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

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

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

**Taking Responsibility for Personal Behavior**

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

**Respecting Others**

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

**Nurturing Independent Thought**

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

**Accepting Environmental Responsibility**

To maintain and improve the condition of our physical environment, we commit ourselves to the respectful and prudent stewardship of our community’s material and natural resources.
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 admission information, call (800) 253-3602 or (616) 337-7166.

President  James F. Jones, Jr.
Academic Affairs  Gregory S. Mahler, Provost
Admission of Students  John Carroll, Director of Admission
Advancement  Bernard S. Palchick, Vice President for College Advancement
Alumni Relations  Cathy Dvorak Todd, Director of Alumni Relations
Business Matters  Thomas M. Ponto, Vice President for Business and Finance
Career Development  Richard T. Berman, Director of the Career Development Center
Enrollment  Joellen L. Silberman, Dean of Enrollment
Financial Aid  Marian Conrad, Director of Financial Aid
Registration, Records, and Transcripts  Sandra D. Hudson, Registrar
Student Affairs  Danny Sledge, Dean of Students
Study Abroad  Joseph L. Brockington, Director of the Center for International Programs

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

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

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

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

Campus Map ................................................................................................ 4
Kalamazoo College Academic Calendar ...................................................... 6

I. General Information
   Kalamazoo College ............................................................................. 8
   Academic Freedom ............................................................................. 11
   Admission ........................................................................................... 12
   Expenses ............................................................................................. 15
   Financial Assistance ............................................................................ 17
   Scholarships ....................................................................................... 24

II. Liberal Arts Education
   A Liberal Arts Education at Kalamazoo College .................................. 30

III. Special Programs
   Athletics .............................................................................................. 34
   Center for Career Development .......................................................... 34
   Center for International Programs ....................................................... 36
   Chapel ................................................................................................ 47
   College Forum .................................................................................... 47
   First-Year Experience .......................................................................... 47
   GLCA Programs .................................................................................. 49
   L. Lee Stryker Center ........................................................................... 50
   Performing Arts ................................................................................... 51

IV. Student Life
   Residential Living ............................................................................... 54
   Resources/Services for Students with Disabilities ................................ 56
   Social Policies and Regulations .......................................................... 57
   Student Activities/Student Government .............................................. 58
   Campus Employment .......................................................................... 59

V. Academic Programs
   Degree Requirements ......................................................................... 62
   Academic Policies and Procedures ..................................................... 71
   Divisions and Departments ................................................................ 84
   Majors and Minors ............................................................................. 85
   Courses of Instruction ......................................................................... 86
   Honors, Awards, and Prizes ............................................................... 213

VI. Directories
   Board of Trustees ................................................................................ 220
   Faculty ................................................................................................ 222
   Administration ..................................................................................... 228
   Alumni Leadership ............................................................................... 233

Index ........................................................................................................... 234
The Campus Map

1. Anderson Athletic Center
   - Angell Football Field/Calder Fieldhouse
   - MacKenzie Soccer Field
   - Softball Field
   - Woodworth Baseball Field

2. Athletic Complex
   - Angell Football Field/Calder Fieldhouse
   - MacKenzie Soccer Field
   - Softball Field
   - Woodworth Baseball Field

3. Crissey Residence Hall

4. DeWaters Residence Hall

5. Dewing Hall
   - Career Development Center
   - Center for International Programs
   - Registrar’s Office

6. Dow Science Center

7. Facilities Management

8. Faculty Residences

9. Harmon Residence Hall
   - Health Services

10. Hicks Center
    - Bookstore
    - Counseling Center
    - Gilmore Parlor/Dining Room
    - President’s Lounge/Dining Room
    - QuadStop (snack bar)
    - Security Office
    - Student Development
    - Student Dining Hall
    - Student Union Desk

11. Hobeck Residence Hall

12. Hodge House
    (president’s residence)

13. Humphrey House

14. Light Fine Arts Building
    - Dalton Theatre
    - Dungeon Theatre
    - Recital Hall

15. Living/Learning Houses

16. Mandelle Hall
    - Admissions
    - Business Office
    - Financial Aid
    - Human Resources
    - Office of Alumni Relations
    - Office of College Advancement
    - Office of College Communication
    - Olmsted room
    - President’s Office
    - Provost’s Office

17. Markin Racquet Center

18. Natatorium

19. Nelda K. Balch Playhouse

20. Olds-Upton Science Hall

21. Severn Residence Hall

22. Stetson Chapel

23. Stowe Tennis Stadium

24. Stryker Center
    - Nontraditional Programs
    - Small Business Development Center
    - Summer Programs

25. Trowbridge Residence Hall

26. Upjohn Library
    - Information Services

27. Welles Hall
    - Dining Hall
    - Stone Room
Fall Quarter • 2001

Orientation Program  September 16-23
Classes Begin  September 24
Thanksgiving (Holidays)  November 22, 23
Reading Day (No Classes)  December 3
Final Exams  December 4-7
Break  Four Weeks

Winter Quarter • 2002

Classes Begin  January 7
Martin Luther King Jr. Holiday  January 21
Final Exams  March 19-22
Break  One Week

Spring Quarter • 2002

Classes Begin  April 2
Memorial Day (Holiday)  May 27
Final Exams  June 11-14
Commencement  June 15
GENERAL INFORMATION
Kalamazoo College
Academic Freedom
Admissions
Expenses
Financial Assistance
Scholarships
Our Mission
The mission of Kalamazoo College is to prepare its graduates to better understand, live successfully within, and provide enlightened leadership to a richly diverse and increasingly complex world. As a highly selective and nationally renowned four-year college of arts and sciences, Kalamazoo College has developed a tradition of excellence in the fulfillment of this mission.

The College offers the *K-Plan*, an undergraduate experience of rigorous liberal arts scholarship and 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 by visionary Baptists in 1833 as The Michigan and Huron Institute, the College changed its name to Kalamazoo College in 1855. Today the College operates as an independent College while acknowledging its historic link with the American Baptist Church. Nearly 1,300 students from the United States and many foreign countries study here.

Kalamazoo College has always been and continues to be committed 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 values. In their teaching and leadership, the Stones sustained their vision of a college that transcended barriers between faculty and students, between intellectual pursuits and moral values, and between campus life and the larger life of American society and world events.

This vision was carried forward in the next century by 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 K-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 of intellectual leadership and personal commitment to values that sustained the College through its transition to a “global campus.”

**Kalamazoo College Today**

The College community works to sustain its legacies. These include the care and respect for the individual, a dedication to lifelong learning, a commitment to social justice and community welfare, and a respect for different points of view. The K-Plan’s combination of on-campus study, career 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. Community members are called upon to seek an understanding of the unknown, in themselves and in others, with courage and with responsibility.

In our common search for knowledge, we aim for an education that calls upon community members to make informed judgments and to take responsibility for translating learning into life—an education that produces confidence in approaching the complexity and plurality of a world moving toward a global society. Our goal is to achieve unity and diversity in a cooperative and challenging community where each member is encouraged to realize his or her full potential.

The College is located in a quiet residential section of Kalamazoo, a city with a metropolitan population of more than 225,000. The city’s downtown district is within easy walking distance from the campus, and other shopping malls, as well as movies and restaurants, are a short bike or bus ride away. Western Michigan University is only a few blocks from the campus. The College maintains a close and active involvement with the Kalamazoo community, which supports, among other cultural activities, a symphony, a chamber music society, an art institute, professional baseball and hockey teams, a nature center, and several theatres.

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

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

**Information Services**

The Information Services department includes the library, curricular support services, and technical computing.

**Library**

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

**Curricular Support**

The curricular support services include academic computing support as well as the Fetzer Media Center for media production and distribution. Curricular support manages the College’s computing Help Desk and the microcomputer labs, staffs the residential network, and provides training for computing hardware and software.

**Technical Computing**

Technical computing includes systems support, networking support, and administrative computing support.
Academic Freedom

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

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

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

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

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

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

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

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

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

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

First-Year Students

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

Early Decision

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

Early Action

This program offers the opportunity to learn of admission status early, but enables students to pay commitment deposits at any time up to May 1. Offers of financial aid will be mailed to these applicants in mid-March. Many students choose this option over Regular Decision because participation in our Competitive Scholarship program is limited to students to whom admission has been offered.

Regular Decision

This program is designed for students who do not wish to be part of the early programs. Notification of admission decisions will be mailed at least 4 weeks in advance of the May 1 deadline for commitment deposits.

Application Components

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

1. Application Form

Students may choose to complete the Kalamazoo College application form or the Common Application. Electronic options are available from CollegeNET, the Common Application or at Next Stop College, a service of The College Board.
2. High School Transcript
   An official high school transcript should be furnished by the secondary school at the time the student applies for admission. A final transcript will be required at the end of the senior year.

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

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

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

6. Application Fee
   Applications must be submitted with a nonrefundable $35 fee.

7. Standardized Tests
   Scores from either the Scholastic Aptitude Test (SAT) of the College Board or the American College Test (ACT) are required of all applicants. It is recommended that all applicants take one or both of these tests in their junior year, but no later than December of the senior year.

8. Financial Aid
   Candidates applying for financial aid should note this in the appropriate space on the application form. Applicants for financial aid based on need must submit the CSS PROFILE Form or the Kalamazoo College Supplement plus the Free Application for Federal Student Aid (FAFSA).

Transfer Students

Kalamazoo College welcomes transfer students each fall. Most courses taken in the liberal arts and sciences at an accredited institution (similar to courses offered at Kalamazoo College) in which the student has earned grades of C or above (C- is not acceptable) are transferable. Kalamazoo College accepts a maximum of 18 units in transfer credit. Because of the varied cocurricular 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.

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 at Kalamazoo College about additional requirements. (Please see additional transfer credit regulations found in the “Academic Policies and Procedures” section of this catalogue.) Transfer student applications are considered only in the Regular Decision period.
International Students

International students should write to or email the Office of Admission regarding admission. To be eligible for admission, international students must be competent in the use of the English language. The Test of English as a Foreign Language (TOEFL) or the Michigan English Language Assessment Battery (MELAB) is required. On-line application is available. International student applications are considered only in the Regular Decision period.

Advanced Placement (AP) Credit

Students who have earned an AP score of 4 or 5 will be granted one unit of credit for each subject area upon enrollment at Kalamazoo College. AP credits will apply toward graduation but may not be used to satisfy the First-Year Seminar, Quantitative Reasoning, Cultures, or Area of Study requirements. AP credits may be used to satisfy major, minor, or concentration requirements at the discretion of departmental faculty.

An AP score of 3 may be used to waive a prerequisite or for advanced placement at the discretion of departmental faculty, but it will not be granted college credit. The specific distribution of AP credits in English, foreign languages, mathematics, and physics can be found under those departmental headings in the catalogue.

All Advanced Placement credit reports must be sent directly to the Registrar within the first quarter of enrollment.

International Baccalaureate (IB) Credit

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

Dual Enrollment Credit

Dual enrollment credit is that which is earned by students while still in high school or during the summer directly preceding enrollment at Kalamazoo College. While this credit may have been used to satisfy high school diploma requirements, it must have been taken at an accredited institution of higher education. Dual enrollment courses with grades of B or better earned at an accredited institution will be awarded credit at the time of enrollment at Kalamazoo College. Dual enrollment credit will not satisfy the First-Year Seminar or Cultures requirements. These credits may, however, be used to satisfy Area of Study, Quantitative Reasoning, and language requirements. Students bringing dual enrollment credits into Kalamazoo College will be classified as first-year students and will be held responsible for all policies in effect for the first-year student for the entire academic year. All work to be considered for dual enrollment credit must be submitted on an official transcript sent directly from the institution to Kalamazoo College within the first quarter of enrollment.
Dual Enrollment for High School Students

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

Campus Tour and Visit

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

Expenses

The tuition and fees listed represent the charges for the 2000-2001 academic year. In planning for the following year, students should expect an increase in line with rises in institutional costs.

Charges Per Quarter

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

<table>
<thead>
<tr>
<th></th>
<th>Resident Student</th>
<th>Commuter Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$ 6,884</td>
<td>$ 6,884</td>
</tr>
<tr>
<td>Room</td>
<td>1,028</td>
<td>0</td>
</tr>
<tr>
<td>Full Board Plan</td>
<td>1,048</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>$ 8,960</td>
<td>$ 6,884</td>
</tr>
</tbody>
</table>

Rather than the full 20-meal-per-week carte blanche board plan, students may elect a 15- or 10-meal plan for $987 or $828 respectively.

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

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

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

Quarterly payments are due approximately 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 Academic Management Services of Swansea, Massachusetts, (800) 531-4300, Web Site: www.amsweb.com

Kalamazoo College Refund Policy

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

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

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

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

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

Fees

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Secondary School Fee (per course)</td>
<td>$673</td>
</tr>
<tr>
<td>Special Student Audit Fee</td>
<td>308</td>
</tr>
<tr>
<td>One Unit of Course Work</td>
<td>2,295</td>
</tr>
<tr>
<td>Physical Education Activity Course</td>
<td>105</td>
</tr>
<tr>
<td></td>
<td>(during quarter when student is not enrolled for credit)</td>
</tr>
<tr>
<td>Senior Individualized Project Fee</td>
<td>1,351</td>
</tr>
<tr>
<td></td>
<td>(applicable only to Class of 1999 and before)</td>
</tr>
<tr>
<td>Admissions Processing Fee (nonrefundable)</td>
<td>35</td>
</tr>
<tr>
<td>Matriculation Fee</td>
<td>75</td>
</tr>
<tr>
<td>Advance Deposit</td>
<td></td>
</tr>
<tr>
<td>First-Time Students</td>
<td>350</td>
</tr>
<tr>
<td>Returning Students</td>
<td>200</td>
</tr>
<tr>
<td>Study Abroad</td>
<td>300</td>
</tr>
<tr>
<td>Land/Sea Program</td>
<td>1,292</td>
</tr>
<tr>
<td>Late Validation Fee (per day)</td>
<td>15</td>
</tr>
<tr>
<td>Returned Check</td>
<td>15</td>
</tr>
<tr>
<td>Applied Music Fee Tuition Per Quarter</td>
<td></td>
</tr>
<tr>
<td>Half-hour private lesson per week for 10 weeks</td>
<td>200</td>
</tr>
<tr>
<td>One-hour private lesson per week for 10 weeks</td>
<td>400</td>
</tr>
<tr>
<td>One-hour group lesson per week for 10 weeks</td>
<td>130</td>
</tr>
<tr>
<td>Transcript Fee</td>
<td>3</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 endowments, gifts to the College, the Annual Fund, and other sources.

Additionally, through the generosity of alumni and friends, many named scholarships have been endowed to support students at Kalamazoo College. The Office of Financial Aid awards these funds, matching students with the criteria established by each donor.
Kalamazoo College believes in both financial aid based on promise and ability and financial aid based on need. For information about merit scholarships, contact the Office of Admission. For information about need-based awards, contact the Office of Financial Aid. Both offices are located on the first floor of Mandelle Hall.

**Merit-Based Aid Programs**

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

The Kalamazoo College Honors Awards are scholarships ranging from $2,000 to $11,000 (renewable for four years). These awards are given to students who combine strong academic achievement with significant engagement in cocurricular, work, and voluntary activities. For priority consideration for scholarships, follow the calendar provided in the admission application process. It is possible to combine this award with other merit-based scholarships offered by the College.

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

**Heyl Scholarship Program**

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

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

The scholarships are highly competitive and are renewed annually, provided the recipient maintains a grade point average of 3.0 or better while making normal progress toward a major in one of the above departments. A Heyl Scholarship covers full tuition and fees plus room charges and a book allowance. A student cannot simultaneously hold another scholarship awarded by the College, 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
programs. Any situations that require a student to spend extra quarters on campus require a request for additional financial support. Students should direct this request to the Executive Director of the Heyl Scholarship Fund.

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

**Postgraduate Fellowships**

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

**Need-Based Aid Programs**

Kalamazoo College participates in the following federal and state aid programs: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Work/Study Program, Federal Perkins Loan, Federal Direct Stafford Loan, Michigan Competitive Scholarship, and Michigan Tuition Grant. MI-Loan, Unsubsidized Federal Direct Stafford Loan, and Federal Direct Parent Loan are available as non-need-based loan 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 Kalamazoo College Supplemental Form or CSS PROFILE if you wish to apply for College funds in addition to federal and state dollars. The Kalamazoo College Supplemental Form will be mailed to all applicants who apply for admission to...
the College. The PROFILE may be used in place of this supplement, if preferred. If using the PROFILE, be sure to list Kalamazoo College (code 1365) as one of the schools to receive your data. The Kalamazoo College Supplemental Form has no processing fee and should be mailed directly to the Kalamazoo College Office of Financial Aid.

The recommended priority filing date* for the FAFSA is based on the date the form is received by the processor. Overnight mail service, registered mail, and certified mail all cause delays in receipt, since these services are not available on site at the processors. Expect a delay of up to three business days if forms are submitted using these services. Please do not send the Kalamazoo College Supplemental Form by fax.

* The receipt priority filing date for incoming students is February 21; for continuing students, it is March 21.

C. All first time applicants who are awarded financial aid based on need are asked to submit a copy of the parent(s)’ federal tax return (including all schedules and W2s) and a copy of the student’s federal tax return to the Kalamazoo College Office of Financial Aid. Applicants who submit tax returns after May 15 may encounter limited funds.

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

Financial Aid Policies

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

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

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

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

4. Incoming students should apply by February 21st for first priority funding. Continuing students are guaranteed on-time consideration if their files are complete by May 1. (Contact the Office of Financial Aid about the items required to complete a continuing student financial aid file.)
5. Financial aid will be credited to each student’s account on the first day of classes each quarter. Aid items that arrive from external sources in the form of a check will be deposited to the student’s account for the student’s use and will not be available until the first day of classes.

6. All aid awarded by sources other than Kalamazoo College must be reported in writing to the financial aid office. The financial aid package will then be reevaluated to incorporate these resources.

7. Priority for campus jobs is given to financial aid recipients. Each quarter, supervisors write evaluations that become part of the student’s record and are retained by the College for several years.

8. Kalamazoo College wants to assure that its students progress toward graduation in a timely and successful fashion; therefore, financial aid provided from institutional, federal, and state funds is offered only to students who are making satisfactory academic progress. The Committee on Satisfactory Academic Progress includes the Dean of Enrollment (chair), the Registrar, the Dean of Students, and the Director of Financial Aid. 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, the Committee reviews academic year closing cumulative GPAs for all students as well as quarterly activity. Satisfactory academic progress is measured on five criteria:

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

B. Maximum duration (number of quarters) of financial aid eligibility to achieve graduation. **Standard:** The student will be eligible for financial aid only for those quarters that constitute a part of his/her program leading to graduation. Assistance will be limited to a maximum of four academic years (12 quarters) of full-time study. A single additional quarter may be granted with special approval of the Director of Financial Aid. Such a quarter must be necessary to graduate and may not be the result of underloads or poor planning on the part of the student. **NOTE:** Transfer student records will be reviewed by the Registrar and the 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>2</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>
<tr>
<td>44</td>
<td>38</td>
</tr>
</tbody>
</table>

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

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 spring 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 spring 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.**

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

Since the financial aid probation system allows every student at least one quarter to meet a fairly lenient set of grades, cancellation should not be a surprise to any student. The Committee will hear only those written appeals that have been delivered to the Office of Financial Aid.

(1) **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.

(2) **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.

(3) **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.

(4) **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.

(5) **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.

(6) **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 portion of tuition, room and board may be refunded unless the student completed more than 60% of the term. If the student is receiving financial aid, funds are returned to the source according to the federal refund policy as defined in the 1998 Reauthorization of the Higher Education Act. See the College’s refund policy in the “Expenses” section of this catalog for complete details on refunds and return of financial aid funds.
10. If the student does not meet the conditions for renewal of their Kalamazoo College Honors Scholarship, consideration of reinstatement will take place upon written appeal by the student after the completion of a full academic year (end of the following spring term). The student must have obtained the required cumulative GPA for such consideration to take place. Additionally, the student must have maintained good campus citizenship. When a student withdraws from the College, all institutional merit-based aid is forfeited. If the student is re-admitted to the College, the student must write a letter to the Director of Financial Aid asking for reinstatement of such merit-based scholarships.

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

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

Scholarships

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

Scholarships requiring a written letter include the following:

**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 show unusual potential for success in both the academic and the practical world.

