 Methods of Social Research
PSY 500 Abnormal Psychology
SA 550 History of Social Thought
HDSR 800 Senior Seminar

Students must also complete three additional substantive requirements, all of which offer alternatives:

• the development requirement: either PSY 450, EDU/PSY 740, or PSY 945
• the social relations requirement: either SA 420, SOC 415, or SOC 500
• the intervention skills requirement: either SA 610, PSY 780, or SOC 435

Required cognate: MAT 360 Applied Statistics

The human development and social relations major promotes understanding of the dynamic interplay between human beings and their sociocultural environments. The core courses help students comprehend the stages of human development over the life course; the processes by which thought and behavior are shaped by individual, group, institutional, societal, and cultural influences; and prevalent psychological and social problems.

To help students engage these problems and provide opportunity for the development of applied skills, HDSR strongly encourages full use of internship opportunities. The senior individualized project and senior seminar help students to integrate theory with application and more fully to understand the complementary multiple perspectives.

Human Development and Social Relations Courses
HDSR 800 Seminar in Human Development and Social Relations.
Prerequisite: senior standing or permission.
Interdepartmental Major

Recognizing that the present departmental major program is at times too narrow to meet the scholastic interests of all students, the faculty established an interdepartmental major program. Interdepartmental majors are to be rare and may be declared, in consultation with the departments and the Registrar, only after all other avenues of study have been exhausted.

Interdepartmental major committees are to be established on an ad hoc basis, composed of one professor from each of the two departments. Approval of both departments is required for formal declaration. A student will take course work within each department including a senior seminar, if one is offered; have a comprehensive examination tailored to that major by the committee; and complete a SIP supervised by one committee member.

Students having an interdepartmental major will be considered for prizes and awards separately from the students in the regular departments in which they are doing the bulk of their work.

International and Area Studies
Ms. K.W. Smith, Ms. Valle (Directors)

This program is designed for students who have strong international interests and wish to pursue these interests systematically in their academic programs. The program in international and area studies reflects the College's belief that three kinds of skills and knowledge are essential for international understanding. The first of these is the ability to analyze issues that are inherently global—issues that pertain to the interrelationships among the people 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. The third is an in-depth knowledge of a particular area of the world, its geography, its history, culture, and/or institutions. These areas may be a nation, a subcontinent, or a continent.

With the proper mix of courses providing global/comparative and area experiences, mastery of a foreign language, study abroad, experiences in international cocurricular activities, the two required IAS courses (for majors), internationally oriented career development and SIP, students majoring or concentrating in international and area studies will be well-prepared to live in, and make sense of, the interdependent system of nations and regions that make up the modern world. They will also have received a solid foundation for graduate study and/or further training for careers in the international sphere.

The program in international and area studies is open to all students. Students are strongly advised to register for the major or the concentration by winter quarter of the sophomore year.

In addition to meeting formal requirements, majors and concentrators are urged to consider international career development internships in consultation with the Career Development Center. Concentrators are also encouraged to live at least one quarter in a language house and to participate actively in international events on campus.
Requirements for the Major in International and Area Studies

Number of Units
A minimum of 8 units is required, not including the SIP.

Required Areas

I. International and comparative courses: 2 units representing two different disciplines; normally taken during first two years.

II. Area studies courses: 4 units from at least two different disciplines focusing on a specific area or region. One of the area courses must be a history and/or civilization course that offers a broad perspective on that area. Students planning to take a course on study abroad to satisfy this requirement must secure the permission of the director in advance.

III. IAS 600 Sophomore Seminar (sophomore spring) and IAS 970 Senior Seminar (senior spring).

IV. Foreign language proficiency: proficiency in a foreign language appropriate to the student’s geographical area at a level equivalent to 4 units (inclusive of language credits earned on study abroad) for Chinese, French, German, Italian, Japanese, Russian, and Spanish. Special arrangements will be made for other languages.

V. Study abroad: majors must study abroad in their geographic area of concentration.

VI. Comprehensive examinations: the written comprehensive examination for the major in international and area studies will include questions drawn from IAS 600 and the area of concentration. Students will be expected to demonstrate an ability to integrate their experiences with a global perspective and an ability to bring a multidisciplinary approach to the analysis and discussion of international and area issues and problems.

A SIP in international and area studies is not required; however, students are strongly encouraged to pursue a SIP that incorporates an international and/or area studies dimension, especially through the Senior Projects Abroad program supported at the College by a grant from the Chamberlain Foundation. Potential majors should consult with the director early in their college careers to assure proper program planning and to obtain a list of appropriate courses. Students wishing to major in international and area studies and another discipline (a "double major") may count no more than two courses toward the fulfillment of the requirement of both majors.

The Concentration in International and Area Studies

The concentration is open to students in all majors. Courses meeting Area of Study, Cultures, or concentration requirements also may serve, where appropriate, as major requirements.

A total of six courses are required. Two of these courses must be selected from the list of international and comparative courses, drawn from two disciplines. The other four courses are to be selected as indicated from the list of courses appropriate to the student’s area focus and must include a history and/or civilization course. Concentrators may take IAS 600 Sophomore Seminar as one of the required international and comparative courses.
Foreign language proficiency and a study abroad experience in the geographical area of focus are also required. Potential concentrators should consult with the director early in their college careers to assure proper program planning and to obtain a list of appropriate courses.

International and Area Studies Courses

IAS 600 Sophomore Seminar. The sophomore seminar in international and area studies is intended to provide an opportunity for IAS majors to bring their skill in comparative study and their knowledge of a specific area of the globe together around a common theme. Students will compare the regional and area similarities and differences with regard to the topic of the seminar as well as develop increased expertise in their area of focus through exploration of the seminar topic's ramifications in that region. Prerequisite: sophomore standing. Students will normally have taken the required courses in the IAS major before entering the seminar.

IAS 970 Senior Seminar. Consideration of issues and problems affecting the global whole and the various geographical areas of the world through focusing on a broad topic or theme; emphasis on discussion of the topic and problems from a broadly interdisciplinary perspective. Specific topics will change from year to year. Possible topics: hunger, war, the environment, international relations, population and migration, human geography and ecology, race and class, religious fundamentalism, the literature of women, and the literature of war. Prerequisite: IAS 600 or permission.

International and Comparative Courses

ANT 405 Introduction to Cultural Anthropology
ECO 460 The World Economy
ECO 465 Economics of Developing Countries
EDU 500 Introduction to Comparative and International Education
HIS 401 Intro to History: The Making of the Modern World, 1700-Present
HIS 407 Introduction to East Asian Civilizations
HIS 524 Women in the Modern World
MUS 448 Music of World Cultures
PSC 580 Principles of International Politics: An Introduction
PSC 675 Political Economy of Advanced Industrial Nations
REL 425 General Introduction to Religion
REL 600 Class, Culture, and Religion
REL 610 Religious Rituals
SA 410 Medicine and Society
SA 500 Women in Cross-Cultural Perspective

Area Studies

Four units from at least two departments, including at least one history and/or civilization course.

African Studies

At least three of the required four courses must be taken on campus; the fourth may be taken during study abroad.

BIO 508 Ecology of Africa
ENG 590 African Literature
FRE 580 Francophone Literature (when the topic is African literature)
HIS 570 Civilizations of Africa
HIS 575 Contemporary Africa
PSC 540 Politics of Africa
PSC 545 Politics in Developing Countries
REL 605 African Religions
SS 630 Geography of Africa
ANT 590 Ethnology of Africa

**East Asian Studies**
At least three of the required four courses must be taken on campus; the fourth may be taken during study abroad. Students may wish to concentrate their area courses around one country, but are not required to do so.

CHI 425 Classical Chinese Literature in Translation
CHI 435 Modern Chinese Literature: Fiction
ECO 545 The Contemporary Japanese Economy
HIS 407 Introduction to East Asian Civilizations
HIS 531 Modern China
HIS 534 Modern Japan
HIS 535 Japanese-American Relations: 1853 to the Present
JA 435 Japanese Literature in Translation
REL 420 Buddhism
REL 440 Religions of China
REL 445 Japanese Religions
THA 483 Asian Theatre

**Latin American Studies**
At least two of the required four courses must be taken on campus; the other two may be taken during study abroad.

HIS 480 Modern Latin America
PSC 515 Politics of Latin America
REL 535 Liberation Theology
SA 535 Peoples and Cultures of Latin America
SPA 540 Spanish-American Literature I
SPA 550 Spanish-American Literature II
SPA 560 Contemporary Spanish-American Literature
SPA 976 Spanish-American Seminar

**Western European Studies**
Given the richness of the College curriculum related to modern Europe, the requirements for European area studies are somewhat more specific than are those for other areas. In particular, students must choose two courses (from different departments) that deal with modern Europe and two courses that relate to a specific nation. Generally, only one of these two may be taken during study abroad.

Modern Europe
Two units from different departments.

ART 455 Introduction to History of Art II
ART 540 19th-Century Art
ECO 975 Seminar in Comparative European Economies
HIS 520 Revolution, Industry, and Imperialism: Europe in the 19th Century
HIS 525 Contemporary Europe
MUS 435 Western Music in the 20th Century
PHI 540 19th-Century Philosophy: Kant to Nietzsche
PHI 555 Contemporary Continental Philosophy
PHI 560 Existentialism
PSC 402 Introduction to Comparative Politics
PSC 510 Comparative Political Institutions: Major Powers of Western Europe
PSC 630 The Politics of the Holocaust
SA 550 History of Social Thought
THA 570 Theatre of Illusionism

Area Components

British Studies
ENG 565, 595, 635, 645, 945 (English Literature)
HIS 422 England and the British Empire: 1688 to the Present

French Studies
ART 540 19th-Century Art
FRE 501, 516, 518, 530, 545, 570, 970 (French Literature)
HIS 540 French Revolution and Napoleon
HIS 545 History of France: 1815 to the Present

German Studies
GER 501, 520, 530, 535, 536, 970 (German Literature)
HIS 585 Germany and Central Europe in the 19th Century
HIS 590 History of Germany and Central Europe: 1890 to the Present

Spanish, Italian, or Scandinavian Studies
Spanish, Italian, or Scandinavian studies may be pursued through appropriate courses taken on campus and/or during study abroad. Consult with the program director about these.

Other Areas
Area studies in other regions, such as the Middle East or South Asia, may be pursued through appropriate courses taken on campus and/or on study abroad. Consult the program directors.

Japanese

Ms. Bundy

Requirements for the Minor in Japanese

Required Units
Six units are required.

Required Courses
JA 420 Intermediate Japanese
Three upper-level Japanese language electives including JA 430 Conversation and Composition, PICAS, or other departmentally approved alternatives
Two additional units in Japanese language earned during study abroad

Electives
One Japanese literature elective (may use JA 130 or JA 435 repeated)
One Japanese studies elective (may include an approved course taken during study abroad)
Japanese Courses

JA 300 Beginning Japanese I. Introductory course; basic grammar and vocabulary; emphasis on listening and oral foundations; reading and writing skills limited to hiragana. Students are encouraged to begin this course sequence in their first year in order to complete the three-quarter sequence (JA 300, 310, 420) required for study abroad.

JA 310 Beginning Japanese II. Further introduction to basic grammar and vocabulary; development of fundamental reading and writing skills using hiragana, katakana, and approximately 50 kanji. Prerequisite: JA 300 or equivalent with permission.

JA 420 Intermediate Japanese. Reinforcement of basic listening and development of oral and aural competency; further achievement of reading and writing skills using the kana and approximately 100 kanji. Prerequisite: JA 310 or equivalent with permission.

JA 430 Conversation and Composition. Further work in conversation, oral interpretation, and elementary composition using approximately 200 kanji; study of idioms fundamental to an active use of spoken and written Japanese. Prerequisite: JA 420 or equivalent with permission.

