Academic Catalogue
1995-1996

Kalamazoo College
The Academic Catalogue is available on the World Wide Web at http://www.kzoo.edu
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. Wywia, Director of Alumni Relations
Business Matters ............................................................................. Thomas M. Ponto, Director of Business and Finance
Financial Aid ...................................................................................... Joellen Silberman, Director of Financial Aid
Registration, Records, and Transcripts ......................................... Susan S. Wong, Registrar
Student Affairs .................................................................................. Marilyn J. La Plante, Dean of Students
Study Abroad ..................................................................................... Michael Vande Berg, Director of 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.
Contents

Directions for Correspondence .............................................................. 2
Campus Map ....................................................................................... 4
Kalamazoo College Academic Calendar ........................................... 6

General Information
Kalamazoo College ........................................................................... 8
  Our Mission .................................................................................... 8
  Our History .................................................................................. 8
  Kalamazoo College Today .............................................................. 9
A Liberal Arts Education ...................................................................... 10
Special Programs ............................................................................... 14
Admissions ....................................................................................... 17
Expenses ......................................................................................... 19
Financial Assistance .......................................................................... 22

Academic Program
Academic Freedom ........................................................................... 36
The Honor System ............................................................................ 37
Student Life Regulations .................................................................. 38
Career Development Program and Regulations ................................ 38
Study Abroad Program and Regulations .......................................... 40
Academic Policies and Procedures .................................................... 48
Degree Requirements ....................................................................... 57
Divisions and Departments .............................................................. 60
Academic Programs ......................................................................... 61
Courses of Instruction ....................................................................... 62
Honors, Awards, and Prizes .............................................................. 156

Directories
Board of Trustees ............................................................................ 162
Faculty ............................................................................................ 163
Administration ................................................................................ 169
Alumni Leadership .......................................................................... 173
Index ............................................................................................... 175
### Kalamazoo College Academic Calendar

**Fall Quarter**

<table>
<thead>
<tr>
<th>Event</th>
<th>1995-96</th>
<th>1996-97 (tentative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Year Program</td>
<td>September 17–23</td>
<td>September 15–21</td>
</tr>
<tr>
<td>First Day of Classes</td>
<td>September 26</td>
<td>September 23</td>
</tr>
<tr>
<td>Thanksgiving (Holiday)</td>
<td>November 23,24</td>
<td>November 28,29</td>
</tr>
<tr>
<td>Reading Day (No Classes)</td>
<td>November 23,24</td>
<td>December 2</td>
</tr>
<tr>
<td>Final Examinations</td>
<td>December 4–7</td>
<td>December 3–6</td>
</tr>
<tr>
<td>Break</td>
<td>Three Weeks</td>
<td>Four Weeks</td>
</tr>
</tbody>
</table>

**Winter Quarter**

<table>
<thead>
<tr>
<th>Event</th>
<th>1995-96</th>
<th>1996-97 (tentative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Day of Classes</td>
<td>January 3</td>
<td>January 6</td>
</tr>
<tr>
<td>Winter Holiday (No Classes)</td>
<td>February 9</td>
<td>February 14</td>
</tr>
<tr>
<td>Final Examinations</td>
<td>March 11–14</td>
<td>March 17–20</td>
</tr>
<tr>
<td>Break</td>
<td>One Week</td>
<td>One Week</td>
</tr>
</tbody>
</table>

**Spring Quarter**

<table>
<thead>
<tr>
<th>Event</th>
<th>1995-96</th>
<th>1996-97</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Day of Classes</td>
<td>March 25</td>
<td>March 31</td>
</tr>
<tr>
<td>Memorial Day (Holiday)</td>
<td>May 27</td>
<td>May 26</td>
</tr>
<tr>
<td>Final Examinations</td>
<td>June 3–6</td>
<td>June 9–12</td>
</tr>
<tr>
<td>Commencement</td>
<td>June 8</td>
<td>June 14</td>
</tr>
<tr>
<td>Break</td>
<td>One Week</td>
<td>One Week</td>
</tr>
</tbody>
</table>

**Summer Quarter**

<table>
<thead>
<tr>
<th>Event</th>
<th>1995-96</th>
<th>1996-97</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Day of Classes</td>
<td>June 17</td>
<td>June 23</td>
</tr>
<tr>
<td>Independence Day (Holiday)</td>
<td>July 4</td>
<td>July 4</td>
</tr>
<tr>
<td>Labor Day (Holiday)</td>
<td></td>
<td>September 1</td>
</tr>
<tr>
<td>Final Examinations</td>
<td>August 26–29</td>
<td>September 2–5</td>
</tr>
</tbody>
</table>
I. General Information

Kalamazoo College
A Liberal Arts Education
Special Programs
Admissions
Expenses
Financial Assistance
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 its 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 Hoben (1922-35). This era is characterized by Dr. Hoben's concept of the College as a "Fellowship in Learning," an academic village whose members collaborate in the project of education. Dr. Hoben encouraged the high level of faculty involvement in campus life that distinguishes the College today. He also made the new Stetson Chapel a 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 over 200,000. 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, foreign language 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 over 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 over 2,500 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.

A Liberal Arts Education

The program of liberal arts education offered by Kalamazoo College combines traditional classroom instruction with experiential education and provides every student with a range of educational opportunities that is limited to a few honors students at most other colleges. During their time at the College, students move freely from working and learning in groups to pursuing individual academic and artistic projects. Regardless of the format a particular academic experience may take (lecture course or seminar, studio or laboratory, internship or study abroad), the liberal arts program of the College seeks to develop an awareness of the world and the human beings who inhabit it, an understanding of their achievements and problems, as well as competence in using the methods and tools of a particular discipline.

Every Kalamazoo College student participates in a combination of academic and experiential educational opportunities during each of their four years. During the first year, students take course work during the fall, winter, and spring quarters and then participate in a career development internship (CD), work, or vacation in the summer. As sophomores, students participate in course work for three quarters and a CD during the summer, or they participate in a one-quarter study abroad in the spring followed by a CD in the summer. As juniors, students participate in a long-term study abroad option during the fall and winter quarters, or an extended-term (fall, winter, and spring quarters), or as an alternative, participate in a career development internship. During other quarters, course work is to be taken on campus. As seniors, students complete a senior individualized project during one quarter and complete their academic study on campus during the remaining quarters.

Campus Residency

Orientation

New students are acclimated to college life and their studies through an orientation program that is offered at the beginning of the fall quarter. During this time, students participate in workshops and activities that
help to ease their transition from home and high school to campus life and the academic program of the College, and to explain the services and policies of the College. A special orientation program, Land/Sea, enables some new students to participate in an outdoor education experience that focuses on developing self-confidence and interdependence. Each student is assigned an academic advisor who meets regularly with them, during the course of the orientation week and thereafter, to carefully plan and select the best course of academic and experiential study at Kalamazoo College.

Residential Living

Students at Kalamazoo College are not only members of an academic community of teachers, learners, and scholars, but they become part of a large social community of friends and colleagues as well. At the heart of campus life is the concept of residential living with its many co-curricular opportunities. Students are required to live in the residential system and carry a meal plan. Many of the faculty and staff attend the same events and activities as the students. From the shared experiences of living, learning, and working together, a feeling of true community arises. Residential living contributes to the full education and development of the students. The entire campus is a close community of students, faculty, administrators, staff, and friends of the College who are able to gather to celebrate joyous occasions or to offer comfort in times of sorrow.

Several campus housing options are available. Residence halls are coed by area or floor, with single, double, or triple rooms as well as suites. Four language houses provide special learning opportunities in French, German, Japanese, and Spanish. (A detailed statement of the housing assignment system is provided in the Kalamazoo College Student Handbook.)

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.

Each building on the campus has access for students with disabilities, but access within the building may be limited to specific areas. Classrooms will be reassigned and services moved or modified to meet the special needs of these students. The Dean of Students will help with the modifications that may be necessary to achieve an education comparable to that provided other students.

Kalamazoo College’s Health Center, staffed by a physician, a nurse practitioner, and a registered nurse, is open on a regular schedule. Medication, laboratory services, and immunizations are provided at cost. Emergency treatment and laboratory tests are done off campus. Students are required to have medical coverage through a family policy or the College student health insurance plan.

Located within the Student Services area of Hicks Center are the offices of the Dean of Students, Counseling, Multicultural Affairs, Residential Life, Student Activities, and Security. The Health Center is housed in Harmon Hall; the Dean of the Chapel may be found in Stetson Chapel. (A listing of the services available from these offices is found in the Kalamazoo College Student Handbook.)
Co-Curricular Activities

Since intellectual growth is only one element of an education, Kalamazoo College offers many opportunities for students to participate in activities and to pursue interests that will develop understanding, sensitivity, and leadership. These activities are described in detail in the Kalamazoo College Student Handbook, which students receive when they arrive on campus. Included are opportunities in campus governance through participation in Student Commission, representation on many standing faculty committees, and election to positions in the Inter-House Association, on the Judicial Council, and the Student Activities Committee. Among the many clubs active on campus are the Jewish Student Organization, Christian Fellowship, Women's Equity Coalition, Black Student Organization, Cycling Club, and Environmental Organization, to name just a few. Kalamazoo College students publish the Index, the student newspaper; Boiling Pot, the College yearbook; Cauldron, a literary magazine; and Atlas, a study abroad publication. They also operate a radio station for the campus, WJMD-FM. Opportunities also exist for staff positions with Passages North, a professional literary journal affiliated with the College.

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 students of all disciplines and classifications opportunities to participate in acting, scenery, lighting, costume design, and makeup. Productions of original student plays encourage writing and directing as well. The College Singers, Chamber Choir, Concert Band, Orchestra, and Jazz Lab Band are open to any qualified student. These groups provide a variety of formal and informal recitals and programs. The Bach Festival, which combines the College, the Kalamazoo community, and nationally known soloists in baroque music presentations, is an annual tradition.

An artist-in-residence program allows students to work with an artist of national reputation in the studio. 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 there, 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.

Athletics

The athletics program at Kalamazoo College is an integral part of the total education of students. The intercollegiate sports program is designed for student athletes who have the ability and desire to compete at the collegiate level. The programs aspire to excellence and championships. Kalamazoo College is a member of the nation's oldest athletic conference, the Michigan Intercollegiate Athletic Association, and leads the MIAA in all-time 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, and tennis; varsity women’s teams compete in basketball, cross country, golf, softball, soccer, swimming, tennis, and volleyball. The College also has an intramural sports program and non-structured recreational opportunities for all students.

**College Forum**

The College Forum offers approximately 100 educational and cultural enhancement events each year. Planned by a committee of faculty and students, Forum strives to involve the entire community in a common focus on issues and ideas.

**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.

**Career Development Internships**

The first of the experiential programs is the Career Development Internship Program (summer employment, internships, and cooperative education). Kalamazoo students have worked in career fields from A to Z, literally from Arts to Zoos. This program offers students the opportunity to integrate classroom study with “real world” experience. Internship experiences allow students to explore career options as well as test and confirm their academic and career choices. Students also gain valuable work experience which may provide them with a competitive edge as they enter the job market following graduation. No tuition is charged for participation in this program and no academic credit is granted. However, students who successfully complete the program requirements will have each internship experience noted on their official academic transcripts.

The Career Development Center (CDC) advisors work closely with individual students to plan and conduct their job searches. To facilitate this process, the staff regularly presents workshops on a variety of topics including resume writing, job search correspondence, and interviewing techniques. Career guidance testing is also available for students who wish to assess their career-related needs, interests, and skills. The experiences of a CD grants students an opportunity to learn the process of the job search, which, coupled with actual on-the-job experience, helps prepare them to pursue career goals following graduation.

**Study Abroad**

The second of the experiential programs available to students is study abroad. Over the past thirty years, more than 85 percent of the College’s graduates have participated in study abroad and have found it to be both academically stimulating and personally enriching. Participation in the study abroad program is not compulsory, nor is it automatically available: students must meet the qualifications of a given program to be able to participate. As part of the application process, students work with the Center for International Programs to determine that the choice of a study abroad program is appropriate to that individual’s academic preparation,
language training, and personal maturity to live and study in a culture different from their own.

The study abroad programs available to Kalamazoo College students include long-term programs that typically last 14–17 weeks; extended-term programs that typically begin in the fall and end the following spring; and spring short-term programs that are 10 weeks in duration. In addition, there is one program on the approved list which is longer than the extended term programs: the program in Waseda, Japan, which lasts 11 months. Because of the generous support of the S.R. Light Trust Fund, students participating in the long or extended terms will pay less in tuition and fees than if they were on campus for two or three quarters. Students participating in the short-term program will pay the same fees as if they were on campus. Non-Kalamazoo College study abroad programs that are approved for Kalamazoo College students vary in cost and are sometimes more expensive.

Kalamazoo College believes study abroad is a valuable experience for all students; thus, it has established a number of its own study centers overseas. These include centers in China, Ecuador, France, Germany, Kenya, Mexico, Senegal, Sierra Leone, and Spain. The College’s affiliation with the GLCA and other consortia and academic institutions offers additional study abroad opportunities in Great Britain, Italy, Greece, Japan, Russia, Hungary, and others. Students should consult the regulations portion of this catalogue, the Kalamazoo College Study Abroad Handbook, and The Center for International Programs for detailed information.

**Senior Individualized Projects**

The Senior Individualized Project (SIP) is a culminating experience of the program of liberal arts education at the College and a graduation requirement. The SIP offers Kalamazoo students the opportunity to make use of all their academic and co-curricular experiences. In consultation with a faculty member who will serve as the SIP advisor, a student determines the project’s form, and the environment in which the project is to be pursued. Creative work in the arts, laboratory or field research, student teaching, theses, and internships are some of the forms that these projects take.

**Special Programs**

**Academic Advising**

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

The career development program, as its name implies, is based upon a four-year developmental approach to prepare students for postgraduate life. By participating in the various activities and programs offered by the Career Development Center (CDC), students can acquire the appropriate skills, confidence, and support to successfully meet the challenges of the graduate school and employment searches. The CDC advocates a series of annual goals:

**First Year:** Assess skills and interests; enhance skills, narrow interests
**Sophomore Year:** Explore possible career paths; learn the job search process; gain on-the-job experience
**Junior Year:** Prepare for senior year and postgraduate activities, explore alternatives and requirements
**Senior Year:** Execute plans, practice skills, market self, network, participate in on-campus interviewing, graduate school, and job fairs

The CDC coordinates several programs to help students integrate their classroom study with experiential learning in settings both on and off campus. Students are encouraged to participate in the first year summer employment program, volunteer work, internships during sophomore or junior years, and senior projects abroad. These programs also offer students opportunities to gain insight into their abilities and interests, and to build and document experience and references for the future.

The CDC staff provides workshops, career guidance testing, mock interviews with alumni and area professionals, and assistance with resumes, cover letters, portfolios, and credential file building. Through the “K” Alumni Career Network, students can contact nearly 2,500 alumni worldwide to discuss career paths, seek employment advice, and arrange temporary or short-term housing. A career guidance library offers additional information on selecting majors, locating internships and researching future opportunities.

In addition to these progressive career planning services offered to all students, the CDC has an array of services designed to directly assist graduating seniors. Placement assistance is offered through the campus interviewing program, referral services, and participation in state and regional job fairs, which places Kalamazoo College seniors in contact with employment recruiters from public and private sector organizations.

The Collaborative Learning Center

The Collaborative Learning Center (CLC) offers structured study groups that provide Kalamazoo College students with an opportunity to discuss course material and to work together in a relaxed and supportive atmosphere. A study group is organized for a specific course at the request of the instructor. Groups meet two or three evenings a week and are staffed by advanced student advisors. Regular attendance is required for participation, and students are asked to make a strong commitment to their group in order to build a sense of community and trust. CLC groups vary from quarter to quarter.
GLCA Programs

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

Kalamazoo College students who meet 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. Faculty of the College serve as liaison advisors to these programs. Students interested in these programs should consult with the appropriate faculty advisor.

Nontraditional Program

The Nontraditional Program at Kalamazoo College enables area residents to take advantage of a number of College resources. All classes and seminars offered in the Nontraditional Program are noncredit; their purpose is to enrich and to extend formal education. Through the program, people may audit many regular College courses on a space-available basis or attend specially arranged courses in the liberal arts tradition, including foreign language classes. College faculty and staff often serve as the instructors of such courses. Kalamazoo College students are welcome to enroll in any of these courses. For more information, call the Nontraditional Program office at (616) 337-7359.

Stryker Center for Management Studies

Mr. Breznau (Executive Director)

The L. Lee Stryker Center serves as a link between the College and the community and is guided by an advisory council made up of College and community leaders. Specifically, the Center offers seminars and consulting in management development, leadership, and other subjects that may benefit people and organizations in their particular jobs and professions. The Center has long been known as a resource for small businesses in the area; it is the Small Business Development Center for Kalamazoo. Opportunities are available for Kalamazoo College students to participate in Small Business Institute projects, and they may take advantage of the Stryker Center’s seminars and workshops. Some of these offerings carry Continuing Education Unit credits; most are available to students for a nominal fee. Students desiring further information should visit the Stryker Center.

The Writing Center

The Writing Center, located in Room 206 of Dewing Hall, is staffed by tutors who are trained and supervised by a faculty member. Rather than correcting or proofreading student papers, tutors diagnose writing errors, looking first for ways to enhance the thesis, organization, and use of evidence. They also help with grammar and punctuation.
Some tutors are assigned to work with students in a particular first-year seminar and can help with brainstorming, outlining, drafting, or revising papers. Tutors also work with students who seek assistance with writing projects in other courses. The Writing Center is open Sunday through Thursday from 8 p.m. to 11 p.m.

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.

Entrance Tests
Scores from either the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board, or from 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 Financial Aid Form (FAF) 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, are transferable. Kalamazoo College accepts a total of 27 units in transfer credit. Because of the varied co-curricular opportunities at Kalamazoo, it is essential that students interested in transferring do so as early as possible to take advantage of the many options available.

Transfer credit is not awarded until a student has completed one successful quarter on campus. Transfer credits only are applied toward degree completion. Students transferring the maximum units must earn at least eight academic units, the physical education requirement, and the LACC unit at the College with a minimum residency of three quarters.

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.

Advanced Placement

Kalamazoo College awards advanced placement credit for scores of 4 and 5. These credits are automatically applied to the Kalamazoo College transcript upon admission and enrollment. Scores of 3 are awarded after one year in residence and a grade of “C” or better in a course of the same subject. Students are asked to have AP test results sent to Kalamazoo College before beginning the first year of study.

International Baccalaureate

Kalamazoo College awards credit for the higher level examinations of the International Baccalaureate. Students with scores of 5-6-7 on the Higher Level International Baccalaureate examinations will receive credit in the same manner as advanced placement. These credits will meet distributional requirements where appropriate.
Dual Enrollment for High School Students

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

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.

Readmission

To apply for readmission to Kalamazoo College, a student must file an application for readmission with the Dean of Students. If the student is in good academic standing and does not have an outstanding financial obligation to the College, the Dean can approve the readmission.

Guest Students

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

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, simply call the Office of Admissions toll free at (800) 253-3602 or locally at (616) 337-7166.