**William Randolph Hearst Endowed Scholarship Fund:** established by the Hearst Foundation in 1997 for “first generation college students.”

**The Andrew and Grace Murch Fund:** established in 1997 by the Andrew and Grace Murch Trust. The income from this fund will be used for scholarship assistance for students contemplating business careers, regardless of financial need.

**The Robert Franklin Nichols Scholarship:** established and endowed in 1998 in memory of Robert F. Nichols, Class of 1932, by his widow, Ruth S. Nichols. This scholarship is awarded to worthy and deserving students who maintain a minimum grade point average of 3.0.

**Charles and Marian Starbuck Scholarship:** established and endowed in 1998 by Mr. and Mrs. Charles E. “Bud” and Marian H. Starbuck to support worthy students.
Charles H. Todd Scholarship Fund: established by his family to provide exploration of the roles of government and the individual in a free society.

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

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

Vicksburg Foundation Scholarship Grants: awarded to 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; and, therefore, does NOT need to submit a letter of application include the following:

George I. Alden Scholarship Fund
Mary and Harold W. Alenduff Scholarship
Anonymous Music Scholarship
Maurice D. and Ardith G. Armstrong Memorial Scholarship
Frank B. Bachelor Scholarship Fund
Justin Bacon Scholarship
Max and Margaret Balzer Memorial Fund
Alexander and Jessie Barclay Scholarship Fund
Arthur L. and Guelda B. Blakeslee Memorial Scholarship
Mary Jane Boudeman Scholarship Fund
Marie and Earl L. Burbidge Memorial Scholarship Fund
Mary Long Burch Memorial Scholarship
Florence Bushnell Burdick Scholarship Fund
Louis Calder Scholarship Fund
Howard Chenery Scholarship Fund
Ainsworth W. Clark Memorial Scholarship
The Stewart B. and Bertha M. Crandell Scholarship Fund
Dorothy Upjohn Dalton Scholarship Fund
C.W. “Opie” Davis Memorial Scholarship
Eldred Memorial Scholarship Fund
Emeritus Club Scholarship
Harmon and Helen Everett Memorial Scholarship Fund
Ferguson, Allison Memorial Scholarship Fund
George and Esther Ferguson Scholarship Fund
George B. and Ruth E. Ferguson Scholarship Fund
Frederick C. Fischer Scholarships
Mary Cooper Fogarty Scholarship
Ford Foundation Scholarship Fund
Edwin G. and Lee Olia Gemrich Scholarship
Edward S. Gilfillan Jr. Scholarship Fund
Agnes Grenell Goss Memorial Scholarship Fund
David and Lucille Greene Scholarship Fund
Fred and Sarah Greer Endowed Scholarship Fund/Lorinda Kay Sanford Memorial Fund
Charles C. Hall Scholarship
John V. Handelsman Memorial Scholarship Fund
The I. Frank Harlow Scholarship
Joseph W. Hicks Scholarship Fund
Weimer K. and Jean Hicks Scholarship Fund
The Katharine Ann Hilberry Scholarship
Bert and Kathryn Hodgman Scholarship
Hope-Howell Scholarship Fund
Harry C. Howard Memorial Scholarship Fund
Charles Kurtz Jacobs Memorial Scholarship
John D. Johnson Memorial Fund
Kurt D. Kaufman Scholarship Fund
Helen M. Kelly Memorial Scholarship
James A. Killinger Scholarship
Lewis Haight Kirby and Winifred Stevens Kirby Scholarship
Harold G. Kolloff Scholarship Fund
Kuitert Family Scholarship
Kurtz Family Scholarship
Guy and Morna E. LaPierre Scholarship
H.B. LaTourette Scholarship Fund
Illif Newcomer Laurence Scholarship
Locke Family Scholarship
Reverend H.W. Mack Memorial Scholarship
Clark W. MacKenzie Scholarship
Thomas Markin Memorial Scholarship Fund
Marvin Scholarship Fund
Louise Mae Stein Matulis Scholarship
Marion Graybiel Means Scholarship
Michigan Consolidated Gas Company Scholarship Fund
Clarence Leslie Miller Scholarship Fund
Minority Endowed Scholarship/William Kirk Memorial Fund for Minority Scholarship
Robert F. Nichols Scholarship
Mark A. Pastor Memorial Scholarship
The Randy Petter Scholarship
Lowell Plasterer Scholarship Fund
Fraser E. and Margaret T. Pomeroy Scholarship
Harold W. and Mildred Pomeroy Memorial Scholarship Fund
Burke E. Porter Scholarship Fund for Women
Ralph M. Ralston Memorial Scholarship
Emma O. Reed Scholarship Fund
Shackleton/Richards/Welsh Scholarship Fund
Emma Whyland Sharp Scholarship Fund
Stephanie A. Simpson Scholarship
Stuart H. and Dorothy F. Simpson Scholarship
Raymond L. Spencer Memorial Fund
Herbert L. Stetson Scholarship
Leroy Dean Stinebower Scholarship Fund
Allen B. Stowe Memorial Scholarship Fund
Ruth Swift Memorial Scholarship Fund
Marty and Grant Swinehart Scholarship
Donald F. Switzenberg Fund
Frank E. and Ferne M. Toonder Scholarship
Harry A. and Margaret D. Towsley Foundation Scholarship Fund
Upton Free Enterprise Scholarship
Franklin G. and Margaret H. Varney Scholarship Fund
Slava Cica and Spasa Voynovich Endowed Scholarship
Women's Council Memorial Scholarship Fund
Kathryn Jeanette Kuitert Young Scholarship

Scholarship and grant assistance is also available for senior individualized projects (SIPs), study abroad programs, and the career development internships. Information about the following opportunities may be obtained from the Center for Career Development, the Center for International Programs, or the coordinator in the appropriate academic discipline:

Beeler Study Abroad Endowment: established in August 1994 by Mrs. Isabel Beeler. The annual income produced by this endowment fund is used to support senior projects abroad and other international programs. (Center for International Programs)
**Church Fund:** endowed fund that supports internships and SIPs with organizations involved in religious or spiritual work and service. *(Center for Career Development)*

**Classics Study Abroad Endowment:** established by the late Ruth N. “Terry” Todd as an endowment for students to study abroad. The first priority of the fund is to continue the Kalamazoo College financial assistance/scholarships for Classics majors, minors, and concentrators during their study abroad experiences. *(Center for Career Development)*

**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. *(Center for International Programs)*

**Judson Baptist Fund:** endowed fund that supports internships and SIPs in social service, human rights, education and other human services fields. *(Center for Career Development)*

**Fabrikal Fund:** endowed fund that supports internships and SIPs in most disciplines and fields of interest. *(Center for Career Development)*

**Frances Diebold Scholarships:** endowed in honor of the late Dr. Frances Diebold, professor of Biology. *(Biology Department)*

**Elton W. Ham Scholarships:** endowed in honor of the late Professor Elton W. Ham, who served as political science chair at the College for 25 years. *(Political Science Department)*

**Allan Hoben Memorial Fund:** endowed in honor of the late Allan Hoben, president of the College from 1922 to 1935, that supports internships and SIPs in human, social, and public service. *(Center for Career Development)*

**MacGregor Fund:** endowed fund established by the MacGregor Foundation that supports internships and SIPs in most disciplines and fields of interest. *(Center for Career Development)*

**Merrill Fund:** endowed fund that supports internships and SIPs in most disciplines and fields of interest. *(Center for Career Development)*

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

**Xerox-Kellogg:** endowed fund that supports internships and SIPs in most disciplines and fields of interest. *(Center for Career Development)*

*Other funds, such as the Brian Davis Memorial Fund, the Richard and LaVonne Stavig Fund, and the LaPlante Fellows Fund, are currently in various stages of development and may provide support for current and future students in internships and senior projects. Inquire with the Center for Career Development on the availability of these and other new funds that support experiential learning opportunities.*
A Liberal Arts Education at Kalamazoo College
A Liberal Arts Education at Kalamazoo College

Kalamazoo College is birthplace and home of the *K-Plan*, a valuable learning experience unlike any other in higher education. Imitators offer some or even all its elements but without the experience, configuration, or degree of participation that characterizes the *K-Plan*.

The *K-Plan* combines challenging undergraduate liberal arts coursework and opportunities for experiential education. During their four years at the College, students develop skills (see *Foundations*) for lifelong learning, undertake explorations (see *Explorations*) that challenge and extend their understanding of themselves and the world, and establish connections (see *Connections*) between their learning experiences.

Under the *K-Plan* students immediately learn the primacy of their role as agents for their education and its value. With that knowledge the learner, assisted by advisors and student mentors, shapes the *K-Plan* to fit his or her talents and goals. *K-Plan* elements include rigorous academic classroom/laboratory explorations in a learning environment in which teachers know and attend to their students personally, career internships, study abroad, and a personal, in-depth artistic/teaching/research project called the senior individualized project (SIP).

**Outcomes of the *K-Plan***

Kalamazoo College graduates have learned to live well in a diverse world characterized by rapid change. The *K-Plan* delivers five specific outcomes.

1. **Lifelong learning** is the passion for exploring new ideas and the skills for expanding and adapting the conception of self and the world. Exploration of a specific discipline (see *Major*), acquisition of broad-based knowledge from several disciplines (see *Area of Study*, *Cultures*, *Liberal Arts Colloquium*), and experience from internships, study abroad, and the SIP establish models of engagement and study that students apply to new areas of interest throughout their lives.

2. **Career readiness** is the exploration of potential vocational possibilities to form short- and long-term career goals that fit the individual’s talent and desire. Current trends show that today’s graduates are likely to change careers several times. With its focus on the development of discipline, hard work, and durable learning skills, the *K-Plan* teaches students to manage change successfully.

3. The *K-Plan* helps student achieve **intercultural understanding**, an awareness of the different ways that people experience and organize the world. It also fosters learning from those who differ from one’s self and culture. In the *K-Plan* students learn about and experience other cultures, affirming the contributions of all cultures to the collective human wisdom. As a result students expand their considerations of events, ideas, and beliefs beyond the filter of their own culture.
4. **Social responsibility** is a commitment to community service and a willingness to take on roles for the common good. Under the *K-Plan* students voluntarily accept responsibilities that transcend individual self-interest. They learn to make commitments to principles and accept increasingly complex roles to fulfill those commitments. They learn that contributions to community growth go hand in hand with personal growth.

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

**Organizing Structures of the *K-Plan***

In the *K-Plan*, **Foundations** skills (see page 62 for more detail) provide the basis for **Explorations** (see below and, for more detail, page 63). **Foundations** stresses the acquisition and enhancement of skills vital for the classroom, the world of work, and lifelong learning. These skills are writing and oral proficiency, quantitative reasoning ability, intermediate-level fluency in a second language, and physical education participation.

Students develop these skills primarily through their academic coursework. Early on they are encouraged to participate in skills assessment workshops to help them plan that coursework and develop career options. Students also may participate in Supplemental Instruction, Writing Center tutorials, and other workshops.

The LandSea Program, residential housing system, varsity sports, and student organizations sharpen cooperative learning and community-building skills. Working with a group on a common project, in writing, music, or theatre, offers practical experience and the possibility of academic credit.

Physical education integrates intellectual, emotional, and physical well-being. Students develop cooperative group and leadership skills, discipline, maturity, and habits for a healthy lifestyle.

**Explorations** acquaints students with a variety of ideas, experiences, tools, and perspectives. Students gain a wider vision and deeper understanding of themselves and the world. International study contributes to these outcomes, and the high number of students who choose to study abroad benefits students who do and do not choose that option.

Explorations includes three components: area of study, program major, and the cultures requirement. “Area of Study” requires students to take specific numbers of classes in four general areas: literature and fine arts; natural science, mathematics, and computer science; philosophy and religion; and social sciences. To fulfill the “cultures requirement” students enroll in courses about the cultural complexity of the US and world. One course must focus on US cultural traditions, and two must focus on cultures of other countries.
Required courses for a “major” discipline provide the depth that complements the breadth of the “area of study” component. Career internships, study abroad experiences, and community service opportunities add to this intellectual balance.

**Connections** (see also page 64) includes the liberal arts colloquium, the senior individualized project (SIP), and the Kalamazoo Portfolio. Connections requires students to bring together the sometimes seemingly disparate elements of the *K-Plan*: foundations skills, explorations in the major as well as non-major areas, career development, and study abroad. It also requires students to explore beyond those elements.

For example, the College offers approximately 100 events each year, including speakers, performances, and presentations. Known as the liberal arts colloquium, these events supplement curricular study. Students must attend 25 of these events. Often these choices lead to deeper explorations into an area of interest or the discovery of a new area of interest.

The SIP caps the Kalamazoo College program of liberal arts education. Working closely with a faculty advisor, students dig deeper into an area of particular interest. This work manifests itself in varied ways according to the goals of students. Some students create fine arts works; some engage in laboratory or field research; others teach, write a master’s-level thesis, take special courses, or complete an internship. A written report fulfills this graduation requirement.

The Kalamazoo Portfolio requires students to reflect upon their various learning experiences. Thus it deepens learning and becomes part of it. The focus of reflection is the way the student shaped the *K-Plan* and the outcomes that resulted. The purpose of reflection is to discover, articulate, and document the relationship among educational goals, opportunities, and progress toward goals. Students create a personal web site as the medium for their writing and reflection, and this fosters important computer literacy skills.
SPECIAL PROGRAMS

Athletics
Career Development Center
Center for International Programs
Chapel
College Forum
First-Year Experience
GLCA Programs
L. Lee Stryker Center
Performing Arts
Athletics

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

Center for Career Development

**MR. BERMAN (DIRECTOR), MS. SMOKER (ASSOCIATE DIRECTOR)**
**MS. MENDOZA (ASSISTANT DIRECTOR)**

“Our mission is to assist students and alumni as they develop a confident understanding of themselves in relation to work and service. We are guided by our belief that this understanding evolves for each person from a sense of self in society tested through active and first-hand exploration of career options. Each person, with his or her unique combination of values, interests, and capabilities, will be offered our help in seeking to define, clarify and pursue fulfilling life aspirations.”

“We aim to provide resources and personalized assistance in a friendly, creative and professional setting. We encourage our students and alumni to accept personal responsibility and take initiative in their pursuits.”

—Center for Career Development Mission Statement

During the college years, every student develops a unique combination of experiences, abilities, interests, and values that will assist each individual in making a positive transition from college to the world of work. Career readiness involves the effort of each student to apply self understanding and experience to the formation of career goals. Experiences of students who are engaged in the life and programs of the College will typically include:

- course work
- campus employment
- internships and other field-based experiences
- active participation in clubs, organizations, athletics, and residential life
- community service through individual volunteerism or group projects
- international study
- senior projects
With guidance from the Center for Career Development’s professional staff and trained peer counselors, students draw from these experiences to develop a sense of purpose in their career development. Some will begin with a clear focus on a particular field of interest and initiate a plan to develop their credentials. Others will begin with a general idea, but seek to narrow and clarify a positive direction. Yet others will seek a starting point and move through the entire career development process.

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

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

- individual career counseling
- self-assessment career instruments
- career information interviews
- externship and shadowing experiences
- field-based internships
- resume and application correspondence critiques
- video-taped mock interviews

The Center also maintains resources that assist students to identify and secure career development opportunities. The Center’s library collection offers a wide range of traditional and multimedia resources, including a searchable database of over 2,000 internships. The Kalamazoo Alumni Career Network connects students with nearly 2,700 alumni who have volunteered to support students in the career development process. Reflective summaries of past internships and senior projects are also available. Employers indicating a particular interest in recruiting Kalamazoo College students are invited to participate in the Center’s online recruiting system, eRecruiting, through which students may electronically apply for opportunities. Center staff members continuously seek to develop new opportunities in a variety of fields. For students with interests in nontraditional fields, staff members are available to help students develop contacts and create options.

**Career Development Internship Program**

For over thirty years, Kalamazoo College students have engaged in a Career Development Internship. Most students will target the summer after their sophomore year in which to conduct their C.D. Internship. No tuition is charged for this program, and no academic credit is granted. However, students who successfully complete the program requirements will have the internship experience noted on their official academic transcript.

Requirements for transcript notation are:

- minimum of 180 working hours must be completed at the internship site
• officially enrolling in the program by submitting a program agree-
ment
• submitting a learning contract identifying student and site supervisor
negotiated internship goals
• monitoring goals and progress throughout the internship by
journaling and completing a final written evaluation (to be included
in the student’s portfolio)

Limited funding is available to provide partial support for low paid or
unpaid internships. Grants are based on a competitive assessment of need and
merit. Students are also advised to consult other campus departments for
additional sources of funding.

Center for International Programs (CIP)

MR. BROCKINGTON (DIRECTOR), MS. WINGARD (ASSOCIATE DIRECTOR)

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

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

Study Abroad Programs

Every study abroad program is unique, but each offers challenging course
work in an educational system whose values and methods reflect those of the
local culture, opportunities for integrative cultural experiences, and struc-
tured opportunities for using the local language(s) both in and out of the
classroom. As the academic, language, and other specific qualifications differ
from program to program, it is imperative that students read carefully the
complete information packet and handbook available from the Center for
International Programs.

Kalamazoo College sponsors study abroad programs in the following
countries: Australia, China, Costa Rica, Ecuador, France, Germany, Israel,
Kenya, Korea, Malaysia, Mexico, Senegal, Spain, Thailand, Trinidad, and
Zimbabwe. In addition, Kalamazoo College students are able to participate in
programs organized by foreign or U.S. institutions in a number of other
countries around the world. For specific information about the study abroad programs available to Kalamazoo students and their requirements for participation, please contact the Center for International Programs. A list of study abroad programs pre-approved for transfer of academic credit is updated and published by the Center yearly. All study abroad programs offered through the Center are subject to annual enrollment limits. In the case where a program does not have sufficient minimum enrollment to meet academic and/or financial requirements, the College reserves the right to cancel the program for that particular year and assign students elsewhere. Program information is also available on the Center’s website: www.kzoo.edu/CIP

On Kalamazoo College programs, a College representative meets each group as it arrives abroad. College personnel visit study abroad programs as needed. All Kalamazoo programs have a Program Director appointed by the College to mentor students and represent the College. At many programs, students live in homestays; in other instances, housing is arranged by the program, typically in university dormitories.

Program Length

The study abroad programs available to Kalamazoo College students include long-term, extended-term, and short-term programs. In a long-term program, the academic experience typically lasts 14 to 17 weeks, beginning in the fall. Extended-term programs typically begin in the fall and end the following June or July. Spring short-term programs typically last ten weeks, beginning in late March and ending in early June. The College offers one short-term program which begins in early January and concludes in mid-March. For information regarding specific program dates, please contact the Center for International Programs. Students need to meet with their academic advisers and consult the CIP well in advance of participation in order to determine the programs that will best fit their academic program at the College. Summer study abroad for credit is not available to Kalamazoo College students. Students who wish to extend their programs abroad from long to extended term must notify the Center in writing by November 30th. Program extension is contingent on the student’s academic performance. Students with F’s or D’s in their courses are not eligible to extend.

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 transfer of academic credit and Kalamazoo College financial assistance/scholarships. Participants are admitted 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 CIP and host institutions abroad. The Director reserves the right to deny participation in study abroad when students’
actions either on or off campus raise doubt that they are ready for an international study experience or prepared to represent Kalamazoo College appropriately. Programs may be changed, suspended, or withdrawn at any time due to political, economic, or other conditions.

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

Students on academic probation, or who have a history of significant disciplinary problems, are not eligible to participate in the study abroad program. Students must remove all incomplete grades prior to departure for study abroad. All students participating in long-term or extended-term programs must have junior standing (a minimum of 17 Kalamazoo College credits with a grade of D or better). Students who transfer to Kalamazoo College should talk with the director during their first term on campus about their study abroad options.