JA 435 Japanese Literature in Translation. An introduction to the genres, forms, and themes of Japanese literature from earliest times to the contemporary. Will involve close reading and investigation of the problems of critical literary analysis in a culture significantly different from the Western or other literary traditions with which students are familiar. Effort will be made to examine both the writings of men and women authors. Topic and period will vary according to quarter. Given in English. May be repeated when topic is different. This course counts toward the Area of Study literature requirement.

JA 440 Advanced Conversation and Composition. Further refinement in areas studied in JA 430.

Mathematics

Mr. Calhoun, Mr. Fink (Chair), Mr. Nielsen

Mathematics department offerings are designed primarily for students who will eventually be actively doing mathematics, whether it be applied work in industry or government; research in mathematics, statistics, or one of the other mathematical sciences; teaching; or applying mathematics in the physical, computing, or social sciences. In addition, the faculty takes seriously its responsibility to offer general education courses for those students who desire an understanding of the nature and role of mathematics in modern society.

Advanced Placement

With an advanced placement (AP) score of 4 or 5, 1 unit of AP credit will be awarded when the student matriculates. A student who does not take MAT 415 or 420 will be awarded a second AP credit upon successful completion of MAT 425. A student who does not take MAT 410, 415, or 420 will be awarded 2 units of AP credit upon successful completion of MAT 425. After the fall of 1996-97, students with AP scores of 3 may be granted the waiver of a prerequisite, but may not count an AP 3 for credit.
Requirements for the Major in Mathematics

Number of Units
Eight units of mathematics at the 400 level or above are required, not including the SIP, plus one computer science course and MAT 200.

Required Courses
- One computer science course
- MAT 200 Workshop in Problem-Solving
- MAT 410-415 Calculus I and II or MAT 420 Intermediate Calculus
- MAT 425 Calculus III
- MAT 430 Linear Algebra and Vectors
- MAT 530 Modern Algebra I
- One two-term sequence beyond calculus (e.g., Real Analysis I and II, Modern Algebra I and II, Probability and Mathematical Statistics, Modern Algebra I and Linear Algebra II)

For students interested in graduate work in one of the mathematical sciences, additional work in MAT 505, 535, 900, 910, and 950 is appropriate. Those with a strong interest in computing should elect the minor in computer science in addition to MAT 750. For those students interested in applied work (mathematical biology, mathematical economics, operations research, etc.), election of MAT 505, 533, 560, 565, and at least two courses in computer science is appropriate. Other departments offer work that uses mathematical ideas: BIO 412, 524, and 537; CHE 902 and 912; ECO 640 and 670; PHI 420; PHY 540, 900, 910, and 920; and PSY 930.

Requirements for the Minor in Mathematics

Number of Units
Six units at the 400 level or above are required.

Required Courses
- MAT 530 Modern Algebra I or MAT 900 Real Analysis I

Electives
Five additional mathematics courses chosen from the 400 level or above

Teaching Mathematics
Students interested in high school teaching should have an exposure to many areas of mathematics rather than focusing on one area. MAT 560, 900, and 950 are very strongly recommended. The remainder of the requirements for the teaching major are the same as those listed for the mathematics major. The teaching minor requires 6 units including MAT 410-415 or 420, MAT 430, and MAT 530. Unless approved in advance, no 300-level course may be used for either the teaching major or minor.

Study Abroad
Students interested in mathematics are encouraged to consider the study abroad programs in Erlangen, Quito, Aberdeen, or Budapest. The Budapest program is given in English; no prior knowledge of Hungarian is needed. It offers a number of mathematics courses as well as history, language, and literature courses. Early consultation with the department is strongly urged.
Mathematics 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 first-year students as well as sophomores, juniors, and seniors. One unit of credit toward graduation is awarded after a student has participated for five quarters in the workshop.

MAT 310 Pre-Calculus Mathematics. Study of polynomials, elementary transcendental functions, analytic geometry, inequalities, and other topics essential for a rigorous development of the calculus. *Does not satisfy an Area of Study 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:** MAT 360.

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 410. **Prerequisite:** MAT 410.

MAT 420 Intermediate Calculus. A survey of the calculus that focuses on a deeper understanding of the material of Calculus I-II. Intended for students with a year of calculus at the high school level who wish to strengthen their analytical skills before undertaking additional courses in the department. **Prerequisite:** one year of high school calculus and either an AP exam score of at least 3 on the BC exam or 4 on the AB exam or satisfactory performance on a local placement examination.

MAT 425 Calculus III. Series, vectors in two and three dimensions, and integral calculus of functions of several variables. **Prerequisite:** MAT 415.

MAT 430 Linear Algebra and Vectors. Study of vector spaces, matrices, determinants, linear transformations, systems of equations, eigenvalues, and canonical forms. **Prerequisite:** MAT 415 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:** MAT 425 and 430 and PHY 412, or permission.

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:** MAT 430.

MAT 533 Linear Algebra II. Treatment of topics such as linear equations, orthogonal projections and least squares, pseudo-inverses, eigenvalues and eigenvectors, diagonalization, canonical forms of linear transformations, positive definite matrices, the norm of a matrix, linear programming, and game theory. **Prerequisite:** MAT 430.

MAT 535 Modern Algebra II. Continuation of MAT 530. **Prerequisite:** MAT 530.

MAT 550 Partial Differential Equations. Introduction to the classical boundary-value and initial-value problems for the Laplace, heat, and wave
Mathematics

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: MAT 425 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: MAT 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: MAT 415 or 420 and one computer science course.

MAT 750 Computability, Automata, and Formal Languages. See CS 750.

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: MAT 425.

MAT 910 Real Analysis II. Continuation of 900. Prerequisite: MAT 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. Birch, Ms. Christian, Mr. Evans, Ms. Pixley, Ms. Romaneaux, Mr. Ross, Mr. Tung (Chair), Mr. Turner

The music department seeks to cultivate an understanding of the language and history of music and to nurture artistic skill and musicianship. Applied music is at the center of the curriculum. Frequent performance opportunities are available through music ensembles and individual instruction programs. Performance facilities include a recital hall, Stetson Chapel, and Dalton Theatre. The College has an outstanding collection of early keyboard instruments (Dowd harpsichord, Schreiner positive organ, and McCobb fortepiano), a reconstructed 1907 Steinway concert grand piano, and a three manual, 66-rank mechanical action organ by Hellmuth Wolff. The department owns a number of band and orchestral instruments and participates in a special program with the Yamaha Corporation, which has placed over 20 grand, upright, Disklavie, and electric keyboards for student use.

Courses in music theory, music history, and practical musicianship
combine with applied music to provide an integrated approach to the discipline. Computer software for ear training, musicianship, and composition are available.

**Requirements for the Major in Music**

**Required Units**
A minimum of 10 units in addition to the prerequisite are required.

**Required Courses**
Prerequisite: MUS 300 completed with a grade of C- or above. This prerequisite may also be met by examination.

- MUS 425M, 430M, 435M (Western music history and theory sequence)
- MUS 448 Music of World Cultures
- MUS 450 Conducting
- MUS 900 Junior Seminar
- MUS 970 Senior Seminar

**Electives**
Three elective courses in the student's focus area selected from:
- Applied Music
- MUS 440 American Music
- MUS 465 History of Jazz
- MUS 550 Choral Music Methods
- MUS 560, 561, 562 (Instrumental Music Methods)

Also required are enrollment in at least one Department of Music ensemble each quarter of residency and successful completion of a senior comprehensive examination (usually given spring quarter of the senior year). Students considering a music major must enroll in MUS 300 in either the first-year or sophomore fall quarter. With few exceptions, course work completed abroad cannot be counted toward the major. Majors are not required to complete their senior individualized project in the department. However, students who plan advanced music studies in graduate school or who aspire to professional careers are advised to plan a senior recital, internship, or research project in close consultation with department faculty. The music major coordinates effectively with offerings of other departments, and many students major in both music and another discipline. Music majors interested in the fields of arts management, music education, music scholarship, music therapy, musical theater, church music, music criticism, etc. should consult with the music department and the appropriate cognate department. Additional information concerning the music major is included in the Music Department Handbook, which is available from the department office located in Room 212 of the Light Fine Arts Building.

**Requirements for the Minor in Music**

**Required Units**
Six units are required.

**Required Courses**
Prerequisite: MUS 300 completed with a grade of C- or above. This prerequisite may also be met by examination.

Three units, appropriate to the student's focus area, selected from the following courses. At least one of these units must be MUS 425, 430, 435, 440, 448, or 465.
Mus 130 First-Year Seminar
MUS 425, 430, 435 (Western music history and theory sequence)
MUS 440 American Music
MUS 448 Music of World Cultures
MUS 450 Conducting
MUS 465 History of Jazz
MUS 550 Choral Music Methods
MUS 560, 561, 562 (Instrumental Music Methods)
MUS 900 Junior Seminar
MUS 970 Senior Seminar

The three remaining credits of the minor should be focused in a clearly defined area of concentration. Full units in applied and ensemble music may accumulate as outlined in the Student Handbook and the Academic Catalogue.

Music Courses

MUS 300 Introduction to Music. Study of the language, power, and communicative properties of music in the Western tradition. Selected works, both popular and classical and ranging in time from the Middle Ages to the present, will be listened to and discussed with an emphasis on their musical style and cultural-social context. Students will also acquire basic skills in music literacy, theory, and aural comprehension. Class activities will include guest performances, concert attendance (on and off campus), and behind-the-scenes looks at what goes into making music.

MUS 425 Western Music Before 1750. Study of the developments in musical style from the Middle Ages through the Baroque including sacred and secular music of Italy, Germany, France, England, and the Netherlands. Instruction in reading music and basic music theory is provided.

MUS 425M Western Music Before 1750. Study of the evolution of musical style and development of the major-minor system of tonal music from the Middle Ages through the Baroque, together with analysis of representative works. Students will acquire fluency in basic four-part writing and elementary tonal counterpoint. Prerequisite: MUS 300 or equivalent.

MUS 430 Western Music in the Classic and Romantic Eras. Study of the developments in opera, concerto, sonata, symphony, string quartet, and art song during the Classic and Romantic eras. Representative works will be presented in their stylistic and cultural contexts. Instruction in reading music and basic music theory is provided.

MUS 430M Western Music in the Classic and Romantic Eras. Study of the Classic and Romantic musical styles, forms, and harmonic language through analysis of representative works. Students will acquire fluency in analysis of Classic period forms and their relationship to functional harmony and will trace the expansion of that language to the chromatic harmony of the late nineteenth century. Prerequisite: MUS 425M.

MUS 435 Western Music in the 20th Century. Study of influential twentieth-century musical styles in cultural context with analysis of representative works. Students will explore analytical technique appropriate to impressionism, free atonality, pandiatonicism, and serialism.
MUS 435M Western Music in the 20th Century. Study of influential twentieth-century musical styles in cultural context with analysis of representative works. Topics include impressionism, free atonality, pandiatonicism, serialism, and influences of popular and non-western traditions. Prerequisite: MUS 430M.

MUS 440 American Music. Survey of music in America from the pilgrims to the present, including music from the cultivated (classical) and vernacular (popular) traditions. Topics include music of native Americans, psalmody and hymnody, the Sacred Harp tradition, Yankee tunesmiths, African-American music, Civil War songs, the development of the symphony orchestra and other aspects of the classical tradition, the Second New England School, Tin Pan Alley, the American musical, jazz, blues, ragtime, the American avant-garde, minimalism, and more.