Expenses

The figures on page 20 represent the charges for the 1995-96 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.
Tuition: $5,571
Room: $836
Full Board Plan: $918
Total: $7,325

Resident Student

Commuter Student

$5,571
0
0
$5,571

Rather than the full 20 meal per week Carte Blanche board plan, students may elect a 15 or 10 meal plan for $865 or $725 respectively.

It is important in assessing one's costs for the year that one take into account the particular attendance pattern for that year. No charge is made for career development. In the case of the six-month study abroad program, a fee equal to one and one-half times the above total (tuition plus room and board—$10,988 for 1995-96) is assessed. This fee will be billed in two installments, two-thirds due in August, prior to departure, and the final one-third due in December. The fee for the three-month study abroad program is the same as the above total of tuition plus room and board ($7,325 for 1995-96). In some instances, the cost of study abroad programs which are made available to Kalamazoo College students, but for which the College is not the host institution, exceeds the above charges, in which case the additional charge is passed on to the student. Specific information concerning these programs is available in the Center for International Programs. The Senior Individualized Project (SIP) is offered at a substantially reduced fee of $1,115. Several special and one-time-only fees are listed at the end of this section.

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 11 quarters. An approved study abroad program (either the six-month or three-month program) counts toward one of these quarters. The SIP quarter is in addition to this requirement.

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 which 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 Regulations 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, RI, (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>
</tr>
<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 pro-rated 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.

List of Particular Fees

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Secondary School Fee, Per Course</td>
<td>$ 570</td>
</tr>
<tr>
<td>Special Student Audit Fee</td>
<td>$ 260</td>
</tr>
<tr>
<td>One Unit of Course Work</td>
<td>$ 1,870</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>$ 1,115</td>
</tr>
<tr>
<td>Admissions Processing Fee (nonrefundable)</td>
<td>$ 40</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>$ 1,010</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>$ 175</td>
</tr>
<tr>
<td>(includes a 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></td>
</tr>
<tr>
<td>(includes a one-hour private lesson per week for 10 weeks)</td>
<td>$ 350</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 admissions office. For information on need-based awards, contact the financial aid office. Both of these offices are located on the first floor of the Mandelle Administration Building.

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 have listed Kalamazoo as their first college choice.

The Kalamazoo College Honors Awards are scholarships ranging from $3,000 to $15,000 (renewable for four years). These awards are given to students who combine strong academic achievement with co-curricular activities. The award process begins in late January. For priority consider-
ation 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.

**The 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 Mathematics and Natural Sciences. 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 for new Heyl Scholars in 1995) and provides a book allowance. Heyl scholars are encouraged to live on campus, for which support is not provided by the scholarship. 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 and the Senior Individualized Project. Any deviations that require a student to spend extra quarters on campus require a request from the student to the Board of Directors of the Heyl Scholarship Fund for additional financial support.

The Heyl Scholarship Fund also provides fellowships to any student graduating from Kalamazoo College to pursue graduate study in selected science fields at Yale University. Students who are interested in this program are encouraged to contact Dr. Paul Olexia, Executive Director of the Heyl Scholarship Fund early in their senior year to provide notice of their intent to 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 Financial Aid Form (FAF) 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 FAF is required if the student wishes to apply for college funds, in addition to federal and state dollars. Deadlines for both FAF and FAFSA are based on the date the forms are received by the processing companies. Overnight mail service, registered, and certified mail all cause delays in receipt, since these services are not available on site at the processors. Expect up to three business days’ delay 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 College financial aid office. Applicants who submit tax returns after April 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. Aid is awarded on an academic-year basis for those quarters in which the student is enrolled as a full-time student. Students who make program changes after aid has been awarded will be funded for additional quarters on a funds-available basis.
3. The type, amount and composition of the financial aid package will vary from year to year according to family circumstances, the student’s “K” Plan for the year, and funds available to the College for distribution. If the family encounters a change in their financial situation after the FAF has been filed, they should contact the financial aid office.
4. Incoming students should apply by February 15. Continuing students are guaranteed on-time consideration if their files are complete by May 1. (Contact the financial aid office about the items required to complete a continuing student financial aid file.)
5. Financial aid will be credited to each student’s account on the first day of classes each quarter. Aid items 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 must 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 a 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 Director of Financial Aid (Chair), the Registrar, the Dean of Academic Advising, and the Dean of Students. 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 which constitute a part of his/her program leading to graduation. Assistance will be limited to a maximum of ten on-campus quarters, one study abroad experience, and one Senior Individualized Project. A single additional quarter may be granted with special approval of the Dean of Academic Advising and the Director of Financial Aid. Such a quarter must be necessary to graduation and may not be the result of underloads or poor planning on the part of the student. In addition, the SIP will be funded only once. NOTE: Transfer student records will be reviewed by the Dean of Academic Advising, the Registrar and the Director of Financial Aid, and a decision will be made as to the appropriate maximum number of on-campus quarters for each transfer student.

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>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>18</td>
<td>15</td>
</tr>
<tr>
<td>21</td>
<td>18</td>
</tr>
<tr>
<td>24</td>
<td>20</td>
</tr>
<tr>
<td>27</td>
<td>23</td>
</tr>
<tr>
<td>30</td>
<td>26</td>
</tr>
<tr>
<td>33</td>
<td>29</td>
</tr>
<tr>
<td>36</td>
<td>32</td>
</tr>
<tr>
<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,” “F” or “D” removed from the record by repeating the course, “NC” and “W”. 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 “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.

e) 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 “C”s 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 which have been delivered to the financial aid office.
Financial Assistance

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 Director of Financial Aid will not vote in the second vote.

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

**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 College’s financial aid office.

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

**Endowed and Annually Funded 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 such a 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 Durametallic 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.

**Anonymous Music Scholarship:** established in 1991.

**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.
Financial Assistance

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. Peette in memory of her brother, Harry H. Peette (class of 1866), and her cousin, Kendall Brooks.

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

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


Harry G. Burns Memorial Scholarship: established in 1958 by Mrs. Gertrude Taylor Burns '06 in memory of her husband, Harry G. Burns '07.

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

Edward E. Chapelle 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. Breyding '18 to honor Mabel Easterbrook '08.

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

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

**Emeritus Club Scholarship:** established in 1976 by the Emeritus Club.

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

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

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

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

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

**First Federal Savings and Loan Scholarship:** established in 1986 by First Federal Savings 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 1944 through a bequest of Mrs. Fogarty.

**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.

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

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

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

**Hattie M. Hiscock Scholarship Fund:** established in 1966 through her bequest.
Cass Hough Family Scholarship: awarded through the Michigan Colleges Foundation to worthy and needy students.

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

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

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

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


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

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

Helen Carter Johnson Scholarship: given in 1965 by Mrs. Johnson.


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

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

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

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

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

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

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


Kurtz Family Scholarship: established in 1980 by the Kurtz family in honor of more than 35 members of the family who have attended Kalamazoo College.

Guy and Morna E. LaPierre Scholarship: established in 1967 through a bequest of Morna LaPierre.

H. B. LaTourrette Scholarship Fund: given in 1909 by Mr. LaTourrette.


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

Locke Family Scholarship: established in 1986 by Mr. and Mrs. Elmer Locke, parents of John J. Locke ’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.
Robert F. Nichols Scholarship: established in 1966 to honor Robert F. Nichols '32 by Mrs. Nichols and his brother, Louis B. Nichols.
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 Pomeroy family.
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 by Earl B. Schermerhorn in 1982.
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.
Financial Assistance

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

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

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

**Marty and Grant Swinehart Scholarship:** established in 1986 by the Swineharts.

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

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

**Frank E. and Ferne M. Toonder Scholarship:** established by Dr. Frank E. Toonder '29 and his wife, Ferne.

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

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

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

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

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

**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 Kroge Hope, Leroy Hornbeck, Ardell O. Jacobs, Esther V. Kent, Lucile O. Kerman, Sara Wooley Knight, Irmgaard Kowatski, Kenneth H. Krum, Buri Lanphear, C. Wallace Lawrence, William Milham, Mrs. Jimmie Nielsen, W.B. Rapley, Donald W. Rich, Grace Taylor, Winifred Thomas, Paul L. Thompson, Paul H. Todd Sr., L.N. Upjohn, Margaret Upton, Mrs. Vaughn Vahey, Alice Van Dyke, Robert Winblad, and Irene Witters.
Scholarship aid is also available for Senior Individualized Projects 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 1922–35.

**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. Academic Program

Academic Freedom

The Honor System

Student Life Regulations

Career Development Program and Regulations

Study Abroad Program and Regulations

Academic Policies and Procedures

Degree Requirements

Divisions and Departments

Academic Programs

Courses of Instruction

Honors, Awards, and Prizes
**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 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 prejudgetment 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.
**Student Life Regulations**

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

**Authority of the President**

It is the established policy of the Board of Trustees of Kalamazoo College that the administrative responsibility for the exercise of disciplinary power by the College during times of emergency rests with the President of the College and his staff. The 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 him the power necessary to address those problems. He and his staff are expected to take those steps which appear to be in the best interests of the College community. Procedures employed in disciplining students under normal, non-emergency 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 or working/studying off campus. All students at Kalamazoo College are expected to become acquainted with the rules and regulations necessary for the most effective operation of the College and to abide by them both in spirit and in practice. Any student who violates the commonly accepted standards of conduct, honor or good citizenship; or violates federal, state, or local law; or who refuses to abide by the regulations of the College, will be subject to College judicial action and such penalties as the circumstances justify. Kalamazoo College 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.

**Career Development Program and Regulations**

**Registration**

The Career Development Program is available to every enrolled student at the College. Students who choose to participate should register for the program at least two quarters in advance of the planned internship quarter. Open registration and orientation workshops are typically held during the fall and winter quarters. After registration students are expected to actively participate in all phases of the program, from
developing a job search strategy to attending debriefing sessions following the work experience.

**Workshops**

Students are expected to attend Career Development Center (CDC) workshops that pertain to the employment and internship programs.

**Advising Appointments**

At least one scheduled appointment with a CDC advisor is required for each participating student to discuss internship plans. Students seeking employment through the CDC normally schedule several appointments to develop and refine application materials.

**Position Confirmation**

Once students have located and confirmed a position for an internship quarter, they must complete and return a CDC student placement confirmation form.

**Learning Contract**

The learning contract is a tool for students and their supervisors to identify attainable and assessable goals for the career development work experience. The contract should be completed by the student and the supervisor during the first week on the job and returned to the CDC.

**Journal**

Students are asked to keep a regular journal which will allow them to reflect on and evaluate day-to-day job experiences. At the conclusion of the program, students are required to submit seven selected journal entries that they consider representative of their experience.

**Performance Appraisal**

During the eighth week of the internship quarter, supervisors are asked to evaluate the performance of the student. These written evaluations may serve as future references for students.

**Evaluative Paper**

Students are required to prepare a final evaluative paper discussing what they learned during their work experience. Upon successful completion of the evaluative paper and seven journal entries, the CDC director will recommend to the Registrar that a descriptive notation be recorded on the student’s academic transcript.

**Debriefing**

Early in the quarter following the internship quarter, students participate in a small group debriefing session with students who completed internships in similar fields. This debriefing session allows students to share and compare their experiences with other Kalamazoo College students, CDC advisors, and faculty members.
Study Abroad Program and Regulations

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 international programs.

It is the student's responsibility to familiarize himself or herself with all policies, regulations and guidelines. The student's application for participation in the program and his or her 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. The term may, for instance, begin in early September and end before Christmas, or begin in late September or even mid-October and continue until mid- or late February. Extended-term programs typically begin in the fall and end the following spring. There is one program on the approved list which is longer than extended-term programs: the program in Waseda, 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 find out for which type of program they are eligible.

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 a student's actions either on or off campus raise doubt that he or she is 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. Without endorsement in advance, no credit will be awarded for any academic
work done outside the United States. 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 the student wishes 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. A student 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. Those students who transfer to Kalamazoo College should also talk with the Director about their participation.

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. Participation junior Spring requires the approval of a deviation by the Academic Standards Committee. 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, and Kenya), nine of the twenty 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. Normal on/off patterns for Kalamazoo College students are noted on the program information sheets available in the Center for International Programs.

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 are applying.

First-year and transfer students must complete and turn in the “First-Year Student Planning Sheet” 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 Card” 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 Card” by December 1 of the academic year preceding the one in which they intend to participate.

Students are required to apply to all study abroad programs by filling
out the necessary application materials, and then turning in the completed materials to the Center for International Programs. 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 general Kalamazoo College 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. Where appropriate, the Center for International Programs will also require applicants to participate in a personal selection interview.

**Foreign Language Proficiency**

Students who want a university-integrated experience must have proficiency in the appropriate foreign language equivalent to at least four quarters of language training. Those 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 1995-96 is $10,988; for an extended-term Kalamazoo College program, the 1995-96 fee is $18,313. Consult the Center for International Programs for the fees for the Waseda program. The fee for Kalamazoo College students participating in Kalamazoo College 1996 Spring short-term programs is $7,325. Fees for participants from other colleges and universities are $11,788 for long-term and $19,113 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.
These charges do not include
- domestic roundtrip transportation between the student's home and the designated port of departure (or, in the case of the Kenya 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;
- costs of 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: $200-$300);
- required health and accident insurance;
- required anti-malarial prophylactic pills (for China, Ecuador, Kenya and Senegal only) which the student will take with (average cost $10.00 per pill taken on a weekly basis—total cost varies from $300-$400 depending on the length of the program);
- required SOS medical evacuation insurance (for China, Ecuador, Kenya and Senegal only);
- independent travel while abroad; and
- incidental expenses en route and abroad.

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

The amount a student spends 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-$3,000 for long-term programs, and $2,500-$3,000 for extended term programs is realistic. Students may be need less money if they are careful and restrict independent travel plans.

For Kalamazoo College students receiving financial aid, this aid will be in force for those programs that appear in the “approved for financial aid transportability” 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” is used to mean that state and federal funds are fully available, but institutional funding will be 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 do not receive any financial aid from Kalamazoo College. They need to speak with the director of study abroad and the financial aid office on their own campus to see if their home institution will continue their financial aid package for the time you are abroad.

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

In the quarter prior to their departure for study abroad, Kalamazoo College students are required to attend all scheduled orientation meetings on the Kalamazoo campus. Presentations as well as question-answer sessions conducted by faculty members and 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. This orientation program is held on the Kalamazoo Campus in early September immediately prior to the students’ departure for the programs in Africa.

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

Academic Credit

All academic work done in the study abroad program is certified by the Director of the Center for International Programs and recorded by the College’s registrar on the basis of examinations and reports supplied by supervisors and teachers abroad. Study abroad credits fulfill distributional and major requirements and count toward graduation. All grades are reported as Credit/No Credit. Kalamazoo College students receive three Kalamazoo College units for a Spring short-term program, four units for a long-term program, and seven units for an extended-term program. The Waseda program carries ten units of credit. 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 posted on the transcript.

Withdrawal

A withdrawal from the program results in forfeiting the deposit. Withdrawal after the second week of the quarter preceding study abroad requires that students pay any additional costs incurred on their behalf. A student who withdraws after the program abroad has begun may be entitled to a partial refund, as specified in the College’s policies. Students who withdraw after a program begins 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 a student participates in the study abroad program and subsequently withdraws from the College before graduation, the Board of Trustees has directed that the student must pay $1,300 before the academic transcript may be released.

Post-Study Abroad Residency Requirement

Kalamazoo College students are required to be in residence on campus taking a full course load during the term that immediately follows study abroad. Students participate in international programs and activities on campus after their return and contribute academically and personally to the overall international environment of the College. Any student who does not return without having secured permission of the Academic Standards Committee is withdrawn from the College.
Study Abroad Programs

On Kalamazoo College programs, a College representative will meet each group as it arrives abroad. College personnel visit the College’s study abroad sites as needed. On Kalamazoo programs, someone specifically represents the College. At most sites, students live in homestays; in a few, university dormitories provide housing.

Each study abroad program is unique, but each seeks to offer 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. Briefly summarized below are 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 (four or seven 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 (seven units of credit).

Freetown, Sierra Leone
(NOTE: This program has been temporarily suspended and will not operate during the 1995-96 academic year.)
The long- and extended-term programs at the University of Sierra Leone offers regular university courses in English, a special course designed for American students, Krio language courses, an individualized cultural research project (four units of credit).

**China**

Beijing/Guangzhou
The long-term and extended-term programs at the Beijing Language and Culture University (with the second semester at Guanzhou University, for those participating in the extended-term program) have a minimum requirement of three units of Chinese. The program offers university courses in Chinese language and other subjects (four or seven units of credit).

**Ecuador**

Quito
The long-term and extended-term programs at the Universidad San Francisco de Quito have a minimum requirement of three units of Spanish and a GPA of 2.75. The programs offer 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. (four or seven 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 (four 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 (four or seven 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 study of French and one specially arranged art and culture course taught in French (three 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 followed by regular courses at the Sup. de Co and an individualized cultural research project. (four 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 orientation before participants enroll in courses offered at the university’s International Institute of French Studies. Students also complete an individualized cultural research project. (four 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. (four 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 study of German, one specially arranged culture course taught in German, and the opportunity to use certain university facilities. (three 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 followed by academic work in regular university offerings, and an individualized cultural research project. (four or seven 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 (four or seven 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. Ten 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 credits 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 study of Spanish and an art and culture class taught in Spanish (three 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. (four units of credit).

Madrid
The long-term program at the Instituto Internacional 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. (Four 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 study in Spanish and one specially arranged art and culture course taught in Spanish (Three 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.

**College Disclaimer**

Students are required to apply and meet all qualifications for programs on the "Approved Programs" list. The Center for International Programs assigns individual students to specific programs and sites based upon student qualifications, program capacities, and other conditions deemed relevant by the Director. The final decision regarding admission to and participation in specific programs rests with the Director of the Center for International Programs and the host institution abroad. The Director reserves the right to deny participation in study abroad when a student's actions either on or off campus raise doubt that the student is ready for an international study experience and prepared to represent Kalamazoo College appropriately. Programs may be suspended or withdrawn at any time due to political, economic, or other conditions.

**Academic Policies and Procedures**

**Registration**

**Credit**

The Kalamazoo College credit is referred to as the unit. Each unit is equivalent to five (5) quarter hours or 3.33 semester hours.

**Credit Load**

The academic year at Kalamazoo College is comprised of four 10 week quarters. Students normally carry a course load of three 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 individual course. Faculty members may report to the Dean of Academic Advising 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, the evening exam may be changed by making arrangements with the professor. All other changes, for emergency reasons only, must be approved by the Dean of Students.
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. Students are responsible for accurate registration. Students are considered officially registered when the Business Office has validated the student ID, which normally occurs by the second day of the quarter.

Underload

A student may choose to underload (carry two units) in a given quarter with the permission of the Registrar. Students should consider the ramifications of underloading on financial aid, degree completion and athletic eligibility.

Overload

A student with a GPA of 3.25 may choose to overload (carry four units) in a given quarter with permission of the Committee on Academic Standards. Seniors may overload during the senior year without permission.

Drop/Add

Students may drop/add 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 $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 will be held accountable for classes remaining on a student’s class schedule at the end of a quarter and graded accordingly. Students will not receive a grade for courses not reflected on the class schedule.