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

Kalamazoo students typically participate in only one study abroad experience for credit during their time at the College. Students who wish to consider applying to a second study abroad program should consult with the Director of the Center for International Programs, the Registrar, the Office of Financial Aid, and their adviser to ensure that they are able to complete their studies in a timely manner. Generally no more than nine units of credit from study abroad can be used to meet a student’s graduation requirements. Students may apply their Kalamazoo College financial assistance/scholarships to only one study abroad program approved for such transfers. Students applying for a second study abroad program will have lower priority with regard to selection and admission to the second program.
Students whose physical, mental or emotional condition may require accommodations to participate in the Study Abroad Program must contact the Center staff well before the deadlines for applications. The Center staff will assist by providing the student a clear description of the physical and mental requirements of the program. The student will be asked to provide the Center staff with a clear description of the accommodations which the student believes will be necessary for the student to meet the requirements of the program. The student may be asked to provide the Center with a release to speak with the student’s healthcare provider so that the Center staff can clearly understand the student’s needs. The Center staff will determine the availability of those accommodations, or other reasonable accommodations, at the program location. The student’s acceptance into a specific Study Abroad Program is contingent upon the determination to the director’s satisfaction that reasonable accommodations are available at the program location.

Application, Selection, and Placement

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

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

First-year and transfer students must complete and turn in the First-Year Student Interest Form by November 1 of their first year on campus. Sophomores and juniors wishing to participate in a spring short-term program must complete and turn in the Sophomore/Transfer Student Interest Form by November 1 of the academic year they intend to participate. Sophomores and juniors wishing to participate in long- or extended-term programs must complete and turn in the Sophomore/Transfer Student Interest Form by November 1 of the academic year preceding the one in which they intend to participate. Students may apply to only one program at a time. Applications for participation in the winter quarter short-term Oaxaca program are due on Friday of the second week of fall quarter. Applications for participation in
short-term programs are due in the Center by November 15; applications for participation in long- or extended-term programs are due in the Center by February 1 [except for certain non-Kalamazoo programs that have earlier due dates: India (October 1), Nepal, Waseda, Scotland, JCMU-Hikone, Ireland, and Doshisha (January 8)]. Failure to turn in the completed application materials by the due dates will jeopardize a student’s participation in study abroad.

Students meeting the College’s and any program-specific eligibility requirements are selected for participation in the study abroad program on the basis of such items as their cumulative grade point average, their grades in the appropriate foreign language (where applicable), the strength of the required essay(s), faculty letters of recommendation, an evaluation of the transcript, and other information provided in their application and their College records. Students with significant or unusual health concerns or impairments may be asked to provide the Center with a release so that the Center staff can speak directly with their health care providers. Transfer students should expect that their previous academic work will be reviewed as part of the selection process and must supply the Center with an official transcript from their previous institution(s) at the time of application. Most typically, a combined transfer and Kalamazoo GPA will be used to determine eligibility. The Center for International Programs may also require applicants to be interviewed.

**Foreign Language Proficiency**

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

Students who have already taken the required minimum level of foreign language for their study abroad program are encouraged to maintain their level of proficiency during the time before departure. Students who are not able to complete the program’s language requirement prior to the conclusion of the last quarter on campus before study abroad may be placed on conditional admission status until proof of completion has been received and approved by the language department and the Registrar.

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

For Kalamazoo College students participating in a long-term Kalamazoo College study abroad program, the comprehensive fee for 2001-2002 is $17,920; for an extended-term Kalamazoo College program, the 2001-2002 fee is $26,880. The fee for students participating in Kalamazoo College 2002 spring short-term programs is $8,960. Comprehensive fees for participants from other colleges and universities are the same as for Kalamazoo College students. Comprehensive fees for Kalamazoo students participating in non-Kalamazoo study abroad programs often exceed the fees for Kalamazoo programs. All non-Kalamazoo options are billed at the Kalamazoo College rates cited above or at a higher rate if the costs exceed customary Kalamazoo charges. In no instance will a student pay less than the comprehensive fee assessed for Kalamazoo College’s own study abroad programs. The Center for International Programs has information on comprehensive fees for specific programs. A nonrefundable deposit will be required prior to participation in any program.

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

NOTE: Group round-trip international transportation is included in the comprehensive program fee. Students who choose not to travel with the group to the foreign program location will be responsible for making and paying for their own transportation and arrival arrangements. The Center for International Programs does not offer refunds for unused transportation or other program segments.

Study abroad fees do not include:

- domestic round-trip transportation between the student’s home and the designated port of departure
- return transportation from foreign program location to the designated foreign port of departure
- books and other required educational materials (including photocopies and personal printing—approximately $150 per quarter) or additional lab or music fees
- room and board during Christmas, Holy Week, and other extended vacation periods
- passports
- required photographs
- required physical exams, x-rays, and other medical tests
- required and recommended immunizations (average cost for immunizations at the College Health Center is $200 to $300)
- required health and accident insurance
- required antimalarial prophylactic pills (where recommended by the CDC) that the student takes abroad (average cost $10 per pill, taken
on a weekly basis; total cost varies from $300 to $400, depending on
the length of the program)

• required medical evacuation insurance (where indicated in the Study
Abroad Handbook)
• independent travel while abroad
• incidental expenses en route and abroad
• cost of local transportation at the program site

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

The amount students spend above and beyond what is paid to the
College will vary. Returning students suggest that an average of $1,500 extra
for short-term; $2,500 to $3,500 for long-term programs; and $3,000 to $4,000
for extended-term programs is realistic. Students may be able to manage on
less than these amounts if they budget carefully and restrict independent
travel.

Billing and Payment

Students will be informed of the entire fee for the program prior to the
beginning of the program. Payments for study abroad programs are made
according to the regular college payment schedule. For specific billing dates,
contact the Kalamazoo College business office.

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

Financial Assistance/Scholarships

For Kalamazoo College students receiving Kalamazoo College financial
assistance/scholarships, this aid is applicable for those programs that appear
in the “approved for transfer of academic credit and Kalamazoo financial
assistance/scholarships” category of the List of Study Abroad Programs.
(Consult the Center for International Programs for more information about
this list.) The term “limited financial aid” indicates that state and federal
funds are fully available, but institutional funding will be limited.

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

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

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

Payment of Bills

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

Pre-Departure Orientation

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

Non-Kalamazoo students are not required to attend the orientation sessions held on Kalamazoo’s campus, but are required to abide by and satisfy all deadlines.

Academic Credit

All academic work completed in the study abroad program is certified by the Director of the Center for International Programs and the Registrar and is recorded on the Kalamazoo College academic transcript on the basis of examinations and reports supplied by supervisors and teachers abroad. Study abroad credits count toward graduation and may be used to satisfy Area of Study requirements, Cultures requirements, and major, minor, or concentration requirements at the discretion of departmental faculty. When registering for courses abroad, students should direct inquiries regarding such credits accordingly. Kalamazoo College students are eligible to earn three Kalamazoo College units of credit for a spring short-term program, six units for a long-term program, and nine units for an extended-term program. Students from other colleges participating in Kalamazoo College programs should consult the Center for International Programs regarding credit. Once students have completed the study abroad program and (where necessary) consulted with the Registrar, the appropriate grades and credits will be recorded on the transcript.
Independent Study

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

Grades

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

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

Incomplete Grades

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

Underloads, Dropped and Added Courses

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

**Withdrawal**

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

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

**Dismissal**

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

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

**Pass/Fail Courses**

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

**Integrative Cultural Research Project (ICRP)**

The integrative cultural research project (ICRP) will be recorded on the Kalamazoo College transcript as ICRP and will not be assigned to a specific academic rubric.

**Attendance Policy**

Attendance is required at all classes while on study abroad except in cases of illness and/or emergencies beyond the student’s control. There is no such thing as a permissible cut. Visits by family and friends are not reasons for an excused absence from class. Unexcused absences will be deemed a sufficient reason for immediate dismissal from the program and will necessitate a return home without any academic credit. Any dismissed student must return to the United States immediately after the dismissal and must pay any additional transportation expenses thus incurred.

Unless there is an official holiday, students are expected to be at their program and available Monday through Friday. In most programs abroad, long weekends, if any, are the exception, not the rule. Students are also expected to attend and participate in scheduled group activities.
Chapel

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

College Forum

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

First-Year Experience

The intentional weaving together of hands-on involvement, experiential learning, and mentorship within the context of a rigorous academic life is the hallmark of the First-Year Experience at Kalamazoo College. The program emphasizes the desired dimensions of a Kalamazoo College education: intercultural understanding, social responsibility, leadership, lifelong learning, and career readiness. Peer Leaders work with other student leaders (Diversity Peer Educators, Resident Assistants, Career Advisors, and tutors) to provide a multi-faceted learning environment for freshmen. The First-Year program at Kalamazoo is a team effort, involving the President, Provost, faculty, the Office of Student Development, administrators and staff, and student leaders.

The First-Year Experience program at Kalamazoo has adapted elements of other successful FYE programs to the particular atmosphere of a liberal arts college. Even at a small college, students need help addressing contemporary issues of meaninglessness and dis-engagement. The adjustment from home and high school to college and campus life can be extremely challenging. The FYE program at Kalamazoo is intended to help students make this adjustment more gracefully, take active roles in their educations, explore new experiences, address issues of community and responsibility, and thus develop true maturity and achieve greater academic success. In 1999 the Templeton Foundation recognized Kalamazoo’s FYE program as a national leader.

Orientation

Kalamazoo’s orientation program helps entering students achieve greater academic and personal success through intensive faculty, staff, and student-mentor involvement. Keynote sessions focus on those attributes a “K” education strives to develop, including intercultural understanding, social
responsibility and leadership. Students, faculty, and Peer Leaders meet in small groups to discuss the values and Honor System of the college. Students meet the author of that year’s Summer Common Reading; work together in First-Year Seminar/Advising Groups; exhibit their work in a First-Year Visual Arts Showcase; share their talents in music, poetry and prose; begin their Portfolios; select fall-term classes; and participate in community service projects. During orientation and the first term, upper-class Peer Leaders share their knowledge and experiences with entering students, to help them achieve greater academic and personal success, and lead balanced and productive lives.

**Summer Common Reading**

Kalamazoo’s Summer Common Reading program provides a common frame of reference for students, faculty and staff through a shared reading experience, which bears fruit in discussion groups and a visit by the author during orientation. The program was inaugurated in fall 2000 with a campus visit by Pulitzer-Prize-winning author Richard Ford. Chang-rae Lee, author of *A Gesture Life*, visits in fall 2001.

**First-Year Seminars**

Inaugurated in 1990, the First-Year Seminar program is the vehicle by which first-year students fulfill their writing requirement. But in a larger sense, the program constitutes the single common experience for the incoming class each year. Every first-year student selects a Seminar, taken during the fall quarter. Faculty from most divisions of the College participate in the program, developing “special topics” courses that introduce students to the critical thinking and writing skills required in all their college courses. These courses are not introductions to the disciplines, but are explorations of an idea, topic, or event. Seminars are restricted in enrollment (15-18) and operate primarily through discussion format. Students write frequent, short assignments, with plenty of opportunity for revisions. The writing component is supported by the Writing Center. Seminars also include projects that foster intercultural understanding, encourage collaboration, and deepen information literacy.

**First-Year Forums**

First-Year Forums are intended to help entering students make the best possible adjustment from home to college and continue their academic and personal growth. Forums explore the significance of Kalamazoo’s Honor System, teach the history and traditions of the College, address issues of intercultural understanding and career readiness, focus on civic responsibility, highlight volunteer opportunities, and raise questions about character development and personal responsibility. First-year students choose five Forums to attend during fall term, as part of the First-Year Experience and Seminar programs. Topics for fall 2000 included “Can We Talk? Breaking the Culture of Silence on Race and Diversity,” “Faculty Expectations,” “Volunteering: The Woodward Partnership,” “The Bells of Kalamazoo,” “Great Expectations,” “Building Community through Healthy Relationships,” “Care of the Soul,” and “So, four years from now you want to be a…”
Advising

At “K,” advising does not equal scheduling, but is part of the teaching and learning relationship. Advising is a developmental process in which students become more independent as they refine and focus their academic interests. Advisors help students set academic goals, select courses, understand the curriculum and degree requirements, frame questions about career and life goals, and identify helpful College resources. Seminar faculty, co-advisors and Peer Leaders help students navigate through the first year. Based on an advising questionnaire, entering students are placed with an advisor for their first five terms of study. In winter of sophomore year, students are encouraged to declare a major and move to an advisor in that area.

The Kalamazoo Portfolio

Kalamazoo’s Portfolio helps students understand and articulate their educational experiences, see the connections between the disparate parts of a “K” education, collect their significant academic and experiential work in one place, develop long-term goals and plans that give coherence and direction to their education, and learn Web design. Innovative, Web-based, and nationally recognized, the “K” Portfolio starts before orientation with a “Foundations Essay” and culminates with a final, “Senior Connections” response to four years at “K” College. Along the way, in eight required gateway points, students create their own home pages, link their best work to it, summarize their academic goals and plan of study, write about the choice of a major, capture their intercultural experiences on paper, reflect on their career readiness, and discuss their plans for their Senior Individualized Projects.

LandSea

Prior to Orientation Week, students may choose to participate in the LandSea Program: a 17-day wilderness experience that focuses on developing self-confidence and interdependence. Student leaders and a small core of faculty and staff from the College guide small teams of five new students through a hiking, rock-climbing, rappelling, and canoeing expedition in Killarney Provincial Park in Ontario, Canada. Participants return to campus in time to participate fully in Orientation Week activities. Contact the Director of the LandSea Program for more information.

GLCA Programs

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

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

L. Lee Stryker Center

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

The following programs are offered through the Stryker Center:

Consulting Solutions
Consulting Solutions provides organizational consulting and custom-designed employee training programs for commercial and manufacturing companies as well as nonprofit and educational organizations. Consultants effectively analyze an organization’s current situation, define opportunities to be developed and problems requiring correction, formulate plans for moving an organization forward, and facilitate the implementation of these positive changes. Consulting Solutions also offers pragmatic and successful educational courses that complement an organization’s growth needs.

Enrichment Programs
The Center offers diverse programming in personal enrichment and professional development classes including foreign languages, poetry, literature, wine appreciation, leadership skills, and management development, as well as audits of Kalamazoo College classes.

Regional EDGE
Regional EDGE is a business-driven regional economic development initiative that focuses on creating long-term success for industries operating in Michigan’s nine southwestern-most counties. By taking a cluster-based approach that focuses on groups of companies in the region’s strongest sectors, Regional EDGE has become a unique economic development presence that facilitates action and collaboration among industries and support institutions.

Small Business Development Center (SBDC)
This regional SBDC, partially funded by the U.S. Small Business Administration, serves a nine-county area in southwest Michigan by providing consulting and other vital assistance to entrepreneurs starting new businesses as well as existing businesses seeking to take on new challenges or improve current results.
Performing Arts

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

The College Singers, Chamber Choir, Symphonic Band, College and Community Orchestra, Jazz Band, Percussion Ensemble, and Bach Festival Chorus are open to any qualified student. These groups provide a variety of formal and informal concerts and recitals.

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

The College gallery hosts exhibitions by students and faculty as well as other artists. The proximity of Detroit and Chicago permits scheduled trips to museums, and the art department regularly sponsors lectures and demonstrations by visiting artists and art historians. An endowed artist-in-residence program allows occasional visits by nationally known artists.

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

**Housing and Board Policy**

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

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

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

Exceptions for first-year and transfer students are made for:
- married students
- students with children
- those who are at least 23 years old

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

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

Exceptions to the board plan only are made for:
- residents of campus apartments (who may not carry a board plan)
- residents of the Crissey Hall Vegetarian Co-op (who may not carry a board plan)
Seniors may choose to live on or off campus. A designated—and limited—number of spaces in the residential system will be made available to seniors in the spring housing lottery. Seniors who choose to live on campus must carry a board plan unless they are:

- residents of the Living/Learning Housing Units (who may carry a board plan if they wish)
- those released by the College’s Petition Committee

Several campus housing options are available. Residence halls are coed by area or floor, with single, double, or triple rooms as well as suites. Five living/learning housing units allow groups of eight to 10 students to arrange their housing around a particular educational focus and initiate programming to enrich their own experience and that of the wider campus.

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

Health Center

The Kalamazoo College Health Center is staffed by physician assistants, registered nurses, licensed practical nurses and support staff. The Health Center provides a variety of services, including routine medical care, diagnosis and treatment of illness and injury, travel consultation and immunizations, gynecological care and limited diagnostic testing. If necessary, the Health Center provides referrals to outside medical care centers and specialist physicians. The Health Center provides most services at minimal or no cost. However, it is strongly recommended that students have health insurance while at Kalamazoo College. Although the Health Center does not bill insurance companies, they will supply invoices for submission at the time of service. The Health Center is located on the first floor of Harmon Hall. Students should call in advance to schedule an appointment.
Resources/Services for Students with Disabilities

- We will locate a student in appropriate housing and make arrange-
ments for access to meals and other activities on campus.
- We will relocate your course to a classroom which is accessible if
necessary.
- We will help a student in a wheelchair through the registration
process, by conducting business by phone or taking the process to an
accessible location.
- We will notify faculty when we are aware that a student with a
disability which will require accommodation has registered for their
course and we will define the specific required accommodations.
- We will help a student get taped texts and materials for courses (at
the student’s expense), though the faculty will have to provide
reading lists early.
- We will help faculty locate resources that will help them become
more effective at making the appropriate accommodations within
courses.
- Danny E. Sledge, Dean of Students, is the primary contact for all
students with disabilities. Alan Hill, Counseling, is a resource for
testing/diagnosis of learning disabilities. If faculty discovers or
suspects students have a learning disability, those students should be
referred to the Dean of Students. We can assist students in finding
appropriate testing opportunities.
- The students have also developed a support group called KDL. Their
purpose is to be a support group for students with learning disabili-
ties.
- If you have a student you think may be disabled, but that has not
been verified, we can help the student find appropriate testing
opportunities.
- As renovations occur, we will continue to develop ramps and
walkways and retrofit restrooms to accommodate wheelchairs.

Resources Available

Library
- There is barrier-free access, but the staff must assist.
- All floors are accessible by elevator. The key is available at the desk,
but visually impaired students would need staff assistance.
- Two of the online catalog terminals are at stations for seated users.
- Both of the stations with periodical indexes on CD-ROM are at a
height for seated users.
- Staff assistance may be required for retrieving materials from upper
shelves.

Media Center
- Audiotapes, tape recorders, and an audio lab are available to visually
impaired students.
• Some videotapes with subtitles are available.
• Sound amplification equipment is available.
• Transmitter and 6 assistive listening devices, which can help overcome background noise, can be used in Dalton, Stetson, and Recital Hall.
• Staff have the capability of making signage.
• The Center is accessible by elevator.

Computer Center/Computer Labs
• Tables in the microcomputer labs will accommodate wheelchairs.
• Specialized equipment is not available in the Center, but the staff may be helpful in determining what equipment could or should be purchased.
• Computer labs in Dewing, Olds/Upton, and Dow are accessible. The lab in the lobby of Hicks is not accessible to students in wheelchairs.

Social Policies and Regulations

The *Kalamazoo College Student Handbook*, available on the Kalamazoo College Web site, details the social policies of the College and the residence hall/house policies. Also included is comprehensive information about the honor system and the judicial process. Before coming to campus, new students need to be aware of the following policies and regulations.

Policies and Regulations

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

Enforcement Authority and Responsibility

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

A. Social policies and regulations are under the jurisdiction of the Dean of Students. Violations of these policies and regulations are addressed through a judicial system defined in the *Kalamazoo College Student Handbook*.

B. Academic policies and regulations are under the jurisdiction of the Provost and the faculty. Violations are addressed by individual
faculty within their classrooms, by committees of the faculty, by
directors of programs, by the Registrar, by the Provost or his/her
representatives, or through the judicial system.

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

It is to be understood that students will be treated fairly and impartially
within each of these responsive systems in accordance with defined processes,
which are communicated through the Kalamazoo College Student Handbook, the
Academic Catalogue, or specific documents from the offices or programs.

**Relationship to Governmental Law Enforcement Units**

The College reserves the right to determine whether particular violations
of municipal, state, or federal laws also constitute a violation of College rules
and standards. Therefore, students who are arrested and/or charged by law
enforcement authorities may be notified that College action is also pending.
Campus rules and regulations are not designed to replicate state or federal
laws but rather to ensure an appropriate educational environment for all
community members. Thus, the College proceedings need not necessarily
await the outcome of civil or criminal proceedings.

**Consequences of Violations**

Administrative or disciplinary action will result from violations of the
policies and regulations of the College. Responsive actions can be dismissal or
suspension from the College; suspension from a particular program of the
College; limitation of access to programs, activities, or housing; imposition of
new requirements; required community service; or fines, to name a few.
Actions are designed to educate a student about the responsibilities of
membership within an educational community. However, when those efforts
fail, the recourse is to rescind the privilege to attend this College.