MUS 448 Music of World Cultures. Study of music of various cultures within their social contexts. The course includes folk, traditional, classical, and popular music from selected traditions in Africa, India, Asia, Europe, and the Americas. It presents music as an evolving process and the performance of music as an expression of individual and cultural identity. Using readings, discussions, guest lectures and performances, listening tapes, and films, the course provides a framework for comparison of musical cultures from different parts of the world.

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. Recommended: MUS 300.

MUS 460 Seminar in Folk Music. Consideration of the historical and sociological significance of the two major segments of African-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 465 History of Jazz. This course is intended to introduce students to the cultural context, instrumentation, theory, form, and analysis of jazz from its early West African roots to contemporary times. Emphasis will be placed on listening to various artists and styles.

MUS 550 Choral Music Methods. Basic techniques of singing and vocal pedagogy. Overview of history and literature of choral music from many cultures. Practical application of methods and materials for children's, school, religious institution, and community ensembles. Methodologies of rehearsal techniques and choral training.

MUS 560-561 Instrumental Music Methods, Woodwinds and Brass. Basic techniques of playing orchestra and band instruments; emphasis on understanding the principles and problems of playing woodwinds (561) and brass (560). Limited enrollment. Prerequisite: permission.

MUS 562 Instrumental Music Methods, Strings. Basic techniques of playing the four orchestral stringed instruments. Limited enrollment. Prerequisite: permission.
MUS 900 Junior Seminar. Upper division course comprises in-depth investigation of individual works, composers, or genres reflecting interests of class members and drawing upon analytical and research skills of prerequisite courses. Prerequisite: MUS 430M or permission.

MUS 970 Senior Seminar. Upper division course whose objective is to encourage integration and discovery of relationships between such areas as academics, performance, career development, SIP, and careers in music. Research and analysis skills will be connected to contemporary issues in musical life, themes in music history, and alternative perspectives in style analysis. Prerequisite: MUS 435M or permission.

Music Ensembles

All students at Kalamazoo College may participate in ensembles. Meeting twice a week for periods of an hour and a half, ensembles do not conflict with the regular course schedule. Credit can be given only to those students who actively participate in concert performances of that ensemble. One unit of credit toward graduation is awarded after a student has participated five times in music ensembles. Although no more than 2/3 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 Area of Study requirement in creative expression. Only one ensemble unit of credit may be applied toward graduation and counted once as a 3-unit quarter load.

MUS 200-01 College Singers. Major choral organization on campus emphasizing diverse repertoire, varied performance experiences, including a major performance each quarter. During the summer quarter, the singers have a less demanding schedule; the emphasis is on a lighter repertoire, and no experience is necessary for a student to participate. Prerequisite: vocal evaluation the first time a student wishes to participate.

MUS 200-02 Chamber Choir. Participation by advanced choral singers with good sight-reading and ensemble skills; varied choral experiences. Prerequisite: audition; must also be enrolled in MUS 200-01.

MUS 200-03 Bach Festival Chorus. Participation in the annual College Festival in conjunction with the Kalamazoo community. Prerequisite: permission; must also be enrolled in MUS 200-01.

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 Symphony 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. At least one performance is given each quarter. Prerequisite: audition.
**MUS 200-15 Accompanying.** Performance opportunities open to advanced keyboardists 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 20 additional faculty members teach individual instruments and voice, offering a wide range of opportunities to all students.

Applied music study facilitates technical command, interpretive insight, and understanding of pedagogical procedures. The courses stress development of ability to perform with competence and musical understanding, while providing a comprehensive background of music of various periods, styles, and composers. At the end of each quarter, every student taking applied music has the opportunity of a hearing before a group of music faculty members. Attendance in two performance area classes per quarter is required of all music majors as part of their applied music study and is expected of all students enrolled in applied music.

Applied music is credited in the same manner as the ensembles: 1/3 unit is earned for each quarter of participation, and credit toward graduation is awarded 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; however, credits from different ensembles may be combined, as may piano, harpsichord, fortepiano, and accompanying.

An extra fee is charged for applied music instruction for students not majoring in music.

**Applied Music Courses**

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**Neglected Languages**

*Ms. K.W. Smith (Coordinator)*

Neglected language tutorials are normally available to students who have the following interests: study abroad in a site connected to the language (contact the Center for International Programs for information on approved sites); significant connection to intended career; relationship of the language to student's ethnic background. Students interested in
African languages or Portuguese are reminded that the College participates in the CICALS program at Michigan State University where students may spend a summer studying these languages in intensive courses. Similarly, students may participate in the PICAS program at The University of Michigan, which offers intensive summer courses in Chinese, Japanese, and Russian. Similar courses are also available through the same program at Beloit College. Prerequisite: sophomore standing or above, grade point average of 2.50 or above, and permission of the coordinator.

**Philosophy**

*Ms. Case, Mr. Latiolais (Chair)*

Philosophy speaks to the perennial concerns of men and women to understand themselves, their experiences, their relations to others, their inherence in nature, and their artistic creations. It does this in a spirit of critical inquiry that demands that individual judgment be developed within a consciousness of our historical philosophical traditions.

The department offers courses in intellectual history and intensive training in critical reading, writing, and discussion. Philosophy courses focus on either periods or special problems. The eight historical courses cover the main periods of Western philosophy from ancient to contemporary times. Other courses consider problems in epistemology, logic, ethics, aesthetics, and political theory, or issues regarding language, thought, perception, personal identity, cultural integrity, law, and gender differences.

**Requirements for the Major in Philosophy**

**Number of Units**

A minimum of 8 units is required. The SIP carries 2 units of credit that can be applied toward the major.

**Required Courses**

- Majors are required to take either PHI 410 Ethics or PHI 415 Theories of Knowledge. Since the departmental comprehensive examination assumes that students have a working knowledge of Western philosophy, majors are also required to take at least two of the classic history courses: Ancient, Early Modern, 18th Century, and 19th Century. A third may be covered independently, with tutorial assistance. Since graduate programs expect competency in formal logic, majors must also take PHI 420 Logic and Reasoning, with supplementary instruction to prepare for comprehensive exams. The PHI 970 Philosophy Seminar is a required "capstone" course. We advise majors preparing for graduate studies to take at least one of the following 20th-century "field" courses: Philosophy of Language, Science, or Law.

**Requirements for the Minor in Philosophy**

**Number of Units**

Six units are required.

**Required Courses**

- PHI 410 Ethics and PHI 415 Theories of Knowledge are required introductory courses. Students must take at least one Historical or "Traditions" course (See above). The three remaining courses should be elected in consultation...
with the department to ensure the integrity of the minor and its interdisciplinary
potential. As a capstone experience, we require an integrating
examination, consisting of written and oral components. We also recom-
mend either supervisory or advisory involvement with SIP.

Philosophy Courses

PHI 410 Introduction to Philosophy: Ethics. An introduction to philosophical
problems, concepts, methods, and doctrines through a study of the nature and
justifiability of moral judgments. This study entails an investigation of the roles
of reason and emotion in determining standards of rightness, obligation, value,
and moral character. Readings include selections from some of the following:

PHI 415 Introduction to Philosophy: Theories of Knowledge. An investiga-
tion of the nature and scope of knowledge and the justification of claims to
knowledge. This investigation will entail an exploration of such subjects as
rationality, skepticism, meaning, the concept of truth, and the nature of reality.
Readings include selections from authors such as Plato, Aristotle, Descartes,
Locke, Berkeley, Hume, Kant, Russell, Ayer, James, Quine, and Goodman. The
central aims of the course are (1) to introduce the students to philosophical
problems, concepts, methods, and doctrines; and (2) to prepare students to
think, speak, and write clearly, critically, and constructively about both theoreti-
cal and practical problems.

PHI 420 Introduction to Philosophy: Logic and Reasoning. An introduction
to philosophical methods through a study of (1) the theory and practice of
formulating, analyzing, and evaluating arguments as they occur in ordinary, non-
technical contexts; and (2) the concepts and techniques of elementary formal
logic: syllogism, truth-functions, and simple quantifiers.

PHI 440 Philosophy of Art. A schematic historical survey of the major traditions
of Western aesthetic theory with a special emphasis upon competing schools of
modern interpretation in the visual arts. The historical review prepares students to
examine contemporary issues in the philosophy of art. Such topics may include
questions regarding the relations among artist, work, and context; the psychology
of aesthetic perception; the disclosure of space and time in artworks; the
justification of interpretation and criticism; the differences among visual art forms;
the identification of historical periods and individual styles; and the role of art in
social and political institutions. Suggested for fine arts majors.

PHI 450 Philosophy of Social Science. Introduction to classical and
contemporary issues in the logic of the social sciences. What distinguishes the
social sciences from the natural sciences and humanistic studies? What
conceptual models of person, action, events, social groups, and cultural
institutions do social scientists presuppose in their empirical studies? What are
the goals of social inquiry? A brief historical introduction to 19th-century social
philosophy will be followed by a systematic review of contemporary schools of
social inquiry. Recent debates about the scientific status and political role of the
Western social sciences will also be examined.

PHI 460 Philosophy of Law. Examination of competing theories about the
nature and justification of legal systems. Selected topics may include the
relation of law to morality, society, and politics; views on punishment; the
functional role of legal systems in welfare-state democracies; the nature of
juridical interpretation and reasoning; the challenge of critical legal studies to
traditional jurisprudence; and the formation of international law. *Suggested for pre-law students.*

**PHI 470 The Just Society.** Critical analysis of competing traditional theories of justice in connection with contemporary political and legal issues surrounding race, ethnicity, and gender. Such topics may include the nature of political legitimation and power; the interdependence of social, legal, and political institutions; legal protection for individuals and groups; the shifting boundaries between individual, private, and public; social-welfare institutions and the marketplace; diversity and democracy; the autonomy of nation states within global crises; etc.

**PHI 480 Philosophy of Science.** Study of the elements and significance of scientific knowledge, the empirical and theoretical elements of scientific concepts, the confirmation and falsification of scientific theories, the pragmatic vs. the realistic interpretation of science, and similarities and differences between the physical and social sciences; examples from the history of science.

**PHI 495 Biomedical Ethics.** Biomedical practices include experimentation on human and animal subjects, genetic engineering, abortion, euthanasia, the technological control of reproduction, and the allocation of medical resources. What is the moral of such practices? In this course, students will learn to articulate and defend answers to this question and to evaluate the answers offered by contemporary philosophers, physicians, and jurists.

**PHI 510 Ancient Philosophy.** A study of ancient views on nature, knowledge, soul, and the good life. Readings will include selections from Plato and Aristotle and may include selections from the pre-Socratic and Hellenistic philosophers, all major sources of the Western philosophical tradition.

**PHI 515 Early Modern Philosophy: Descartes to Kant.** A study of the development of the philosophical issues that dominated Western culture since the breakdown of the Medieval synthesis: materialism, dualism, idealism, skepticism, empiricism, and rationalism; selections from Descartes, Locke, Leibniz, Berkeley, Hume, and Kant. *Suggested for psychology majors.*

**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, and the birth of a transcendental philosophy of the human mind; readings from Hume, Reid, Rousseau, and Kant.

**PHI 540 19th-Century Philosophy: Kant to Nietzsche.** Historical survey of the central figures of early 19th-century European philosophy. The course traces how Kant's revolutionary views on knowledge, time, space, self, morality, freedom, action, God, and art were criticized and transformed by Schiller, Schelling, Hegel, Marx, Kierkegaard, and Nietzsche.