Credit/No Credit Option For Seniors

During the senior year, a student may elect one on-campus course CR/NC if the following conditions are met: The course must be outside 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

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

Course Withdrawal

Withdrawal from a course may be permitted for validated emergency reasons approved only by the Dean of Academic Advising. Withdrawals, if approved, may occur from the fourth through the eighth week of a quarter. No withdrawal is permitted after that date. A withdrawn course will carry the grade of “W” on the official transcript. Course withdrawal may affect financial aid, athletic eligibility, and successful completion of graduation requirements.

Course Withdrawal, First-Year Students

First-year or new transfer students may withdraw from one course during the first three quarters on campus or before earning the first nine
units. Students are free to make this choice after the third week and before the end of the eighth week of a quarter. Students should keep in mind that a withdrawal may effect financial aid, athletic eligibility and degree completion. Even though no signatures are required, students are encouraged to talk with their advisor and the Registrar before exercising this option. Forms and information are available from the Registrar.

Withdrawal from the College
A student who may find it necessary to withdraw from Kalamazoo College is asked to contact the Dean of Students. If a student fails to return to campus for a planned on campus quarter, the College reserves the right to withdraw that student. A student may not be off campus for more than two quarters in a row (with the exception of study abroad and GLCA) unless they wish to be withdrawn from the College.

Readmission
To apply for readmission to Kalamazoo College, a student must file an application with the Dean of Students. If the student is in good academic standing and does not have an outstanding financial obligation to the College, the Dean can approve the readmission.

If a student withdrew from the College while on academic probation or was dismissed for academic or disciplinary reasons, the application is forwarded to the Committee on Academic Standards for review. The student must indicate, in writing, how the problem that led to probation or dismissal has been overcome. If the withdrawal or dismissal was for academic reasons, the student must provide evidence of successful completion of academic work at another institution. If a student withdraws from the College prior to the end of a quarter, for other than health reasons, the student 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, to provide students who have matriculated access to records directly related to them and to protect the information contained within those files from unauthorized persons.

Protection of Information
Information about a student contained in educational records must be made accessible to the student, to persons authorized by the student, to Kalamazoo College faculty and staff who have legitimate educational interests, and to comply with a judicial order or subpoena. Under separate legislation, 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 a particular student unless the student has submitted a written request to withhold such information. Directory information includes:
• 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. The student must file a written request to withhold directory information with the Dean of Students.
2. The phone number and address will be removed from the quarter phone list and the student/faculty directory, if they have not yet been printed.
3. The Dean of Students will provide written notification of this request to all appropriate parties within the institution.

Students should realize this may be a detriment to their degree status and/or enrollment verification to future employers or graduate schools.

Educational Records
The official file of the student 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 the student 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 the student or College personnel with a legitimate need to know will require written authorization by the student.
1. The student 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 unresolved disciplinary action.

Transcripts
Transcripts must be requested in writing by the student. 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 student’s 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), and W (withdraw) do not affect the 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 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 student is on or off campus.

Repeated Courses

A grade of “D,” “F,” “W,” or “NC” may be repeated. Both attempts will appear on a student’s transcript, but only the second attempt will be used to calculate the student’s Kalamazoo College cumulative grade point average. No student may accumulate more than 7 total units (excluding SIP) with grades of “F” or “NC” and still be eligible to earn a degree.

Change of Grade

A student seeking a grade change should first contact the course instructor, who is responsible for the grades issued. Both student and faculty should understand that a change of an assigned grade should reflect only identifiable and distinct errors in the evaluation process. The student should initiate this process as soon as possible, but in any case, by the end of the sixth week of the student’s next quarter in residency 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 activities, and the senior CR/NC option receive the grade of Credit/No Credit (CR/NC) and do not affect the cumulative GPA.

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 one unit. The following partial credit courses are
offered: BIO 200 (CR/NC), ENG 200 (CR/NC), MUS 200 (graded), MUS 201 (graded), Applied Music (graded), MUS 201 (graded), MAT 200 (CR/NC), PE 275 (graded), and THA 200 (CR/NC).

Music Ensembles
Students may elect as many ensembles as they can arrange in their schedules. One unit of credit is awarded after participation in an ensemble five times. Only two ensemble activities per quarter may be counted toward earning a credit. A music ensemble credit may be used to satisfy the fine art distributional requirement. However, students may only count one unit of ensemble credit toward meeting graduation requirements.

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

Other Means of Earning Credit

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. Scores of 3 are accepted for credit after one year in residence and successful completion (a grade of “C” or better) in a course of the same subject area. AP credits may be used to meet distributional requirements. The specific distribution of AP credits in English, foreign languages, mathematics, and physics can be found under those department headings in the catalogue.

International Baccalaureate
Students with scores of 5-6-7 on the Higher Level International Baccalaureate examinations will receive credit in the same manner as advanced placement. These credits may meet distributional requirements where appropriate.

Interinstitutional Enrollment
Students at Kalamazoo College may choose to take advantage of study through the Kalamazoo Consortium for Higher Education by enrolling for course work 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 pre-approval and must be in good standing to participate. The application and further information is available from the Registrar.
Independent Study
Generally, an independent study 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 per quarter, nor more than two independent studies (890s) during the academic career.

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 or the College Board Advance Placement Examination. A student who has completed three or more years of foreign language in high school is ineligible to receive credit for the same language at the 300 level at Kalamazoo and must begin at the 310 or higher level of study. Credit is not granted for foreign language placement.

Mathematics Placement
Placement in mathematics courses depends on the score earned on the Kalamazoo College or the College Board Advance Placement Examinations. Students planning to go into 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. Credit is not granted for math placement.

Transfer Credit

New Students
Transfer credit, for incoming students, is not awarded until a student has completed one successful quarter on campus. All transfer credit is awarded by the Registrar in consultation with the appropriate departments. Students transferring the maximum of 27 units must earn at least eight academic units, the physical education requirement, and the LACC unit at the College, with a minimum residency of three quarters.

Continuing Students
A currently enrolled student may take transfer courses at a regionally accredited institution with the pre-approval of departmental faculty, the academic advisor and the Registrar. A pre-approval form must be on file in the Registrar’s office before any transfer work can be accepted. All work must have a grade of “C” or better and be submitted on an official transcript sent directly from the transfer institution to Kalamazoo College.
Academic Policies and Procedures

Academic Progress

Classification
The class in which a student is listed is determined generally as follows:
- First Year: 0-7 units
- Sophomore: 8-16 units
- Junior: 17-26 units
- Senior: 27 units and above

Classification is not only regulated by the number of units earned, but may also be related to the expected year of graduation.

Good Standing
A student that maintains two-thirds of all grades at the level of “C” or better is considered to be in good standing at Kalamazoo College.

Academic Probation
At the end of each quarter, the Committee on Academic Standards meets to review all grades. The Committee will place a student on academic probation whenever that student has accumulated more than 1/3 of the total units below “C” or whenever the Committee finds the student to be in academic jeopardy.

Academic Dismissal
In order to continue at Kalamazoo College, a student should have:
- 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.

Veteran’s Administration
The Veteran’s Administration requires that all recipients of veteran educational benefits maintain a standard of progress toward their stated academic degree. Therefore, all veterans receiving benefits must maintain a cumulative grade point average of 2.0 to remain eligible for VA benefits. 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 maintain a GPA of 2.0 at the time of graduation.

Honors

Dean’s List
Students earning a GPA of 3.50 or better for a full-time credit load of three units within a given quarter (excluding CR/NC), will be placed on the Dean’s List.

Commendation
Student who earn a GPA of 4.0 for a full-time credit load of three 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 a student must have completed a full term (three 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 the student's transcript each year of eligibility.

Graduation Honors

The BA degree is awarded cum laude if a student maintains a cumulative grade point average of 3.50 or above, magna cum laude with an average of 3.75 and above, and summa cum laude with an average of 4.0. A transfer student must earn a minimum of 15 graded academic units at Kalamazoo College (exclusive of credit/no credit) to be considered for academic honors at the time of graduation.

Honors in the Major

Each department may award graduation honors in the department as well. Usually, departments consider the grade point average in the major, the results of the comprehensive examination, and the SIP in recommending students for honors. The department may set additional requirements. This honor is announced at commencement and recorded on the academic transcript.

A Liberal Arts Education at Kalamazoo College

Every Kalamazoo College student participates in a combination of academic and experiential educational opportunities during each of their four years. During the first year, students take course work during the fall, winter and spring quarters and then participate in a career development internship, work or vacation in the summer. As sophomores, students participate in course work for three quarters and CD during the summer or participate in a one quarter study abroad in the spring followed by a CD in the summer. As juniors, students participate in a long-term study abroad option during the fall and winter quarters, or an extended-term (fall, winter, and spring), or as an alternative, participate in a career development internship. During other quarters, course work is to be taken on campus. As seniors, students complete a senior individualized project during one quarter and complete their academic study on campus during the remaining quarters.

On/Off Campus Patterns

Students have the opportunity to change the on/off pattern each quarter during preregistration by making corrections on the "student information sheet." This change is reviewed by the advisor, Registrar and Committee on Academic Standards and if it is found to jeopardize participation in special programs, the scheduling of course work, or completion of graduation requirements, a student will be asked to file a formal deviation petition. If the change is standard then the student's record is adjusted. Students should realize that any change to the on/off pattern may affect housing, financial aid, athletic eligibility, or the completion of degree requirements.
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 be applicable for students who interrupt their course of study for more than two quarters. Students will be required to follow the degree requirements as stated in the College catalogue at the time of readmission.

Requirements for the Bachelor of Arts Degree

1. Successful completion of 35 academic units plus the LACC for a total of 36 units. (A student may not attempt more than 42 units (plus the LACC) to meet the graduation requirement of 35 units plus the LACC.

2. Completion of 24 units at a grade of “C” or better.

3. Completion of 22 units outside the department of the major (excluding the LACC). One unit of work in the major taken during study abroad may count as one of these 22.

4. A major of not fewer than eight academic units in one department with a grade of “C” or better in each unit counted toward the major.

5. Successful completion of the following distributional requirements:
   • proficiency in writing as evidenced by successful completion of a First-Year Seminar (130)
   • two units in literature
   • proficiency in a foreign language through the 420 level
   • three units in natural science, computer science or mathematics with at least one unit in a natural science (excluding MAT 200 and MAT 310)
   • two units in philosophy and/or religion
   • one unit in art, music, or theatre arts (excluding THA 200, 450, and 500)
   • four units in the social sciences chosen from at least two departments (excluding EDU 670, 970, 985, and ECO 430)

6. Completion of 6 noncredit activity courses in physical education.

7. A Senior Individualized Project (SIP), normally carrying 2 units.

8. A Liberal Arts Colloquium Credit (LACC), carrying 1 unit of credit.

9. A senior departmental examination in each major.

10. Completion of the residency requirement of 10 quarters plus study abroad and a SIP, or 11 quarters plus a SIP.
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 eight units all of which must be at a grade of "C" or better. Students are asked to declare a major during the winter of the sophomore year. Students choosing the option of a double major must meet the full requirements of both programs and must take comprehensive examinations in both. Students may change the major program of study thereafter by filing a change of major form in the Registrar’s office.

Declaration of Minor
A minor consists of a minimum of six units all of which must be at a grade of "C" or better. A minor is not required for graduation, but may be utilized by the student to strengthen a knowledge base different from the required major program. A minor is normally declared in the sophomore winter and may be changed after that time. Declaration of minor forms are available in the Registrar’s office.

Writing Proficiency Requirement
All degree-seeking students must complete a First-Year Seminar (130) during the fall or winter quarter of the first year in residence. If a student does not pass a seminar (130) they must take another seminar (130) within the first year, or substitute another writing intensive course with approval of the Director of the First-Year Seminars and the Registrar. A student may also take a pre-approved course at another institution during the first-year summer. Transfer students may satisfy this requirement by the transfer of an English Composition course taken prior to admission or take a first-year seminar if they are transferring less than 9 units and have no English Composition. Visiting international, foreign nationals, or U.S. citizens who have spent significant time abroad may enroll in the International Student Seminar with the approval of the Program Director and the instructor. These students may be asked to take a placement exam or produce a writing sample before enrollment is finalized.

Physical Education Activities
All students must complete six physical education activities that may include intercollegiate athletics. Only two activities may be earned on an individual contractual basis (PE 098). Physical Education activities may be repeated with permission of the department. Transfer students must fulfill the physical education requirement prorated in the following manner:
- 9 quarters remaining = 6 activities required
- 7-8 quarters remaining = 5 activities required
- 6 quarters remaining = 4 activities required
- 4-5 quarters remaining = 3 activities required
- 3 quarters remaining = 2 activities required

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 done in the major department or in one or both departments of a double major. A SIP may be done in any department of the College unless it is a specific requirement for the major.

* If a student transfers to Kalamazoo College as a senior, with 27 units, this student is ineligible to do a SIP and the requirement is waived.
A SIP normally carries 2 units of credit and takes the form of creative work in the arts, laboratory or field research, student teaching, theses, or internship. Under exceptional circumstances, 1-unit or 3-unit SIPs are possible. Student teaching SIPs always receive 3 units. Only 2 units count toward graduation; the third satisfies a certification requirement of the State of Michigan. The amount of credit (1, 2, or 3 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. If not, the department may choose to issue a NC. Any Fall or Winter quarter SIP not completed AND GRADED by Commencement will receive a NC.

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 and paid for again. For further information, please refer to the SIP Handbook found in the Registrar’s office.

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. If not, the department may choose to issue a NC. Any Fall or Winter quarter SIP not completed AND GRADED by Commencement will receive a NC.

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

**LACC**

The College forum attempts to provide a special dimension to the total liberal arts experience at Kalamazoo College. The LACC unit is applied to the transcript during the SIP quarter and may not count as one of the 22 units outside the major. LACC lectures, performances, concerts, and panels are focused on the general education of the student. 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 chapel office and the Registrar.

**Senior Departmental Exam**

The purpose of this comprehensive examination is to test the student’s knowledge of the material, skills, and methods made familiar in courses done in the major field. The examinations are graded “passed with distinction,” “passed,” or “failed,” and may take the form of either a written departmental examination, an oral examination, a performance in the field, or any combination of these. In no case will a student be failed in the examination or awarded honors on the basis of only one type of examination listed above.

**Residency Requirement**

Students must complete 10 full-tuition quarters on campus in addition to study abroad and the SIP quarter, or 11 full-tuition quarters plus the SIP if a student chooses not to study abroad. GLCA programs are counted as full-tuition quarters.

**Commencement**

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

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

**Divisions and Departments**

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

**Foreign Languages Division**
- German
- Romance Languages

**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
Academic Programs

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
- Chinese
- Classics
  - Ancient Greek
  - Latin
- Computer Science
- Economics and Business
- English
- French
- German
- History
- Japanese
- Mathematics
- Music
- Philosophy
- Physical Education
- Physics
- Political Science
- Psychology
- Religion
- Russian
- 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
  - Russian Studies
  - Western European Studies
- International Commerce
- Management Studies
- Public Policy and Urban Affairs
- Women's Studies

Special Programs
- African Studies
- African American Studies
- Center for Western European Studies
- 3-2 Engineering
- Pre-Law
- Pre-Medicine
- 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

<table>
<thead>
<tr>
<th>Course Numbering System</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>first-year students only</td>
</tr>
<tr>
<td>200</td>
<td>partial credit course</td>
</tr>
<tr>
<td>300</td>
<td>not for credit in the major</td>
</tr>
<tr>
<td>400</td>
<td>open to everyone</td>
</tr>
<tr>
<td>500</td>
<td>open to everyone</td>
</tr>
<tr>
<td>600</td>
<td>not open to first-year students</td>
</tr>
<tr>
<td>700</td>
<td>cross-listed course</td>
</tr>
<tr>
<td>800</td>
<td>individual course</td>
</tr>
<tr>
<td>900</td>
<td>majors/upper level</td>
</tr>
<tr>
<td>600</td>
<td>not open to first-year students</td>
</tr>
</tbody>
</table>

Most departments offer the following courses:

130 First-Year Seminar. 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. Topics or themes vary from year to year. Successful completion of a First-Year Seminar in any department of the College will satisfy the writing proficiency graduation requirement and a distribution requirement.

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

850 Interinstitutional Study. Courses offered through the Kalamazoo Consortium of Higher Education; special arrangements may be made through the Registrar’s office.

890 Independent Study. Special course work created in consultation with an individual faculty member; departmental approval required. Restricted to qualified juniors and seniors.

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

LIBERAL ARTS COLLOQUIUM CREDIT

IDS 905 Liberal Arts Colloquium. Attendance at 25 events designated for credit by the College Forum Committee; registration concurrent with registration for SIP. Credit toward graduation, but does not count in the 22 units outside the major department. Required of all students.

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. In addition to courses, art exhibits, lectures, seminars, workshops, films and cultural 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 would 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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 590</td>
<td>Ethnology of Africa</td>
</tr>
<tr>
<td>BIO 508</td>
<td>Ecology of Africa</td>
</tr>
<tr>
<td>ECO 465</td>
<td>Economics of Developing Countries</td>
</tr>
<tr>
<td>ENG 590</td>
<td>African Literature</td>
</tr>
<tr>
<td>FRE 580</td>
<td>Francophone Literatures</td>
</tr>
<tr>
<td>HIS 506</td>
<td>Africa and the Atlantic Slave Trade</td>
</tr>
<tr>
<td>HIS 570</td>
<td>African Civilizations.</td>
</tr>
<tr>
<td>HIS 575</td>
<td>Contemporary Africa</td>
</tr>
<tr>
<td>HIS 576</td>
<td>South Africa and the American South</td>
</tr>
<tr>
<td>HIS 580</td>
<td>Topics in African History</td>
</tr>
<tr>
<td>HIS 700</td>
<td>Myth and Culture in Precolonial Africa</td>
</tr>
<tr>
<td>MUS 448</td>
<td>Music of World Cultures.</td>
</tr>
<tr>
<td>PSC 540</td>
<td>Politics of Africa</td>
</tr>
<tr>
<td>REL 605</td>
<td>African Religions.</td>
</tr>
<tr>
<td>SA 600</td>
<td>Women in Cross-Cultural Perspective</td>
</tr>
<tr>
<td>SS 630</td>
<td>Geography of Africa</td>
</tr>
</tbody>
</table>

Kalamazoo College also operates a junior year in Africa program, which was established in 1969. All students enrolled in this program spend the summer preceding the year abroad 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 under the study abroad program.

**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, commerce and trade. The subject of 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.
African American Studies

Courses in African American studies offer students an opportunity to understand more fully the character and development of African American culture and history, and the way in which this particular community has interacted with other groups within American society and continues to do so. At present, a student cannot major or obtain a concentration in this area, but students may take the courses listed below to fulfill distributional requirements and thereby gain a unique perspective for understanding both American and African American history and culture.