Acting under the authority of the Board of Trustees, the President of
Kalamazoo College (or designates) reserves the right to dismiss or suspend
any student whose conduct is detrimental to the well-being of the College. In
addition, procedures employed in responding to violations of policies and
regulations under normal conditions may be temporarily suspended, if
necessary, in a crisis situation.

**Student Activities/Student Government**

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

**Campus Employment**

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

学术项目
学位要求
学术政策和程序
学系和部门
专业和辅修
课程
荣誉、奖项和奖励
Degree Requirements

The Kalamazoo College Curriculum
The philosophical basis of our degree requirement areas follow.

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

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

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

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

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

4. Information and Computer Literacy
   • plan and execute a logical information search strategy
   • use general and discipline-specific print, media and on-line resources to define and locate information
   • obtain documents from local and nonlocal sources
   • demonstrate an understanding of the correct way to cite sources
   • use computers for creating a document and information transfer
   • be facile with one or more software packages
Students will develop these skills systematically over the full four years in three ways. First, in a variety of courses (especially Area of Study courses), students receive instruction and practice in, as well as assessment of, their reasoning, speaking, writing, and research skills, which will help them monitor their progress to guide their academic and experiential choices. Second, written expression and quantitative reasoning are enhanced through required course work. Third, regular assessments are provided through department and program majors.

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

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

Explorations

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

Cultures Requirement
As part of the general education requirement, students are required to take at least one course that focuses on the cultural traditions that help make up the complex and many-sided nature of the United States as well as two courses focusing on the cultural complexities of other countries. Students will benefit not only by locating the cultural patterns of the U.S. within a global context, but also by locating themselves and their particular cultural traditions within the kaleidoscope of cultures in this country. An approved and updated list of courses meeting the cultures requirement is available on the Registrar’s web page.

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

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

**Connections**

**Requirements**

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

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

**The Kalamazoo College Degree**

Kalamazoo College offers the Bachelor of Arts degree. Each student is ultimately responsible for understanding the College’s degree requirements, following academic policies and procedures, and arranging his or her course of study accordingly.
Use of the Kalamazoo College Academic Catalogue to Determine Degree Requirements

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

Requirements for Graduation

<table>
<thead>
<tr>
<th># Units</th>
<th>Requirement</th>
</tr>
</thead>
</table>
| 1 Unit  | First-Year Seminar (WRIT 130)  
Satisfies writing proficiency only. Does not satisfy Area of Study, Cultures, major, minor, or concentration requirements. |
| 1 Unit  | Quantitative Reasoning  
Does not satisfy Area of Study requirements in math/science/computer science, but may be used to satisfy a major, minor, or concentration requirement. |
| 3 Units | Language  
Proficiency at the Intermediate Level (201) |
| 3 Units | Cultures  
May also satisfy Area of Study, major, minor, or concentration requirements. Transfer courses may not satisfy this requirement.  
- 1 unit of U.S. culture  
- 2 units of cultures in countries from two different regions: Africa, Asia, Europe, Latin America, Middle East, or one comparative; one unit from study abroad may be used  
It is strongly recommended that students take at least one course related to the geographic area of their study abroad.  
An approved and updated list of courses meeting the cultures requirement is available on the Registrar’s web page. |
| 1 Unit  | Physical Education (5 activities) |

Area of Study

Courses taken in the Area of Study may also satisfy Cultures, major, minor, or concentration requirements. Study abroad credits may be used to satisfy Area of Study requirements.

<table>
<thead>
<tr>
<th># Units</th>
<th>Requirement</th>
</tr>
</thead>
</table>
| 3 Units | Literature, Fine Arts, and Creative Expression  
- 1 unit minimum of literature specified in the English Department; in any foreign language Department; or from the following classes: CLAS 210, CLAS 220, CLAS 225, |
CLAS 230, CLAS 240, CLAS 255, CLAS 270, CHIN 235, GERM 135, or JAPN 235.
• 1 unit minimum of creative expression
• 1 unit in an elective chosen from literature, fine arts (art, music, theatre), or creative expression

2 Units Natural Science, Mathematics, and Computer Science
Includes courses from BIOL, CHEM, COMP, MATH, and PHYS. Excludes BIOL 200, MATH 105, MATH 110, MATH 111.
• 1 unit minimum of natural science (courses from BIOL, CHEM, and PHYS except those listed above)

2 Units Philosophy and Religion
Can take one unit from each department or both units from the same department.

3 Units Social Science
Includes units from at least two of the following departments: ANTH, CLAS, ECON, EDUC, HIST, POLS, PSYC, SOAN, and SOCY.
Excludes ECON 210, EDUC 370, EDUC 490, EDUC 594, and ENVS 490.

8-12 Units Major
— Comprehensive Examination in the Major Department

1 Unit Liberal Arts Colloquium Credit (25 approved activities)

1-2 Units Senior Individualized Project
1 unit minimum
— Portfolio

38 Units Minimum Required for Graduation
24 units must be at C- or better
2.00 cumulative GPA

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

1. Study abroad programs, GLCA programs, and other approved off-campus programs are not included in the required six quarters on campus.
2. Students participating in the 3-2 engineering program or early professional school admission are exempt from the requirement to spend their senior year on campus, but they must complete the residency requirement of six full-time quarters on campus.
3. Students completing secondary teaching certification are exempt from one of the required senior quarters if they are student teaching during their senior year. These students, however, must still meet the requirement of six full-time quarters on campus.

**Writing Proficiency Requirement**

All degree-seeking students must complete a First-Year Seminar (WRIT 130) during the fall quarter of the first year in residence. The writing proficiency requirement must be satisfied before the start of the sophomore year. Transfer students may satisfy this requirement by the transfer of an English composition course taken prior to admission, by taking a First-Year Seminar (if they are transferring less than nine units and have no English composition), or by taking an approved substitute course.

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

If students do not pass a seminar (WRIT 130), they must substitute another writing-intensive course at the College with approval of the Director of the First-Year Experience and the Registrar; or students may take a preapproved course at another institution during the first-year summer.

**Physical Education Activity Unit**

All students, including transfer students, must successfully complete five PE activities for which they will be awarded a total of one unit. PE activities will be graded CR/NC. Only one unit of PE may be counted toward graduation. The physical education unit will be awarded after the quarter of completion of five activities and will be reflected at the foot of the transcript. Only two activities in any one area may be counted for completion of this requirement. (PED 101, which counts as two activities, may not be repeated.) Intercollegiate sports may be counted as many times as they are successfully completed.

**Liberal Arts Colloquium Credit (LACC)**

The College Forum provides a special dimension to the total liberal arts experience at Kalamazoo College. LACC lectures, performances, concerts, and panels focus on the general education of students. Participation in at least 25 Forum/LACC events is a graduation requirement. Transfer students will have the number of LACC requirements prorated at the time of admission if their expected enrollment at Kalamazoo College is 9 or fewer quarters. The LACC will be awarded after the quarter of completion and will be reflected at the foot of the transcript.

**Area of Study**

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

**Cultures**

Three units, which may be met by Area of Study courses or courses in the major or minor, must be selected from the approved list of cultures courses. Only one course taken on study abroad may be used to satisfy this requirement. Two of these units involve study in the cultural complexity of two of the following regions: Asia, Middle East, Africa, Latin America, Europe (it is strongly recommended that students take at least one course related to the geographic area of their international study). One unit involves study in the cultural complexity of the United States. Transfer credit may not be used to satisfy this requirement.

**Declaration of Major**

All students must declare and pursue a major program of study to meet degree requirements. A major consists of a minimum of eight units plus cognates. Students are asked to declare a major during the winter of their sophomore year. The major program of study may be changed thereafter by filing a Change of Major form in the Registrar’s office. If a double major is chosen, students must meet the requirements of both programs, including comprehensive examinations.

A major may include a maximum of two departmentally approved units from study abroad (IAS allows only one).

- Students may not use a single course to meet the requirements of both a major and a minor.
- All courses taken in the major and cognates must be at C- or better.
- Students must file a Declaration of Major form with the Office of the Registrar before sophomore spring quarter registration.

**Comprehensive Examination**

The purpose of the comprehensive examination is to test students’ knowledge of the material, skills, and methods made familiar in courses completed in the major field. The examinations are graded “pass with distinction,” “pass,” or “fail,” and they may take the form of a written departmental examination, an oral examination, a performance in the field, or any combination of these. The comprehensive examination must be repeated if a grade of “fail” is received. The comprehensive examination is only recorded on the academic transcript if passed with distinction.

**Declaration of Minor**

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

**Declaration of Concentration**

A concentration consists of a minimum of six interdisciplinary units, all of which must be earned at a grade C- or better. A concentration is not required for graduation, but may be used by the student to strengthen a knowledge base different from or complementary to the required major program. A course used for a concentration may also count for a major or a minor. A concentration is normally declared in the sophomore winter and may be changed thereafter by filing a Change of Concentration form in the Registrar’s office.

**Senior Individualized Project**

The senior individualized project (SIP) is a graduation requirement for all students at Kalamazoo College. The SIP requirement is usually completed in the major department; however, a SIP may be completed in any department of the College, with the approval of that department. A two-unit SIP may be split between two departments.

The SIP graduation requirement is one unit; however, a student may undertake a two-unit SIP with permission of the SIP department. A three-unit SIP is applicable to student teaching only.

A SIP is expected to take one of the following forms:
- Creative work
- Laboratory or field research
- Internship
- Thesis
- Course work
- Student teaching

The approved SIP structures are:
- Summer SIP = 1 unit (registered in the subsequent Fall)
- Summer plus fall SIP = 2 units (registered in the subsequent Fall)
- Fall only SIP = 1 or 2 units
- Winter only SIP = 1 or 2 units
- Fall plus winter SIP = 2 units (1 unit registered in each quarter)
- Student-teaching SIP = 3 units—fall or winter
- There are no Spring SIPs allowed

**SIP Policies and Procedures**

The senior individualized project will be considered as part of a student’s full-time load in the fall or winter quarters. No student may register for a spring SIP. The amount of SIP credit (one or two units) is determined by the SIP department at the beginning of the project. The SIP contract must be turned in to the SIP department and the SIP registration form to the Registrar’s Office. No student will be registered for a SIP until the registration form, with appropriate signatures, is received in the Registrar’s Office. A SIP may not be retroactively dropped or added. The SIP registration, drop/add, withdrawal, incomplete, and grading policies follow the academic regulations for all other courses.
The SIP will receive a grade of “honors” (H), “pass” (CR), or “fail” (NC). The SIP grade is not included in the cumulative GPA calculation; however, it is recorded on the official academic transcript along with the complete title of the project. If a student fails a SIP, the requirement must be repeated.

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

**Kalamazoo Portfolio**

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

**The Kalamazoo Portfolio Framework**

<table>
<thead>
<tr>
<th>Class</th>
<th>Portfolio entry</th>
<th>What it is</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Year Students</td>
<td>Foundations essay</td>
<td>Connects high school experience with the dimensions and skills* and sets goals for the first year</td>
</tr>
<tr>
<td></td>
<td>Portfolio creation &amp; writing assessment</td>
<td>Creation of home page, writing self-assessment, link to best Seminar paper</td>
</tr>
<tr>
<td></td>
<td>Academic goals &amp; plan of study</td>
<td>Looks forward to sophomore year, declaration of major, and study abroad</td>
</tr>
<tr>
<td>Sophomores</td>
<td>Declaration of major</td>
<td>Brief description of preparation and goals for the major</td>
</tr>
<tr>
<td></td>
<td>Foundations for intercultural understanding</td>
<td>(a) CIP application for study abroad, or, (b) reflection on experience with another culture in the U.S. or abroad, or (c) course work</td>
</tr>
<tr>
<td>Juniors</td>
<td>Reflection on career readiness</td>
<td>Resume and (a) reflection on CCD internship, or (b) completion of CCD “Readiness Barometer”</td>
</tr>
<tr>
<td></td>
<td>SIP contract</td>
<td>Brief description of preparation and goals for the SIP</td>
</tr>
<tr>
<td>Seniors</td>
<td>Senior connections</td>
<td>Connects various parts of “K” education, reflects on SIP, discusses growth in dimensions and skills*</td>
</tr>
</tbody>
</table>

*Dimensions: lifelong learning, career readiness, leadership, intercultural understanding, social responsibility.

*Skills: information literacy, quantitative reasoning, writing and oral communication.
Sample Supplemental Entries

- Work in Senior Seminars or other courses
- Departmentally-designated assignments or projects
- Symposia, conference, or SIP presentations
- Letter of intent for graduate school
- Application for job, fellowship or grant
- Links to experiential education activities
- Application essays for leadership positions
- Self-assessment by athletes with coaches
- Other entries are designed by the student

For more information, see www.kzoo.edu/pfolio.

Diploma Granting Dates

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

Commencement

Commencement ceremonies are held each year in June. Members of the senior class are expected to attend both Baccalaureate and Commencement. Students who have earned 27 units (exclusive of LACC and PE) upon completion of work for the winter quarter, or 30 units (exclusive of LACC and PE) by the time of Commencement, are eligible to march in the commencement ceremony. An actual diploma, reflecting the appropriate June or December degree date, will be released once all graduation requirements have been met.

Academic Policies and Procedures

It is the student’s responsibility to be familiar with all policies and procedures of the College. It is ultimately the student’s responsibility to meet all graduation requirements.

Credit

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

Credit Load

Kalamazoo College is on the quarter system. Each quarter is composed of ten weeks of class plus an examination week, for a total of 11 weeks. Students normally carry a full-time 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 course. Faculty members may report to the Registrar those students whose absences may be impairing their performances.

Examinations

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

**Registration**

Students are expected to register during the designated preregistration periods 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 as well as consult with their adviser and other faculty regarding course selection options. The Registrar’s office reserves the right to move students from one section of a course to another to both balance the sections (requested by the department) and to accommodate the schedules of all students registered for a particular course.

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

Registration may be denied a student for failure to adhere to health center regulations, lack of tuition payment validation, or disciplinary action.

**Drop/Add**

Students may drop/add courses, without penalty, through the end of the first week of a quarter. Any changes made to a student’s class schedule must be on file in the Registrar’s office by the end of the first week.

Students are responsible for accurate registration and are held accountable for courses that appear on the final registration. All academic courses, 200-level partial credit classes, and PE activities must be added or dropped within the official time limit or they will be subject to failing grades. Subsequent to the drop/add period, students may exercise their option to withdraw from a course earning a W or WF.

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

**Underload**

Students may choose to underload (carry two units) in a given quarter in consultation with their adviser, the Office of Financial Aid, and the Registrar. Students who are underloading are not considered full-time and are, therefore, ineligible for Dean’s List consideration and may be ineligible for certain forms of financial aid, insurance coverage, and participation in intercollegiate athletics. Students should also consider the ramifications underloading may have on timely completion of graduation requirements.

**Overload**

An overload is defined as a total registration of 4 units in a single quarter, not including courses numbered 200 or applied music courses.

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

- **First-Year**: May not overload *(Appeals will not be considered.)*
- **Sophomore**: Cumulative GPA of 3.50 at the time of the request
- **Junior**: Cumulative GPA of 3.25 at the time of the request
- **Senior**: No minimum GPA

Transfer students entering Kalamazoo College with the maximum of 18 units may overload up to four units, in accordance with the GPA guidelines, but may not transfer in any additional course work.

**Credit/No Credit Option for Seniors**

During the senior year, a student may elect to complete one on-campus course as credit/no credit (CR/NC) if the following conditions are met:

- the course must be outside the major, minor, concentration, or cognate of the major or minor;
- the individual instructor must approve the CR/NC option; and
- the appropriate forms must be on file in the Registrar’s office by Friday of first week.

The CR/NC option is irrevocable after Friday of first week.

**Audit**

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

**Course Withdrawal**

Students may initiate a total of four course withdrawals during the completion of their degree. A student may exercise more than one course withdrawal per academic year; however, no student may withdraw from more than one course during a given quarter. If a student feels withdrawal from more than one course is necessary, or if a student is advised to withdraw from more than one course due to a health or family emergency situation, the student will be withdrawn from the quarter and from the College. Students will be required to go through the formal readmission process to resume their study. If a student is advised to withdraw from one or more courses for health reasons, this withdrawal will not be counted against the four allowable.

Students may withdraw from a course from the second week through the eighth week of a quarter. After eighth week, students may not withdraw from a course. (They may exercise the option to fully withdraw from the College.) Withdrawals exercised between second and eighth week will receive a grade of W or WF. The grade will be issued by the instructor based on the earned grade at the time of the withdrawal request. Students will be required to obtain signatures from the instructor, their adviser, and the Registrar. Students should be aware that course withdrawal may affect a student’s financial aid eligibility and grace period, medical insurance
coverage, athletic eligibility, study abroad eligibility, sequencing of classes, and timely completion of degree requirements.

Withdrawal from the College

If a student chooses to withdraw from the College, we recommend the student start the withdrawal process with either the Registrar or Dean of Students. In either case, the student will be asked to complete a withdrawal application to collect pertinent information. The student will also receive useful information about separating from the College and will be advised to meet with a staff person from the Financial Aid Office if he/she received federal financial aid while enrolled at the College. See the College’s refund policy in the “Expenses” section of this catalog for complete details on refunds and return of financial aid funds. A grade of W will be issued for all registered course work.

If a student fails to return to campus for a planned on-campus quarter, the College reserves the right to withdraw the student. Students who elect to take one or more quarters off (with the exception of approved career development, study abroad, or GLCA programs) will be withdrawn from the College.

Readmission

If a student withdraws or is withdrawn from the College, application for readmission will be required. Students must file an application with the Registrar.

If a student withdrew from the College while on academic probation or was dismissed or withdrawn for academic reasons, the application will be forwarded to the Committee on Academic Standards for review. Students must indicate in writing how the problem that led to probation, withdrawal, or dismissal has been resolved or addressed. If the withdrawal or dismissal was for academic reasons, students must provide evidence of successful completion of academic work at another institution. For students withdrawn for disciplinary, financial, or health-related reasons, readmissions must be initiated in the Dean of Students Office.

Students applying for readmission are encouraged to do so before their anticipated quarter of return in order to allow time for any registration, housing, or financial aid processes. Students who interrupt their course of study for more than two quarters will be required to follow the degree requirements as stated in the Academic Catalogue at the time of readmission.

Records

Student Information and Records

The official educational record of students is the file maintained in the Registrar’s office. This file contains all official enrollment and academic information. It is the responsibility of students to have all pertinent information regarding declarations, changes, waivers, exemptions, scores, and transcripts on file in the Registrar’s office.

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

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

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

**Releasing Confidential Information**

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

1. Students must sign a request to be kept on file in the office to which the request has been made.
2. Each release will require a new written authorization.
3. The College reserves the right to withhold a request if there is an outstanding financial debt to the College or an unresolved disciplinary action.

**Transcripts**

Transcripts must be requested in writing by students. An official transcript bearing the seal of Kalamazoo College can be mailed to other educational institutions, certifying agencies, or employers; an unofficial 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. Nonenrolled students will be charged $1.00 for each unofficial transcript. The College will not release an official transcript unless it has been paid for and satisfactory arrangements have been made with the business office for payment of any outstanding College bills or fines. Transcript requests may be made by fax, (616) 337-5746, but the College will not send a transcript by fax. Transcripts can be processed by overnight express mail at the students’ expense. The Registrar’s office requires a minimum of two to three business days to process a transcript request.