**PHI 551 The Philosophy of Language.** 20th-century Anglo-American philosophy of language with an emphasis upon pragmatics or speech act theory. An examination of traditional semantics (the study of meaning, reference, truth, and translation) will be followed by an introduction to pragmatics or speech act theory (the study of what we do with words). Readings include works from Frege, Russell, Wittgenstein, Austin, Quine, Grice, Searle, Putnam, Davidson, Apel, and Habermas. The course closes with a discussion of the significance of the philosophy of language for sociology, political science, psychology, and literary analysis.
PHI 555 Contemporary Continental Philosophy. Study of major movements in 20th-century German and French philosophy. The course may focus upon a particular movement (phenomenology, existentialism, hermeneutics, critical theory, deconstruction, or post-structuralism), an individual philosopher (Husserl, Heidegger, Merleau-Ponty, Gadamer, Ricoeur, Derrida, Foucault, Apel, or Habermas) or, perhaps, a specific topic addressed by such authors (perception, emotions, the body, self-knowledge, action, intersubjectivity, sexuality, or language).

PHI 560 Existentialism. Historical study of existentialism as the attempt to develop a voluntaristic account of humans (that is, an account of humans as desiring, willing, and choosing beings), which is critically opposed to intellectualism (the account of humans as thinking, knowing, and theorizing beings). The course raises questions about self-understanding, freedom, the will, the emotions, corporeality, action, individuality, desire, sexuality, and time. Readings include works by Kierkegaard, Nietzsche, Heidegger, Sartre, and Merleau-Ponty.

PHI 565 Philosophy and Literature. Exploration of the complex and historically evolving relationship between philosophy and literature. The course explores the affinities between the disciplines by identifying common or interrelated themes. The issues in literary criticism may include the structure of literary worlds; the relations among author, narrator, and character; the confrontation of competing schools of interpretation; the classification of literary genre and historical periods; the nature of literary language-use. Such issues are interwoven with philosophical issues such as the structure of self-understanding, the social-historical placement of the self, the epistemological credentials of autobiographical and historical narratives, and the nature of linguistic interaction. This course counts toward the literature Area of Study requirement for graduation.

PHI 580 American Philosophy. A study of the philosophical tradition in America as articulated in the writings of Peirce, James, and Dewey and transformed in the work of such contemporary philosophers as Quine, Davidson, Putnam, Rorty, and Goodman.

PHI 970 Philosophy Seminar. A study of some recent work on one or two major philosophical issues. The emphasis will be on a critical reading of two or three major texts and the reviews and discussions surrounding them. Prerequisite: junior or senior standing, or permission.

Physical Education

Mr. Corwin, Mr. Haklin, Ms. Hess, Mr. Kent (Chair), Ms. La Plante (Dean of Experiential Education), Ms. Maurer, Ms. K.J. Smith, Mr. Warmack

The College offers an opportunity to maintain physical wellness through a physical education program with a range of activities that develop athletic skills and an enthusiasm for a healthful and active recreational life. 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 student-athletes who possess the ability and desire to participate.

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 a minor in physical education. A minor is offered for those seeking Michigan certification in secondary education.

Requirements for the Minor in Physical Education

Number of Units
A minimum of 6 units is required.

Required Courses
PE 275 Physical Education Activities (1 unit)
PE 510 Care and Treatment of Injuries
PE 520 Theory of Training and Conditioning

Requirements for the Coaching Minor

Number of Units
A minimum of 6 units is required.

Required Courses
PE 510 Care and Treatment of Injuries
PE 520 Theory of Training and Conditioning
Three units from the “Techniques of Coaching” series

Physical Education Courses

PE 275 Physical Education Activities. Three quarters of activity beyond the College requirement; 1/3 unit per activity upon completion of assigned reading and completion of a notebook. Credit is awarded when the three terms have been completed. These classes must be arranged with approval of the physical education faculty members and often involve student instructional input.

Techniques of Coaching. Each of the Techniques of Coaching classes carries 1/3 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/Softball
PE 283 Techniques of Coaching Basketball
PE 284 Techniques of Coaching Tennis
PE 286 Techniques of Coaching Swimming
PE 288 Techniques of Coaching Volleyball
PE 290 Techniques of Coaching Soccer

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 energy production, muscular contraction, and circulatory and respiratory adjustments to exercise) and the environmental aspects of training and conditioning (including metabolism, nutrition, drugs, strength, and endurance training).

Sports Psychology. See PSY 600.
The Physical Education Activity Program

The physical education activity requirement for graduation is 1 unit (5 activities). Students may meet the requirement by electing and satisfactorily completing five activities selected from physical education activity classes, intercollegiate sports, study abroad, 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. Students are urged to complete the requirement over a period of five quarters.
3. Because proficiency in an activity is desirable, students are permitted to repeat an activity course once including contractual.
4. 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.

Activity courses include many opportunities. Some require that students furnish their own equipment; several require a modest fee.

In some instances, students may receive physical education credit for activities on study abroad, especially those indigenous to a particular culture. These credits must be certified by the Center for International Programs. Contractual arrangement is available. 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. Askew, Mr. Tobochnik, Mr. Winch, Mr. Wright (Chair)

The physics curriculum at Kalamazoo College provides preparation for the potential physicist as well as a solid background for students in the other sciences. A student majoring in physics can pursue further study in physics, engineering, computer science, astronomy, medical physics, or atmospheric science. Other opportunities include teaching at the high school level and working in a business that relies on modern technology.

The department offers introductory courses at three levels: PHY 302, 310, and 312 for students majoring outside the natural sciences; a three-course, non-calculus sequence (PHY 372, 377, 382) intended primarily for biology and health sciences students; and a three-course sequence utilizing calculus (PHY 412, 417, 422) for potential physics, chemistry, and mathematics majors. Students interested in majoring in one of the physical sciences should plan to take PHY 412, CHE 405, and MAT 410 and 415 during the first two quarters of the first year. Students with an AP score of 4 or 5 in physics will not be permitted to earn credit in PHY 372 or 412. A second AP physics credit will prevent the award of credit in PHY 377 or 417.

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 3-2 Engineering Program description.)
**Requirements for the Major in Physics**

**Number of Units**
A minimum of 9 units is required, not including the SIP.

**Required Courses**

- PHY 200 Contemporary Topics in Physics
- PHY 412, 417, 422 Introductory Physics I, II, III with Lab
- PHY 540 Intermediate Mechanics
- PHY 570 Electromagnetics and Electronics I with Lab
- MAT 410-415, 425, 430, and 505 (with grades of C or better)

CS 420 or 705 are highly recommended. PHY 302, 310, 312, 372, 377, 382, and 732 do not count toward the major. Students planning on graduate study in physics should take at least one additional unit in mathematics.

**Requirements for the Minor in Physics**

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

**Required Courses**

- PHY 412, 417, 422 Introductory Physics I, II, III with Lab
- PHY 540 Intermediate Mechanics
- Two additional physics courses at the 500 level or above

Students may not major in 3-2 engineering and minor in physics. All cognates in math must be at C or above.

**Physics Courses**

**PHY 200 Contemporary Topics in Physics.** A weekly meeting devoted to the exploration of topics of contemporary interest in all fields of physics and related areas. Appropriate for first-year as well as upper-level students. One unit of credit, graded pass/fail, toward graduation and the major is awarded after the student has participated in the course for five quarters. **Required for the major.**

**PHY 302 Astronomy with Lab.** Study of modern astronomy beyond the solar system: stars, galaxies, pulsars, quasars, black holes, and cosmology. Emphasis on fundamental physics and its application to understanding the structure and evolution of astronomical objects. **Prerequisite:** two years of high school math. Students cannot receive credit for both PHY 302 and PHY 372 (or PHY 412).

**PHY 310 Energy and the Environment.** A study of the concepts of energy and entropy and the societal implications that follow from alternative modes of energy production, amount of energy consumption, and the ways energy is used. Efficiency of energy conversion and the environmental impact of energy production and use will be discussed. Designed primarily for students not majoring in the physical sciences; especially appropriate for those in the environmental studies concentration.

**PHY 312 Musical Acoustics with Lab.** Focused on a topic that brings together music, physics of vibrations and waves, and auditory science. Emphasis on fundamental physical principles and their application, presented at a level suitable for students with little background in science or mathematics. Topics include the generation, transmission, and detection of sound. **Prerequisite:** two years of high school math. Students cannot receive credit for both PHY 312 and PHY 372 (or PHY 412).
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:** MAT 310 or higher math course, or equivalent on math placement exam.

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:** PHY 377 or permission.

PHY 412-417-422 Introductory Physics I, II, III with Lab. Study of mechanics, electricity and magnetism, optics, and modern physics. Intended for students majoring in mathematics, chemistry, or physics. **Prerequisite:** PHY 410 and concurrent enrollment in MAT 415, or permission.

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; mathematical modeling of circuit behavior. **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:** PHY 422 and MAT 505.

PHY 560 Thermal Physics. Introduction to thermal physics with emphasis on a statistical approach to the treatment of thermodynamic properties of bulk material. **Prerequisite:** PHY 422.

PHY 570, 580 Electromagnetics and Electronics I, II with Lab. Two-course sequence study of electromagnetic field theory with advanced techniques in vector calculus developed as needed. Lab portion of the course emphasizes practical experience with modern electronics using integrated circuits and electronic instrumentation.

PHY 705 Computer Programming and Simulation. Computer modeling of physical phenomena. Programming skills in BASIC and FORTRAN will be developed in the context of doing physics. Topics include numerical integration of Newton's equations, cellular automata, and random walks including Monte Carlo methods. (Also listed as CS 705.) **Prerequisite:** PHY 417.

PHY 732 Digital Electronics with Lab. Introductory electronics, elementary logic and arithmetic circuit components, sequential circuit analysis and design; applications to computer circuit design. Intended for computer science students, this course does not count toward the physics major. (Also listed as CS 732.) **Prerequisite:** permission.

PHY 900 Advanced Mechanics. Continuation of the study of classical mechanics and Lagrangian and Hamiltonian dynamics. **Prerequisite:** PHY 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:** PHY 522 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, and the hydrogen atom. **Prerequisite:** PHY 522 or permission. **Recommended:** MAT 550.
PHY 930 Advanced Modern Physics. Study of selected topics from atomic, nuclear, particle, and solid state physics. Prerequisite: PHY 920.

Political Science

Mr. Dugas, Ms. Elman, Ms. Struening

Believing in the contribution of the study of politics to a liberal arts 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 pre-law 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.

Requirements for the Major in Political Science

Number of Units

A minimum of 8 units is required, not including the SIP.

Required Courses

- PSC 400 Introduction to Political Science
- PSC 970 Contemporary Behavior, Theory, and Methodology

Recommended strongly are PSC 40 and at least one course from each of four subfields:
- American Government and Politics
  - PSC 130 (First-Year Seminar), 420, 440, 570, 650
- Comparative Politics
  - PSC 402, 510, 515, 610, 630
- Political Theory
  - PSC 450, 460, 470
- International Relations
  - PSC 490, 580, 590, 920

Requirements for the Minor in Political Science

Number of Units

Six units are required.

Required Courses

- PSC 400 Introduction to Political Science
- Five additional political science courses chosen from the areas of American, international, political theory, and comparative politics.

Political Science Courses

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 402 Introduction to Comparative Politics. Introduction to some contending theoretical approaches and problems encountered in the study of comparative politics. Students will examine the various paths to political development taken by various nations and explore the question of why some nations experienced democracy, communism, or fascism.

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 that form public opinion. Prerequisite: PSC 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: PSC 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, and movements for direct participatory democracy.

PSC 460 Classical Political Theory: Justice and Political Community. The study of how the classical thinkers understood the relationship between politics and morality and the challenges posed to their views by subsequent political thinkers. The political thinkers examined in this course will include Plato, Aristotle, Augustine, and Machiavelli.

PSC 462 Feminism and Political Theory. Examination and critical evaluation of the philosophical and methodological foundations of various feminist theories. Primary focus will be on how different feminists understand the relationship between gender and power.