Race Relations Courses
- AMS 490 Race and Ethnicity in Modern America: 1900-1940
- AMS 700 Society and the Individual in Modern America
- HIS 410 History of the United States I
- PSC 535 Urban Politics
- SOC 500 Class, Race, and Ethnicity

African American Culture Courses
- ENG 470 Literature of Women
- ENG 589 African American Literature
- MUS 440 American Music
- MUS 460 Seminar in Folk Music
- REL 535 Liberation Theology
- THA 400 20th Century Theatre
- WS 600 Women’s Studies Seminar

American Studies

Mr. Strauss (Director)

The concentration in American studies offers 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, 550, 589, 650, 960
- PHI 450, 460, and REL 435, 470, 515
- MUS 440, 460, and ART 550

Finally, students are encouraged to complete an American studies SIP. It is possible, in consultation with the director, to substitute other relevant courses. In planning a concentration in American studies, students should talk with the director early in their undergraduate careers.
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 Klu 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 counter culture. (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
PHI 450 Social Philosophy
PHI 460 Philosophy of Law
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 towards 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 Exams

The comprehensive exam 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 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 included in 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 five 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. The First-Year Seminar, ART 130, may count toward the major.

**Required Courses**
- 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

**Required Cognates**
- ART 400 Basic Drawing
- FA 400 Introduction to Visual Fundamentals
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 or
 ART 510 Medieval Art
 ART 455 Introduction to History of Art II

Electives
Three additional art history electives.

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

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

Biology

Mr. Evans, Ms. Newton, Mr. Ogston, Mr. Olexia, Ms. Olexia (Director of the Health Sciences Program), Mr. Sotherland (Chair)

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 eight units not including courses below the 400 level. Up to two units of credit for a SIP (BIO 983) may be counted.
Required Courses
BIO 412 Evolution with Lab
BIO 424 Physiological Ecology with Lab
BIO 447 Cell Biology with Lab
BIO 970 Functioning as a Biologist
A chemistry sequence (CHE 405, 415, 422, 437 or 432 and 442)

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 distributional 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 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, approached from the premise that adaptations of organisms are solutions to problems posed by the environment; a survey of diversity of living organisms, how organisms meet environmental requirements, and an investigation of basic community dynamics.

BIO 447 Cell Biology with Lab. Detailed introduction (with a biomedical and molecular approach) to the major structural and functional properties of cells, including their energetic and genetic control mechanisms. 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 Terrestrial 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, morphogenic 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 treatment, receptor mediated communication, and motility. **Prerequisite:** BIO 447. **Recommended:** BIO 732.

BIO 547 Microbiology with Lab. Introduction to bacteria and viruses as components of the diversity of life. Structure, metabolism and genetics of bacteria, and how these relate to adaptation and evolution of these organisms. Infectious diseases treated as an ecological association between host and pathogen. **Prerequisite:** BIO 447.

BIO 552 Immunology with Lab. Analysis of the mechanisms of both the humoral and cellular immune responses in vertebrates, regulation of the components of the immune system, and some clinical implications. **Prerequisite:** 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 only. This course will satisfy a math/science distributional credit.

BIO 720 Physiological Psychology with Lab. Cross-listed in psychology, please see PSY 720.

BIO 727 Ethology with Lab. Study of the behavior and social organization of a variety of animal groups ranging from insects to primates; analyses of general principles of behavior modes; observation of animal behavior in the field and laboratory. (Can be used as either a natural science or social science distributional course. 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 or 442.

BIO 970 Functioning as a Biologist. Participation in a seminar involving teaching, research in the literature and consideration of current biological questions; participation for one quarter in the departmental program as a teaching assistant; preparation for 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. Riley (Outreach Coordinator),
Ms. K. 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 one of only two liberal arts colleges among the 100 institutions of higher education in the U.S. that received support from this program, and Kalamazoo’s Center is one of 10 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 suitable background for graduate study in chemistry, biochemistry, chemical engineering, environmental sciences, pharmacology, molecular biology, medicinal chemistry, or clinical chemistry. Majors will also have an appropriate background for becoming a professional laboratory chemist; teaching high school or community college chemistry; attending medical, dental, veterinary, or paramedical schools; undertaking graduate study in business administration or patent law; doing work in sales, library, or safety; supervising work in the chemical industry; or doing conservation work in art museums.

Requirements for the Major in Chemistry

Number of Units

A minimum of eight 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 442 Organic Chemistry III with Lab*
CHE 512 Analytical Chemistry I with Lab
CHE 902 Physical Chemistry I with Lab
One additional unit from CHE 912, 932, 942, or 962
* NOTE: CHE 422 and 437 may be substituted for CHE 422, 432, and 442; however, the department advises against this.
MAT 410 Calculus I with Lab
MAT 415 Calculus II with Lab (Additional work in math is encouraged.)
PHY 412 Introductory Physics I with Lab
PHY 417 Introductory Physics II with Lab
PHY 422 Introductory Physics III with Lab
NOTE: PHY 372 and 377 may be taken in place of PHY 412, 417, and 422.
Electives

CHE 732 Biochemistry

NOTE: BIO/CHE 732 does not count toward the major; chemistry students may receive biology credit only for this course.

Students having 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 test; scores of 1 or 2 indicate that 405 is the appropriate beginning course.

Kalamazoo College appears on the American Chemical Society's list of schools that offer approved pre-professional undergraduate programs in chemistry. This program includes CHE 405, 415, 422, 432, 442, 512, 902, 912, 932, 942, 962, and 983; PHY 412, 417, 422; and MAT 410, 415, 425, and 430.

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 pollution, energy use, pharmaceuticals, nutrition, energy, 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: stoichiometry; atomic and molecular structure and bonding; properties of gases, liquids, solids, and solutions. Laboratory work includes introduction to chemical instrumentation.

CHE 415 Introductory Chemistry II with Lab. Classification of 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 432-442 Organic Chemistry II, III 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, including those of biological interest; emphasis on reaction mechanisms and organic synthesis. Intended for research-oriented scientists. Prerequisite: CHE 422-432.

CHE 437 Organic Chemistry IIA with Lab. Classroom and laboratory study of topics covered in 432, 442, but in less detail; less emphasis on organic synthesis. Intended primarily for biology and health sciences majors who are less chemically oriented. Prerequisite: 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. Study of the chemical mechanisms underlying biological processes, including structure/function relationships in biomacromolecules, enzyme catalysis and kinetics, metabolism and bioenerget- ics, and storage and transmission of genetic information; laboratory will emphasize purification, identification and analysis of biomolecules using traditional and modern techniques. (Also listed as BIO 732). Prerequisite: CHE 442 or BIO 447 and CHE 437.

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. Lecture, laboratory, and independent study of quantitative analysis, including trace techniques; emphasis on modern instrumental methods, including spectroscopy, electrochemistry, and chromatography. Prerequisite: CHE 902 or permission.

CHE 942 Inorganic Chemistry with Lab. Study of the properties of the elements and their compounds: emphasis on structures, bonding, and reactivities of main-group compounds and transition-metal and organometallic complexes; laboratory work emphasizing synthesis and physical characterization of inorganic compounds. Prerequisite: CHE 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 902 or permission.

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

Chinese

Ms. Chu (Chair), Mr. Lee

The program in Chinese provides the student 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. The student 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 introductory course 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 on finding ideas for using Chinese.

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 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 ability to express in the language accurately and properly on some selected topics. Prerequisite: CHI 300 and CHI 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 learned. 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 will be asked to: 1) make Chinese part of their daily lives, 2) use Chinese actively in class and outside of class, and 3) be creative in finding ideas to use the Chinese language. Prerequisite: CHI 421.

CHI 425 Classical Chinese Literature in Translation. A survey of the major genres and modes of a literature which represents 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 tranquility. 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 and 495, 720, and 730 count toward the literature distributional requirement for graduation. Students wishing to take 720 for a social science distributional may do so by enrolling in HIS 720; those wishing to take 730 for a religion/philosophy distributional should enroll in REL 730. The ancient
history courses, HIS 500 and HIS 505, are taught by classics faculty and count toward the social science distributional requirement. Students who have previously taken classical Greek or Latin should consult with Mr. Corrigan.

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 will 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 will examine various forms of polytheistic religion and worship in classical paganism. Topics to be included are: concepts of divinity; varieties of religious space and practices; distinctions between civic and private worship; religious festivals and rituals; attitudes towards death and afterlife; importations of Near-Eastern and African religions; and political and philosophical appropriations of religion. Students will become acquainted with a variety of texts (literacy, epigraphical and papyrological), archaeological sites, 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, dramas; introduction to ancient Greek civilization.

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

**LAT 310 Beginning Latin II.** Continuation of 300; development of fundamentals of grammar, composition, and reading; selected readings from graduated texts, short stories, dramas; introduction to ancient Roman civilization. **Prerequisite: 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.**
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 Great Issues of Political Thought
HIS 499 Civilizations of the Ancient Near East
REL 450 Introduction to the New Testament
HIS 550 Medieval History I
REL 555 Studies in Paul
Any Greek language 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, career development internships in classical studies; special funding may be made available for such internships.

Computer Science

Ms. Brady, Mr. Carpenter, Ms. Price (Director of Computing), Mr. Tobochnik

The program in computer science is designed to provide the student with an exposure to the central theoretical concerns of this rapidly growing discipline, along with an understanding of the principal techniques and algorithms necessary to support meaningful applications. Students whose major interest lies in another field might consider electing the 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 is the library. Facilities include four microcomputer laboratories and a Digital Equipment Corporation DS 5000 system connected to Internet. Most common programming languages are supported, and there is a variety of numerical and statistical software available. In addition, many departments have microcomputers for specific class and laboratory use.

Requirements for the Major in Computer Science

Number of Units

A minimum of eight 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, 550, 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 nine 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 six 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 the student 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 individual's major, this background will enable the student to offer an employer or graduate school 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. 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 CS 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 520 Introduction to Computer Graphics, Animation, and Color. This course will begin with algorithms for drawing lines and circles and will include the use of both absolute and relative graphics commands. Other topics may include hidden-line removal, fractals, and manipulation of scanned images. **Prerequisites:** CS 420 and MAT 430.

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 412.

CS 720 Models and Simulation. See MAT 720.

CS 732 Digital Electronics. 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 Math 750.) **Prerequisite:** one CS course and MAT 530 or 590.

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

**Economics and Business**

*Mr. Athey, Mr. Hussien (Chair), Ms. Mc Kinney, 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, gender, 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 (SIP), a variety of opportunities provided through the L. Lee Stryker Center for Management Studies, the Small Business Institute (SBI), and banking internships offered through the Monroe Program in Money and Banking.
Requirements for the Major in Economics and Business

Number of Units
A minimum of nine 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
- A Senior Seminar (a 900-level course)

Electives
Any two additional electives from the department

With careful planning and guidance of a faculty, along with a major in economics, students can have any one of the four optional areas of emphasis: business, international economics, public policy, or theory and quantitative methods.

Requirements for the 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

Electives
- One public policy elective (ECO 460, 470, 515, 535, 590, or 971)
- Three additional economics electives
- A quantitative methods course is strongly recommended and can be one of the following: ECO 425, ECO 526, MAT 360, or MAT 365

Economics and Business 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 distributional 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. Studies 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 410 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 400.

**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. 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 (i) the study of the theories of household and firm behavior, equilibrium analysis, market structure, pricing, economic efficiency and social welfare; and (ii) 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 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, or 640, or permission.

**ECO 940 Econometrics.** A seminar that focuses on econometric theory and practice. Topics covered include the classical regression model, serial correlation, and time series estimation. Use TSP program to apply econometric techniques to investigate economic questions and issues. Prerequisite: senior standing or permission.

**ECO 945 International Trade Policy.** This seminar consists of readings, analysis, and discussion of some major problems in international economic policy. In addressing these issues, special attention is given to the application and integration of principles, theories, and analytical techniques introduced in previous courses. Topics include: international trade negotiations, domestic trade policies, balance of payments and exchange rate policies, international debt, and international capital mobility. 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 650. 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**

*Mr. Epstein, 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 nine units. Kalamazoo College may recommend students for certification in art (12 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 six units. Students may be recommended by the College in physical education as well as in the major fields listed above. Students desiring to minor in psychology must earn six units in addition to the two 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.

3. Six units in education: 600, 670, 970, and three units in 985.

4. PSY 400 General Psychology is required.

5. EDU/PSY 740 Educational Psychology is required.

Students are strongly encouraged to take additional coursework in one of the following: PSY 450 Developmental Psychology and PSY TBA Learning Disabilities, PSY 410 Interpersonal Communication, and PSY 600 Sports Psychology (for the Physical Education minor).

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 depart-
ment 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, 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 area 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, the role of professional personnel. May be used as a social science distributional. **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, reading in specific content areas. Does not meet the distributional requirement in the social sciences. **Prerequisite:** **EDU 600** or permission.

**EDU 740 Educational Psychology.** Also listed in 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 will 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. **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, evaluation of learning; participation in local schools. Does not meet the distributional requirement in the social sciences. To be elected as close to the teaching internship as possible. **Prerequisite:** **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 three-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 distributional requirements along with specific science and mathematics course work. 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, Ms. Griffin (Chair), 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 advance placement (AP) score of 4 or 5 in English Composition/Language, one unit of credit will be awarded upon admission. This unit may NOT be used to satisfy the literature distributional requirement, but may be used toward fulfilling graduation requirements. Students receiving a score of 3 on the English Composition/Language exam will receive one unit of credit toward graduation after completion of English 130 (First-Year Seminar) or a course offered through the English department. This unit may NOT be used to satisfy the literature requirement.

Students receiving an AP score of 4 or 5 in English Literature/Composition will receive one unit of credit upon admission. This unit may be used toward meeting the literature distributional requirement. Students with a score of 3 on the AP Literature/Composition exam must complete English 130 (First-Year Seminar) or a literature course specifically offered through the English department to receive credit toward the literature distributional requirement and graduation.
Requirements for the Major in English

Number of Units
A minimum of nine 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 two units of ENG 935 (Advanced Literary Studies), or one 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 their schedules will permit, and should definitely take ENG 965. 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 the following: 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 only take one of the following: ENG 440, 441, 450, or 465)

English Courses

Writing
With the exception of most ENG 130 courses, these do not satisfy the literature distributional requirement.

ENG 130 First-Year Seminar. 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. Most sections count toward the literature distributional requirement, but none counts toward the English major.

ENG 130 First-Year Seminar for International Students. This course will satisfy 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 one-fourth of a unit of credit each quarter. Limit of two 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 405 Journalism II. Emphasis on higher-level news and feature writing, and on ethical and legal issues. Prerequisite: ENG 400 or permission.

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 600 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 Play Writing. 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 Distributional Requirement

ENG 130. See above.

ENG 430 Literary Dimension of 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 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 postcolonial 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 distributional requirement. All are open to non-majors with permission of the instructor.

ENG 170 English Literature I. An 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.

ENG 650 American Literature I. A survey of American prose and poetry from the 17th to the mid-19th century. Required for the major.

ENG 935 Advanced Literary Studies. Seminars focusing on major figures and movements in English and American literature.

ENG 945 English Literature II. A survey of English literature from the Restoration through the 19th century, with an introduction to contemporary critical approaches. Required for the major.

ENG 960 American Literature II. A survey of American prose and poetry from the mid-19th through the early 20th century. Required for the major.

ENG 965 Critical Theory. An intensive study of selected perspectives in contemporary critical theory.
Environmental Studies

Mr. Hussen, Mr. Olexia (Directors)

The concentration in environmental studies is based upon the recognition that environmental and resource problems are not just biological, geological, economic or political. Therefore, the concentration is structured as an interdisciplinary study with courses from both the natural and social sciences.

The Concentration in Environmental Studies

Specifically required for the concentration is a minimum of six of the following courses:

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
- ENV 900 Environmental Studies Seminar

Electives

At least two of the following courses are required:

- BIO 315, 424, 504, 507, 508, or 547
- CHE 512, 932
- ECO 515

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 an environmental studies program in Ecuador. Those who might be interested in participating in this program should begin to plan their language sequence early. Students can earn up to three units of credit toward the concentration in environmental studies through participation in the special program in Ecuador. (NOTE: This is a "winter-spring" program.) 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 co-directors and the Center for International Programs before making final decisions on which courses qualify.

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.
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 distributional 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 940; and PSC 500.

**French Language and Literature**

*Mr. Cohen, Mr. Collins, Ms. K 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 of the Department of Romance Languages and Literature 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.

Classroom 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, living in the French House for a term and eating at the French table in the dining hall are among the opportunities offered. Faculty members meet students in and out of class, are involved in campus activities, and are prepared to counsel students regarding career choices in foreign service, music, high school and college teaching, science, publishing, foreign trade, international banking and other fields. French majors at Kalamazoo College have traditionally done well in obtaining French government teaching assistantships for teaching English in France.

**Placement**

All incoming students who have previously studied French in high school or elsewhere must take the College’s placement test in French unless they already have a score on the CEEB test or the advanced placement test. Students with three or more years of high school French may not earn graduation credit in French 300.
French Language and Literature

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

Requirements for the Major in French
Number of Units
A minimum of eight 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 two 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 935 Advanced Literary Studies

All Francophone literature courses count toward the literature distributional 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 430; readings in French literature and culture. Given in French. Prerequisite: FRE 430 or equivalent.

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 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 Literatures. 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.

Class 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 internships with German companies, both in the U.S. and in Europe, for career development internships and/or senior projects. A chance to view German language films, read German publications, converse with native speakers, live in the German house for a term, and eat at the German table in the dining hall are among the opportunities offered.

Faculty members meet students in and out of class, are involved in campus activities, and are prepared to counsel students regarding career choices such as foreign service, music, high school and college teaching, science, publishing, foreign trade, international banking, and so forth.

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

**Requirements for the Major in German**

**Number of Units**

A minimum of eight units is required, not including German 300 and 310, and not including 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 from the following courses:

- 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 distributional 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, e.g. 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
**German Language and Literature**

**Electives**

Two upper-level German literature course chosen from GER 510, 520, 530, or 540 (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. **Prerequisite:** GER 420 or equivalent.

**GER 450 Advanced German II.** Additional practice in listening, speaking, reading and writing on an advanced level. May be taken before German 440. **Prerequisite:** GER 420 or equivalent.

**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 500 or permission.

**GER 520 German Classicism and Romanticism.** Examination of the works of authors from the Enlightenment to the mid-19th century, including such authors as Lessing, Goethe, Schiller, Kleist, Novalis, Tieck and Brentano; historical and literary background. Given in German. **Prerequisite:** GER 501 or permission.

**GER 530 German Realism of the 19th Century.** Study of German, Austrian and Swiss authors from 1830 to 1914, including such authors as Hegel, Schopenhauer, Heine, Gotthelf, Keller, Fontane, Stifter, Storm and Hauptmann. Given in German. **Prerequisite:** GER 501 or permission.

**GER 535 German Literature: 1900 to 1945.** Selected works from German, Austrian and Swiss authors, including such writers 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 both 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. Given in German, required of all German majors. **Prerequisite:** GER 440 and 450, or equivalent.

**GER 970 Seminar.** Specialized topics: 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 pre-professional 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. Pre-professional 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 pre-professional 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 are BIO 412 or 424 and 447; CHE 405-415; 422-437 or 422-432-442; PSY 400 or 450; and HSC 970. Grades of “C” or above must be earned in these courses, which constitute the core curriculum. Also required are four more units in the natural sciences or mathematics at “C” or above. The four units are usually specified by admission requirements of professional schools (see the General Information 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.