**Directory Information**

Directory information may be provided to anyone who inquires without the prior consent of students unless they have submitted a written request to withhold such information. Directory information includes the following:

- campus phone number from the directory
- dates of attendance
- campus box number from the directory
- degree(s) awarded
- classification of any student
- leadership positions within the College
- date (but not year) of birth
- place of birth
• sports statistics
• major field of study
• awards received

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

**Withholding Directory Information**

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

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

**Grading Practices**

**Grades**

The grade point system at Kalamazoo College is:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+, A, A-</td>
<td>4 quality points (excellent)</td>
</tr>
<tr>
<td>B+, B, B-</td>
<td>3 quality points (above average)</td>
</tr>
<tr>
<td>C+, C, C-</td>
<td>2 quality points (average)</td>
</tr>
<tr>
<td>D+, D, D-</td>
<td>1 quality point (below average)</td>
</tr>
<tr>
<td>F</td>
<td>0 quality points (failure)</td>
</tr>
</tbody>
</table>

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

**Repeated Courses**

A grade of D, F, W, WF, or NC may be repeated if the repeated enrollment is at Kalamazoo College. Both attempts will appear on students’ transcripts, but only the second attempt will be used to calculate the Kalamazoo College cumulative GPA. Students who hope to earn a degree may not
accumulate more than a total of 7 unsuccessfully attempted units. Unsuccessful attempts include all F's, NC's and W's, excluding any W's which have been explicitly mitigated by the committee on Satisfactory Academic Progress. Students may accumulate a maximum of 4 W's within the total of 7 unsuccessfully attempted units. Students may not repeat a course either at Kalamazoo College or at another institution to replace a D or F once they have taken a higher level course. Any course repeated at another institution does not affect the original course grade on the Kalamazoo College transcript or in the calculation of the Kalamazoo College cumulative GPA.

**Change of Grade**

Students seeking a grade change should first contact the course instructor who is responsible for the grade issued. Both students and faculty should understand that a change in an assigned grade should reflect only identifiable and distinct errors in the evaluation process. Students should initiate this process as soon as possible and no later than the end of the sixth week of the next quarter or within six weeks from graduation or withdrawal from the College. Students’ grade changes, which may merit award of Dean’s List or commendation, will be reviewed upon receipt of the grade change(s). Further details are available from the Registrar.

**Credit/No Credit (CR/NC) Courses and Programs**

The SIP, GLCA programs, LACC, physical education, 200-level/partial credit courses (excluding music), and the senior CR/NC option receive a grade of CR or NC and do not affect the cumulative GPA. CR/NC options are not available in the major, minor, concentration, or cognate courses.

**Partial Credit Courses**

Partial credit (200-level) 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 (all in the same course) to receive one unit. The full unit for a 200-level course may be used once as part of a quarter load of three units during the quarter in which the credit is being completed. Students may count one 200-level course outside the major toward the 38 units required for graduation. A 200-level unit does not count as an official overload. The following partial credit courses are offered:

- **BIOL 200** (CR/NC) 1/3 credit x 3 quarters = 1 unit
- **ENGL 200** (CR/NC) 1/4 credit x 4 quarters = 1 unit
- **JAPN 200** (graded) 1/2 credit x 2 quarters = 1 unit
- **MUSC 200** (graded) 1/5 credit x 5 quarters = 1 unit*
- **Applied Music** (graded) 1/5 credit x 5 quarters = 1 unit
- **THEA 200** (CR/NC) 1/4 credit x 4 quarters = 1 unit*

* required for the major

**Music Ensembles**

One unit of credit is awarded after five quarters of participation in an ensemble. Only two ensemble activities per quarter may be credited toward the five required for the unit of credit. A music ensemble credit may be used to satisfy the creative expression requirement. Nonmusic majors may count
only one unit of ensemble credit toward the 38 units required for graduation. Music majors may count two 200-level units toward graduation. The unit may be counted only once in a quarter load of three units and will occur in the quarter in which the credit is being completed.

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

**Other Means of Earning Credit**

**Advanced Placement (AP) Credit**
Please refer to the “Admission” section of this catalogue.

**International Baccalaureate (IB) Credit**
Please refer to the “Admission” section of this catalogue.

**Dual Enrollment Credit**
Please refer to the “Admission” section of this catalogue.

**Interinstitutional Enrollment**
Students at Kalamazoo College may take advantage of opportunities offered by the Kalamazoo Consortium for Higher Education by enrolling in courses at Western Michigan University, Kalamazoo Valley Community College, or Davenport University. Kalamazoo College students must be registered for an on-campus quarter and must 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’s office. Courses taken under the interinstitutional program are included in Kalamazoo College tuition charges and will appear on the Kalamazoo College transcript; the grade(s) received will be calculated in the Kalamazoo College GPA. Interinstitutional courses are not considered transfer course work and, therefore, do not apply toward the maximum allowable transfer units.

**Michigan Guest Student Enrollment**
Students wishing to take courses, during a period in which they are not enrolled at Kalamazoo College, at another Michigan college or university may do so through the Michigan Uniform Undergraduate Guest Application process. A Kalamazoo College student must have preapproval and must be in good standing to participate. The College reserves the right to deny credits that are not preapproved. Further information is available from the Registrar’s office.

**Independent Study**
Generally, an independent study (398/498) is limited to superior students taking advanced work in their major field of study. This option is open to juniors and seniors only (overload criteria applies). Students may not
receive credit for more than one independent study course per quarter or for
more than two independent studies during degree completion.

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 placement test or the
College Board Advanced Placement Examination or SAT II. Students who
have completed three or more years of foreign language in high school are
ineligible to receive credit for the same language at the 101 level and must
begin at the 102, or higher, level of study. Academic credit is not granted for
foreign language placement.

Mathematics Placement

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

Transfer Credits

New Transfer Students

For students whose first full-time enrollment was not at Kalamazoo
College, determination of transfer credit will be made at the time of enroll-
ment. All credit is awarded by the Registrar in consultation with the depart-
mental faculty. Kalamazoo College accepts a maximum of 18 units in transfer
credit. Students transferring the maximum of 18 units at the time of enrollment at
Kalamazoo College may not transfer additional units. All transfer credits must be
earned from a regionally accredited institution with a grade of C or above (C-
is not acceptable). Transfer units to the College come in as credit only. The
GPA is not carried over from the transfer institution to Kalamazoo College.

Transfer students are responsible for meeting the residency requirement:
a minimum of six full-time quarters, the last three of which must be in the
senior year. Students transferring the maximum number of 18 units must earn
a minimum of 18 academic units, in addition to the LACC and PE activity
units, at Kalamazoo College. If a student must register for 9 or fewer quarters
to complete the degree, the LACC requirement will be prorated.

Transfer units may be used to satisfy Area of Study, language, and
quantitative reasoning requirements and, at the discretion of the departmental
faculty, may be used toward majors, minors, and concentrations. Transfer
units may not be used to satisfy the cultures requirement.

All work to be considered for transfer credit must be submitted on an
official transcript sent directly from the transfer institution to Kalamazoo
College within the first quarter of enrollment. The College reserves the right
to deny transfer credit not reported within the first quarter of enrollment.
Continuing Students

Students who first enrolled at Kalamazoo College are limited to a maximum of four transfer and overload combined units during enrollment and degree completion. (AP, IB, and dual enrollment credits brought into Kalamazoo College at the time of enrollment are not included in this restriction.) Transfer credits must be preapproved and earned from a regionally accredited institution with a grade of C or better (C- is not acceptable). After students have reached junior standing at Kalamazoo College, only junior- and senior-level courses (usually numbered 300 and above) from four-year institutions will be considered for transfer credit. The College reserves the right to deny credit that has not been preapproved. A student may not repeat a course either at Kalamazoo College or at another institution to replace a D or F once they have taken a higher level course. No repeated course at an institution other than Kalamazoo College will change the Kalamazoo College cumulative GPA. Transfer credit does not fulfill cultures requirements.

Academic Progress

Classification

Classification is determined by the number of academic units (LACC and PE not included) accumulated. The class in which students are listed is generally determined as follows:

- First-Year 0–7 units*
- Sophomore 8–16 units
- Junior 17–26 units
- Senior 27 units and above

* First-year students who bring in AP, IB, or dual enrollment credits are reclassified, as appropriate, at the end of the first year.

Students are classified once a year at the completion of the Spring quarter. However, transfer students may be reclassified at any time based on the units earned.

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

Good Standing

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

Students should be aware that maintaining good academic standing does not ensure continued financial aid eligibility. Grades of NC, W, or WF may also affect an award. Please refer to the “Financial Assistance” section of this catalogue for further information.

Graduation Standard

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

Kalamazoo College maintains a system of “Early Alert” for students who we feel may be placing themselves in academic jeopardy. This process has been developed within the parameters of confidentiality and personal integrity of each student and College personnel involved. Each quarter instructors and advisers are asked to inform the Registrar of students who may be causing concern exhibited by, but not limited to, one of the following: poor attendance, missed assignments or tests, lack of participation in class, failing tests, showing signs of emotional or physical distress, or previous placement on academic probation. These “alerts” are, in turn, reviewed weekly by a small group of student development and academic administrators. This group works closely with the academic adviser, instructor and, where necessary, the student to help move that student in a positive direction. They also make referrals as warranted and generally encourage the student to begin developing strategies that will promote a positive academic experience.

Academic Warning

The Committee on Academic Standards meets at the end of each quarter to review the grades of all students. If it appears that a student is having a difficult time as indicated by more than one withdrawn course over a two-quarter period or falling grades as compared to previous work, a “warning” letter is issued by the Registrar. This warning is a mechanism used to let students know that they should seek out their advisers to develop strategies for improvement. If students fail to act upon this warning, they may find themselves placed on academic probation.

Academic Probation

The Committee on Academic Standards will place students on academic probation whenever they have accumulated more than one-third of their total units below a C-, or the cumulative GPA falls below 2.00. Students may also be placed on academic probation if the student is not making satisfactory academic progress toward the degree. Placing a student on academic probation is an indication that immediate action needs to be taken on the part of the student to improve academic performance. Students on academic probation are advised to meet with their academic adviser within the first two weeks of the subsequent quarter and perhaps weekly thereafter in order to develop strategies for success. It is the student’s responsibility to seek this assistance and ensure progress toward degree completion. In addition to meeting with their advisers, students are encouraged to seek assistance through our support services in the Academic Resource Center; subject tutoring through supplemental instruction, individual departments; career counseling and testing through the Career Development Center; and personal counseling through the Office of Student Development. Failure to meet these responsibilities may result in continued or final probation or dismissal from the College.
Continued Academic Probation

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

Final Academic Probation—C Average

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

Final Academic Probation—Three Cs

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

Petitions

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

A petition must be made in writing and submitted to the Registrar to be forwarded to the Committee on Academic Standards.

Veteran’s Administration

The Veteran’s Administration (VA) requires that all recipients of veteran educational benefits maintain a cumulative grade point average of 2.0 to remain eligible. A 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. The Veteran’s Administration may rescind benefits if a veteran does not present a GPA of 2.0 at the time of graduation.

Honors

Dean’s List

Students who earn a GPA of 3.5 or better for a full-time credit load of three letter-graded units within a given quarter will be placed on the Dean’s List. Students will not be considered for the Dean’s List during a quarter in which an I, W, or CR/NC is received. Dean’s list honors are not recorded on the academic transcript.
Commendation

Students who earn a GPA of 4.0 for a full-time credit load of three letter-graded units within a given quarter will be sent a letter of commendation from the faculty. Students will not be considered for commendation during a quarter in which an I, W, or CR/NC is received. Faculty commendation honors are not recorded on the academic transcript.

Honors and High Honors

Honors and high honors are awarded each year for the previous year’s achievements. To be eligible for honors/high honors, students must have completed at least one full term (three letter-graded units on campus) during an academic year and may not have failed, withdrawn from, or had an IP (in progress) grade in any course during that year, either on or off campus. Honors = 3.50 to 3.74 GPA; high honors = 3.75 and above. This recognition is posted on students’ transcripts for each year of eligibility, and students are recognized at the fall Honors Day Convocation.

Graduation Honors (Latin Honors)

The Bachelor of Arts degree is awarded cum laude if students maintain a cumulative grade point average of 3.50 to 3.74; magna cum laude with an average of 3.75 to 3.99; and summa cum laude with an average of 4.0. Transfer students must earn a minimum of 15 letter-graded academic units at Kalamazoo College to be considered for academic honors at the time of graduation. This honor is announced at Commencement and recorded on the academic transcript.

Honors in the Major

Honors in the major may be awarded at the discretion of departmental faculty at the time of graduation. Usually, departments consider the grade point average in the major, the results of the comprehensive examination, and the senior individualized project in recommending students for honors. Departments may set additional requirements. This honor is announced at Commencement and recorded on the academic transcript.
Divisions and Departments

**Fine Arts Division**
Art
Music
Theatre Arts

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

**Humanities Division**
English
Philosophy
Religion

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

**Physical Education Division**
Physical Education

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

Majors
Anthropology
Art
Art and Art History
Art History
Biology
Chemistry
Classical Studies
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 Arts

International and Area Studies
  African Studies
  East Asian Studies
  Latin American Studies
  Western European Studies
Public Policy and Urban Affairs
Women’s Studies

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

Concentrations
African Studies
American Studies
Biochemistry-Molecular Biology Concentration
Classical Studies
Environmental Studies

Special Programs
3-2 Engineering
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, depending on staffing patterns. Consult the yearly and quarterly schedules for a listing of current offerings. Some courses may have prerequisites.

COURSE NUMBERING SYSTEM

101-199 Introductory Level
   Classes at this level are open to students at any level, but are primarily for beginning, freshman classes.

200 Partial credit courses and workshops.

201-299 Intermediate Level
   Classes at this level could have one prerequisite or none.
   Sophomore level classes.

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

398 Junior Level Independent Study

400-489 Advanced Level
   Senior level classes (juniors by permission). The expectation would be that students have had at least three or four courses for this level of class.

490 Senior Seminar

498 Senior Level Independent Study

594-599 SIP - Senior Individualized Project

CR/CE/QR/AOS KEY

If a CR, CE, QR, or AOS designator follows a course description, the course will fulfill the following graduation requirement:
   CR  Cultures requirement
   CE  Creative expression
   QR  Quantitative reasoning
   AOS Area of Study requirement

AFRICAN STUDIES

M.S. KANNAN (DIRECTOR)

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

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

**REQUIREMENTS FOR THE CONCENTRATION IN AFRICAN STUDIES**

**Number of Units**

Six units are required.

**Required Courses**

- AFST 104 Introduction to African Studies
- HIST 290 Civilizations of Africa
- HIST 291 Contemporary Africa
- AFST 490 Senior Seminar

Two additional courses may be chosen from the following list. Courses should include Africa specific study abroad.

- BIOL 108 Ecology of Africa
- ECON 225 Economics of Developing Countries
- FREN 480 Francophone Literature
- MUSC 148 Music of World Cultures
- POLS 215 Politics in Developing Countries
- PSYC 340 Cultural Psychology
- SOAN 160 Women in Cross-Cultural Perspective

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

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

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

**AFRICAN STUDIES COURSES**

**AFST 104  Introduction to African Studies**

This course explores and explains the various concepts, methods, and scope concerned with the study of Africa. In studying Africa, students will be exposed to the major themes and current trends in the field of African studies.
The themes will be concerned with contemporary and some historical African issues germane to the development of African societies.

**AFST 490  Seminar in African Development and Underdevelopment**
This course examines the enormity of the problem of natural resource management in the face of rapid development in Africa. The seminar is meant to shed light on the following development issues: the new international environmental order, nongovernmental organizations (NGOs) and the outcome of the “Earth Summit,” poverty and its implications on natural resource management and urbanization, immigration’s impact on natural resources, new debates on foreign assistance and international development, and urbanization and pollution.

*Prerequisite: Junior or Senior Standing and AFST 104.*

**HIST 294  City Life in Africa: Urban Order and Disorder**
By adopting both a chronological and thematic approach this course aims to encourage students towards a greater appreciation of the depth and extent of Africa’s urban experience. Students will explore the ideology behind pre-colonial and colonial town planning, as well as the economic and social processes influencing rural migration. Topics will include crime, the rise of the informal economy, and the spread of sexually transmitted diseases such as syphilis and AIDS – all of which significantly shape contemporary urban life. The course will be based on student seminars, and each new theme will be introduced by a formal lecture that will provide the context for class presentations.

**Seminar in Women and Development in Africa**
The seminar takes an in-depth look at the factors affecting the social, economic and political development of African women. While the perspective is historical, students will be encouraged to consider some of the theoretical problems associated with discussion of gender in African societies. Special attention will be given to the key institutions which have (and continue to) define the lives of African women: marriage, customary law, and education. Students will research an event, a person or a project that addresses a theme raised during discussion of these issues.

---

**American Studies**

**Mr. Strauss (Director)**

The concentration in American studies offers an interdisciplinary approach to the study of American culture. The concentration provides an excellent background for graduate work, foreign service, law, or secondary school teaching. Students concentrating in American studies will take the two interdisciplinary courses (AMST 210, AMST 215). 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:
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**

**AMST/HIST 210  Race and Ethnicity in Modern America: 1900-1940**
An exploration of diverse perspectives on race and ethnicity as articulated by artists and intellectuals from 1900 to 1940. Consideration will be given to immigrant-Americans, Black nationalism, the Ku Klux Klan, the Harlem Renaissance, and the Cotton Club. (Also listed as HIST 210.)
AOS (SS); CR (US)

**AMST/HIST 215  Society and the Individual in Modern America**
Exploration of 20th-century American values and institutions, particularly as they reflect and shape the theme of individualism; special attention to movements that offer critical commentary on modern culture, including feminism, black protest, and the counterculture. (Also listed as HIST 215.)
AOS (SS); CR (US)

ARTX 224 20th-Century Art
ENGL 145 Contemporary Fiction
ENGL 189 African-American Literature
ENGL 230 Studies in U.S. Ethnic Literature
ENGL 269 New World Narratives: American Literature 1500-1790
ENGL 270 Reform and Renaissance: U.S. Literature 1790-1860
ENGL 275 United States Literature 1865-1930
ENGL 276 United States Literature 1930-Present
HIST 201 History of the United States I
HIST 202 History of the United States II
HIST 300 American Diplomacy Since 1898
HIST 305 Culture and Society in Victorian America
MUSC 140 American Music
MUSC 165 History of Jazz
PHIL 211 Philosophy of Law
PHIL 212 Philosophy of Social Science
PSYC 230 Psychology of Prejudice
RELG 115 Christianity and Modern Cultures
RELG 235 Native American Religions
RELG 272 Theology of the Spiritual Life
RELG 277 Ethics and the Common Good
Courses in the art and art history department cultivate skills in the visual arts as well as an understanding of them as part of the liberal arts. Many art courses have no prerequisites and are open to all students. They also provide a background for those students who plan to continue their study of art at a graduate or professional school. To supplement classroom and studio experiences, career development quarters can provide internships and other opportunities for experiential learning such as arts management, commercial arts, museums, galleries, and the lives of professional artists.

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

**POTENTIAL ART MAJORS**

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

**SENIOR COMPREHENSIVE EXAMINATIONS**

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

**CORE REQUIREMENTS FOR ALL ART MAJORS**

- ARTX 100 Introduction to Visual Fundamentals
- ARTX 105 Basic Drawing
- ARTX 145 Introduction to History of Art II

**REQUIREMENTS FOR THE MAJOR IN ART**

**Number of Units**

Ten units are required (7 units in addition to the Core Courses). Although a SIP is not counted as part of the ten units, it will be encouraged for studio majors. The studio art SIP will be a gallery exhibition of a student’s advanced work.

**Required Courses**

- ARTX 150 Introduction to History of Art III or ARTX 224 20th Century Art
- ARTX 203 Figure Drawing I
Electives
The remaining five units are to be selected from among studio art courses.

REQUIREMENTS FOR THE MINOR IN ART

Number of Units
Six units are required.

Required Courses
ARTX 105 Basic Drawing or ARTX 100 Introduction to Visual Fundamentals
ARTX 150 Introduction to History of Art III or ARTX 224 20th-Century Art

Electives
Four additional studio art courses which may include the course above not selected for the minor.

REQUIREMENTS FOR THE MAJOR IN ART HISTORY

Number of Units
Ten units are required (7 units in addition to the Core Courses). 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 toward the major but does not substitute for one of the required courses.

Required Courses
ARTX 140 Introduction to History of Art I
ARTX 150 Introduction to History of Art III
ARTX 207 Introduction to Greek and Roman Archaeology or ARTX 210 Medieval Art
ARTX 221 Renaissance Art I, ARTX 222 Renaissance Art II or ARTX 260 Baroque Art
ARTX 223 19th-Century Art or ARTX 224 20th-Century Art

Electives
Two additional art history courses

REQUIREMENTS FOR THE MINOR IN ART HISTORY

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

Required Courses
ARTX 105 Basic Drawing or ARTX 100 Introduction to Visual Fundamentals
ARTX 140 Introduction to History of Art I or ARTX 207 Introduction to Greek and Roman Archaeology or ARTX 210 Medieval Art
ARTX 145 Introduction to History of Art II or ARTX 150 Introduction to History of Art III
Electives
Three additional art history courses which may include the art history courses above not selected for the minor.