PSC 463 American Political Thought. An examination of the political debates surrounding the American struggle for independence and the Constitution. The impact of both liberal and republican theories on the formation and development of American political culture will be evaluated.

PSC 470 Modern Political Theory: Liberalism and Its Critics. Examination of modern and contemporary political thinkers (e.g., Locke, Mill, Rawls, and Dworkin) and their critics (e.g., Marx, Walzer, Galston, and West).

PSC 490 The United States in World Affairs: An Introduction. Examination of the process of foreign policy-making; the political, economic, bureaucratic, and historical determinants of the U.S. role in the global political and economic community.

PSC 510 Comparative Political Institutions: Major Powers of Western Europe. Examination of the political systems, institutions, and practices of the major powers of western Europe—Great Britain, France, and 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 evolution.

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 540 Politics of Africa. Study of African politics and development including both external and internal forces that have helped determine African political and economic life.

PSC 545 Politics in Developing Countries. An introduction to the politics of countries in Africa, East and Southeast Asia, Latin America, and the Middle East. Examination of colonialism and decolonization; the socioeconomic context of politics; authoritarian, revolutionary, and democratic regimes; and the issues of religion, ethnicity, and the role of women in developing countries.

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, and 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 Law and Organizations. Study of the evolution of governmental and nongovernmental 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 610 Women and the Western State. An examination of the state and women’s relationship to it from a feminist perspective. Students will explore classic conceptions of the state and assess differing strategies and contemporary debates within the American and western European women’s movements concerning whether and how to engage the state on women’s behalf.

PSC 630 The Politics of the Holocaust. Study of two fundamental elements: (1) a brief historical overview of anti-Semitism and the social construction of identity whereby Jews are rendered “Other” and (2) a focus on how and by whom the Jews were annihilated. Students will comprehend the unique fate of the Jews under National Socialism, the incorporation of racial eugenics into law, and the capacities of modern states to service genocide.

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.

PSC 675 Political Economy of Advanced Industrial Nations. Examination of the relationship between economics and politics in West Europe, Japan, and the United States with particular emphasis on the role the state plays in (not) directing the economy. Prerequisite: one course in economics or political science.

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

Mr. Gregg, Mr. Grossman (Chair), Ms. Jordan, Ms. Light, Ms. Ponto (Director of Counseling), Mr. Supnick (Associate Provost)

Psychology, broadly defined, is the study of animal and human behavior as well as human experience. The discipline involves the use of scientific methods in the discovery of facts and confirmation of theory as well as applications to problems. The major, therefore, includes a focus on understanding and using research skills and techniques. Psychology is a diverse field with important connections to biology, education, philosophy, and sociology. Increasingly, psychologists may be found in business, industry, education, government, and medicine as well as more traditional areas of research and mental health.

Given its diversity and connections to other disciplines, psychology is a reasonable choice of major for students who seek a broad liberal arts undergraduate education. Psychology is also a practical major for those who seek careers immediately after graduation in fields where interacting with other people is primary—management, criminal justice, or human services, for example. Students interested in careers in such applied fields, however, may find the human development and social relations major a better choice.

Psychology majors may choose to pursue advanced degrees in three general directions: one, as scientists, leading to careers in higher education or research settings; two, as practitioners, leading to roles as clinicians, school psychologists, industrial psychologists, health psychologists; and three, as professionals in other fields such as law, medicine, and business administration.

Requirements for the Major in Psychology

Number of Units
A minimum of 8 units in psychology and a psychology SIP or the approved equivalent.

Required Courses
PSY 400 General Psychology
PSY 930 Experimental Methods
PSY 975 Senior Seminar
One additional course at the 900 level

NOTE: MAT 360 or 390 is prerequisite to PSY 930, which must be taken prior to the SIP. PSY 450 and 740 may not both be taken for credit within the psychology major.

Requirements for the Minor in Psychology

Number of Units
Six units are required in addition to a comprehensive exam.

Required Courses
Applied Psychology Minor
PSY 400 General Psychology
One unit from Developmental—PSY 450, 460, 740, 945
One unit from Interpersonal—PSY 530, 750, 760, 780
One unit from Individual—PSY 420, 500, 660, 915
One additional general psychology elective not listed above, excluding PSY 930, 935, 975
One additional psychology elective chosen from one of the above areas
Students may not major in HDSR and minor in applied psychology.

Biopsychology Minor
PSY 400 General Psychology
PSY 500 Abnormal Psychology
PSY 620 Behavioral Genetics
Two additional psychology electives, excluding PSY 975
Recommended cognates: MAT 565, PSY 950, BIO 532

Psychology Courses

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, and psychotherapy through the case study approach; emphasis on the role of the central nervous system in normal and abnormal behavior. This course is a prerequisite for all courses in the department except PSY 460.

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: PSY 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: PSY 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. Prerequisite: PSY 400.

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. Prerequisite: PSY 400 and sophomore standing.

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: PSY 400 and permission.

PSY 530 Psychology of Prejudice. A look at issues of race and ethnicity from a social psychological perspective. Students are expected to review selected theoretical and empirical literature on topics relevant to race and ethnicity such as stereotyping, prejudice, and personality. Laboratory studies as well as applied studies in the courtroom and the work setting are reviewed. Prerequisite: PSY 400.

PSY 600 Sports Psychology. Survey of theories, research methods, and clinical techniques of psychology that focus on the mind-body problem in sports; investigation of issues relating to self discipline as well as improving individual and team performance. Prerequisite: PSY 400 and sophomore standing.
PSY 620 (An Introduction to) Behavioral Genetics. An overview of the rapidly growing field of behavioral genetics. This field seeks to explain why individuals in a population differ from one another (namely for hereditary or environmental reasons). This course covers basic concepts of genetics—transmission genetics, chromosomes, population genetics, and quantitative theory—and then shows how these methods have been applied to understanding a number of different psychological behaviors (e.g., psychopathology, learning disabilities, cognition, and personality). Prerequisite: PSY 400.

PSY 660 Learning Disabilities. Designed to provide students with an overview of the rapidly growing field of learning disabilities. The course is divided into three major topic areas: (1) definitions and diagnosis, (2) etiology and clinical correlates, and (3) remediation strategies. Students will be reading and discussing current research findings from several research perspectives. Prerequisite: PSY 400 and 450 or EDU 600, or permission.

PSY 727 Ethology. See BIO 727.

PSY 740 Educational Psychology. See EDU 740. Psychology majors may not apply credit for both PSY 450 and EDU/PSY 740 toward the major.

PSY 750 Social Psychology. Survey of contemporary topics in social psychology including attitudes, communication, attraction, prejudice, aggression, conformity, and person perception with emphasis on conducting social psychological research and application of findings. (Also listed as SOC 750.) Prerequisite: PSY 400 or ANT 405 or SOC 406.

PSY 760 Cultural Psychology. Theories of how culture shapes thought, feeling, and the development of personality. Critical survey of topics in cross-cultural psychology including culture and personality, childrearing, psychopathology, cognition, modernization, and underdevelopment. (Also listed as ANT 760.) Prerequisite: PSY 400 or ANT 405. Both are highly recommended.

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: PSY 400 or junior standing.

PSY 915 Theories of Personality. Survey of contemporary theories of personality and related research. Prerequisite: PSY 400 and two additional psychology courses.

PSY 920 Cognition. Study of information processing and utilization. Topics include attention, perception, imagery, memory, knowledge structures, language comprehension and production, problem-solving, decision-making, and creativity. Prerequisite: PSY 400 and two additional psychology courses.

PSY 930 Experimental Methods. Laboratory course emphasizing problems of experimental design and data collection, application of statistical techniques, and reporting of experimental findings in different content areas of psychology (e.g., social psychology, developmental psychology, learning, cognition, and biopsychology). Prerequisite: PSY 400, MAT 360, or permission, and two additional psychology courses.

PSY 935 Clinical Psychology Methods. Overview of theoretical and practical aspects of clinical psychology with an analysis on the assessment and prediction of human behavior; achievement, intelligence, personality, attitudes, and interests testing. Some basic interviewing and clinical skills will be taught. Prerequisite: PSY 400 and two other psychology courses; PSY 500 and 915 are recommended.
PSY 945 Adult Development and Aging. Study of age-related change from young adulthood through old age including progressive and degenerative aspects of physical, cognitive, social, and personality development. Prerequisite: PSY 400 and two additional psychology courses. PSY 450 is recommended.

PSY 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. Prerequisite: PSY 400 and two additional psychology courses.

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. Prerequisite: PSY 400, two additional psychology courses, and junior standing.

Public Policy and Urban Affairs

Mr. Cummings (Director)

Centered in the social science division, the concentration in public policy and urban affairs represents an interdisciplinary approach to the study of social problems and public policy in contemporary industrial societies. It encourages students to pay attention to and get involved in the big policy-related problems confronting modern societies, prepares students to think from the perspective of policy-makers, and promotes the ideal of public service. The concentration is open to all students, but naturally complements study in economics, political science, and sociology.

Combining concern for both urban and national policy, this concentration seeks to take advantage of the College's urban setting as well as opportunities for internships and study around the world. At the local level, in coordination with the L. Lee Stryker Center, we support study, volunteering, and paid internships in metropolitan Kalamazoo. The College's affiliation with the Philadelphia Urban Program, together with its career development and SIP quarters, provides openings for work and research in national centers. (Limits apply to the number of participants in the Philadelphia Urban Program.) Off-campus experiences will serve both to develop practical experience and to promote insights based on comparisons between different approaches to social problems.

The Concentration in Public Policy and Urban Affairs

Concentrators are required to take three core courses, one from each of the following areas:

- Economics
  - ECO 440, 470, or 515

- Political Science
  - PSC 420, 470, or 610

- Sociology
  - SOC 400, 415, 435, or 500
Two additional courses will be selected from a longer list of courses in economics, political science, and sociology. At least one of these must be from outside a student's major department. In addition to the five policy courses, concentrators will take either PHI 450 Social Philosophy, PHI 470 The Just Society, or REL 515 Ethics and the Common Good. They will also engage in either a sustained volunteer experience (such as the Habitat for Humanity project) or an off-campus internship in a policy-related position.

**Religion**

*Ms. Anderson, Mr. Dorrien (Chair), Mr. Gathje, Mr. Kunnie, Mr. Schmeichel*

The religion department offers 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 is committed to an approach to religion that 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 first-year students are REL 400, 415, 420, 425, 450, 460, 470, 471, and 485.

**Requirements for the Major in Religion**

**Number of Units**

A minimum of 8 units are required, not including the SIP.

**Required Courses**

Majors must take at least one course from each of the three defined areas:

- History of Religions
- Biblical Literature
- Religious Thought in the Christian Tradition

REL 970 Seminar in Religion

**Electives**

Students are expected to include the following courses in the major program of study:

REL 510 Modern Theology
REL 550 The Historical Jesus
REL 610 Religious Rituals

Students interested in a major in religion are expected to work out a plan of study with the department.

**Requirements for the Minor in Religion**

**Number of Units**

Six units are required.
Required Courses
- One unit from History of Religions
- One unit from Biblical Literature
- One unit from Religious Thought in the Christian Tradition
- Three additional religion electives, which may include REL 970 Seminar in Religion

Religion Courses

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, and 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 435 Native American Religions. Survey of the historical encounter between Native and European Americans; examination of the study of Native American religions; and detailed analysis of the rituals, myths, and cosmologies of at least two Native American peoples.

REL 440 Religions of China. Study of the roots of Chinese religion and culture with particular attention to the tensions and harmonies which have existed between the different schools of Buddhism, Taoism, and Confucianism and the role of the state in legitimating different schools.