NOTE: The College requirement for 22 units outside the major department must be met outside that department in which the health sciences major has the largest number of units.

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 and for a portion of the junior summer.

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

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 does not offer degrees in nursing, medicine, pharmacy, etc.; the combination of the core and the specific courses listed will provide a strong pre-professional background.
Medicine, Osteopathic Medicine, Dentistry: BIO 732; either Chemistry 512 or 902; PHY 372-377 or 412-417-422 (prerequisite: MAT 410-415); two units in sociology and/or psychology; two units in English. Suggested electives include BIO 524, 537, 547, and 552.

Biochemistry, Clinical Chemistry, Molecular Biology: BIO 732; CHE 902-912 and 422-432-442 (this latter sequence replaces CHE 422-437 in the core curriculum); MAT 410-415, 430, 440; PHY 412-417-422. Recommended electives include BIO 524 and either CHE 512 or 932.

Medical Technology and Medical Laboratory Sciences: BIO 524, 547, and 732; either CHE 512 or 902; MAT 360-365; PHY 372-377. A recommended elective is BIO 537.

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

Nursing: BIO 547; one additional unit of psychology; one unit of sociology/anthropology beyond the introductory courses; three additional units to be selected from biology, or MAT 360-365.

Chiropractic: PHY 372-377; one unit from BIO 524, 537; BIO 732; and either 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 distributional requirements during their three years at Kalamazoo College and then begin study in a recognized professional school. At the end of one year of successful study at the professional school, they are awarded a BA from Kalamazoo College.

History

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

One of the oldest of academic disciplines, history occupies a central position in a liberal arts education. Such education equips individuals to understand and appreciate the world and to meet its challenges. The study of history contributes much to these ends. History maintains that people and society are, 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 eight 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 entitled *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, 465, 499, 500, 501, 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, 576, 710, AMS 490, AMS 700)
- Non-Western History (HIS 407, 480, 506, 524, 531, 534, 565, 566, 570, 575, 580, 700).

Finally, history majors must enroll in two seminars: one of the research seminars (HIS 970, 971, 974, or 975), and the Philosophy of History Seminar (HIS 900). (Please see the Department for specific requirements).

Requirements for the Minor in History

Required Courses
Six history electives.

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, any student who might wish to minor in history must plan to 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, 1876 to the present.

HIS 421 History of England to 1688. Examination of the civilization of England from its Anglo-Saxon beginnings through the Revolution of 1688; emphasis on the birth of the English constitution and the development of literature and the arts.

HIS 422 England and the British Empire, 1688 to the Present. Examination of major trends in British history since the "Glorious Revolution," including such topics as the development of parliamentary institutions, industrialization, reform movements, the British empire at its zenith, the two World Wars and the evolution of British society since 1945. Not open to students with credit in History 425, England and the British Empire II.

HIS 465 Medieval Russia. A survey of the history of Russia from its Kievan beginnings to the reign of Peter the Great, focusing on the interaction of economic, social, political and cultural developments in the formation of an empire.

HIS 470 Modern Russia. A history of the Russian empire from Peter the Great to the dissolution of the Soviet Union. Topics include reform, revolution, and the factors leading to the breakup of this multinational empire.

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, external interference throughout the region.

AMS 490 Race and Ethnicity in Modern America. See American Studies 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 501 The Roman Empire. Examination of the institutions and administration of the Roman Empire, from its establishment by Augustus to the time of Constantine, in the middle of the fourth century. Topics include the economic functioning of the Empire, the role of women, the organization of society, and the development of an imperial Roman culture, including both Stoicism and the rise of Christianity.

HIS 505 Greek Civilization. From Homer to Alexander the Great with emphasis on arts and letters.

HIS 506 Africa and the Atlantic Slave Trade. An exploration of the development of the Atlantic slave trade and its consequences at the time. The course deals with how Africa affected this trade and was affected by it, with emphasis on the dynamics of the trade and its global impact.
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, 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, 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, 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 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, patristic and early medieval arts and letters in Late Antiquity, 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 576 South Africa and the American South. Examination of the comparative historical development of racial segregation in the American South and South Africa, its significance for understanding the contemporary situation, and the impact of this arrangement on blacks and whites in the two areas.

HIS 580 Topics in African History.

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 the transformations of the late 1980s.

HIS 700 Myth and Culture in Pre-Colonial Africa. Exploration of the history, culture, social values and thought of Africa, before the continent was affected by European colonial rule, using African oral traditions as a source for understanding the history and culture of select precolonial African states.

HIS 710 Society and the Individual in Modern America. See American Studies 700. (Also listed as Sociology 700.)

HIS 720 Sex, Gender, and Society in Classical Antiquity. Cross-listed in Classics.

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.*

HIS 975 Seminar in Russian History. Examination of selected topics in Russian History. *Prerequisite: HIS 465 or 470, or permission.*

**Human Development and Social Relations**

*Mr. Cummings (Director), Ms. Cunningham, Mr. Epstein, 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**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 400</td>
<td>General Psychology</td>
</tr>
<tr>
<td>SOC 406</td>
<td>Introduction to Sociology</td>
</tr>
<tr>
<td>SA 450</td>
<td>Methods of Social Research</td>
</tr>
<tr>
<td>PSY 500</td>
<td>Abnormal Psychology</td>
</tr>
<tr>
<td>SA 550</td>
<td>History of Social Thought</td>
</tr>
</tbody>
</table>

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

- the development requirement: either PSY 450, EDU/PSY 740 Educational Psychology, or PSY 945 Adult Development and Aging;
- the social relations requirement: either SA 420, SOC 415, SOC 500, or EDU 400; and
- the intervention skills requirement: either SA 610, PSY 780, or SOC 435.

The Senior Seminar in human development and social relations, HDSR 800, is also required.

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 of multiple perspectives.

**Human Development and Social Relations Courses**

**HDSR 800 Seminar in Human Development and Social Relations.**

**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**

*Mr. Cohen, Ms. Valle (Directors)*

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 co-curricular 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 which 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 eight units is required, not including the SIP.

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

II. Area studies courses: Four 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 to do so.

III. IAS 900 Junior Seminar (junior summer) 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 four 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 900 and the area of concentration. Students will be expected to demonstrate an ability to integrate their experiences with a global perspective, and to demonstrate an ability to bring a multi-disciplinary 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 concentration requirements also may serve, where appropriate, as distributional or major requirements. The concentration is recorded on the transcript.

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 900 Junior 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 900 Junior Seminar. The junior 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: junior 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, and the literature of women and the literature of war. Prerequisite: IAS 900 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 403 Introduction to History: History and Society in Preindustrial Times
- HIS 407 Introduction to East Asian Civilization
- HIS 524 Women in the Modern World
- MUS 448 Music of World Cultures
- PSC 580 Principles of International Politics
- 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 600 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 506 Africa and the Atlantic Slave Trade
- HIS 570 Civilizations of Africa
- HIS 575 Contemporary Africa in Historical Perspective
- HIS 700 Myth and Culture in Precolonial Africa
- PSC 540 Politics of Africa
- REL 605 African Religions
- SS 630 Geography of Africa
- SA 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 Civilization
- HIS 531 Late Imperial and Modern China
- HIS 534 Modern Japan
- HIS 535 Japanese-American Relations: 1853 to the Present
- JA 130 First-Year Seminar: Japanese Women
- 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 Latin America since 1900
- PSC 515 Politics of Latin America
- REL 535 Liberation Theology
- SA 535 People 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

Russian/Eastern European Studies
At least two of the required four courses must be taken on campus; the other two may be taken during study abroad.
HIS 465 Medieval Russia  
HIS 470 Modern Russia  
HIS 975 Seminar in Russian History  
RUS 130 First-Year Seminar: Russian Short Stories  
RUS 435 Russian Prose in Translation

**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 the History of Art II  
- ART 540 19th Century Art  
- ECO 975 Seminar in Comparative European Economic Systems  
- HIS 520 Revolution, Industry, and Imperialism: Europe in the 19th Century  
- HIS 525 Contemporary Europe  
- MUS 435 Music of the 19th and 20th Centuries  
- PHI 540 19th Century Philosophy  
- 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 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 director.
International Commerce

Mr. Barclay (Associate Director), Mr. Reinert (Director)

The increase in international trade and finance among the countries of the world, as well as Kalamazoo College’s tradition in foreign language proficiency and study abroad, have led to the establishment of the concentration in international commerce. The concentration is open to all students. Satisfactory completion of the concentration is recorded on the official transcript.

Corporations, financial institutions, and the governments have increased their planning and staffing in the areas of international trade and commerce. Graduate schools, particularly those offering the MBA, are also expanding their international course and program offerings. Particularly valuable to the employer and graduate school alike should be well-educated students with demonstrated abilities in foreign languages, economics and business, who have also been broadened by travel abroad and the study of social sciences with international dimensions. Thus, the concentration in international commerce at Kalamazoo College aims to prepare students for a wider range of options by enhancing the value of the liberal arts degree in today’s changing world. Although it does not preclude them, the concentration is not designed for Economics and Business majors. However, Economics and Business majors may not graduate with both an “emphasis” in International Economics and a “concentration” in International Commerce.

The Concentration in International Commerce

The concentration can be completed by any student with five required courses in economics and business, one of which is a Senior Seminar; one social science elective that emphasizes international study; conversational ability in a foreign language; study abroad successfully completed; and with an internationally oriented SIP. A grade of “C-” or better is essential in each course related to the concentration.

Interested students should meet early on in their studies with one of the Directors in order to discuss the nature of the concentration and the specific requirements involved. The Directors will certify successful completion at the time of graduation.

Required Courses

ECO 400 Principles of Economics I (first year, if possible)
ECO 410 Principles of Economics II (first year or sophomore year)
ECO 460 The World Economy (prerequisite ECO 400) or ECO 465 Economics of Developing Countries (prerequisite ECO 410) or ECO 660 International Economics (junior year; prerequisite ECO 640)
ECO 520 Money, Banking, and Financial Marketing (sophomore or junior year; prerequisite ECO 410)
ECO 945 International Economic Policy (prerequisite ECO 460, 465, or 660, and senior standing)

One social science elective chosen from the following:

HIS 422 England and the British Empire, 1688 to the Present
HIS 470 Modern Russia
HIS 480 Modern Latin America
HIS 525 Contemporary Europe
HIS 531 Modern China
HIS 534 Modern Japan
HIS 535 U.S.-Japanese Relations to the Present
HIS 545 History of France, 1815-Present
HIS 566 Modern Middle East
HIS 575 Contemporary Africa
HIS 590 Germany and Central Europe, 1890-Present
PSC 490 The U.S. in World Affairs
PSC 510 CPI: Major Powers of Western Europe
PSC 515 Politics of Latin America
PSC 540 Politics of Africa
PSC 580 Principles of International Politics
PSC 610 Women and the Western State
PSC 920 Seminar in International Politics
SA 535 Peoples and Cultures of Latin America
SS 630 Geography of Africa

Italian
Mr. Cohen

Italian Courses
ITA 300 Beginning Italian I. Basic grammar and vocabulary, fundamentals of
listening, speaking, reading and writing.
ITA 310 Beginning Italian II. Further development of basic skills and
vocabulary. Prerequisite: ITA 300 or equivalent.
ITA 420 Intermediate Italian. Polishing and reinforcing of basic skills;
readings and discussion of texts in Italian with topics chosen from literature and
civilization. Prerequisite: ITA 370 or equivalent.

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 to include:
JA 430 Conversation and Composition, or PICAS
Two additional units in Japanese Language earned on 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 (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.

**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.

**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.

**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 literature distributional requirement for graduation.

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

**SS 400 Japanese Culture and Society.** Exploration of major themes and issues in traditional and contemporary Japanese culture and society. Will focus on specific periods of Japanese history or on such specific topics as the role of women. Readings will emphasize primary sources in English translation, augmented by films and secondary studies. Given in English. May be repeated when topic is different.

**Management Studies**

*Mr. Supnick (Director)*

Management includes the activities of analyzing, planning, organizing, creating and problem-solving in an organization that might be large or small, public or private, profit or nonprofit. Much of this involves working with people and does not necessarily require much technical, economics or business course background. The program is designed primarily for those students majoring in departments outside of economics and business administration. There is a special focus on arts administration for those majoring in arts, languages and literature.

**The Concentration in Management Studies**

Required is a declaration of interest before the end of the sophomore year and six units chosen from among the following courses, with at least one elected from each of five areas (Other courses may be substituted as departmental offerings are changed, with the approval of the Director.):

1. Communication: ENG 400 or 405; THA 450 or 470.
II. Analytic/Quantitative Skills: MAT 360, 365, 390, 410, 415; CS 400, 420; PHI 420; ECO 425.

III. Organizational Concepts: SOC 435; ECO 515; PSY 780.


V. Social and Intellectual Foundations of Business: PHI 410, 450, 580; REL 515, 520; HIS 410, 415

Also required is a management-related career development internship placement or an approved alternative experience; a SIP planned in conjunction with the director; and participation in occasional management studies meetings and presentations during a student’s quarters in residence.

ECO 430, 562, and 580 do not fulfill the requirements for the concentration in management studies, but are useful cognates. Students are also encouraged to investigate workshop and seminar offerings at the L. Lee Stryker Center.

Mathematics

Mr. Calhoun, Mr. Fink (Chair), Mr. Nielsen, Mr. Rajnak, Mr. van Dyk

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, one unit of AP credit will be awarded when the student matriculates. A student who does not take MAT 412 or 415 will be awarded a second AP credit upon successful completion of MAT 425. With an AP score of 3, a student who does not take MAT 410 will be awarded one AP credit upon successful completion of MAT 412 or 415. A student who does not take MAT 410, 412, or 415 will be awarded two units of AP credit upon successful completion of MAT 425.

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, II or MAT 412 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 concentration in computer science in addition to MAT 700, 720, and 750. For those students interested in applied work (mathematical biology, mathematical economics, operations research, etc.), election of MAT 505, 533, 560, 565, 720, 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 940; PHI 420; PSY 930; and PHY 540, 900, 910, and 920.

Requirements for the Minor in Mathematics

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

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

Electives
Five additional mathematics electives 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 six units including MAT 410-415 or 412, 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, Strasbourg, 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 a distributional requirement in the Natural Sciences.

MAT 360 Applied Statistics I. Emphasis on hypothesis testing including t-tests, chi square, analysis of variance, nonparametric techniques, and linear regression; designed for students in the behavioral, biological, and social sciences.
MAT 365 Applied Statistics II. Continuation of 360. **Prerequisite:** MAT 360.

MAT 390 Quantitative Reasoning. General survey of quantitative methods in the social sciences; discussion of experiments, surveys, found data, and sampling with examples taken from the social sciences; some formal descriptive and inferential statistics with an emphasis on the conclusions that can be drawn from real data; some discussion of mathematical and computer models of social systems. **Not open to students with credit in MAT 360.**

MAT 410 Calculus I with Lab. 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 412 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 415 Calculus II with Lab. Continuation of MAT 410. **Prerequisite:** MAT 410.

MAT 425 Calculus III with Lab. Series and work with vector differential 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, canonical forms. **Prerequisite:** MAT 415 or permission.

MAT 440 Calculus of Functions of Several Variables. Work with vector differential and integral calculus of functions of several variables; theorems of Green, Gauss, Stokes. **Prerequisite:** MAT 415 and 430 or permission.

MAT 505 Differential Equations and Numerical Methods. Introduction to key concepts underlying analytical methods for the solution of ordinary differential equations and first-order systems studied together with techniques for constructing approximate numerical solutions. **Prerequisite:** MAT 425 and 430.

MAT 530 Modern Algebra I. Study of modern abstract algebra including groups, rings, fields and other algebraic structures together with advanced topics of linear algebra. **Prerequisite:** MAT 430.

MAT 533 Linear Algebra II. Treatment of topics such as linear equations, orthogonal projections and least squares, pseudoinverses, eigenvalues and eigenvectors, diagonalization, canonical forms of 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 equations; explicit solutions constructed by separating variables; Fourier transforms, Green's functions, and Laplace transforms; some elementary discussion of Hilbert space, orthogonal expansions, self-adjoint operators, Schwarz distributions, and finite-element methods. **Prerequisite:** MAT 425 and 505.
MAT 560 Probability. Study of mathematical theory of probability. Topics include discrete and continuous sample spaces, combinatorial problems, random variables, probability densities and distributions, expected value, moment-generating functions, functions of a random variable, sampling distributions, and the central limit theorem. Prerequisite: MAT 415 or permission.

MAT 565 Mathematical Statistics. Study of statistical inference. Topics include sampling theory, point and interval estimations, hypothesis testing, and regression. Stochastic processes, analysis of variance, simple experimental design, and nonparametric statistics may also be included. Prerequisite: 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 412 or 415 and one Computer Science course.

MAT 700 Introduction to Numerical Computation. Study of numerical analysis with extensive computer application; solution of linear systems of equations; solution of a single nonlinear equation; interpolation and approximation; numerical integration and differentiation; numerical solution of eigenvalue problems. (Also listed as CS 700.) Prerequisite: MAT 425 and 430.

MAT 720 Models and Simulation. Introduction to mathematical modeling and computer simulation of natural, artificial and hypothetical systems, with special attention paid to the initial formulation of the model, the interpretation of the mathematical or numerical results, discrete approximations of continuous systems, and the computer implementation of the model. (Also listed as CS 720.) Prerequisite: one Computer Science course and MAT 430 or permission.

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 Reimann-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. Angerman, Ms. Birch, Ms. Christian, Mr. Evans, Mr. Guthrie, Ms. Pixley, Ms. Romanaux, Mr. Ross, Mr. L. Smith, Mr. Tung (Chair), Mr. Turner, Ms. Whaley

The music department seeks to cultivate an understanding of the language and history of music and to nurture artistic skill and musicianship. Applied music is at the center of the curriculum. Frequent performance opportunities are available through music ensembles and individual instruction programs. Facilities and instruments include a
recital hall, a chapel and a concert theater; early keyboard instruments (Dowd harpsichord, Schreiner positive organ, and McCobb fortepiano); a three manual, 60-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 35 grand, upright, Disklavier, 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 to music theory students. For students wishing to focus on a particular facet of music, the department offers special programs in music theory and composition, music history and music performance. These are open to all students and often form the basis of a music major. Music students are also eligible to participate in the New York Arts Internship Program. Consult the department for details on these special programs.

Requirements for the Major in Music

Number of Units
A minimum of 10 units are required for the major in music.

Required Courses

MUS 201(201-01, 201-02, 201-03, and 201-04) Aural Comprehension
MUS 400 Theory I
MUS 405 Theory II
MUS 405 Theory III
MUS 610 Theory IV
MUS 425 History I: Music Through the Renaissance or
MUS 440 American Music or MUS 448 Music of World Cultures
MUS 430 History II: Music in the Baroque and Classical Eras
MUS 435 History III: Music of the 19th and 20th Century
MUS 450 Conducting
A unit of MUS 200

Also required are piano proficiency, participation in a departmental ensemble each quarter of residency and successful completion of a senior comprehensive examination (usually given spring quarter of senior year). Although not explicitly required for the major, most music majors study applied music each quarter of residency. Students considering a music major must enroll in MUS 201 and 400 in either the first-year or sophomore fall quarter. With few exceptions, course work completed abroad cannot be counted toward the major.