REQUIREMENTS FOR THE MAJOR IN ART AND ART HISTORY

Number of Units
Ten units are required (7 units in addition to the Core Courses).

Required Course
ARTX 150 Introduction to History of Art III or ARTX 224 20th-Century Art

Electives
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

Studio Art

ARTX 100  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. CE

ARTX 102  3-D Design
A studio introduction to the fundamental artistic processes involved in the making of three-dimensional art, including the study of materials, sculptural design and aesthetics. CE

ARTX 105  Basic Drawing
Study of drawing fundamentals with emphasis on line, value, and shape organization as an instrument of precision and expression. CE

ARTX 116-216-316  Photography I, II, III*
Photography taught as a creative and expressive medium of visual communication. CE

ARTX 120-220-320  Ceramics I, II, III*
Study of hand building, throwing on the wheel, glazing, kiln firing, glaze calculation, special firing techniques; individual problems in ceramics. CE

ARTX 135-235-335  Sculpture I, II, III*
Introductory studies in three-dimensional design and work in a variety of materials such as clay, plaster, wood, and stone. CE

ARTX 203-303-403  Figure Drawing I, II, III*
Drawing the human figure, its gestures and surface variations. CE
Prerequisite: ARTX 105 or permission.
ARTX 228-328-428  Painting I, II, III*
Basic pictorial development exploring color structures and modes of expression. CE
Prerequisite: ARTX 100 or 105.

ARTX 233-333-433  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. CE
Prerequisite: ARTX 100 or 105.

ARTX 240-340  Watercolor I, II
This survey of basic watercolor techniques will assist students in developing the necessary skills to work independently in this medium. CE
*Open studio, which can be taken at any level whenever the course is offered.

Art History

ARTX 140  Introduction to History of Art I
Architecture, sculpture, and painting from prehistory through the Middle Ages. AOS; CR (Europe)

ARTX 145  Introduction to History of Art II
European art and architecture, 14th century through 17th century. AOS; CR (Europe)

ARTX 150  Introduction to History of Art III
European and American art from the 18th through the 20th centuries. AOS; CR (Europe)

ARTX 207  Introduction to Greek and Roman Archaeology
This introduction to the multidisciplinary field of classical archaeology examines the art and architecture of the Greek and Roman world from a contextual perspective. AOS; CR (Comparative)

ARTX 210  Medieval Art
Early Christian through Gothic art and architecture. AOS; CR (Europe)

ARTX 221  Renaissance Art I
Painting, sculpture, and architecture in Italy in the 14th and 15th centuries, especially 15th-century Florence. AOS; CR (Europe)

ARTX 222  Renaissance Art II
Painting, sculpture, and architecture in Italy in the 16th century, with an emphasis on the High Renaissance and Michelangelo. AOS; CR (Europe)

ARTX 223  19th-Century Art
Painting and sculpture in Europe from the French Revolution to 1900, with emphasis on French art. AOS; CR (Europe)

ARTX 224  20th-Century Art
Painting and sculpture in Europe and America from 1900 to the present. AOS; CR (Comparative)

ARTX 260  Baroque Art
Painting, sculpture, and architecture of the 17th century in Italy, Flanders, Spain, France, and the Netherlands. AOS; CR (Europe)
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 a 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**

Eight units are required, not including BIOL 105 or 115. Students may count two units of credit for a SIP as part of the eight required units.

**Required Courses**

- BIOL 112 Evolution with Lab
- BIOL 124 Physiological Ecology with Lab
- One of the following organismal biology courses:
  - BIOL 134 Invertebrate Biology with Lab
  - BIOL 182 General Botany with Lab
  - BIOL 218 Vertebrate Biology with Lab
  - BIOL 225 Microbiology and Medical Microbiology with Lab
  - BIOL 296 Entomology with Lab
- BIOL 246 Cell Biology with Lab
- BIOL 490 Functioning as a Biologist
- A chemistry sequence (CHEM 110, 120, 210, 220 or 224)

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 BIOL 436 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 must be at C- or better.
Required Courses

BIOL 112 Evolution with Lab
BIOL 124 Physiological Ecology with Lab
BIOL 246 Cell Biology with Lab

Prerequisite: CHEM 110, 120, and 210

Electives

Three additional biology courses, which may include BIOL 105 and 115

BIOCHEMISTRY–MOLECULAR BIOLOGY CONCENTRATION

Requirements for the concentration in Biochemistry–Molecular Biology:
BIOL 246, BIOL 466, BIOL/CHEM 352, CHEM 110, CHEM 120, CHEM 210,
CHEM 220 or 224, CHEM 310, MATH 112, MATH 113, PHYS 150, PHYS 152.

BIOLOGY COURSES FOR NONMAJORS

All biology courses at the 100 level are open to nonmajors without
prerequisite and may be used to fulfill a natural science/mathematics Area of
Study requirement. BIOL 105 and 115 are for nonmajors and do not count
toward a biology major. Either BIOL 115 or 124 is required for the concentra-
tion in environmental studies.

BIOLOGY COURSES

BIOL 105  Biology of Disease
Study of human physiology and deviations from normality caused by disease;
emphasis on mechanisms of action at the cellular level. AOS (NS)

BIOL 108  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.
AOS (NS); CR (Africa)

BIOL 112  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. AOS (NS)

BIOL 115  Environmental Science
Fundamental principles of the organization and dynamics of natural ecosys-
tems and the effects of human activities on these systems. AOS (NS)

BIOL 124  Physiological Ecology with Lab
Introduction to principles of organism-environment interaction, how organisms
meet environmental requirements, and community and ecosystem dynamics.
AOS (NS)
**BIO L 134  Invertebrate Biology with Lab**
Study of diversity, phylogeny, life cycles, and adaptations of the invertebrate fauna. Particular emphasis on environmental roles, whether as parasites or components of marine ecosystems. Laboratories on comparative morphology of organisms and anatomy of major organ/systems. AOS (NS)

**BIO L 182  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. AOS (NS)

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

**BIO L 206  Aquatic Ecology with Lab**
Focus on freshwater habitats; biotic communities of lakes, rivers, and streams; techniques for field observation and sampling. AOS (NS)
Prerequisite: BIOL 124 or permission.

**BIO L 212  General Ecology with Lab**
Techniques in analyzing communities and ecosystems with comparisons of some distinctly different terrestrial habitats; expansion of principles studied in BIOL 124 and development of additional ones. AOS (NS)
Prerequisite: BIOL 124. Recommended: BIOL 182.

**BIO L 218  Vertebrate Biology with Lab**
Broad-based study of comparative anatomy and life histories of adult vertebrates and how these influence our understanding of vertebrate phylogeny; laboratories in comparative anatomy and diversity of vertebrates. AOS (NS)
Prerequisite: BIOL 112 or permission.

**BIO L 225  Microbiology and Medical Microbiology**
The first part of the course provides a thorough background in microbiology including evolution of life on Earth, classification of living organisms, structure and function, growth, nutrition, metabolism, growth and genetics. The second half of the course focuses on the medical field including microbial pathogenesis and infectious diseases. AOS (NS)
Prerequisite: BIOL 112 or BIOL 124.

**BIO L 230  Microbiology and Microbial Ecology**
A general overall view of the microbial world to set the stage for exploration of interactions among microorganisms, the roles of microorganisms in biogeochemical cycles, and the importance of microorganisms in maintaining environmental quality. Aspects of medical microbial ecology will also be included. AOS (NS)
Prerequisite: BIOL 112 or BIOL 124.
**BIO L 246  Cell Biology with Lab**
In-depth introduction to the major structural and functional properties of cells, including energetics and mechanisms of genetic control. AOS (NS)
*Prerequisite: CHEM 210.*

**BIO L 250  Neurobiology**
A comprehensive presentation of nervous system function. Topics will range from the cell and molecular biology of single neurons to the complex coordination of functions such as perception, language, affect, movement, homeostasis, and thought. Particular attention is also paid to the biological basis of human neurological diseases that arise when nervous system function goes awry. AOS (NS)
*Prerequisite: BIOL 246 or permission.*

**BIO L 290  Ethology with Lab**
Study of the behavior and social organization of a variety of animal groups ranging from insects to primates; analysis of general principles of behavior modes; observation of animal behavior in the field and laboratory. (Also listed as PSYC 290.) BIOL 290 AOS (NS); PSYC 290 AOS (SS)
*Prerequisite: BIOL 112, 124, or PSYC 101.*

**BIO L 296  Entomology with Lab**
Study of the ecology, morphology, and classification of insects; general collection required. AOS (NS)
*Prerequisite: BIOL 112 or 124.*

**BIO L 352  Biochemistry with Lab**
Overview of the chemical mechanisms underlying biological processes including structure and function of proteins, polysaccharides, and lipids; enzymatic catalysis and kinetics; an introduction to bioenergetics; detailed treatment of carbohydrate metabolism; survey of lipid and amino acid metabolism; and integration of metabolism. Laboratory will emphasize enzyme kinetics, protein isolation, and electrophoresis. (Also listed as CHEM 352.) AOS (NS)
*Prerequisite: CHEM 220 or 224. Recommended: BIOL 246.*

**BIO L 362  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. AOS (NS)
*Prerequisite: BIOL 246.*

**BIO L 380  Physiological Psychology with Lab**
An exploration of the neurochemical and neurological bases of behaviors such as perception, movement, feeding, learning, and memory. (Also listed as PSYC 380.) BIOL 380 AOS (NS); PSYC 380 AOS (SS)
*Prerequisite: BIOL 124 plus two additional biology courses; or PSYC 101 plus two additional psychology courses.*
**BIO L 400  Darwinism**
Study of the origins and development of Darwinism and its effect on the ways in which we think about ourselves, our society, and the world in which we live. AOS (NS)

*Prerequisite: Junior or senior standing.*

**BIO L 426  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. AOS (NS)

*Prerequisite: BIOL 124 and 246. Recommended: MATH 260 and 360.*

**BIO L 432  Developmental Biology with Lab**
Investigations of the cellular and genetic mechanisms underlying embryonic development in a variety of model systems. Laboratories include classical manipulations of amphibian embryos, studies of morphogenesis in zebrafish, and the developmental genetics of fruit flies. AOS (NS)

*Prerequisite: BIOL 112 and 246. Recommended: BIOL 134 and/or 218.*

**BIO L 436  Genetics with Lab**
Advanced treatment of principles and methods of genetic analysis such as genetic linkage and mapping, mutational screens, whole genome analysis (including the human genome project), and the behavior of genes in populations. Laboratories range from classical mapping in fruit flies to DNA fingerprinting. AOS (NS)

*Prerequisite: BIOL 112 and 246.*

**BIO L 448  Cell Physiology with Lab**
Sophisticated examination of certain physiological processes at the cellular level, focusing on mechanisms of membrane transport, receptor mediated communication, and motility. AOS (NS)

*Prerequisite: BIOL 246. Recommended: BIOL 352.*

**BIO L 466  Molecular Biology with Lab**
A detailed examination of gene structure and function with an emphasis on experimental approaches that utilize recombinant DNA technology. Laboratories include DNA purification, the polymerase chain reaction, and the production of recombinant proteins. AOS (NS)

*Prerequisite: BIOL 112 and 246.*

**BIO L 490  Functioning as a Biologist**
Participation in a seminar involving teaching and 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 throughout the senior year; credit may be applied to the quarter load in any of the terms; grade recorded in the spring.

*Prerequisite: Junior Spring or Senior standing.*
The Center for Western European Studies seeks to coordinate and enhance the College’s many programs that are related to Western Europe. Support for the center comes from the U.S. Department of Education’s National Resource Centers Program, the primary initiative of the federal government to strengthen the study of foreign cultures. Kalamazoo College is the only liberal arts college among the approximately 100 institutions of higher education in the United States that receives individual support from this program, and Kalamazoo’s center is one of five 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.

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

**Requirements for the Major in Chemistry**

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

CHEM 110 Introductory Chemistry I with Lab
CHEM 120 Introductory Chemistry II with Lab
CHEM 210 Organic Chemistry I with Lab
CHEM 220 Organic Chemistry II with Lab
CHEM 240 Analytical Chemistry I with Lab
CHEM 310 Physical Chemistry I with Lab
Two additional units from CHEM 352, 410, 420, 430, 440, 450, 460
MATH 112 Calculus I with Lab
MATH 113 Calculus II with Lab (Additional work in mathematics is encouraged.)
PHYS 150 Introductory Physics I with Lab
PHYS 152 Introductory Physics II with Lab
PHYS 220 Introduction to Relativity and Quantum Physics with Lab

Electives for Chemistry Majors:

CHEM 352, 410, 420, 430, 440, 450, 460

Students having a strong background in chemistry may omit one or both introductory courses (CHEM 110 and 120) although discussion with the faculty members regarding prior laboratory experience may lead to advising against skipping specific classes. The department offers placement examinations for CHEM 110 and CHEM 120 for which successful performance permits exemption. Students entering Kalamazoo College with Advanced Placement examination scores in chemistry of 4 or 5 are automatically exempt from CHEM 110. Those who scored 3 may place out of CHEM 110 through successful performance on the department placement examination. AP scores of 1 or 2 indicate that CHEM 110 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 CHEM 110, 120, 210, 220, 240, 310, 410, 420, 430, 440, 450 and the SIP; MATH 112, 113, 214, 240; and PHYS 150, 152, 220. This curriculum, which provides thorough preparation in chemistry, mathematics, and physics, is recommended for students contemplating graduate study in chemistry.

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

Biochemistry/Molecular Biology Concentration. Students interested in pursuing studies in biochemistry may follow the Biochemistry/Molecular Biology Concentration. Requirements for the concentration in Biochemistry/Molecular Biology include the following courses: BIOL 246, BIOL 466, BIOL/CHEM 352, CHEM 110, CHEM 120, CHEM 210, CHEM 220 or 224, CHEM 310, MATH 112, MATH 113, PHYS 150, PHYS 152.
Written comprehensive examinations for the chemistry major are given during the fall quarter of the senior year. The SIP in chemistry is typically done in the summer following the junior year.

CHEMISTRY COURSES

CHEM 101 Chemistry and Society
Introductory course for students who wish to explore chemistry. Topics include energy, the atmosphere, water, nuclear energy, and genetic engineering. Intended for students who are not majoring in the natural sciences or for Environmental Studies concentrators. AOS (NS)
Prerequisite: None.

CHEM 105 The Physical Earth
Introduction to an integrated structural, geochemical, and geophysical description of the Earth: emphasis on the interaction of the planet’s solar and internal heat engines considered from the perspective of plate tectonics; historical origins of the current view of the Earth’s structure and dynamics; laboratory component includes a field project. Intended primarily for students who are not majoring in the natural sciences, for Environmental Studies concentrators, and for students intending to teach Earth Sciences in high schools. AOS (NS)
Prerequisite: None.

CHEM 107 Infectious Diseases: Remedy and Resistance
General description of the biochemical basis of infectious diseases. This course explores the various means of contracting infection and the agents that cause it. It gives an understanding of the world of bacteria, viruses, parasites, and fungi and addresses natural vs. acquired immunity. An understanding of the chemical nature of antibiotics and how they work is emphasized. Intended for students who are not majoring in the natural sciences. AOS (NS)
Prerequisite: None.

CHEM 110 Introductory Chemistry I with Lab
Fundamental principles of chemistry: chemical calculations and symbolism; atomic and molecular structure and bonding; periodic properties; intermolecular interactions and the solid state. Laboratory work includes introduction to chemical instrumentation. AOS (NS)
Prerequisite: None.

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

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

Prerequisite: CHEM 120.

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

Prerequisite: CHEM 210.

CHEM 224 Organic Chemistry IIA with Lab
Study of topics covered in CHEM 220 including study of structure, nomenclature, and chemical properties of common organic compounds with emphasis on both reaction mechanisms and synthesis as well as biochemical examples and applications. AOS (NS)

Prerequisite: CHEM 210. Recommended: BIOL 112

CHEM 240 Analytical Chemistry with Lab
Treatment of experimental data; systematic solution stoichiometry; the study of acid-base, precipitation-solubility, oxidation-reduction, and complex formation-dissociation equilibria; introduction to quantitative applications of gravimetry, titrimetry, and chromatography, electrochemistry, and spectrophotometry. Intended for research-oriented natural science students with career interests in chemistry, chemical engineering, and related fields. AOS (NS)

Prerequisite: CHEM 120.

CHEM 250 Chemical Analysis with Lab
Study of the topics covered in CHEM 240 but with greater emphasis on biological, environmental, and clinical applications. AOS (NS)

Prerequisite: CHEM 120

CHEM 310 Physical Chemistry I with Lab
Study of chemical thermodynamics and kinetics. Intended for chemistry majors and biologists with a strong cellular or molecular orientation. AOS (NS)

Prerequisite: CHEM 120, MATH 113 or 115, and PHYS 152 or permission. Recommended: MATH 214 and 240, and PHYS 220.

CHEM 352 Biochemistry with Lab
An introduction to biochemical principles. Emphasis is placed on understanding the biochemical reactions in metabolic and biosynthetic pathways. The course will survey, in detail, protein structure, function, and kinetics and carbohydrate, lipid, and amino acid metabolism. Laboratory will emphasize protein isolation and characterization and enzyme kinetics. (Also listed as BIOL 352.) AOS (NS)

Prerequisite: CHEM 220 or 224. Recommended: BIOL 246 and MATH 112.
CHEM 410  Physical Chemistry II with Lab
Further study of chemical kinetics; elementary quantum mechanics applied to simple atoms and molecules; introduction to statistical mechanics. AOS (NS)
Prerequisite: CHEM 310 and PHYS 220 or permission.
Recommended: MATH 214 and 240.

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

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

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

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

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

CHEM 490  Senior Studies
Lectures, seminars, independent study, and/or individual conferences with faculty members in preparation for the SIP.
Prerequisite: Senior major status and permission.
The program in Chinese provides students with an exposure to the language, literature, and culture of China. Six levels of Chinese language courses, with a balanced emphasis on listening, reading, writing, and speaking, set a good foundation. Students may study abroad in China 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 the Chinese literary works and their social/political/cultural contexts, facilitate their enjoyment of literature in general, and enhance their capability to understand the meaning of Chinese literary expressions, Chinese culture, and contemporary Chinese society.

**REQUIREMENTS FOR THE MINOR IN CHINESE**

**Number of Units**

Six units are required.

**Required Courses**

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

**Electives**

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

**RELATED PROGRAMS**

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

**STUDY ABROAD OPPORTUNITIES**

The College has established an exchange program in Beijing in the People’s Republic of China. Students who are interested in study abroad opportunities in Beijing or any of the other approved programs in China should consult early with Ms. Chu and the Center for International Programs.

**CHINESE COURSES**

**CHIN 101 Beginning Chinese I**

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

**CHIN 102 Beginning Chinese II**
A continuation of Beginning Chinese I. All four skills—listening, speaking, reading, and writing—are equally emphasized. By the end of this course, students are expected to understand simple questions and answers, to be able to ask and respond to simple questions, to understand simple statements, and to be able to participate in simple conversations on a few familiar topics. Students will also be expected to read and write simple notes, meaningful sentences, and short passages constructed with basic grammatical patterns and approximately 600 words of the commonly used characters. 
*Prerequisite: CHIN 101.*

**CHIN 103 Beginning Chinese III**
A continuation of Beginning Chinese, this course further consolidates the essential skills in reading, writing, listening to, and speaking Chinese. The goals are to increase vocabulary, to form a clear understanding of the language through knowledge of the meaning of words and structures, and to advance the ability to express in the language accurately and properly on some selected topics. 
*Prerequisite: CHIN 101 and 102.*

**CHIN 201 Intermediate Chinese I**
This course follows CHIN 103 Beginning Chinese III. All four skills—listening, speaking, reading, and writing—as well as some cultural background of the language will be studied. 
*Prerequisite: CHIN 103.*

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

**CHIN 203 Intermediate Chinese III**
The course 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: CHIN 202.*

**CHIN 225 Classical Chinese Literature in Translation**
A survey of the major genres and modes of a literature that represent the Chinese humanistic perspective. Humanism is the essence of Chinese culture. Moral commitment, emotional sensitivity, intellectual capacity, and philosophical enlightenment constitute the major aspects of humanity. Writers of classical Chinese literature demonstrated a strong sense of social responsibil-
ility while granting themselves unrestrained license to self-expression and critical opinions. In their works, these writers confirmed human beings’ individual value and vigorously portrayed their plight and pleasure, and they illustrated a firm trust of human intelligence and glorified human effort in search for peace and tranquillity. Through studying the classical Chinese literature, one may develop a better understanding not only of an Asian culture but also of his/her own humanity. All readings are in English. AOS (LIT)

CHIN 235 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. AOS (LIT); CR (Asia)

CLASSICAL STUDIES

MR. CORRIGAN, M.S. HAECKL,
Ms. K.W. SMITH (ACTING DIRECTOR), Ms. WINDER

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. CLAS 210, 220, 230, 240, 255, and 270 count toward the literature Area of Study requirement for graduation. Students wishing to take CLAS 230 for a social science Area of Study requirement may do so by enrolling in HIST 230; those wishing to take CLAS 255 for a religion/philosophy Area of Study requirement should enroll in RELG 255. The ancient history courses, HIST 222 and 226, are taught by classics faculty and count toward the social science Area of Study requirement. Students who have previously taken classical Greek or Latin should consult with the program director.