REL 445 Japanese Religions. Study of the mythological and historical origins of Japanese religions including the development of Shinto, different schools of Buddhism, and the New Religions.

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 modern men and women.

REL 545 Women and Religion. This course is designed to introduce students to some fundamental questions about women and religion. The class begins with feminist critiques of religion and explores the challenge of multiculturalism. It examines tensions between institutionalized religions and spirituality and concludes with an analysis of relationships between power and religion within different cultural contexts.

REL 575 Classical Judaism. Study of Judaism in the period of the Second Temple, from about 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 576 Modern Jewish Thought. This course will examine several of the classic texts of modern Jewish thought, focusing upon such subjects as the origins and varying conceptions of modern Zionism, interpretations of modernity, interpretations of the meaning and implications of the Holocaust, and the range of modern Jewish theological thought.
REL 600 Class, Culture, and Religion. Comparative examination of the ways that Marxist analyses of class provoke people to accept, reject, or transform traditional religious teachings and practices, especially in Indian, Latin American, and African-American cultures.

REL 605 African Religions. This course entails an examination of the various expressions of religious belief in Africa. It will illuminate fundamental tenets of African religio-culture, particularly in areas of west, east, north, and southern Africa. Special emphasis will be placed on the connection of religion and culture within broader African societies and the manner that these spheres feature in the configuration of socio-economic and political forces in contemporary Africa. Marked attention will be paid to issues of class, culture, and gender.

REL 610 Religious Rituals. Comparative study of how rituals such as pilgrimages, initiation ceremonies, and rites of passage function in different cultures and analysis of how the theoretical frameworks used by historians of religion help us to understand them. Students may use this class as an anthropology unit with permission of the Registrar.

REL 730 Religions of Ancient Greece and Rome. See CLA 730.

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 The Historical Jesus. Examination of the gospels 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, Ecclesiastics, etc. and 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 435 Early Christian History. Study of the chief figures, theological issues, and events in the first five centuries of Christian history, from the founding of the church to the Council of Chalcedon.

REL 470 Theology and Modern Culture. Study of the relationships between religion and culture with special attention to differing historical interpretations of the Kingdom of God and theological ethics.

REL 471 Contemporary Theology. Study of major issues in contemporary theology, focusing on three principal issues: theological method, the nature of divine reality, and theological language.
REL 472 Contemporary Catholicism. A study of Roman Catholicism following Vatican II. The focus will be on critical issues in Catholic faith raised by contemporary life. Substantive and institutional issues will be analyzed.

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, modern cults, and world religions in dialogue.

REL 485 Theological Ethics. Study of theological perspectives on central 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 major architects of the Christian theological tradition during its classical phase: Augustine, Aquinas, Luther, and Calvin.

REL 510 Modern Theology. Study of major theological works from the 18th to the mid-20th centuries including works of Kant, Schleiermacher, Harnack, Barth, and Tillich.

REL 515 Ethics and the Common Good. Examination of recent literature in theological ethics and social theory, focusing on the problems of inequality, authority, truthfulness, and ideology.

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, revivalism, liberalism, the social gospel, and neo-orthodoxy.


REL 592 Theology of the Spiritual Life. Study of basic issues in Christian spiritual theology across the spectrum of modern theological perspectives.

REL 970 Seminar in Religion. Systematic study of a major thinker, methodology, issue, or series of questions in the field of religion.

**Russian Language**

*Mr. Baird*

**Russian Courses**

RUS 300 Beginning Russian I. Basic pronunciation, grammar, and vocabulary; development of listening, speaking, reading, and writing skills; some cultural elements.

RUS 310 Beginning Russian II. Further development of basic language skills—listening, speaking, reading, writing—and culture. *Prerequisite: RUS 300 or equivalent.*

RUS 420 Intermediate Russian. Polishing language skills developed in Beginning Russian and continuing with remaining aspects of Russian grammar. *Prerequisite: RUS 310 or equivalent.*
RUS 430 Conversation and Composition. Grammatical reinforcement; practice in listening, speaking, reading, and writing on an intermediate level with emphasis on vocabulary enhancement. Prerequisite: RUS 420 or equivalent.

RUS 435 Russian Prose in Translation. Survey of Russian prose in translation with emphasis on the developments of Russian literature in the 19th and 20th centuries. All readings are in English. This course counts toward the literature requirement for graduation.

Sociology and Anthropology
Ms. Arnold (Associate Provost), Mr. Cummings, Ms. Cunningham, 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 promotes an understanding of both the human condition and the diversity of societies and cultural traditions in the modern world.

Work in the advanced courses prepares students for graduate study in sociology and anthropology or in such related fields as human services, journalism, law, or city planning; or for careers in government, business, teaching, or programs in developing countries.

The department offers courses that are primarily sociological (SOC), some that are primarily anthropological (ANT), and many that combine the disciplines (SA). NOTE: Sociology, Anthropology, and Human Development and Social Relations (HDSR) may NOT be combined as double majors, as double minors, or as majors and minors.

Requirements for the Major in Sociology

Number of Units
A minimum of 8 units in the discipline, not including the SIP.

Required Courses
SOC 406 Introduction to Sociology
SA 450 Methods of Social Research
SA 550 History of Social Thought
SA 970 Senior Seminar

Required Cognate
MAT 360 Applied Statistics I

Electives
Four additional sociology or sociology/anthropology courses.

Requirements for the Minor in Sociology

Number of Units
Six units are required.

Required Courses
SOC 406 Introduction to Sociology

Electives
Five additional sociology or sociology/anthropology courses, but not SA 970.
Students should consult with a faculty member in the department to select a set of courses that corresponds with the student's particular interests and goals.

### Requirements for the Major in Anthropology

**Number of Units**

A minimum of 8 units in the discipline, not including the SIP.

**Required Courses**

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<tr>
<td>ANT 400</td>
<td>Archaeology and Physical Anthropology</td>
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<td>ANT 405</td>
<td>Introduction to Cultural Anthropology</td>
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<td>ANT 650</td>
<td>Current Dialogues in Anthropology</td>
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<td>SA 450</td>
<td>Methods of Social Research</td>
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<td>SA 970</td>
<td>Senior Seminar</td>
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**Electives**

Three additional anthropology or sociology/anthropology courses. SA 550 is recommended.

### Requirements for the Minor in Anthropology

**Number of Units**

Six units are required.

**Required Courses**

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<td>ANT 405</td>
<td>Introduction to Cultural Anthropology</td>
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**Electives**

Five additional anthropology or sociology/anthropology courses, but not SA 970.

Students should consult with a faculty member in the department to select a set of courses that corresponds with the student's particular interests and goals.

### Requirements for the Major in Sociology and Anthropology

**Number of Units**

A minimum of 10 units in the disciplines, not including the SIP.

**Required Courses**

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<td>ANT 405</td>
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<td>Senior Seminar</td>
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Four additional courses in the disciplines. No more than two may be from sociology and two from anthropology; all may be chosen from combined sociology and anthropology courses. ANT 400 is recommended.

**Required Cognate**

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<tr>
<td>MAT 360</td>
<td>Applied Statistics I</td>
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Anthropology Courses

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 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.

ANT 590 Ethnology of Africa. Ethnological survey of major ethnic groups south of the Sahara, with emphasis on the culture change process in various areas. Prerequisite: ANT 405 or permission.

ANT 650 Current Dialogues in Anthropology. This course is intended to inform students of major dialogues in anthropology today. The focus will be on dialogues such as materialism and idealism, knowledge and power, or structure and practice. Anthropology's history will also be illuminated as we look for the roots of the ideas central to the dialogues. Prerequisite: ANT 405.

ANT 760 Cultural Psychology. See PSY 760.

Sociology Courses

SOC 400 Urban Sociology. Study of the Los Angeles riot, competing explanations of urban problems, neighborhood revitalization, suburbs, and strategies of equalizing resources; field trips and field projects. Prerequisite: sophomore standing or permission.

SOC 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.

SOC 415 Crime and Society. Examination of crime causation, policy alternatives, and specific problems relating to illegal drugs. Prerequisite: SOC 406 or permission. (Offered in alternate years.)

SOC 435 Schools, Prisons, and Public Policy. An examination of prisons and schools to illustrate the nature and problems of bureaucratic institutions and the different approaches to institutional reform. (Offered in alternate years.)

SOC 500 Class, Race, and Ethnicity. Study of the social patterns related to 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: SOC 406 and sophomore standing or permission.

SOC 700 Society and the Individual in Modern America. See AMS 700. (Also listed as HIS 710.)

SOC 750 Social Psychology. See PSY 750.

Sociology and Anthropology Courses

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 440 Social Problems. Examination of various social issues (e.g. crime, substance abuse, social deviance, national and global economic inequality) and processes by which social patterns are defined as problems.

SA 450 Methods of Social Research. Field exercises in participant observation, in-depth interviewing, and survey analysis; introduction to disciplined information gathering and interpretation. Prerequisite: SOC 406 or ANT 405 and sophomore standing or above.

SA 535 Peoples and Cultures of Latin America. Study of the settlement and early cultures of Latin America, with emphasis on the rise of major culture centers Aztec and Inca; impact of European civilization; and surviving indigenous peoples as well as current peasant and urban peoples. Accent will be on Mexico, Central America, and northern South America. Prerequisite: completion of or enrollment in SPA 420 or permission.

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, Freud, and other representative social theorists. Prerequisite: SOC 406 or ANT 405 or permission.

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 610 Applying Social Research. Drawing primarily from applied sociology and applied anthropology, the course examines the types of approaches taken in applied research as well as ethical issues that commonly arise in the context of doing applied work. Examples from a variety of areas of applied research will be considered. Prerequisite: SA 450 or permission.

SA 620 Advanced Seminar: Special Topics in Sociology and Anthropology. A seminar for students who wish to explore significant issues in sociology or anthropology at more advanced level. Topics may vary from year to year. Prerequisite: two courses in sociology and/or anthropology or permission.

SA 970 Senior Seminar. Study of recent works in sociology and anthropology that represent major theoretical issues and applications of theory to modern social issues. Prerequisite: senior major or permission.

Spanish Language and Literature
Ms. Campos, Mr. Cohen, Mr. Rodriguez, Ms. Valle,
Mr. Vande Berg (Director of the Center for International Programs)

In studying foreign languages, students acquire not only a linguistic skill but also an understanding of other peoples' literatures, histories, and cultures. They gain a new perspective from which to view their own country, way of life, and language. Knowledge of a second language is an important facet of the liberal arts program. Proficiency in a second language at the 420 level is a graduation requirement.
The Spanish program emphasizes listening, reading, writing, and speaking in all language courses. The department also offers courses in Peninsular and Spanish-American literatures. There are study abroad opportunities in Madrid and Cáceres, Spain; Quito, Ecuador; and Oaxaca, Mexico.

Off-campus experiences are complemented by on-campus study and experiences that maintain or improve a student’s language skills. Opportunities to view Spanish language films, read Spanish publications, converse with native speakers, and participate in language organizations 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**

All incoming students who have previously studied Spanish in high school or elsewhere must take the College’s 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 earn graduation credit in SPA 300.

**CEEB**

Students with scores of 425 or lower (and with fewer than three years of high school Spanish) will be placed in SPA 300 or 310; 426–500 = SPA 310; 501–550 = SPA 310 or 420; 551–624 = SPA 420; 625 or higher = SPA 430, 440, or 501. 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.

**Advanced Placement**

For students with an advanced placement (AP) score of 4 or 5, credit will be awarded upon admission. Study must begin with SPA 430 or above to receive credit in Spanish at Kalamazoo College. After the fall of 1996-97, students with AP scores of 3 may be granted the waiver of a prerequisite, but may not count an AP 3 for credit.