The music major coordinates effectively with offerings of other departments, and many students major in music and in another discipline as well. Music majors interested in the 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, available from the department office, located in room 212 of the Fine Arts Building.

Special programs are available to all students. For music majors, the special program usually incorporates the SIP. A special program consists of four specific units in one of three fields: performance (keyboard, voice,
or other instrument), theory and composition, music history and musicology, and church music.

Majors are not required to complete their Senior Independent 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.

Requirements for the Minor in Music

Number of Units
Six units are required.

Required Courses
One unit chosen from MUS 425, 430, 435, 440, 448, 460
Two units of electives chosen from MUS 405, 600, 610, 450, 550, 560
Three units of music electives focused on a clearly defined area

Required Prerequisites
MUS 400
MUS 201-01
MUS 201-02

All music minors are expected to have keyboard skills before graduation.

Music Courses

MUS 201-01, 201-02, 201-03, 201-04 Aural Comprehension I-IV.
Designed to build expertise in music reading, interval recognition, ensemble singing, harmonic and melodic dictation, and other aspects of music theory and practical musicianship, through classroom instruction and computer-assisted materials. Required of majors; one course per quarter until the sequence is completed.

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. Class activities will include: guest performances, concert attendance (on and off campus), and behind-the-scenes looks at what goes into making music.

MUS 400 Theory I. Study of the elements of music (melody, rhythm, harmony, texture, form) in an integrated context involving reading, analyzing and writing; computer assistance for the development of individual listening and reading skills. Recommended: music reading experience.

MUS 405 Theory II. Special attention to principles of tonality and the harmonic system of the common-practice period (Baroque through Romantic). Prerequisite: MUS 400.

MUS 425 History I: Music through the Renaissance. Study of the developments in musical style from the Middle Ages through the Renaissance, including sacred and secular music of Italy, France, England and the Netherlands. Instruction in reading music and basic music theory is provided.
MUS 430 History II: Music in the Baroque and Classical Eras. Study of the developments in opera, oratorio, cantata, concerto, sonata, symphony and string quartet; representative works in their stylistic and cultural contexts. Instruction in reading music and basic music theory is provided.

MUS 435 History III: Music of the 19th and 20th Centuries. Exploration of the manifestations of 19th Century Romanticism in music emphasizing developments in art song, opera and instrumental music; 20th century topics include Impressionism, Expressionism, Primitivism, Serialism, Neo-Classicism and trends since World War II. Instruction in reading music and basic music theory is provided.

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 400

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 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 600 Theory III. Study of modal systems, modern techniques and non-Western music. Prerequisite: MUS 400.

MUS 610 Theory IV. Study of harmonic counterpoint including canon and fugue. Prerequisite: MUS 405.

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 distributional requirement in fine arts. Only one ensemble unit of credit may be applied toward graduation.

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 or auditions are 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 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 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 expected of all students enrolled in applied music.

Applied music is credited in the same manner as the ensembles: 1/5 unit is earned for each quarter of participation, 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. A student may earn up to three units of credit toward graduation in applied music.

**Applied Music Courses**

- MUS 216 Advanced Conducting
- MUS 220 Improvisation
- MUS 221 Composition
- MUS 222 Keyboard
- MUS 225 Organ
- MUS 230 Voice
- MUS 240 Violin/Viola
- MUS 241 Cello
- MUS 242 String Bass
- MUS 243 Classical Guitar
- MUS 250 Clarinet
- MUS 251 Recorder
- MUS 252 Flute
- MUS 253 Oboe
- MUS 254 Bassoon
- MUS 255 Saxophone
- MUS 270 Trumpet
- MUS 271 Trombone
- MUS 272 French Horn
- MUS 273 Tuba
- MUS 280 Percussion

**Neglected Languages**

*Ms. K. 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 eight courses in philosophy. The SIP carries two units of credit that can be applied toward the major.

Required Courses
- Majors are required to take either Ethics or 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 Logic and Reasoning, with supplementary instruction to prepare for comprehensive exams. The Senior 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
A total of six philosophy courses.

Required Courses
- Theories of Knowledge and Ethics 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 potentials. As a capstone experience, we require an integrating examination, consisting of written and oral components. We also recommend either supervisory or advisory involvement with SIP.

Philosophy Courses

PHI 410 Problems in 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: Plato, Aristotle, Hobbes, Hume, Kant, Bentham, Mill, Moore, and Rawls.

**PHI 415 Introduction to Philosophy: Theories of Knowledge.** An investigation 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 such authors as: Plato, Aristotle, Descartes, Locke, Berkely, 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 theoretical and practical problems.

**PHI 420 Introduction to Philosophy: Logic and Reasoning.** An introduction to philosophical methods through a study of (1) the theory of 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 Social Philosophy.** A study of the logic of social inquiry, reviewing various models of explanation (causal, rational-intentional, functional, structural, interpretive and critical). What are the basic concepts presupposed in studying human beings and societies? Often current topics will provide a special focus. *Suggested for social science majors.*

**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 validation and falsification of scientific theories, the pragmatic vs.
the realistic interpretation of science, similarities and differences between the physical and social sciences; examples from the history of science.

**PHI 490 Philosophical Problems.** An introduction to philosophy by examining selected current work on classical philosophical issues, such as: the conditions of knowledge, the distinction between the mental and the physical, the possibility of free will. The particular issues considered will vary from year to year.

**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, 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, 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), or an individual philosopher (Husserl, Heidegger, Merleau-Ponty, Gadamer, Ricoeur, Derrida, Foucault, Apel, 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 distributional 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. Kuhlman, Ms. La Plante (Dean of Students), 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 six units is required.

Required Courses
PE 275 Physical Education Activities (one unit)
PE 510 Care and Treatment of Injuries
PE 520 Theory of Training and Conditioning or PSY 720
Requirements for the Coaching Minor

Number of Units
A minimum of six 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; one-third unit per activity upon completion of assigned reading and completion of a notebook. Credit is awarded when the three terms have been completed. 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 one-half unit of credit. Usually, two of these courses are offered during the same term; a student may elect both of them or only one. Included in the series are the following:

- PE 280 Techniques of Coaching Football
- PE 282 Techniques of Coaching Baseball/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, circulatory and respiratory adjustments to exercise; 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 six credits. Students may meet the requirement by electing and completing satisfactorily six 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. In meeting the requirement a student may use no more than two credits earned for activity taken on a contractual basis.
3. Students are urged to complete the requirement over a period of six quarters.
4. Because proficiency in an activity is desirable, students are permitted to repeat an activity course.

5. One activity credit for physical education may be granted for each six months of military service, provided the length of service is at least one year.

6. Transfer students are held to an equivalent physical education activity requirement. Activities are prorated as follows: Three quarters left to meet graduation requirements, two activities will be required; four or five quarters, three activities; six quarters, four activities; seven or eight quarters, five activities, and nine quarters or more, six activities.

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, Ms. Rajnak, 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, 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 and PHY 312 for students majoring outside the natural sciences; a three-course, noncalculus 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. An entering student with one advanced placement credit 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 eight units is required, exclusive of the SIP. (Physics courses numbered lower than 400 may not be counted toward the major.)
Required Courses
PHY 412, 417, 422 Introductory Physics I, II, III
PHY 512 Intermediate Modern Physics
PHY 540 Intermediate Mechanics
MAT 410-415, 425, 430, and 505 (with grades of "C" or better)
CS 400 or 705 are highly recommended. PHY 302, 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
PHY 512 Intermediate Modern Physics
PHY 540 Intermediate Mechanics
One additional physics elective 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 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 412).

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 372 (or 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, heat, light, electricity, and modern physics. Intended for students
majoring in mathematics, chemistry, or physics. Prerequisite: MAT 410 and
concurrent enrollment in MAT 415; or permission.

PHY 512 Intermediate Modern Physics with Lab. Introduction to the special
theory of relativity and elementary quantum mechanics, with applications to
atomic, nuclear and particle physics. Prerequisite: PHY 422 and concurrent
enrollment in MAT 505.
PHY 522 Electronics with Lab. Basic concepts of modern electronics with emphasis on practical experience using integrated circuits and electronic instrumentation. Experimentation with diodes, transistors, digital and linear circuits; 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 552 Optics and Wave Motion with Lab. Mathematical treatment of wave phenomena including superposition, diffraction, interference, polarization, dispersion, resonance; applications from the areas of physical and geometrical optics, acoustics, microwave radiation. Prerequisite: PHY 540 or permission.

PHY 560 Thermal Physics. Introduction to thermal physics with emphasis on a statistical approach to the treatment of thermodynamic properties of bulk material. Prerequisite: PHY 512.

PHY 705 Computer Programming and Simulation. Computer modeling of physical phenomena. Programming skills in BASIC and FORTRAN 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 552 or 900 or permission.

PHY 920 Quantum Mechanics. Study of the principles and mathematical techniques of quantum mechanics with applications to barrier problems, the harmonic oscillator, the hydrogen atom. Prerequisite: PHY 552 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, Mr. Flesche (Chair), Mr. Pressler, Ms. Struening

Believing in the contribution of the study of politics to a liberal education, this department approaches political science as an integrated discipline. Its purposes are threefold: to provide basic instruction in political behavior, theory, and institutions; to offer a thorough grounding for study in graduate and professional schools (political science forms a key part of the 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
Required for a major in political science is a minimum of eight units, not including the SIP.

Required Courses
PSC 400 Introduction to Political Science
PSC 970 Contemporary Behavior, Theory and Methodology

Recommended strongly are PSC 420 and at least one course from each of four subfields:
American Government and Politics
PSC 130, 420, 440, 535, 570, 650
Comparative Politics
PSC 500, 510, 515, 520, 525, 540, 560
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 PSC electives 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, movements for direct participatory democracy.

PSC 460 Great Issues of Political Thought. Introduction to political theory from early Greece to the medieval period; the origin, nature, and purpose of the state; location and nature of political sovereignty; individual rights.

PSC 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 Communism, Fascism, and Democracy. Study of the leading political ideas in the 19th and 20th centuries with special reference to liberalism, Marxism, and fascism.

PSC 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 500 Gandhi and Modern India. Examination of modern Indian politics and society in historical and cultural perspective; emphasis on the Gandhian idiom as a mode of regulating conflict, as an alternative direction for modern India, as a way of addressing issues of human subjection, domination and equality, and as an example of the complex relationships of religion and politics in southern Asia.

PSC 510 Comparative Political Institutions: Major Powers of Western Europe. Examination of the political systems, institutions and practices of the major powers of western Europe—Great Britain, France, 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 525 Politics of the Middle East. Analysis of the governments and politics of selected Middle Eastern countries with focus on their relationships to social structure, ideology, religion, international politics; the role of history, political parties, violence, natural resources in shaping contemporary conflict and change.

PSC 535 Urban Politics. Study of major political problems facing U.S. cities, certain political movements offering unconventional solutions to those problems (in particular, the Civil Rights, Feminist, and Neoconservative movements), and the social, economic, and political context in which both the problems and the movements arise.
PSC 540 Politics of Africa. Study of African politics and development; including both external and internal forces which have helped to determine African political and economic life.

PSC 555 Managing the Earth: Culture, Politics, and the Environment. An analysis of environmental change and crisis, viewed in historical and comparative perspective. Examination of the dynamics of modern environmental change in Europe, of the ecological legacies of colonialism in Asia and Africa, of intellectual responses to environmental degradation, and of alternative organizational and scientific systems of natural resource management.

PSC 560 Priests, Kings, and Power. Examination of the struggle of emerging, centralizing regimes for control of religion generally and of ecclesiastical organizations specifically; comparative study of church-state questions with analysis of both Western and non-Western cases.

PSC 570 Civil Liberties. Study of individual liberties as defined by today’s Supreme Court; development of the court’s point of view in such areas as freedom of speech, subversion and disloyalty, religious freedoms and church-state separation, equal protection of the law; the role of the Supreme Court in the political system of the United States.

PSC 580 Principles of International Politics: An Introduction. Study of the basic factors governing the conduct of states in the international arena; theories of international relations; problems of war and peace.

PSC 590 International 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 relation 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: a brief historical overview of anti-semitism and the social construction of identity whereby Jews are rendered “Other”; and 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

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 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: e.g., law, medicine, and business administration.

Requirements for the Major in Psychology

Number of Units

A minimum of eight 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 410, 530, 750 780
One unit from Individual—PSY 420, 500, 915
One additional General—psychology electives 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 720 Physiological Psychology
Two additional PSY electives excluding PSY 975
Recommended cognates: MAT 565, PSY 950, BIO 532

PSY 400 does not count for the HSC major and Biopsychology.
PSY 720 does not count for both biology and the minor.

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, 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 410, 450, and 460.

PSY 410 Interpersonal Communication. Study of factors influencing communication in interpersonal and small group settings including such topics as context, perception of self and others, verbal and nonverbal messages, clear speaking and careful listening, conflicts and barriers to communication; focus on integrating textbook theories and practical classroom experiences. Students who plan to pursue bilingual-bicultural certification in the education department must see the instructor.

PSY 420 Motivation. Survey of theories of motivation, data on which theories are based, and experiments and real-life situations from which these data arise; focus on some aspect of the direction, vigor, and persistence of behavior. Prerequisite: 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; examination of experimentation designed to validate theoretical concepts. Prerequisite: PSY 400.

PSY 510 Behavior Theory Practicum. Study of basic principles of behavior theory and the behavioral modification procedures produced by these principles in familial, clinical, and social settings. Prerequisites: PSY 400 and permission.

PSY 530 Psychology of Race and Ethnicity. 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 720 Physiological Psychology. An exploration of the neurochemical and neurological bases of behaviors such as perception, movement, feeding, and learning. Laboratory focuses on brain anatomy and completion of group research project involving rodents. (Also listed as BIO 720.) Prerequisite: PSY 400 or BIO 424 or permission.

PSY 727 Ethology. See BIO 727.

PSY 740 Educational Psychology. (Also listed as 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 SA 405 or SA 406.

PSY 780 Organizational Behavior. Introduction to and survey of topics in industrial and organizational psychology with an interdisciplinary emphasis; application of concepts, findings, and theories to organizations of all kinds. Prerequisite: PSY 400 or junior standing.

PSY 915 Theories of Personality. Survey of contemporary theories of personality and related research. Prerequisite: PSY 400 and two other 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 other 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, biopsychology). Prerequisite: PSY 400, MAT 360, 390, 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; recommended are PSY 500 and 915.

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.

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, 610, or 675
- **Sociology**
  - Sociology 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), and will 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. Bryan (President), Mr. Dorrien (Chair), Mr. Gathje, 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.

NOTE: The SIP in religion will not satisfy the College’s distributional requirement in the humanities.

**Requirements for the Major in Religion**

**Number of Units**

A minimum of eight 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 Senior Seminar
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
Three additional religion electives, which may include
REL 970 Senior Seminar

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, 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 ca. the time of Ezra to the codification of the Mishnah. Examination of its history in Palestine, Egypt, and Mesopotamia; its institutions, sects and parties; its literature (canonical, apocryphal, historic, apocalyptic, popular, and Rabbinic); and its principal ideas.

**REL 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. Cross-listed in Anthropology.

**REL 730 Religions of Ancient Greece and Rome.** Cross-listed in Classics.

**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., 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, community, 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
Mr. Baird

Requirements for the Minor in Russian

Number of Units
Six units are required.

Required Courses
- RUS 420 Intermediate Russian
- RUS 430 Conversation and Composition
  Two additional language electives taken during study abroad
  One-two Russian literature electives (chosen from RUS 435 or study abroad)
  One-two Russian history electives (chosen from HIS 465, 470 or Seminar in Russian History)

Students who are interested in a Russian minor must study abroad.

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, Mr. Cummings, Ms. Cunningham, Ms. Kryst, 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 eight 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 courses that may be credited in sociology (either from sociology or sociology/anthropology).

Requirements for the Minor in Sociology

Required Courses
- SOC 406 Introduction to Sociology

Electives
Five additional sociology or sociology/anthropology courses, not counting 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 eight units in the discipline, not including the SIP.

Required Courses
- ANT 400 Archaeology and Physical Anthropology
- ANT 405 Introduction to Cultural Anthropology
- ANT 650 Current Dialogues in Anthropology
- SA 450 Methods of Social Research
- SA 970 Senior Seminar

Electives
Three additional courses that may be credited in anthropology (from either anthropology or sociology/anthropology). SA 550 History of Social Thought is recommended.

Requirements for the Minor in Anthropology

Required Courses
- ANT 405 Introduction to Cultural Anthropology

Electives
Five additional anthropology or sociology/anthropology courses, not counting 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**
- ANT 405 Introduction to Cultural Anthropology
- ANT 650 Current Dialogues in Anthropology
- SOC 406 Introduction to Sociology
- SA 450 Methods of Social Research
- SA 550 History of Social Thought
- SA 970 Senior Seminar
- Four additional courses in the discipline. No more than two may be from sociology and two from anthropology; all may be chosen from sociology and anthropology courses. ANT 400 is recommended.

**Required Cognate**
- MAT 360 Applied Statistics

**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 American Studies 700. *(Also listed as HIS 710.)*

**SOC 750 Social Psychology.** See PSY 750.

**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 about, for example, materialism and idealism, knowledge and power, 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.

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: ANT 406 or ANT 405 and a minimum of sophomore standing.

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, 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 of the Romance languages and literature department 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, participate in language organizations, and live in the Spanish House 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 a student with an advanced placement (AP) score of 4 or 5, credit will be awarded upon admission, and the student must begin language
study at SPA 430 or above to receive credit at Kalamazoo College. For a student with an AP score of 3, credit will be awarded when the student has completed a year in residence at the College and received a grade of "C" or above in a Spanish course at the 420 level or higher.

Requirements for the Major in Spanish

Number of Units

A minimum of eight units is required, not including SPA 300, 310, or 420, but which may include the SIP. No more than two of these units 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 502, 510, 521, 540, 550, 560, and 935. All Hispanic literature courses count toward the literature distributional 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, to name a few.

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 430; introduction to reading and interpretation of literary texts. Prerequisite: SPA 430 or equivalent.
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 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. Courses focused 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.

Theatre and Communication Arts
Ms. Davis, Mr. Jaquith, 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.

Students with an interest in communications, especially in video or film, should consult with the department faculty during their first year in order to plan an effective four-year course of study. Video and film labs are available for student use in conjunction with related academic courses, independent studies, and SIPs.

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, 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 430, 450, 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 one 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 ten 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 three different areas of the following: acting/directing, design/technical, history/dramatic literature, film/video.
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 one quarter of a unit of credit per production. Credit is limited to one whole unit over four productions. (Does not fulfill the distributional requirement in art, music, or theatre/communication arts.)

THA 400 Introduction to Visual Fundamentals. Please see FA 400.


THA 410 Stagecraft. Introduction to the principal topics of technical support for theatre production companies: company organization and management; scenery, properties, and costume construction; scenic painting and fabric dyeing; model making; lighting and sound techniques; makeup artistry; CADD fundamentals; 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 (production lab required).

THA 420 Fundamentals of Acting. Introduction to the skills necessary for performing on stage; structured improvisations and exercises leading to beginning scene study in Modern American realism. Excellent course for non-majors seeking an introduction to the art of acting (production lab required).