REQUIREMENTS FOR THE MAJOR IN CLASSICAL STUDIES

Number of Units
Nine units are required, including four core courses, two language courses, two electives, and a senior studies course.

Required Courses
A. Four core courses
CLAS 210 Classical Mythology
One of the following:
CLAS/ANTH 205 Archaeology of Death in the Graeco-Roman World
CLAS/HIST 227 The Roman Army and the Frontiers of Empire
CLAS/HIST 299 Multi-Culturalism in the Classical World
HIST 225 Greek Civilization  
HIST 226 Roman Civilization  
One of the following:  
CLAS 240 Homer and Greek Tragedy  
CLAS 270 Vergil and the Age of Augustus  
One of the following:  
CLAS 220 Ancient Comedy and Satire  
CLAS 225 From Alexander to Cleopatra  
CLAS/HIST 230 Sex, Gender, and Society in Classical Antiquity  
CLAS/RELG 255 The Religions of Ancient Greece and Rome  
HIST 225 or HIST 226 (whichever was not previously chosen)  
PHIL 205 Ancient Philosophy  

B. Two Greek or Latin language courses above the 201 level  

C. Two electives  
   ARTX 140 Introduction to History of Art I  
   HIST 320 Late Antiquity and the Early Middle Ages: AD 300-1050  
   POLS 160 Classical Political Theory: Justice and Political Community  
   RELG 106 Introduction to the New Testament  
   RELG 305 Studies in Paul  
   Any Greek or Latin language course beyond those required under category ‘B’  
   Any classics course not listed under category ‘A’  
   Any course listed under category ‘A’ not otherwise taken to satisfy a core requirement  

D. CLAS 490 Senior Studies  

Additional Comments  
1. Senior comprehensive examinations, drafted by appropriate participating faculty, will be administered in the spring quarter.  
2. CLAS 490 Senior Studies must be taken during the senior year and will involve participation in one of the courses listed under ‘A’ not previously taken. The student must get permission in advance from the professor and must do extensive specialized work in the subject area covered by that course. For example, a student who had taken CLAS 210, HIST 226, CLAS 220, and CLAS 270 to satisfy the core requirements would, at some point in the senior year, petition the instructor of CLAS/HIST 230 to register for that class as CLAS 490 Senior Studies. Upon the instructor’s approval, the student would pursue specialized studies related to and arising out of the material of CLAS/HIST 230. Except in very unusual cases, classical studies majors will be expected to take CLAS 490 from a member of the classics faculty.  

REQUIREMENTS FOR THE MINOR IN CLASSICAL STUDIES  

ANCIENT GREEK  

Number of Units  
Six units are required.
Required Courses
Four language courses above GREK 102. One must be a senior-level language course offered as an independent study ("An Introduction to Scholarly Methods")
CLAS 210 Classical Mythology
HIST 225 Greek Civilization

LATIN

Number of Units
Six units are required.

Required Courses
Four language courses above LATN 102. One must be a senior-level language course offered as an independent study ("An Introduction to Scholarly Methods")
CLAS 210 Classical Mythology
HIST 226 Roman Civilization

THE CONCENTRATION IN CLASSICAL STUDIES

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, participants in this program are encouraged to select from a body of courses offered by at least six different academic departments within the College.

REQUIREMENTS FOR THE CONCENTRATION IN CLASSICAL STUDIES

Number of Units
Six units are required.

Required Courses
CLAS 210 Classical Mythology
CLAS 240 Homer and Greek Tragedy or CLAS 270 Vergil and the Age of Augustus
HIST 225 Greek Civilization or HIST 226 Roman Civilization
One of the following:
CLAS 220 Ancient Comedy and Satire
CLAS 225 From Alexander to Cleopatra
CLAS/HIST 230 Sex, Gender, and Society in Classical Antiquity
CLAS/RELG 255 The Religions of Ancient Greece and Rome
HIST 225 or HIST 226 (whichever was not previously chosen)
PHIL 205 Ancient Philosophy

Electives
Two additional courses chosen from, but not limited to, the following:
- ARTX 140 Introduction to History of Art I
- HIST 320 Late Antiquity and the Early Middle Ages: AD 300-1050
- POLS 160 Classical Political Theory
- RELG 106 Introduction to the New Testament
- RELG 305 Studies in Paul
- Any Greek course
- Any Latin course
- Any course listed as required above, not otherwise taken to satisfy a core requirement

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

CLASSICS COURSES

CLAS/ANTH 205 Archaeology of Death in the Graeco-Roman World
This course examines the public and private funerary art, architecture, epigraphy and literature of the Greek and Roman world in their ancient social and religious contexts. It also considers the influence of these ancient practices on modern burial customs. This course presents the new technological and forensic advances in burial archaeology, such as DNA testing and non-invasive scanning techniques, that promise to extract more information than ever before from ancient remains. AOS (SS); CR (Comparative)

CLAS 207 Introduction to Greek and Roman Archaeology
This introduction to the multidisciplinary field of classical archaeology examines the art and architecture of the Greek and Roman world from a contextual perspective. Exploring the social and historical contexts of the great public monuments and anonymous private artifacts of classical antiquity enlivens traditional emphasis on typological classification and chronological development. Consideration of issues of power and status, gender and sexuality, cultural reception and self-representation pose provocative new questions of ancient monuments. A gendered reading of the Parthenon Frieze lends fresh insight to discussions of iconography and artistic style. Analysis of the Roman house as a social document reveals sophisticated manipulation of domestic architecture and décor to enhance the prestige and social standing of its owner. The course is organized into a series of topical units that trace classical material culture from Greek origins through Roman transformations.
This creative process involved both the public and private spheres of Greek and Roman life, which intersected in ways very different from each other and from those of the modern world. AOS (SS); CR (Comparative)

CLAS 210 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.
AOS (LIT); CR (Comparative)

CLAS 220 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*. AOS (LIT)

CLAS 225 From Alexander to Cleopatra: Literature and Thought of the Hellenistic World
A literature-based survey of Hellenistic culture. The Hellenistic age begins with the death of Alexander the Great in 323 B.C.E. and ends with the fall of Egypt to the Romans in 30 B.C.E. It forms the crucial link between the world of Classical Greece and the Rise of Rome and has a profound impact on the development of Roman culture. It is marked by the rise of the great learning centers at Alexandria, the Library and Museum at Pergamon and Athens; the decline of the polis and the emergence of cosmopolitanism; the spread of Hellenic culture to the East; and innovation in all intellectual fields. We will study the literature in its historical, political and social context and examine its relationship with developments in art, religion, and science. Primary readings include: Apollonius’ *Jason and the Argonauts*, poetry of Callimachus, Theocritus’ *Idylls*, Herodas’ *Mimiambs*, Menander’s *Comedies*, the philosophical writings of Epicureans, Stoics, Skeptics and Cynics, Polybius’ *History*. AOS (LIT); CR (Comprehensive)

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

CLAS/HIST 229 Multi-Culturalism in the Classical World
This course examines the dynamic cultural pluralism that thrived for almost a millennium after Egypt, with its deeply-rooted pharaonic heritage, was integrated into the Classical world, first as a Hellenistic Kingdom under the Greek Ptolemaic Dynasty and then as an imperial province in the Roman Empire. The monuments of Graeco-Roman Egypt are spread across a varied cultural landscape, from the cosmopolitan Mediterranean metropolis of

110 Kalamazoo College
Alexandria, through the agricultural towns of the Fayum oasis, to the Nile Valley cities of Middle and Upper Egypt, and the imperial mines and Red Sea ports of the Eastern Desert. Egyptians, Nubians, Jews, Greeks and Romans coexisted in Graeco-Roman Egypt with cooperation and conflict to produce art and architecture as well as to practice cults and customs in which both pharaonic survivals and Classical responses can be traced. 
AOS (SS); CR (Comparative)

**CLAS/HIST 230   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 covered include constructions of sexuality, cross-cultural standards of the beautiful, varieties of courtship and marriage, and contentions between pornography and erotica. Students will examine sources from medical, philosophic, lyric, tragic, comic, and rhetorical writers as well as representative works from vase painting, the plastic arts, graffiti, etc. 
CLAS 230 AOS (LIT); HIST 230 AOS (SS)

**CLAS 240   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. AOS (LIT)

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

**CLAS 270   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*. AOS (LIT)

**CLAS 490   Senior Studies**

**ANCIENT HISTORY COURSES**

**HIST 225   Greek Civilization**
See under History.

**HIST 226   Roman Civilization**
See under History.

**HIST 230   Sex, Gender, and Society in Classical Antiquity**
See CLAS/HIST 230.
GREEK COURSES

GREK 101   Beginning Greek I
Fundamentals of grammar, composition, and reading of ancient Greek. Selected readings from graduated texts, short stories, and dramas; introduction to ancient Greek civilization.

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

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

LATIN COURSES

LATN 101   Beginning Latin I
Fundamentals of grammar, composition, and reading. Selected readings from graduated texts, short stories, and dramas; introduction to ancient Roman civilization.

LATN 102   Beginning Latin II
Continuation of LATN 101; development of fundamentals of grammar, composition, and reading. Selected readings from graduated texts, short stories, and dramas; introduction to ancient Roman civilization.
Prerequisite: LATN 101 or permission.

LATN 201   Intermediate Latin
Intensive grammar review; polishing and reinforcement of basic skills; readings and discussions of selected works; continued exploration of the Roman legacy. 
Prerequisite: LATN 102 or permission.

COMPUTER SCIENCE

MS. BRADY, MS. CUTTER, MR. TOBOCHNIK

The study of computer science enriches a liberal arts education by fostering skills in modeling information, developing and applying practical problem-solving techniques, managing complexity, and using formal languages to clearly express ideas.

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

**REQUIREMENTS FOR THE MAJOR IN COMPUTER SCIENCE**

**Number of Units**

Eight units are required. With departmental permission, a student may count the SIP toward the major under exceptional circumstances.

**Required Courses**

- COMP 105 Introduction to Computer Science with Lab
- COMP 110 Introduction to Programming with Lab
- COMP 210 Data Structures
- COMP 215 Computer Algorithms
- COMP 230 Computer Architecture
- Three additional computer science courses

**Required Cognates**

- MATH 112 Calculus I
- MATH 113 Calculus II
- MATH 240 Linear Algebra and Vectors
- MATH 250 Discrete Mathematics
- MATH 330, 362 and 365 are strongly recommended

In addition, students who plan graduate work in computer science should take COMP 300, 320, 430, 491, MATH 330, and additional mathematics courses. All majors should consider some course work in an applications area such as physics or economics. Computer science majors who wish to pursue a teaching certificate must complete nine units and should consult with the Education Department.

**REQUIREMENTS FOR THE MINOR IN COMPUTER SCIENCE**

**Number of Units**

Six units are required.

**Required Courses**

- COMP 105 Introduction to Computer Science with Lab
- COMP 110 Introduction to Programming with Lab
- COMP 210 Data Structures
- COMP 230 Computer Architecture or COMP 215 Computer Algorithms
- Two additional computer science courses

**Required Cognates**

- MATH 112 Calculus I
- MATH 250 Discrete Mathematics

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

COMP 105  Introduction to Computer Science with Lab
An overview of the field of computer science. Typical topics may include the
history of computers, what computers can and cannot do, the basic concepts
of computer programming, program and user interface design, how comput-
ers represent information internally, an introduction to artificial intelligence,
and the ethical and societal issues raised by the widespread use of computers.
AOS (CS)

COMP 110  Introduction to Programming with Lab
An introduction to programming and design concepts using a modern
programming language. Topics include the basic features of the language,
modular programming techniques, and appropriate design methods. Students
will have ample opportunity to revise existing programs and develop new
software. QR
Prerequisite: Familiarity with some programming language, e.g. BASIC, PASCAL,
HyperTalk. Can be satisfied by taking COMP 105.

COMP 210  Data Structures
Provides students an opportunity to refine programming and design skills.
Emphasis is on techniques of data abstraction, including encapsulation and
inheritance; implementation and appropriate use of common data structures
(such as lists, stacks, queues, trees, and graphs); recursion; and the close
relationship between data structures and algorithms. AOS (CS)
Prerequisites: COMP 105 and COMP 110 or permission.

COMP 215  Computer Algorithms
Introduction to a variety of algorithms and algorithm design techniques that
recur in computer science literature and applications. These include common
sorting and searching algorithms, divide-and-conquer and dynamic program-
ing algorithms, and algorithms in the areas of string processing, geometry,
and graph theory. This course also provides an introduction to the math-
ematical analysis of the complexity and performance of algorithms. AOS (CS)
Prerequisites: COMP 210 and MATH 250.

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

COMP 255  Computer Programming and Simulation
Computer modeling of physical phenomena. Programming skills will be
developed in the context of doing physics. Topics include numerical integra-
tion of Newton’s equations, cellular automata, and random walks including
Monte Carlo methods. (Also listed as PHYS 255.) AOS (CS)
Prerequisite: PHYS 150.
COMP 260   Digital Electronics with Lab  
Introductory electronics, elementary logic and arithmetic circuit components, sequential circuit analysis and design; applications to computer circuit design. (Also listed as PHYS 260.) AOS (CS)  
Prerequisite: Permission.

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

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

COMP 430   Operating Systems  
Study of the internal operation of modern operating systems, including processes and threads, mutual exclusion, CPU scheduling, deadlock, memory management, file systems, and networked and distributed computing. AOS (CS)  
Prerequisite: COMP 230.

COMP 491-495   Special Topics  
Each offering focuses on a computer science topic not regularly addressed in the core curriculum. Topics come from areas such as artificial intelligence, computer graphics, databases, networking, and software engineering. AOS (CS)  
Prerequisite: Permission.

ECONOMICS AND BUSINESS

MR. HUSSEN, M.S. MCKINNEY (CHAIR), MR. MOFFIT, MR. ROCHON, MR. STULL, MR. VERNENGO, MR. ZAJICEK

The primary objective of the Department of Economics and Business is to provide students with a comprehensive program of study in 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; fundamental business courses such as principles of accounting, marketing, and finance; and applied economics such as public finance, international commerce, economic development, natural resources, and urban economics. Preparation in economics and business leads to careers in international trade, accounting and financial analysis, and government and private economic research organizations. Department courses also provide an excellent foundation for graduate study in law,
public policy, and foreign affairs; many graduates pursue an MBA or advanced
degree in economics.

The opportunity for students to test their career goals and apply classroom
skills to actual work situations has long been an integral part of the Kalamazoo
Plan. Students gain practical experience through internships, senior
individualized projects (SIPs), a variety of opportunities provided through the
L. Lee Stryker Center and the Small Business Institute (SBI), and the Center for
Career Development.

The economics and business department offers two tracks of study: a
major in economics and business, which requires a total of nine units; and a
major in economics and business with an emphasis in business, public policy, or
international commerce, any one of which requires ten units.

REQUIREMENTS FOR THE MAJOR IN ECONOMICS AND BUSINESS

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

Required Courses
- ECON 105 Principles of Economics I: Microeconomics
- ECON 106 Principles of Economics II: Macroeconomics
- ECON 205 Quantitative Methods I or MATH 112 Calculus I (MATH 112
  may not be used as one of the nine units required for the major.)
- ECON 206 Quantitative Methods II
- ECON 305 Intermediate Microeconomics
- ECON 306 Intermediate Macroeconomics
- ECON 490 Senior Seminar

Electives
Two additional courses from the department

Students also have the option of choosing a major in economics and business
with an emphasis in business, public policy, or international commerce. All fields of
emphasis require ten units and include the core courses of ECON 105, 106, 205*,
206, 305, and 306.

A. Field of Emphasis in Business
- ECON 105, 106, 205*, 206, 305, 306
- ECON 210 Principles of Accounting
- Two of the following:
  - ECON 215, 245, 300, 320, 400, 412, 420
- One senior seminar at the 400 level

B. Field of Emphasis in Public Policy
- ECON 105, 106, 205*, 206, 305, 306
- Three of the following:
  - ECON 225, 235, 240, 250
- One senior seminar at the 400 level
C. Field of Emphasis in International Commerce
   ECON 105, 106, 205*, 206, 305, 306
   ECON 230 The World Economy or ECON 400 International Economics
   Two of the following:
   ECON 225, 235, 245, 255
   One senior seminar at the 400 level

*May substitute MATH 112 for ECON 205, but MATH 112 may not be used as one of the nine units required for the major.

REQUIREMENTS FOR THE MINOR IN BUSINESS

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

Number of Units
   Six units are required.

Required Courses
   ECON 105 Principles of Economics I: Microeconomics
   ECON 106 Principles of Economics II: Macroeconomics
   ECON 210 Principles of Accounting

Electives
   Three of the following:
   ECON 215 Principles of Managerial Accounting
   ECON 230 The World Economy
   ECON 245 Money, Banking, and Financial Services
   ECON 300 Principles of Corporate Finance
   ECON 320 Principles of Marketing
   ECON/PSYC 340 Organizational Behavior
   ECON 400 International Economics
   ECON 420 Managerial Economics

The department encourages a business-oriented career development experience. ECON 205 and 206 Quantitative Methods I and II are strongly recommended.

REQUIREMENTS FOR THE MINOR IN ECONOMICS

Number of Units
   Six units are required.

Required Courses
   ECON 105 Principles of Economics I: Microeconomics
   ECON 106 Principles of Economics II: Macroeconomics

Electives
   Four additional courses from the department
**REQUIREMENTS FOR THE MINOR IN INTERNATIONAL COMMERCE**

**Number of Units**

Six units are required.

**Required Courses**

- ECON 105 Principles of Economics I: Microeconomics
- ECON 106 Principles of Economics II: Macroeconomics
- ECON 245 Money, Banking, and Financial Services

**Electives**

- Two of the following:
  - ECON 225 Economics of Developing Countries
  - ECON 230 The World Economy
  - ECON 400 International Economics
  - ECON 490 Senior Topics - Transition Economy
- One social science course with an international scope and emphasis
- Completion of an internationally oriented senior individualized project (SIP)

**ECONOMICS COURSES**

**ECON 105  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. AOS (SS)

**ECON 106  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. AOS (SS)

*Prerequisite: ECON 105.*

**ECON 205  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. QR

*Prerequisite: ECON 105, ECON 106, and at least a high school algebra course. Students may substitute MATH 112 for ECON 205, but MATH 112 may not be used as one of the nine units required for the major.*

**ECON 206  Quantitative Methods II**

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

**Prerequisite:** ECON 106, 205, MATH 112, or permission.

**ECON 210 Principles of Accounting**
Study of financial accounting theory as a tool for effective business management and control. Emphasis will be placed on the accounting cycle and cash-flow analysis as well as analysis and comprehension of standard financial statements. Does not satisfy the social sciences Area of Study requirement.

**Prerequisite:** ECON 105 or permission.

**ECON 215 Principles of Managerial Accounting**
Study of managerial accounting theory including cost accounting, production variance analysis, responsibility accounting and reporting, differential accounting, and budgeting.

Does not satisfy the social sciences Area of Study requirement.