**Requirements for the Major in Spanish**

**Number of Units**

A minimum of 8 units is required, not including SPA 300, 310, or 420, but which may include the SIP. No more than two of these units (in either language or literature) may be earned during study abroad. Although a student may take all three courses on the 400 (intermediate) level, no more than two of those courses may count toward the major.

**Required Courses**

Specifically required are SPA 501, which is a prerequisite to all other literature courses taught in Spanish; SPA 975 or 976, the senior seminars; and at least two units in Hispanic literature chosen from SPA 502, 510, 521, 540, 550, 560, and 935. All Hispanic literature courses count toward the literature Area of Study requirement for graduation. Spanish majors are expected to participate in the study abroad program and acquire a high proficiency of language skill. Spanish majors are encouraged to develop an
appropriate cognate program in areas such as history, political science, economics, music, philosophy, anthropology, sociology, management studies, international and area studies, or international commerce.

Requirements for the Minor in Spanish

Number of Units
Six units are required.

Required Courses
The minor in Spanish will consist of six courses, beginning with SPA 420.
SPA 501 Introduction to Hispanic Literature
Two additional Hispanic literature courses
Only one course taken during study abroad may count toward the minor.

Spanish Courses

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:** SPA 300 or equivalent.

SPA 420 Intermediate Spanish. Intensive grammar review; reinforcement of listening and speaking skills; and fundamentals of essay writing. **Prerequisite:** SPA 310 or equivalent.

SPA 430 Conversation and Composition. Practice in conversation, oral interpretation, and composition. Continued review of grammar to polish oral and written communication. Given in Spanish. **Prerequisite:** SPA 420 or equivalent.

SPA 440 Advanced Conversation and Composition. Further refinement in areas studied in SPA 430; introduction to reading and interpretation of literary texts. **Prerequisite:** SPA 430 or equivalent.

SPA 450 Topics in Hispanic Culture. Reading, research, and discussion on selected topics and issues in the Spanish-speaking world. Given in Spanish. May be taken in addition to SPA 501 and any advanced literature course in the Spanish sequence; may be repeated when the topic changes.

SPA 501 Introduction to Hispanic Literature. An introduction to the period concepts, genres, and major figures of Spanish and Latin American literature. Using selected Hispanic texts, the course will also serve as an introduction to literary analysis and bibliographic methods. Given in Spanish. **Prerequisite:** SPA 430 or 440 or equivalent.

SPA 502 The Spanish Golden Age. A survey of the literary movements and major figures of Spain during the Renaissance and Baroque periods. Literary texts will be analyzed in their social, historical, and aesthetic contexts. Given in Spanish. **Prerequisite:** SPA 501.

SPA 510 Peninsular Spanish Literature from 1700–1898. A survey of the ideological and literary currents of the 18th and 19th centuries in Spain, with emphasis on Spanish Romanticism and the Realistic novel. Given in Spanish. **Prerequisite:** SPA 501.

SPA 521 Modern Peninsular Literature. A survey of the major writers and literary movements of Spain since the 1920s, with emphasis on the poetry of the Generation of 27, the theatre and prose of the Franco period, and the contemporary novel. Given in Spanish. **Prerequisite:** SPA 501.


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: SPA 501.

SPA 935 Advanced Literary Studies. Course focuses on major figures and movements in Spanish and Spanish-American literatures. Topics will vary. Prerequisite: SPA 501.

SPA 975 Peninsular Spanish Seminar. Advanced study of outstanding authors, works, or genres that 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 authors, works, or genres that are generally recognized as seminal to an understanding of Spanish America's social, philosophical, and aesthetic traditions. Prerequisite: two units of Hispanic literature.

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Theatre and Communication Arts

*Ms. Davis, Mr. Everett, Mr. Menta*

Dedicated to the liberal arts traditions and innovations of Kalamazoo College, the Department of Theatre and Communication Arts offers students access to the collaborative nature of drama through the integration of both creative and analytical courses, production laboratories, internships, and individualized projects. By studying the wealth of worldwide theatre traditions reflecting the pluralism in our society and the interdependence of all peoples and cultures, students gain the research tools for self-discovery; informed, critical thinking; the ability to take action on their ideas and responsibilities; and the development of the kind of self-esteem and values that will lead them as artists toward enjoying a lifelong journey of personal growth and inquiry in a climate whereby each may learn to speak with his or her own voice.

Open to all, majors and non-majors alike, theatre and communication arts productions emphasize both personal and skill development in acting, design, stage management, technical areas, and directing. They also serve as creative activities for students and enjoyable, thought-provoking entertainment for audiences. The academic program focuses upon a wide range of dramatic styles, encouraging students to understand the breadth of dramatic literature from the classical to the most contemporary. Experiential components are clearly linked with classroom studies and offer involvement with the Festival Playhouse Company, drama study in England, student projects in the experimental Dungeon Theatre, placement with regional and professional theatres and television or film studios, and opportunity for participation in the GLCA New York Arts Program. Students interested in these opportunities should consult with department faculty regarding options and prerequisites.
Requirements for the Major in Theatre and Communication Arts

Number of Units
A minimum of 10 units is required, not including the SIP.

Required Courses
- THA 410 Stagecraft
- THA 420 Fundamentals of Acting
- THA 440 Design I
- THA 680 Directing I
- THA 970 Senior Seminar

Additionally, majors should select two courses in the sequence of theatre histories (THA 400, 483, 560 and 570) and two courses from the range of dramatic literature available. The dramatic literature courses must meet with the approval of the department. Current options in the area include CLA 400 and 495; ENG 450 and 635; and appropriate theatre courses. The department believes strongly in the importance of interdisciplinary studies as a means of directly enriching a theatre and communications focus and, therefore, highly recommends cognate courses in the arts, literature, history, international area studies, writing, and women's studies. All majors must complete 1 unit of THA 200 as a graduation requirement, which is a regular part of their theatre production involvement. The THA 200 unit is in addition to the 10 units required of each major. (Please see the department faculty for specific instructions to complete the THA 200 unit.) All majors will participate in the senior comprehensive examination and give a formal SIP presentation.

Requirements for the Minor in Theatre and Communication Arts

Number of Units
Six units are required.

Required Courses
- One unit of THA 200
- Three units of the theatre core chosen from all three areas of acting/directing, design/technical, history/dramatic literature
- Two units of an academic focus area as listed above

Students should meet with department faculty when selecting this minor.

Theatre Arts Courses

THA 200 Production Laboratory. Each student involved in a significant role on regular theatre productions is a participant in the theatre company and shall thereby earn 1/4 unit of credit per production. Credit is limited to 1 unit over four productions.

THA 400 Introduction to Visual Fundamentals. See FA 400.

THA 400 20th-Century Theatre. A study of the Theatre of Revolt: an overview of Western theatre history and dramatic literature over the last 100 years including Brecht, Artaud, and Beckett. Emphasis on comparing realism and various forms of non-realism, such as expressionism and absurdism, through the plays and trends in acting, directing, and design. Examination of what constitutes "The Modern Theatre" and our current age of "post-Modernism."
THA 410 Stagecraft. Introduction to the principal topics of technical support for theatre production companies: company organization and management; scenery and properties; scenic painting and fabric dyeing; model making; lighting and sound techniques; makeup artistry; and stress management. (production lab required)

THA 415 Improvisation. A workshop course in improvisational theatre stressing the skills of ensemble playing, evolving performances from audience suggestions, creating pieces to examine particular social issues, and improvising from written scripts. A developmental skills course for actors. Improvisation also can offer interdisciplinary links with psychology and sociology with a focus upon interpersonal communications, group problem-solving, and community service.

THA 420 Fundamentals of Acting. Introduction to the skills necessary for performing on stage. This course is an exploration of the fundamental techniques necessary for beginning scene and monologue study in modern and contemporary realism. Through physical and vocal exercises, text and character analysis, and scene studies, the student is introduced to the process of acting preparation and performance. Excellent course for non-majors seeking an introduction to the art of acting. (production lab required)

THA 425 Developing a Character. Advanced work in characterization and additional acting techniques with emphasis placed on building character through action, given circumstances, and character relationships; grounding in the Stanislavski system of acting. A continuation of the Fundamentals of Acting, this course is designed to deepen the student-actor's understanding of their instrument as well as develop an individualized working method. Included in the course is a consideration of style through scene and monologue work in other genres. (production lab required) Prerequisite: THA 420.

THA 440 Design I. Conceptual study of design commencing with play analysis and historical research followed by costume and scenery sketches, decor, drafting, color renderings, and lighting. Focus upon the principles of movement, scale, color, light, silhouette, environment, and composition. (production lab required) Prerequisite: ART 400 or FA 400.

THA 445 Design II. Advanced forms of scenery, costume, or lighting study selected in consultation with the instructor. May involve portfolio development and design of mainstage productions. (production lab required) Prerequisite: THA 440 and permission.

THA 483 Asian Theatre. A survey of selected topics in Asian theatre and performance from among the Noh, Kabuki, and Buraku Theatres of Japan, Beijing Opera of China; Sanskrit Drama and Kathakali Dance Theatre of India; and some other historical and current performance trends and styles. A study of theories of intercultural performance and Asian theatre influences on the West.

THA 500 Voice and Diction. Study of techniques for developing vocal production necessary for stage performance. The course will cover four major areas of vocal awareness including proper warm-up techniques and care of the professional voice.

THA 510 Lighting Design. Experiments and studies in the theories and techniques of stage lighting; emphasis on play analysis, sculpting with light, color theory, drafting, projection, and practical laboratories. (production lab required)
THA 520 Advanced Acting. Introduction to the skills necessary to act in plays from the major periods and styles of dramatic literature: Greek, Shakespeare, and Restoration. Class exercises, monologues, scene study, workshop performances, written assignments, and analysis of dramatic literature will form the basis of the course work. Prerequisite: THA 420.

THA 560 Theatre of Communion. Study of Western theatre history from the Greeks to Shakespeare, emphasizing the function of the theatre as a unifying cultural, social, and spiritual institution; who goes to the theatre and why; trends in playwriting, acting, design, and relationship of theatre to government and religion.

THA 570 Theatre of Illusionism. Study of Western theatre history from the Italian Renaissance to the evolution of early film emphasizing the trend of the theatre to simulate the details of everyday life and the growth of theatre as an entrepreneurial institution that informed developments in audience, playwriting, acting, and design.

THA 680 Directing I. 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: THA 420; junior or senior standing or permission.

THA 700 Playwriting. See ENG 700.

THA 900 Directing II. Advanced problems in directing for the upper-level student with a focus on independent projects that culminate in a one-act play. Prerequisite: written permission.

THA 970 Senior Seminar. Examination of specific topics in dramatic literature; preparation for departmental oral and written comprehensive examinations and the required SIP presentations. Prerequisite: major in the department or permission.

Communication Arts Courses

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 Area of Study requirement in art, music, and theatre/communication arts.

Women's Studies

Ms. Griffin (Director)

The concentration in women's studies offers an interdisciplinary approach to the study of women's experience. It is designed for students wishing to pursue this interest systematically in their academic programs. The concentration is strongly recommended for those considering graduate work in women's or gender studies, but is intended to enrich the liberal arts experience of any student through concerted study of a significant dimension of human experience. The concentration aims to include the widest possible spectrum of female experience, and concentrators are encouraged to select courses that will acquaint them with a variety of perspectives. Those considering the concentration should consult with the director as early as possible in order to make the most of the opportunities available.
The Concentration in Women’s Studies

Core Courses
Students must take six core courses.