THA 425 Developing a Character. Advanced scene study; grounding in the Stanislavski system of acting (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 Bunraku 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.

THA 510 Lighting Design. Experiments and studies in the theories and techniques of stage and television lighting; emphasis on play analysis, sculpting with light, color theory, drafting, projection, CADD applications; 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. (production lab required). Prerequisite: THA 420 and permission.

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 that informs 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 Renaissance to 1900 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 and 440; junior or senior standing or permission.

THA 700 Playwriting. Please see ENG 700. (Cross-listed in English)

THA 900 Directing II. Advanced problems in directing for the upper-level student with a focus on independent projects which culminate in a theatre production (production lab required). 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 distributional requirement in art, music, and theatre/communication arts.)
THA 470 Video Technology. Exploration of the theories of communication in the video medium with practical applications through hands-on video productions involving: screenwriting, treatments, storyboarding, video shooting, and postproduction editing.

THA 480 History and Aesthetics of Film. Study of the major theories and influences of film from 1893 to the present; focus upon the symbols, narrative structures, interpretations and aesthetics in representative film screenings. Genre films presented include: feature, experimental, documentary, independent and animation.

THA 485 Non-Western Film Directors: Their Vision and Legacy. A comparative exploration of traditional and contemporary social, economic, political and aesthetic themes prevalent in the writing and directing of selected, influential filmmakers who may include: Sarah Maldoror (Angola), Humberto Solas (Cuba), Akira Kurosawa (Japan), Suzana Amaral (Brazil), Valeria Sarmiento (Chile), Ousmane Sembene (Senegal), Ann Hui and Zhang Yimou (China).

**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 afforded by the “K” Plan.

**The Concentration in Women’s Studies**

**Core Courses**

Students must take three of the four core courses currently offered regularly, but are encouraged to take all four: ENG 470 Literature of Women, PSC 610 Women and the Western State, REL 545 Women in Religion, and SA 600 Women in Cross-Cultural Perspective (particularly encouraged for all concentrators). NOTE: PSY 460, PSC 463, or another course 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; 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 will be 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, 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 including those students who have achieved a grade point average of 3.5 or above in three courses for that quarter. Honors for the year are awarded to students having attained such an average over the entire year; high honors for the year 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:

**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.

**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 extra-curricular activities and 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.

**First-Year Chemistry Award:** awarded to a first-year student who has demonstrated achievement in chemistry.

**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.
Honors, Awards, and Prizes

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

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

LeGrand A. Copley Prize in French: established by Mr. Copley, class of 1867, for 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” Hennes 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 Knoechel Family Awards: given to a senior male and to a senior female member of the swim teams in recognition of demonstrated excellence in both intercollegiate swimming and academic performance.

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

C. Wallace Lawrence Prize: awarded annually to a pre-business student who has done outstanding work in the department of economics and business during the sophomore year 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 Schneiders, awarded for outstanding creative work in English done by a student who is not an English major.

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

Fan E. Sherwood Memorial Prize: awarded for outstanding progress and ability on the violin, viola, cello or bass, 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. Stermer Award in Business Administration: awarded to a senior in economics and business for excellence in academic work.

Eugene P. Stermer Award in Public Administration: awarded to a senior student in public policy and/or international affairs for excellence in academic work.

Mary Clifford Stetson Prize: awarded for excellence in English essay writing by a senior.

Dwight and Leola Stocker Prize: awarded for excellence in English writing: prose or poetry.
**Stone Prize**: established through a gift of Mrs. Sarah Messen Thurston to honor President J.A.B. Stone, awarded for excellence in the 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 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 of these and other fellowship opportunities are available from the committee chair, Dr. Sally Olexia.
III. Directories

Board of Trustees
Faculty
Administration
Alumni Leadership
Board of Trustees

1995-96 Officers of the Board

Thomas W. Lambert, Chairman
Ronda Stryker, Vice Chairman
James S. Todd, Vice Chairman
Donald R. Parfet, Treasurer
Thomas M. Ponto, Assistant Treasurer
Marlene C. Francis, Secretary
Marjorie Flynn, Assistant Secretary

Members of the Board

Sara E. Bartlett, Attorney, Sidley & Austin, Chicago, Illinois
Robert R. Belair, Attorney, Mullenholtz, Brimsek & Belair, Washington, D.C.
Susan Brown, Kalamazoo, Michigan
Roger E. Brownell, President and Owner, Golf and Electric Carriages, Inc.,
Fort Myers, Florida
Lawrence D. Bryan, President, Kalamazoo College, Kalamazoo, Michigan
Phillip C. Carra, Vice President for Public Relations, The Upjohn Company,
Kalamazoo, Michigan
Joyce K. Coleman, Dallas, Texas
Emerald Crosby, Principal, Pershing High School, Detroit, Michigan
Gordon L. Dolbee, Upjohn Company Executive (retired), Kalamazoo, Michigan
James H. Duncan, Sr., Chairman and Chief Executive Officer (retired),
First of America Bank Corporation, Santa Fe, New Mexico
Jesse L. Dungy, Educational Consultant, Jostens Learning, Inc., Atlanta, Georgia
Marlene C. Francis, Ann Arbor, Michigan
Harry T. Garland, Vice President, Canon Research Center America, Inc.,
Palo Alto, California
Susan C. Gilmore, Hickory Corners, Michigan
Otha Gilyard, Pastor, Shiloh Baptist Church, Columbus, Ohio
Karen Groberg, Attorney, Kirkland and Ellis, Chicago, Illinois
Amy M. Hale, Program Director, Bethesda, Maryland
Thomas L. Holton, Chairman and Chief Executive Officer (retired),
Peat, Marwick, Mitchell and Company International, Greenwich, Connecticut
Pieter Kiewiet-Pantaleoni, Senior Pastor, First Baptist Church, Kalamazoo,
Michigan
Thomas W. Lambert, Executive Vice President and Chief Financial Officer,
First of America Bank Corporation, Kalamazoo, Michigan
E. Turner Lewis, DVM, Chelsea Animal Clinic, Inc., Chelsea, Massachusetts
Mary Murch McLean, Director of Development, Family and Children Services,
Kalamazoo, Michigan
Helen Pratt Mickens, Associate Dean and Professor, Thomas M. Cooley Law
School, Lansing, Michigan
Craig T. Moore, Managing Director, The Chase Manhattan Bank, N.A.,
New York, New York
James W. Morrell, President, James W. Morrell & Associates, Atherton,
California
Donald R. Parfet, Corporate Executive Vice President for Administration,
The Upjohn Company, Kalamazoo, Michigan
Board of Trustees

Preston S. Parish, Management Consultant, Parish Associates Services, Inc., Kalamazoo, Michigan

James A. Robideau, Vice President and General Manager, Tecumseh Corrugated Box Company, VanWert, Ohio

Anne M. Stoline, Psychiatrist, Baltimore, Maryland

Ronda E. Stryker, Director, Stryker Corporation, Kalamazoo, Michigan

David M. Thoms, Attorney, Detroit, Michigan

James S. Todd, Executive Vice President, A.M. Todd Company, Kalamazoo, Michigan

Ralph G. Wellington, Attorney, Schnader, Harrison, Segal & Lewis, Philadelphia, Pennsylvania

Emeriti Members of the Board

Hugh V. Anderson, Kalamazoo, Michigan, served 1960–63 and 1977–86

H. Glenn Bixby, Dearborn, Michigan, served 1956–76

Betty H. Brown, Milwaukee, Wisconsin, served 1960–71

John W. Brown, Kalamazoo, Michigan, served 1980–95

Marie S. Burbidge, Kalamazoo, Michigan, served 1971–83

Maynard M. Conrad, Kalamazoo, Michigan, served 1970–88

Edward Davis, Detroit, Michigan, served 1969–84

Alfred J. Gemrich, Kalamazoo, Michigan, served 1975–93

I. Frank Harlow, Midland, Michigan, served 1958–85

James H. Ingersoll, Lakeside, Michigan, served 1981–90

Robert L. Johnson, Ann Arbor, Michigan, served 1953–72

Robert P. Kittredge, Kalamazoo, Michigan, served 1975–93

Richard D. Klein, Kalamazoo, Michigan, served 1973–85

W. Price Laughlin, Woodside, California, served 1963–80

William J. Lawrence, Jr., Kalamazoo, Michigan, served 1949–85

William E. LaMothe, Battle Creek, Michigan, served 1976–85 and 1988–90

David R. Markin, Kalamazoo, Michigan, served 1973–91

Fraser E. Pomeroy, Farmington Hills, Michigan, served 1960–80

Burke E. Porter, Grand Rapids, Michigan, served 1974–85

Omer Robbins, Jr., Manchester, Michigan, served 1954–84

J. Woodward Roe, Lansing, Michigan, served 1963–87

Alan E. Schwartz, Detroit, Michigan, served 1969–72

Alan N. Sidnam, New York, New York, served 1971–82

Donald C. Smith, Kalamazoo, Michigan, served 1964–84

Edward P. Thompson, Kalamazoo, Michigan, served 1967–85

Paul H. Todd, Kalamazoo, Michigan, served 1973–85

Elizabeth S. Upjohn-Mason, Kalamazoo, Michigan, served 1973–91

David E. Upton, St. Joseph, Michigan, served 1968–86

Ronald O. Warner, Frankenmuth, Michigan, served 1968–77

Nancy Upjohn Woodworth, Hickory Corners, Michigan, served 1978–86

Faculty

George H. Acker, Professor of Physical Education, Emeritus

Rolla L. Anderson, Professor of Physical Education, Emeritus

Edward D. Baker, Professor of Physical Education, Emeritus

Nelda K. Balch, Professor of Theatre and Communication Arts, Emerita

Laurence N. Barrett, Professor of English, Emeritus

Emeriti
H. Lewis Batt, Jr., Professor of Biology, Emeritus
Herbert Bogart, Professor of English, Emeritus
Stillman Bradfield, Professor of Sociology, Emeritus
Allen V. Buskirk, Professor of Physics, Emeritus
Jean M. Calloway, Professor of Mathematics, Emeritus
Wen Chao Chen, L. Lee Stryker Professor of Political Science, Executive Director of the L. Lee Stryker Center, and Fellow of the College, Emeritus
Ruth L. Collins, Registrar, Emerita
Marcelle E. Dale, Professor of Romance Languages and Literature, Emerita
Robert D. Dewey, Professor of Religion and Dean of the Chapel, Emeritus.
Harold J. Harris, Professor of English, Emeritus
Joan E. Hinz, Reference Librarian, Emerita
Berne L. Jacobs, Professor of Psychology, Emeritus
Kurt D. Kaufman, Professor of Chemistry, Emeritus
Betty G. Lance, Professor of Romance Languages and Literature, Emerita
Letitia A. Loveless, Professor of Physical Education, Emerita
Elizabeth M. Mayer, Professor of German Language and Literature, Emerita
Richard L. Means, Professor of Sociology and Anthropology, Emeritus
Edward Moritz, Jr., Professor of History, Emeritus
Romeo E. Phillips, Professor of Education, Emeritus
Eleanor Pinkham, Director of Libraries and Media Services, Emerita
Harry B. Ray, Professor of Music, Emeritus.
David S. Scarrow, Professor of Philosophy, Emeritus
T. Jefferson Smith, Professor of Mathematics and College Ringing Master, Emeritus
Lester J. Start, Professor of Philosophy, Emeritus
Richard T. Stavig, Professor of English, Emeritus
Raymond B. Steffen, Professor of Physical Education, Emeritus
Philip S. Thomas, Professor of Economics and Business, Emeritus
Warren I. Thomas, Professor of Physical Education, Emeritus
J. Mark Thompson, Professor of Religion, Emeritus
Babette V. Trader, Dean of Academic Advising, Emerita
Donald W. Van Liere, Professor of Psychology, Emeritus
Walter W. Waring, Professor of English and Humanities, Emeritus
Laurence E. Wilson, Professor of Chemistry, Emeritus

Faculty

Carol S. Anderson (1993), Assistant Professor of Religion. BA University of Puget Sound; MA, PhD University of Chicago Divinity School
Evelyn Angerman (1964), Adjunct Associate Professor of Music and Director of Band. BME Northwestern University
Marigene Arnold (1973), Professor of Sociology and Anthropology and Associate Provost. BA Florida Presbyterian; PhD University of Florida
Thomas R. Askew (1991), Assistant Professor of Physics. BA Gordon College; MS, PhD University of Illinois, Urbana-Champaign
Michael J. Athey (1995), Stephen B. Monroe Associate Professor of Money and Banking. BA Creighton University; MA, PhD Washington University
David E. Barclay (1974), Professor of History. BA, MA University of Florida; PhD Stanford University
L. Michael Barrett (1994), Editor of Passages North and Adjunct Assistant Professor of English. BS, MA Western Michigan University; MA, MFA University of Michigan

Mary Beth Birch (1987), Adjunct Assistant Professor of Music. Mus B Northwestern University

Robin Bisha (1993), Assistant Professor of History. BA University of South Florida; MA Indiana University; PhD Indiana University, Bloomington

Joyce V. Bock (1991), Assistant Professor of Chemistry. BS, PhD University of Wyoming

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 and Executive Director, L. Lee Stryker Center with the rank of Associate Professor, and Director of Land/Sea Program. 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

Lawrence D. Bryan (1990), President and Professor of Religion. BA Muskingum College; M Div Garrett Theological Seminary; PhD Northwestern University

Roselee Bundy (1991), Associate Professor of Japanese Language and Literature. AB, MA, PhD University of Chicago

Ellen M. Caldwell (1987), Associate Professor of English. BA University of Southern California; MA, PhD University of California at Los Angeles

William C. Calhoun (1990), Assistant Professor of Mathematics. BA Carleton College; PhD University of California at Berkeley

Margarita C. Campos (1988), Instructor in Romance Languages and Literature. BA Mexico City College

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

Jennifer Case (1993), Instructor in Philosophy. BA Haverford College; MA, cand. PhD Washington University

Jill Christian (1983), Adjunct Instructor in Music. BM Western Michigan University

Madeline M. Chu (1980), Associate Professor of Chinese Language and Literature. BA National Taiwan University, Taipei; MA, PhD University of Arizona

Henry D. Cohen (1974), Professor of Romance Languages and Literature. BA Williams College; MA Harvard University; PhD University of California, Berkeley

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

Richard J. Cook (1973), Provost and Professor of Chemistry. BS University of Michigan; MA, PhD Princeton University

Peter L. Corrigan (1987), Associate Professor of Classics. BA University of Minnesota; MA, PhD Cornell University

Timon J. Corwin (1993), Assistant Professor of Physical Education and Coach. BA Kalamazoo College; JD Marquette University Law School

Rhoda E.R. Craig (1980), Associate Professor of Chemistry. BSc University of Alberta; PhD Cornell University

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

M. Kiran Cunningham (1993), Assistant Professor of Anthropology. BA Kalamazoo College; MA, PhD University of Kentucky
David H. Curl (1989), *Adjunct Professor of Art*. BFA Ohio University; MS, EdD Indiana University

Theresa M. Davis (1990), *Assistant Professor of Theatre and Communication Arts*. BA Gannon College; MFA Virginia Commonwealth University

Gary J. Dorrien (1987), *Dean of the Chapel and Associate Professor of Religion*. BA Alma College; MDiv Union Theological Seminary; MA, ThM Princeton Theological Seminary; PhD Union Graduate School

John C. Dugas (1995), *Instructor in Political Science*. BA, Louisiana State University; cand. PhD Indiana University at Bloomington

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

Irving Epstein (1993), *Associate Professor of Education*. BA Lake Forest College; MA University of Toronto; MA Claremont Graduate School; PhD University of California, Los Angeles

David A. Evans (1965), *Upjohn Professor of Life Sciences*. BA Carleton College; MS, PhD University of Wisconsin

Thomas G. Evans, *Assistant Professor of Music*. BM, State University of New York at Fredonia; MM, Boston University; DMA, The University of Michigan

Eleonore M. Evers (1980), *Associate Professor of Education*. BS, MA Central Michigan University; PhD Michigan State University

John B. Fink (1975), *Professor of Mathematics*. BA University of Iowa; MS, PhD University of Michigan

Billie T. Fischer (1977), *Associate Professor of Art*. BA University of Kansas; MA, PhD University of Michigan

Donald C. Flesche (1962), *Professor of Political Science*. BA Drury College; MA, PhD Washington University

Hardy O. Fuchs (1969), *Professor of German Language and Literature*. BA Kalamazoo College, University of Bonn; MA Indiana University; PhD Michigan State University

Joe K. Fugate (1961), *Professor of German Language and Literature*. BA Southern Illinois University; MA, PhD Princeton University

Peter R. Gathje (1993), *Associate Chaplain with the rank of Assistant Professor of Religion*. BA Saint John’s University; MTS, PhD Emory University

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

Gail B. Griffin (1977), *Professor of English*. BA Northwestern University; MA, PhD University of Virginia

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

Mark Guthrie (1982), *Studio Teacher in Percussion and Jazz*. BM, BE University of Toledo

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

Jeanne Hess (1987), *Assistant Professor of Physical Education and Coach*. BA University of Michigan; MA Western Michigan University

Conrad Hilberry (1962), *Professor of English*. BA Oberlin College; PhD University of Wisconsin

Ahmed M. Hussen (1985), *Associate Professor of Economics and Business*. BA Lewis and Clark College; MS, PhD Oregon State University

Leslie McCray Israel (1992), *Instructor in English*. BA Knox College; MA, cand. PhD University of North Carolina at Chapel Hill
Laurence W. Jaquith (1974), Associate Professor of Theatre and Communication Arts. BA Hanover College; MFA Brandeis University

Elizabeth A. Jordan (1993), Assistant Professor of Psychology, BS Bowling Green State University; MA, PhD University of New Hampshire

Robert L. Kent (1968), Professor of Physical Education, Director of Men’s Athletics, and Coach. BS, MA Western Michigan University

Sandra Kryst (1995), Visiting Instructor in Sociology and Anthropology, BA University of Wisconsin, Madison; MA, cand. PhD University of Kentucky

Laura Kuhlman (1999), Assistant Professor of Physical Education and Coach. BS, MS Central Missouri State University

Julian E. Kunnie (1994), Director of African Studies with the rank of Assistant Professor of Religion. BD United Theological Seminary; MA Pacific School of Religion; ThD Graduate Theological Union, Berkeley

Marilyn J. LaPlante (1978), Dean of Students with the rank of Associate Professor of Physical Education. BA University of Iowa; MA University of North Carolina; PhD University of Wisconsin

Christopher Latiolais (1990), Assistant Professor of Philosophy. BA University of California, Berkeley; PhD University of California, San Diego

Sandra L. Laursen (1991), Assistant Professor of Chemistry. BA Grinnell College; PhD University of California, Berkeley

Sheng-Kuang Francis Lee (1994), Visiting Assistant Professor of Chinese Language and Culture. BA National Taiwan University; MA, PhD University of Arizona

Jacquelyn Gillis Light (1995), Visiting Assistant Professor of Psychology. BA Kalamazoo College; MA PhD University of Colorado