- ENG 470 The Literature of Women
- PSC 610 Women and the Western State
- PSY 460 Psychology of Women
- REL 545 Women and Religion
- SA 600 Women in Cross-Cultural Perspective
- WS 600 Women’s Study Seminar

PSY 460 Psychology of Women, PSC 462 Feminism and Political Theory, or other courses wholly devoted to women may substitute for one of the regular core courses with the approval of the director.

This core is designed to introduce students to fundamental concepts and issues in women’s studies through the lens of disciplines representing the arts, the humanities, and the social sciences. The disciplinary breadth complements the inherent depth of courses devoted exclusively to the study of women. Through the core courses, students should begin to see parallels between disciplines, should develop a basic vocabulary in the field of women’s studies, and should become familiar with major works, thinkers, and directions in the field.

Women’s Studies Seminar (WS 600)
Concentrators are required to take this capstone seminar in the spring of the junior or senior year. This course assumes knowledge of the material in the core courses and affords concentrators the chance to bring together what has been learned in the disciplinary women’s studies courses, as well as to view a topic or issue in women’s studies from an interdisciplinary perspective.

Related Courses
Concentrators are required to select three related courses that meet one or both of the following criteria: They include a significant component in women’s studies, or they offer the opportunity to do independent work in women’s studies, such as a paper or a project. The list of courses qualifying as women’s studies-related courses necessarily changes from year to year, so the student should meet with the director, who will consult with individual faculty to clarify whether course content and assignments will allow the student to meet the requirement. The director will also ask faculty to verify the student's completion of the requirement.

The related courses form a “second tier” in the concentration. Their purpose is to allow students to shape the concentration to their own needs. The related courses might fill in gaps in students’ work in women’s studies, complement work in the major field, address personal and professional goals, or expose students to neglected perspectives. Students are asked to give particular attention to multicultural dimensions in selecting related courses.

In identifying related courses, the director and the student will consider all these issues in order to select a trio of courses that, together with the core, have a congruence based on the student’s individual interests and goals.

Off-Campus Programs
Concentrators are strongly encouraged to integrate their academic work in women’s studies with their experiences off campus. They should
meet with the Director of Women’s Studies during the planning process preceding the career development internship, the study abroad experience, and the senior individualized project in order to discuss how best to achieve this goal.

**Career Development**

The career development internship offers a rich opportunity for concentrators to explore women’s worlds far removed from the College’s campus and curriculum. Internships directly related to women’s studies are many and varied: domestic assault shelters, sexual assault programs, women’s health agencies, research programs on women, women’s political organizations, etc. Internships less obviously related to women can also contribute generously to a student’s concentration in women’s studies if approached and undertaken with a carefully focused perspective. Concentrators are encouraged toward community service whenever feasible.

**Study Abroad**

Concentrators should take every opportunity before departing to educate themselves about the history and culture of women in the country where they will be studying and to observe, with the aid of a journal, the female experience and the dynamics of gender while they are overseas.

**Senior Individualized Project**

The SIP in women’s studies is encouraged, though it may not be practical or desirable for every concentrator. Doing a SIP in women’s studies may imply doing it within the major department, in another department, or under the women’s studies rubric itself. In any case, the Director of Women’s Studies should participate in discussion through which the project is developed.

**Women’s Studies Courses**

**WS 600 Seminar in Women’s Studies.** A study of a particular aspect of women’s history or culture. Emphasis upon the theory and methodology of women’s studies, collaborative learning, and alternate source material. Topics vary annually. Credit toward graduation only. Prerequisite: junior standing, previous course work in women’s studies, or permission of instructor.
Honors, Awards, and Prizes

Phi Beta Kappa, the oldest honorary scholarship society in the United States, has a chapter, Delta of Michigan, at Kalamazoo College. The College also recommends first-year students 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 publishes a Dean’s List at the end of each quarter that includes those students who have achieved a grade point average of 3.5 or above in three courses for that quarter. Honors for the year are awarded to students having attained such an average over the entire year; high honors for the year are awarded for an average of 3.75 or better. Kalamazoo College observes Honors Day in the fall quarter of each year, recognizing at a convocation those students who have earned 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. The following named awards and prizes are among those presented:

The George Acker Award: awarded annually to a male athlete who in his participation gave all, never quitting and with good spirit; who supported others unselfishly; and whose example was inspirational.

O.M. Allen Prize in English: established by the family of Mrs. J.D. Clement for the best essay written by a member of the first-year class.

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

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

Lillian Pringle Baldauf Prize: awarded to an outstanding music student.

Bartlett Law Award: awarded to an outstanding student in economics or political science, active in extracurricular activities, who plans to pursue a career in law.

H. Lewis Batts Prize: established by the faculty in the biology department, awarded to the senior who has done most to support activities of the biology department and to further the spirit of collegiality among students and faculty in the department.

E. Bruce Baxter Memorial Award: awarded to a senior showing outstanding development in the field of political science.

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

Marshall Hallock Brenner Prize: given by family and friends in memory of Mr. Brenner ’55, awarded to an outstanding junior for excellence in the field of psychology, indicative of motivation for a career in psychology.

Henry Brown Award: awarded in recognition of outstanding participation in the College community.

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

Robert Bzdyl Prize in Marine Biology: established by the family in memory of Robert ’69, awarded to one or more students with demonstrated interest and ability in marine biology or related fields.
Ruth Scott Chenery Award: given to a graduating senior who has excelled academically and in theatre and who plans to continue the study of theatre arts following graduation.

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

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

LeGrand A. Copley Prize in French: established by Mr. Copley, class of 1867, for the sophomore who, as a first-year student, has demonstrated the greatest achievement in French.

C.W. “Opie” Davis Award: awarded to the outstanding senior male athlete.

The Diebold Scholar Award: given to one or more seniors in recognition of excellence in the oral or poster presentation of the SIP at the Diebold Symposium.

Marion H. Dunsmore Memorial Prize: established in 1981 in honor of Dr. Dunsmore's 35 years of excellence in teaching religion at the College; awarded for excellence in any year's work in religion.

George Eaton Errington Prize: awarded to an outstanding senior art major.

A.M. Fink Memorial Prize in Business: given in honor of Mr. Fink by his son Jeffrey '79, awarded to an outstanding economics and business major, active in extracurricular activities, who plans to pursue graduate work or an immediate career in business.

Brian Gougeon Prize in Art: awarded to a sophomore student who, during his/her first year, exhibited outstanding achievement and potential in art.

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

L.J. and Eva “Gibbie” Hemmes Memorial Prize in Philosophy: awarded to that sophomore who, in the first year, shows the greatest promise for continuing studies in philosophy.

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

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

Hodge Prize: established in memory of Dr. Marvin G. Hodge, awarded to that member of the graduating class who has the highest standing in the field of philosophy.

John Wesley Hornbeck Prize: endowed by Mrs. Gerald H. Allen, awarded to a senior with the highest achievement for the year's work in advanced physics toward a major.

William G. Howard Memorial Prize: endowed by Harry C. Howard in memory of his father, class of 1867 and trustee of the College, awarded for excellence in any year's work in political science and/or to the senior who has done the best work as a major in economics.

Grant W. and Eleanor L. Johnston Prize: awarded to that member of the graduating class who has done the best work in the field of European history.

Winifred Peake Jones Prize in Biology: endowed by W.O. Jones, awarded for excellence in the first year's work in biology.
Kalamazoo College Athletic Association Award: for a graduating senior who has most successfully combined high scholarship with athletic prowess.

Kalamazoo College Community 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 Knechel 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 Kowatzi Theatre Award: in memory of Dr. Kowatzi, awarded to the senior who has excelled both in academic areas and in theatrical productions during four years at the College.

C. Wallace Lawrence Prize: awarded annually to a pre-business student who has done outstanding work in the department of economics and business during the sophomore year with special emphasis on the career development experience.

Irene and S. Kyle Morris Prize: given to honor S. Kyle and Irene Morris, awarded for excellence in the first year's courses in the department of economics and business.

William E. Praeger Prize: established by the faculty in the biology department, awarded to the most outstanding senior major in biology, based on academic achievement in the discipline.

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. and Elizabeth H. Schneider Prize: established in 1978 by the Schneders, awarded for outstanding creative work in English done by a student who is not an English major.

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

Fan E. Sherwood Memorial Prize: awarded for outstanding progress and ability on the violin, viola, cello, or bass, to an outstanding orchestral string player who will use the funds toward the purchase of a musical instrument, music, or further musical study.

Catherine A. Smith Prize in Human Rights: awarded to a senior who has been active on campus in promoting human rights, furthering progressive social and cultural change, and combating violence, repression, and bigotry.

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

Lemuel F. Smith Award: awarded to the major in chemistry pursuing the American Chemical Society-approved curriculum and having at the end of the junior year the highest average standing in courses taken in chemistry, physics, and mathematics.

Eugene P. Sterner Award in Business Administration: awarded to a senior in economics and business for excellence in academic work.

Eugene P. Sterner Award in Public Administration: awarded to a senior student in public policy and/or international affairs for excellence in academic work.

Mary Clifford Stetson Prize: awarded for excellence in English essay writing by a senior.
Dwight and Leola Stocker Prize: awarded for excellence in English writing: prose or poetry.

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

Lucinda Hinsdale Stone Prize: awarded to a student whose scholarship, research, or creative work in women's studies in the form of a SIP or other academic work is most impressive.

Babette Trader Campus Citizenship and Leadership Award: awarded to that member of the graduating class who has most successfully combined campus citizenship and leadership with scholarship.

Margaret Upton Prize in Music: provided by the Women's Council of Kalamazoo College, awarded to a student designated by the music department faculty as having made significant achievement in music.

Donald Van Liere Award: given for excellence in research.

Thomas O. Walton Prize: established by Professor Walton, awarded to a member of the junior class for excellence in the work of the first two years in mathematics.

Michael Waskowsky Prize in Art: awarded to an outstanding junior or senior art major.

Clarke Benedict Williams Prize: established by the mathematics majors in the Class of 1923, awarded to that member of the graduating class who has the best record in mathematics and the allied sciences.

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

Additional prizes are awarded each year in anthropology, chemistry, classics, computer science, education, German, health sciences, history, human development and social relations, mathematics, music, philosophy, physical education, psychology, sociology, Spanish, and theatre and communication arts.

Within the last few years, Kalamazoo College students have won many competitive national fellowships including a Rhodes Scholarship, a Mellon Fellowship in the Humanities, and several offered by the Fulbright, Watson, and Harry S. Truman fellowship programs. Individual students attending graduate schools are regularly awarded fellowships and assistantships by the particular university. A Graduate Fellowships Committee interviews Kalamazoo College candidates who apply for fellowships and assists them in the preparation of applications. In addition, several fellowships for postgraduate study abroad are awarded to Kalamazoo College students through the Center for International Programs and the Fellowships Committee. Also available solely for Kalamazoo College students are the F.W. and Elsie L. Heyl Graduate Fellowships, established by Dr. and Mrs. Heyl for graduate study in chemistry, physics, or related fields at Yale University. The Herbert Lee Stetson Fellowship assists in funding graduate study at Harvard, Yale, and Johns Hopkins Universities, the University of Chicago, or a European university in fields other than the professions, but including education. Complete details on these and other fellowship opportunities are available from the committee chair, Dr. Sally Olexia.
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Alyce Brady (1994), Assistant Professor of Mathematics and Computer Science. BA Bowdoin College; MS, PhD Rensselaer Polytechnic Institute

Thomas C. Breznau (1979), Stryker Professor of Business Management, Executive Director of the L. Lee Stryker Center, and Director of the Land/Sea Program, with the rank of Associate Professor. BS, MBA University of Detroit

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

Roselee Bundy (1991), Associate Professor of Japanese Language and Literature. AB, MA, PhD University of Chicago

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