Margo G. Light (1962), Associate Professor of German Language and Literature. BA Hope College; MA Indiana University; PhD University of Michigan

Deborah B. Luyster (1991), Adjunct Instructor in English. BA Goucher College; MA Western Michigan University; JD University of Baltimore School of Law

Marilyn A. Maurer (1969), Professor of Physical Education, Director of Women’s Athletics, and Coach. BS, MA Western Michigan University

Hannah J. McKinney (1989), Associate Professor of Economics and Business. AB University of North Carolina-Chapel Hill; PhD University of Pennsylvania

Ed Menta (1986), Associate Professor of Theatre and Communication Arts. BA Southern Connecticut State University; MFA University of Connecticut; PhD Michigan State University

Bruce E. Mills (1992), Assistant Professor of English. BA Wartburg College; MA, PhD University of Iowa

Timothy E. Moffit (1994), Visiting Assistant Professor of Economics and Business. BA Kalamazoo College; MBA The Tuck School

Carolyn R. Newton (1978), Professor of Biology. BS Colorado State University; PhD State University of New York at Buffalo

George M. Nielsen (1963), Professor of Mathematics. BA Ohio Wesleyan; MA, PhD University of Wisconsin

C. Walter Ogston (1991), Associate Professor of Biology. BS Australian National University; PhD Princeton University

Paul D. Olexia (1968), Professor of Biology. BA Wabash College; MA State University of New York at Buffalo; PhD University of Tennessee

Sally L. Olexia (1973), Director of the Health Sciences Program with the rank of Associate Professor of Biology. BS Kent State University; MA, PhD State University of New York at Buffalo
Bernard S. Palchick (1972), Jo-Ann and Robert Stewart Professor of Art. BA Purdue University; MFA Rhode Island School of Design
Zaide E. Pixley (1984), Adjunct Assistant Professor of Music. BMus Hope College; MA Hunter College of City University of New York; PhD University of Michigan
Patricia Ponto (1986), Director of Counseling with the rank of Assistant Professor of Psychology. BA, MA, PhD Michigan State University
Franklin A. Presler (1976), Professor of Political Science. BA Oberlin College; MA, PhD University of Chicago
Janet K. Price (1988), Director of Computing with the rank of Associate Professor of Computer Science. AB University of California at Los Angeles; PhD Dartmouth College
Benson W. Prigg (1994), Assistant Professor of English. BA Lincoln University; MA, PhD Bowling Green State University
Katheryn E. Rajnak (1978), Adjunct Associate Professor of Physics. BA Kalamazoo College; PhD University of California at Berkeley
Stanley L. Rajnak (1965), Professor of Mathematics. AB, PhD University of California at Berkeley
Kenneth A. Reinert (1993), Assistant Professor of Economics and Business. BA, MA Boston University; MA, PhD University of Maryland
Thomas W. Rice (1993), Assistant Professor of Art. BFA Tyler School of Art, Temple University; MFA University of Georgia
Rodney Rodriguez (1988), Professor of Romance Languages and Literature. BA Florida State University; MA, PhD Northwestern University
Paula P. Romanaux (1978), Adjunct Assistant Professor of Music and College Organist. BM MacMurray College; MM Western Michigan University; Hochschule für Musik und darstellende Kunst, Vienna
Barry F. Ross (1972), Professor of Music. BS Hartt College of Music; MMA, DMA Yale University
Arnold E. Sabatelli (1991), Assistant Professor of English. BA St. Lawrence University; MA University of Massachusetts, Amherst
Waldeamar Schmeichel (1974), Professor of Religion. BA Judson College; BD, MA, PhD University of Chicago
Diane Seuss-Brakeman (1988), Adjunct Instructor in English. BA, MSW Western Michigan University
Kathleen W. Smith (1972), Professor of Romance Languages and Literature. BA Mundelein College; MA, PhD University of Wisconsin
Lawrence Rackley Smith (1963), Professor of Music. BM, MA Northwestern University; PhD Eastman School of Music
Thomas J. Smith (1978), Dorothy H. Heyl Professor of Chemistry. BS Illinois Benedictine College; PhD Purdue University
Janet Solberg (1988), Associate Professor of Romance Languages and Literature. BA Macalester College; MA, PhD University of Minnesota
Gina M. Soter (1993), Assistant Professor of Classics. BA University of Washington; MA, PhD University of Michigan
Paul R. Sotherland (1985), Kurt D. Kaufman Associate Professor of Biology. BS Carroll College; MS, PhD Colorado State University
Robert Stauffer (1973), Professor of Sociology and Anthropology. BA University of Illinois; MA, PhD University of Chicago
David Strauss (1974), Professor of History. BA Amherst College; MA, PhD Columbia University
Karen Struening (1991), Assistant Professor of Political Science. BA University of Massachusetts at Amherst; PhD Boston University

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

Jan Tobochnik (1985), Associate Professor of Physics and Computer Science. BA Amherst College; PhD Cornell University

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

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

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

Michael Vande Berg (1988), Director of the Center for International Programs with the rank of Assistant Professor of Romance Languages and Literature. BA, MA, PhD University of Illinois

David A. van Dyk (1995), Instructor in Mathematics. BS Michigan State University; cand. PhD University of Chicago

David D. Warmack (1990), Assistant Professor of Physical Education and Coach. BS Western Michigan University; MA Central Connecticut State University

Judith Whaley (1976), Adjunct Instructor in Music. BMEd University of Kansas

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

P. Douglas Williams (1990), Assistant Professor of Chemistry. BA Augustana College; MS, PhD University of Michigan

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

Marcia J. Wood (1965), Professor of Art. BA Kalamazoo College; MFA Cranbrook Academy of Art

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

Administration

Patricia Minckler Adams (1991), Director of the Kalamazoo River Project. BA Kalamazoo College

Kimberly Sullivan Aldrich (1982), Director of Development Operations. BA Kalamazoo College

Susan M. Allen (1993), Director of Libraries and Media Services. BA, MLS University of Wisconsin at Madison; MA St. John's College in Santa Fe; Cand. PhD University of California at Los Angeles

Susan W. Allen (1983), Director of Public Information. BA Western Michigan University

Marigene Arnold (1973), Associate Provost and Professor of Sociology and Anthropology. BA Florida Presbyterian; PhD University of Florida

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

Jeanne Baraka-Love (1989), Director of Multicultural Affairs. BA, MA, PhD Western Michigan University

L. Michael Barrett (1993), Editor of Passages North. BS, MA Western Michigan University; MA, MFA University of Michigan
Janet R. Berghorst (1982), Director of Personnel. BM, MA Western Michigan University

Priscilla T. Blair (1992), Coordinator of the Kalamazoo Region and Development Special Events.

Janice W. Block (1984), Director of Capital and Special Projects.

Thomas Breznau (1979), Executive Director, L. Lee Stryker Center and Stryker Professor. BS, MBA University of Detroit

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

Lawrence D. Bryan (1990), President and Professor of Religion. BA Muskingum College; MDiv Garrett Theological Seminary; PhD Northwestern University

Susanne K. Butters (1982), Director of Major Gifts and Annual Fund. BME Alma College

LuAngela Cervone (1993), Director of Health Services. BSN University of Rochester; MSN Michigan State University

Marian Conrad (1990), Fiscal Coordinator. BBA Eastern Michigan University

Richard J. Cook (1973), Provost and Professor of Chemistry. BS University of Michigan; MA, PhD Princeton University

Carol A.S. Derks (1992), Director of Publications. BS, MArch University of Michigan

Christine B. Devine (1994), Assistant to the Registrar. BA, MS Duquesne University

Allene W. Dietrich (1993), Director of Forum for Kalamazoo County. BA University of Michigan; MA Wayne State University

Gerald Ditto (1987), Assistant Director of Financial Aid. BA, MS University of Illinois

Carol F. Dombrowski (1995), Assistant Director of Alumni Relations. BS University of Maryland

Gary J. Dorrien (1987), Dean of the Chapel and Associate Professor of Religion. BA Alma College; MDiv Union Theological Seminary; MA, ThM Princeton Theological Seminary; PhD Union Graduate School

Keith Edmondson (1986), Associate Director, Career Development Center. BS, MS Purdue University

Mark A. Fedak (1993), Database Programmer. BS Western Michigan University

Marjorie Flynn (1988), Assistant to the President.

Peter R. Gathje (1993), Associate Chaplain with the rank of Assistant Professor of Religion. BA Saint John's University; MTS, PhD Emory University

Deveta Gardner (1993), Admissions Counselor. BA Howard University

Susanne Gibson (1995), Personnel Assistant for Compensation and Student Payroll. BA Western Michigan University


Beth E. Gregory-Wallis (1993), Housing and Student Activities Coordinator. BA Kalamazoo College

John Greenhoe (1989), Sports Information Director. BA Western Michigan University

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

Nicole Harris (1995), Area Coordinator for Residential Life. BA Loyola University; MS University of Wisconsin-Whitewater

Dana Holton Hendrix (1985), Director of Internship Development. BA Kalamazoo College
Alan M. Hill (1992), Counselor. BA, MS Southern Connecticut University; MA Western Michigan University; PhD Miami University

Carolyn F. Hornev (1979), Director of the Career Development Center. BA Michigan State University; MA Western Michigan University

Cathy Hulstrand (1995), Assistant Director of Admissions-Twin Cities Regional Admission Representative. BA University of Michigan

Kathy Hutchins (1986), Assistant Controller. BA Nazareth College

Lynn E. Jackson (1991), Associate Director of the Annual Fund. BS Western Michigan University

Mary E. Kelemen (1990), Director of Bookstore. BA Western Michigan University

Robert L. Kent (1968), Director of Men’s Athletics. BS, MA Western Michigan University

Maria M. Klitch (1991), Circulation Supervisor. BA Federal University of Goias, Brazil; MA Western Michigan University

Marilyn J. La Plante (1978), Dean of Students with the rank of Associate Professor of Physical Education. BA University of Iowa; MA University of North Carolina; PhD University of Wisconsin

Teresa M. Lahti (1991), Dean of Admissions. BA College of Saint Benedict

Lynn Leonard (1991), Associate Director of Admissions, Coordinator of International Admissions and Orientation. BS, MEd Peabody College, Vanderbilt University

Margaret A. Low (1979), Student Accounts Coordinator.

Vaughn Maatman (1987), Associate Dean for Residential Life. BA Hope College; MDiv Princeton Theological Seminary

Donald Mack (1986), Coordinator of Instructional Media.

Kyle S. Malone (1993), Associate Director of Admissions. BA University of Indianapolis; MS University of Notre Dame

Paul W. Manstrom (1990), Director of Buildings and Grounds. BS Iowa State University

Marilyn A. Maurer (1969), Director of Women’s Athletics. BS, MA Western Michigan University


Denise Miller (1995), Assistant Director for International Programs. BA Kalamazoo College; MA Northwestern University

Margaret Miller (1993), Ringing Master.

Steven D. Miller (1994), Area Coordinator for Residential Life. BS, MA Western Michigan University

Mary Ann Mitchell (1992), Director of Nontraditional Programs and Director of Workshop Programs. BS Eastern Michigan University

Kathleen Moore (1987), Placement Coordinator. BA Kalamazoo College

Donald Morgan (1995), Database Manager. BS Miami University; MBA University of Cincinnati

Glenn J. Nevelle, Sr. (1990), Director of Security.

Melissa Newburn (1995), Assistant Director of Admissions. BA Knox College

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

Sally L. Olexia (1973), Director of the Health Sciences Program and Supplemental Instruction with the rank of Associate Professor of Biology. BS Kent State University; MA, PhD State University of New York at Buffalo

Lisa Palchick (1982), Associate Director for Media Services. BFA Rhode Island School of Design; MA Western Michigan University
Patricia Ponto (1986), Director of Counseling with the rank of Assistant Professor of Psychology. BA, MA, PhD Michigan State University

Thomas M. Ponto (1977), Director of Business and Finance. BBA St. Norbert College; MBA Marquette University

Janet K. Price (1988), Director of Computing with the rank of Associate Professor of Computer Science. AB University of California at Los Angeles; PhD Dartmouth College

Timothy J. Rogers (1994), Assistant Coach and Defensive Coordinator in Football and Assistant Baseball Coach. BA Beloit College; MS Eastern Michigan University

Berdena Rust (1949), General Personnel Assistant. BA Kalamazoo College

Carl Sanders (1992), Stryker Center Associate. BBA Western Michigan University

Bradley Shively (1989), Assistant Director of Admissions. BA Kalamazoo College

Carl R. Shook (1994), Director of the Small Business Development Center. BA Michigan State University

Joellen Silberman (1980), Director of Financial Aid. BS Purdue University; MBA Western Michigan University

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

Elizabeth Sloan Smith (1993), Archivist. BA Kalamazoo College, AMLS University of Michigan

Holly J. Smith (1994), Assistant to the Director of the Center for International Programs. BA The College of Wooster

Kristen J. Smith (1994), Head Athletic Trainer. BA Hope College; MA Western Michigan University

Paul Smithson (1971), Associate Director of Libraries. BA Kalamazoo College; MLS, MLA Western Michigan University

Matthew J. Smucker (1994), Assistant Director of Admissions. BS Manchester College; MA Bowling Green State University

Jacqueline A. Srodes (1993), Internship Coordinator. BS Grand Valley State University; MA Western Michigan University

Dhera Strauss (1988), Video Supervisor. BA Earlham College

Patricia C. Strawn (1987), Administrative Assistant to the Provost. BS Southern Nazarene University

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

A. Christine Thomas (1978), Controller. BA University of Rochester; MBA Western Michigan University

Michael Vande Berg (1988), Director of the Center for International Programs with the rank of Assistant Professor of Romance Languages and Literature. BA, MA, PhD University of Illinois

Barbara Vogelsang (1981), Associate Dean for Campus Life. BS Central Michigan University; MA Western Michigan University

Susan S. Wong (1993), Registrar. BMEd, MM Northern Illinois University

Julie Powell Wyrwa (1993), Director of Alumni Relations. BA Kalamazoo College
Alumni Leadership

Alumni Association Executive Board Officers

Robert Van Patten, Jr. '76  
President  
610 Locust Avenue SE  
East Grand Rapids, MI 49506

Kevin Howley ’81  
Vice President  
572 Dayton Avenue  
St. Paul, MN 55102-1712

Amelia (Amy) Courter ’83  
Secretary  
29770 Highmeadow  
Farmington Hills, MI 48334

Lorri Thompson Harris ’80  
Past President  
5241 Windyridge  
Kalamazoo, MI 49000

Regional Chapter Leaders

Ann Arbor, Michigan

Cynthia Hutchinson ’82  
5584 Plymouth Road  
Ann Arbor, MI 48105-9520
(313) 741-0011

Boston, Massachusetts

E. Turner Lewis ’63  
114 Main Street  
Wakefield, MA 01880
(617) 246-2271

Chicago, Illinois

Samantha Whitney-Ulane ’87  
855 W. Grace, Apt. 1W  
Chicago, IL 60613
(312) 871-4056

Dallas/Fort Worth, Texas

Jack ’84 and Patricia ’84 Carpenter  
344 Timber Ridge Lane  
Coppell, TX 75019
(214) 393-2779

Detroit, Michigan

Bruce Kantor ’86  
18129 Sunnybrook  
Lathrup Village, MI 48076
(810) 552-1270

Grand Rapids, Michigan

Robert ’76 and Valorie ’76 Van Patten, Jr.  
610 Locust Avenue SE  
East Grand Rapids, MI 49506
(616) 454-1434

Los Angeles, California

John Honell ’66  
1534 E. Porter  
W. Covina, CA 91791
(818) 919-4732

Minneapolis/St. Paul, Minnesota

William Stoeri ’78  
5117 Queen Avenue S.  
Minneapolis, MN 55410
(612) 922-2583

Philadelphia, Pennsylvania

William Garrow ’68  
PO Box 346  
Bryn Mawr, PA 19010
(610) 525-8532

Jenny Sanderson ’66  
PO Box 2000  
Paoli, PA 19301
(215) 644-7108

Ralph Wellington ’68  
604 W. Hartwell Lane  
Philadelphia, PA 19118
(215) 248-1611
Rochester, New York
James '66 and Deanna '66
Tiefenthal
370 Barrington Street
Rochester, NY 14607
(716) 271-2885

San Francisco, California
James Murray '81
583 Flannery Street
Santa Clara, CA 95051
(408) 246-6366

Tampa/St. Petersburg, Florida
Walter Good '37
11635 Oceanside Drive
Port Richey, FL 34668
(813) 663-5030

Washington, D.C.
Anne Taylor '84
PO Box 10332
Arlington, VA 22210
Index

3-2 Engineering Program 89

A
academic
advising 14
calendar 6
departments 60
divisions 60
freedom 36
list of concentrations 61
list of majors 61
list of minors 61
policies and procedures 48
progress 55
special programs 61
administration 169
admissions 17
advanced placement
18, 53, 89, 95, 98, 115, 147
African American Studies 64
African Studies 62
alumni leadership 173
American Studies 64
Anthropology 143
application procedures 17
Art and Art History 65

B
Biology 68
Board of Trustees 162

C
campus residency 10
campus tour 19
Career Development Center 15
internships 13
program 38
regulations 38
CEEB 95, 97, 147
Center for Western European Studies 71
chapel 13
Chemistry 72
Chinese 74
Classical Studies 79
Classics 76
co-curricular activities
arts 12
athletics 12
College Forum 13
chapel 12
Collaborative Learning Center 15
College Forum 13
Computer Science 80
course numbering system 62

degree requirements 57
directions for correspondence 2
dual enrollment, high school students 19

E
Economics and Business 82
Education 86
English 89
Environmental Studies 93
expenses 19

F
faculty 163
fees 22
financial aid policies 24
financial assistance
Heyl Scholarship Program 23
merit-based aid 22
need-based aid 23
French Language and Literature 94

G
German Language and Literature 97
GLCA Programs 16
grading practices 52
guest students 19

H
Health Sciences 100
Heyl Scholarship Program 23
History 101
honor system 37
honors 55
honors, awards, and prizes 156
Human Development and Social Relations 106

I
independent study 54
Interdepartmental Major 107
interinstitutional enrollment 53
International and Area Studies 107
International Baccalaureate 18, 53
International Commerce 112
international students 19
Italian 113

J
Japanese 113

K
Kalamazoo College
history 8
mission 8
today 8
L
Liberal Arts Colloquium Credit (LACC) 59, 62
Liberal arts education 10, 56

M
Management Studies 114
Mathematics 115
Michigan guest student enrollment 53
Music 118

N
Neglected Languages 123
Nontraditional Program 16

O
orientation 10

P
Philosophy 124
Physical Education 127
Physics 129
placement examinations 54
Political Science 131
Psychology 135
Public Policy and Urban Affairs 138

R
readmission 19
records 50
refund policy 21
registration 48
regulations
  career development 38
  student life 38
  study abroad 40
Religion 139
residential living 11
Russian 143

S
scholarships 27
Senior Individualized Project (SIP) 14, 58
Sociology 143
Spanish Language and Literature 147
special programs 14
Stryker Center for Management Studies 16
study abroad 13
  program 40

T
Theatre and Communication Arts 149
transfer credit 54
transfer students 18

W
Women's Studies 153
Writing Center 16