**Prerequisite:** ECON 210.

**ECON 225 Economics of Developing Countries**
Study of key aspects of the poverty problem facing underdeveloped nations; analysis of alternative theories and policy prescriptions, the roles of government planning and the private sector, international trade, and foreign aid. AOS (SS)

**Prerequisite:** ECON 106 or permission.

**ECON 230 The World Economy**
This course provides an introduction of international economics for nonmajors. Basic concepts of international trade, international finance, and economic development are introduced and applied to current issues in the world economy. AOS (SS); CR (Comparative)

**Prerequisite:** ECON 105 or permission.

**ECON 235 Environmental and Resource Economics**
Study of the economic perspective of environmental and resource problems and issues; the management and allocation of renewable and nonrenewable resources; the trade-off between economic growth and environmental amenities; and the impacts of natural resource availability on economic growth. Emphasis on the development and application of economic theory to contemporary natural resource issues. AOS (SS)

**Prerequisite:** ECON 105.

**ECON 240 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 U.S. government. AOS (SS)

**Prerequisite:** ECON 106 or permission.
**ECON 245  Money, Banking, and Financial Services**
The study of national and international trends in banking establishes an institutional and historic understanding of the American financial system in the context of the global economy. Issues of globalization, exchange rate regimes, financial crises and the role of central banks and international institutions (IMF, World Bank, BIS) are then examined in relation to domestic issues like inflation, employment and investment. AOS (SS)
Prerequisite: ECON 106.

**ECON 250  Topics in the Economics of Discrimination**
Using race, gender, and/or immigration status to define conditions leading to discrimination, this course investigates the impact of discrimination on economic outcomes such as wage rates, poverty rates, and labor market status. Public policy issues such as poverty alleviation programs, welfare reform, housing, childcare, and transportation will be addressed. Intended for non-majors. AOS (SS)
Prerequisite: ECON 105 or permission.

**ECON 260  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. AOS (SS)
Prerequisite: ECON 106.

**ECON 300  Principles of Corporate Finance**
Study of finance theory as it applies to corporate management and institutional investments. The course emphasizes present value analysis as an analytical tool, working capital management, resource budgeting, market efficiency, stock and bond valuation, dividend policy, financial leverage and risk, and mergers and acquisitions analysis. AOS (SS)
Prerequisite: ECON 206 or MATH 260, and ECON 210.

**ECON 305  Intermediate Microeconomics**
This course deals with (1) the study of the theories of household and firm behavior, equilibrium analysis, market structure, pricing, economic efficiency, and social welfare; and (2) the applications of microeconomics theory to solve real problems faced by actual decision makers in industry and government. AOS (SS)
Prerequisite: ECON 106, 205, or MATH 112.

**ECON 306  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. AOS (SS)
Prerequisite: ECON 106, 205, or MATH 112.
ECON 310  Organizational Behavior
Introduction to and survey of topics in industrial and organizational psychology with an interdisciplinary emphasis; application of concepts, findings, and theories to organizations of all kinds. (Also listed as PSYC 310.) AOS (SS) Recommended as a cognate for the major, but cannot be counted toward the major in economics and business. 
Prerequisite: PSYC 101 or junior standing.

ECON 320  Principles of Marketing
Study of the marketing discipline as it applies to the effective management of small and large businesses. The course emphasizes the application of theory to include price, promotion, distribution, and effective resource allocation. Students should be familiar with accounting and basic statistical concepts. 
Prerequisite: ECON 206 or MATH 260, and ECON 210.

ECON 400  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, Heckscherhlin, 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. AOS (SS) 
Prerequisite: ECON 305.

ECON 412  Econometrics
A course that focuses on econometric theory and practice. Topics covered include the classical regression model, serial correlation, and time series estimation. In this computer lab based course, students will apply econometric techniques to economic questions and issues. 
Prerequisite: ECON 206, 305, or permission.

ECON 415  Cost-Benefit Analysis
This course 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. AOS (SS) 
Prerequisite: Senior standing or permission. ECON 235 is strongly recommended.

ECON 420  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. AOS (SS) 
Prerequisite: ECON 206, 305, or permission.
**ECON 430  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. AOS (SS)  
Prerequisite: ECON 245 or 306.

**ECON 490  Senior Topics**
The content for this course varies each quarter.  
Prerequisite: Senior standing.

---

**EDUCATION**

**Ms. Selby (Chair)**
Departmental offerings are designed for those planning to teach from kindergarten through the college level or for those who may be pursuing careers in such fields as the ministry, business, industry, psychology, or social work. Kalamazoo College certifies secondary school teachers. The Michigan Secondary Provisional Certificate permits the recipient to teach in major and minor fields in grades 7 through 12 for six years. Kalamazoo College does not certify elementary school teachers but we do place elementary candidates into post-baccalaureate certification programs.

It is important that all students discuss their candidacy for certification with their major and minor departments as well as with the education department. All required education courses include field experiences which typically take place during regular operating hours in local schools.

**THE MICHIGAN SECONDARY PROVISIONAL CERTIFICATE**
State requirements for the certificate include the following:

1. A major of at least nine units. Kalamazoo College may recommend students for certification in biology, chemistry, computer science, economics, English, French, German, history, mathematics, physics, political science, psychology, sociology, Spanish, or speech. Group majors in art education, music education, and social studies (with concentration) require at least 11 units. Students pursuing a major in psychology must earn nine units in addition to the psychology courses (PSYC 101 and PSYC 210) that are counted as part of the professional education sequence. No course for certification may be counted twice (i.e., in the minor and major).

2. A minor of at least six units. Students may be recommended by the College for a minor in Latin as well as in all the major fields listed above. Group minors in art education, music education, and social studies (with a concentration) require at least eight units. Students pursuing a teaching minor in psychology must earn six units in addition to the psychology courses (PSYC 101 and PSYC 210) that are part of the professional education sequence. Requirements for minors are defined by the minor department.
3. The professional education sequence of eight units:

**The professional education core sequence**
- EDUC 270 Basic Concepts of American Education
- EDUC 370 Literacy in Secondary Schools
- EDUC 490 Principles of Teaching
- Three units of EDUC 594 Secondary School Teaching Internship

**The developmental sequence**
- PSYC 101 General Psychology
- PSYC 210 Developmental Psychology or EDUC 240 The Adolescent Learner

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

Students are strongly encouraged to take additional course work in one of the following: PSYC 230, 270, 440, SOAN 220, SOCY 210, 235, or THEA 145.

Kalamazoo College’s department of education continues a proud tradition of offering post-baccalaureate certification opportunities to our alumnae who present themselves for readmission. Like regular certification candidates, post-baccalaureate students are expected to obtain recommendations from their major and minor departments, which may entail re-taking comprehensive examinations and/or doing additional coursework. Additionally, post-baccalaureate certification candidates will be required to complete all requirements in force at the time they present themselves for certification.

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

1. A student must apply formally to the education department by the end of the first week of spring quarter, be recommended by the major and minor departments, and approved by the education department 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 professional education sequence listed above and all courses in both the major and minor.
4. State of Michigan Teacher Certification requires the following tests:
   a. Basic Skills Test MUST be passed before EDUC 490.
   b. Subject-Area Tests in the major and minor subject areas MUST be passed before recommendation for certification.

**EDUCATION COURSES**

**EDUC 205 Introduction to Comparative and International Education**
Comparative and international education involves the study of educational policies, practices, and institutions in countries, cultures, and geopolitical areas different from our own. In this course, important comparative and international education issues will be surveyed 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. AOS (SS)

**EDUC 210 Urban Education**
Overview of the realities of teaching diverse children including children of the poor; discussion of the mores, fears, sensitivities, and family structures that are part of the urban community. This is an opportunity to explore the multiple cultures which are served by the urban school district. An emphasis in this course will be developing a literature rich core curriculum for elementary and middle school learners. AOS (SS)
*Prerequisite: EDUC 270 or permission.*

**EDUC 240 The Adolescent Learner**
An overview of the unique forces acting upon middle and secondary students. Students will examine the adolescent as a unique individual in contemporary social and psychological context. Also, cultural differences and the exceptional learner will be examined while analyzing theories and descriptions of adolescents. AOS (SS)

**EDUC 270 Foundations of American Education**
An indepth analysis of the culture that is American Education. Contemporary American educational thought and practice from the perspectives of history, philosophy, and the behavioral sciences; issues and trends related to school organization, curriculum, educational aims, financial support, and the role of professional personnel. This course will have a content area focus which differs from term to term. Please check with your advisor or the department. Field work by arrangement. AOS (SS); CR (US)
*Prerequisite: PSYC 101 or sophomore standing.*

**EDUC 370 Literacy in Secondary Schools**
Methods and materials for improving reading, writing, and study skills in schools; emphasis on theoretical aspects of reading, diagnostic skills, and reading in specific content areas. Field work during required lab time. Does not meet the social science Area of Study requirement for graduation.
*Prerequisite: EDUC 270 (may be concurrent).*

**EDUC 490 Principles of Teaching**
Introduction to teaching in secondary schools; role of the teacher in the contemporary school; instructional planning, strategies, and technologies as they relate to the student’s major and minor; teacher-pupil relationships, curriculum development, organization, and evaluation of learning; participation in local schools. Intensive field work required. Does not meet the social science Area of Study requirement for graduation.
*Must be elected as close to the teaching internship as possible.*
*Prerequisite: EDUC 270, EDUC 370 and Basic Skills Test.*
EDUC 594  Secondary School Teaching Internship
Supervised teaching internship and observation 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.
Prerequisite: EDUC 270, EDUC 370, EDUC 490 and at least one of the required units from the developmental sequence; application to and approval by the education department; recommendations from major and minor departments.

3-2 ENGINEERING PROGRAM

M R. ASKEW

The dual degree program in engineering consists of three years of study at Kalamazoo College followed by approximately two years at an approved school of engineering. While at Kalamazoo, students complete the Area of Study requirements, writing proficiency, language requirement, Cultures, (5) PE and (19) LACC requirements, along with specific science and mathematics course work. Students in the 3-2 program are excused from the comprehensive examination and the SIP. Students must have 27 units exclusive of LACC and PE before leaving Kalamazoo College. They then transfer into an “ABET” accredited engineering program. Upon completion of sufficient work at that institution to satisfy the remaining requirements for a Kalamazoo College degree, those credits are transferred back to Kalamazoo College and the Kalamazoo Bachelor of Arts degree is awarded. When the remainder of the specified work for the student’s particular field of engineering has been completed, the Bachelor of Science in engineering is awarded from the engineering school. The College currently has arrangements for formal 3-2 programs in engineering with The University of Michigan and Washington University in St. Louis, Missouri. Opportunities are also available at other universities. Details on various engineering programs are available from the faculty counselor in engineering.

ENGLISH

M S. CALDWELL, M S. COX, M S. CROWN, M S. GANT-BRITTON, M S. GRIFFIN, M S. KATANSKI, M R. MILLS (CHAIR), M R. MOZINA, M R. NEWHOOK, M S. SEUSS

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

**ADVANCED PLACEMENT**

For students with an advanced placement (AP) score of 4 or 5 in English Composition/Language, one unit of credit will be awarded upon admission. Students receiving an AP score of 4 or 5 in English Literature/Composition will receive one unit of credit upon admission.

AP credit may not count toward the English major or be used to satisfy the Area of Study requirement, but may be applied toward the total number of units needed to graduate.

**REQUIREMENTS FOR THE MAJOR IN ENGLISH**

**Number of Units**

Nine units are required, which may include the SIP. All other writing courses (creative writing, journalism, expository prose) may count toward the major. A SIP in English is encouraged but not required.

**Required Courses**

One “readings” course chosen from the following:

- ENGL 125, 130, 140, 141, 161, 165

One course in literature before the 19th century:

- ENGL 235, 237, 269

One course in literature of the 19th century:

- ENGL 268, 270, 272, 275 *(may count as a 19th or 20th century course)*

One course in literature of the 20th century:

- ENGL 145, 180, 226, 230, 244, 276

One literature course in U.S. cultures or African cultures:

- ENGL 189, 190, 225, 226, 230, 269, 270, 275, 276
- ENGL 390 Junior Seminar

One advanced literary studies or workshop course:

- ENGL 435, 436, 437, 438

**Electives**

Two electives chosen from any English literature or writing course. (Students may choose only one additional “readings” course for a total of two “readings” courses counting toward the major.)

**REQUIREMENTS FOR THE MAJOR IN ENGLISH WITH AN EMPHASIS IN WRITING**

**Number of Units**

Nine units are required, which may include the SIP.

**Required Courses**

One “readings” course chosen from the following:

- ENGL 125, 130, 140, 141, 161, 165
One course in literature before the 20th century:
   ENGL 225, 235, 237, 268, 269, 270, 272, 275
   (may count as a 19th or 20th century course)
One course in literature of the 20th century:
   ENGL 145, 180, 226, 230, 244, 276
One literature course in U.S. cultures or African cultures:
   ENGL 189, 190, 225, 226, 230, 269, 270, 275, 276
ENGL 390 Junior Seminar
One introductory writing course:
   ENGL 105, 107, 150, 200
One intermediate-level workshop:
   ENGL 210, 211, 215
One advanced writing workshop:
   ENGL 437, 438

Electives
   One elective chosen from any English literature or writing course.

Students planning on graduate work in English should take as many units of
ENGL 435 as possible.

REQUIREMENTS FOR THE MINOR IN ENGLISH

Number of Units
   Six units are required.

Required Courses
   One “readings” course (not more than two may be counted toward the minor):
      ENGL 125, 130, 140, 141, 161, 165
   One course in literature before the 20th century:
      ENGL 235, 237, 268, 269, 270, 272, 275
   One literature course in U.S. cultures or African cultures:
      ENGL 189, 190, 225, 226, 230, 269, 270, 276
   One advanced literary studies or advanced writing workshop

Electives
   Two electives chosen from any English literature or writing course. (Students
   may choose only one additional “readings” course for a total of two
   “readings” courses counting toward the minor.)

ENGLISH COURSES: WRITING

ENGL 105   Journalism I
   An introduction to newspaper journalism with emphasis on writing news
   stories and critically evaluating news coverage in the contemporary press. CE

ENGL 107   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. CE
   Not open to students with credit for ENGL 210 or 211.
ENGL 150  Playwriting Workshop
A workshop in which students develop one-act scripts, sharing their work. (Also listed as THEA 150.) CE

ENGL 200  Journalism Practicum
Work as a staff member of The Index to earn 1/4 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 adviser. CE

ENGL 210  Intermediate Poetry Workshop
A workshop in which students study and practice the elements of poetry by sharing their work. CE
Prerequisite: ENGL 107 or permission.

ENGL 211  Intermediate Fiction Workshop
A workshop in which students study and practice the elements of short fiction by sharing their work. CE
Prerequisite: ENGL 107 or permission.

ENGL 215  Creative Nonfiction Workshop
This course offers intensive instruction and practice in writing diverse forms of nonfiction—autobiography, biography, personal essay, meditation, “New Journalism,” nonlinear writing, and other experimental forms. CE
Prerequisite: ENGL 107 or permission.

ENGL 437  Advanced Poetry Workshop
A workshop for students with previous work in writing poetry. CE
Prerequisite: ENGL 210 or permission.

ENGL 438  Advanced Fiction Workshop
A workshop for students with previous work in writing fiction. CE
Prerequisite: ENGL 211 or permission.

COURSES MEETING THE LITERATURE AREA OF STUDY REQUIREMENT

ENGL 125  Reading Autobiography
An introductory study of personal narrative as a literary form—its particularities, its purposes, and something of its history—with the goal of fostering fundamental skills of reading, discussing, and writing about prose nonfiction.

ENGL 130  Reading Film
Critical viewing of modern feature films and study of significant modern directors.

ENGL 140  Reading the Novel
An introductory study of selected works from the history of the novel, emphasizing textual analysis, historical context, and narrative technique.

ENGL 141  Reading Short Fiction
An introductory study of representative short fiction, with critical analysis of theme and technique.
ENGL 145  Contemporary Fiction
A study of recent fiction, with emphasis on textual analysis and innovative techniques. CR (Comparative)
*Prerequisite: Sophomore standing with readings course or permission.*

ENGL 161  Reading Drama
An introduction to various types of drama; analysis of form in relation to audience response; discussion of the relationship of text to performance.

ENGL 165  Reading Poetry
An introductory course in the study of poetry. Through exposure to a wide variety of poems from a broad historical spectrum, students will learn to read, discuss, and write about poetry.

ENGL 180  Contemporary Poetry
A 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. CR (Comparative)
*Prerequisite: Sophomore standing with readings course or permission.*

ENGL 189  African-American Literature
A selective study of the evolution of African-American literature from its origins to the present. CR (US)
*Prerequisite: Sophomore standing recommended or permission.*

ENGL 190  African Literature
A study of major post-colonial African authors. CR (Africa)
*Prerequisite: Sophomore standing with readings course or permission.*

ENGL 225  Literature of Women: The Historical Tradition
A study of women’s writing in English from medieval times through the modernist movement of the early 20th century, emphasizing continuities of theme, questions of voice, and conditions of female authorship.
*Prerequisite: Sophomore standing with readings course or permission.*

ENGL 226  Literature of Women: Modern Voices
A study of women’s writing in English in recent decades, emphasizing cultural diversity, thematic commonalities, and questions of voice and gender.
*Prerequisite: Sophomore standing with readings course or permission.*

ENGL 230  Studies in U.S. Ethnic Literature
A comparative study of American literary texts of the latter half of the 20th century, from the perspective of their ethnic origins. CR (US)
*Prerequisite: Sophomore standing with readings course or permission.*

ENGL 235  Shakespeare
A study of Shakespeare’s histories, comedies, and tragedies. Historical context, various critical perspectives, close textual explication, and analysis of film versions will be subjects for discussion. CR (Europe)
*Prerequisite: Sophomore standing with readings course or permission.*
ENGL 237 Discoveries: British Literature 1550-1750
An introduction to literary and cultural study by pairing literary analysis with investigations of artistic, political, religious, and social developments of the period, with special attention to scientific discoveries. CR (Europe)
Prerequisite: Sophomore standing with readings course or permission.

ENGL 244 Studies in 20th-Century Literature
An examination of radical departures from conventional technique in the most innovative modern poetry, fiction, and drama.
Prerequisite: Sophomore standing with readings course or permission.

ENGL 260 Studies in Film
Critical viewing of films with a focus on a special topic: moments in film history, theoretical perspectives, the work of individual directors, and thematic clusters. Topics will vary.
Prerequisite: Sophomore standing with readings course or permission.

ENGL 268 The Victorians: British Literature 1832-1900
A study of British culture of the late 19th century through its literature, with emphasis on novels, poetry, and plays. The course focuses on several defining themes of this tumultuous age: imperialism and racism, industrialism and its discontents, the Women Question, Darwin and the crisis of faith. Victorian painting, music, politics, and popular culture will be part of the literary content of the course. CR (Europe)
Prerequisite: Sophomore standing with readings course or permission.

ENGL 269 New World Narratives: American Literature 1500-1790
A study of the divergent and complementary tales emerging from those settled in or settling “America.” Texts include Native American and European creation myths, exploration narratives, Puritan poetry, captivity narratives, and African folk tales. CR (US)
Prerequisite: Sophomore standing with readings course or permission.

ENGL 270 Reform and Renaissance: United States Literature 1790-1860
A study of literature emerging during a period of significant social upheavals: the continuing shift from a colonial to an “American” identity, the unsettling of indigenous populations, the movement of European populations westward, and the Slavery and Woman Questions. Through an exploration of the historical novels, Native American autobiography, Transcendentalist writing, slave narratives, and the period’s short fiction and romance novels, students will examine a literature shaped by an impulse to transform or reform pre-existing perspectives and genres. CR (US)
Prerequisite: Sophomore standing with readings course or permission.

ENGL 272 Romantic Revolution: British Literature 1750-1832
A study of British literature before and after the landmark publication of Wordsworth and Coleridge’s Lyrical Ballads, covering approximately the years from 1750 to 1832. CR (Europe)
Prerequisite: Sophomore standing with readings course or permission.
**ENGL 275  United States Literature 1865-1930**
A survey of American prose and poetry from the mid-19th through the early 20th century. CR (US)
Prerequisite: Sophomore standing with readings course or permission.

**ENGL 276  United States Literature 1930-Present**
A continuation of ENGL 275. American prose and poetry of the 20th century. CR (US)
Prerequisite: Sophomore standing with readings course or permission.

**ENGL 390  Junior Seminar**
An examination of the literary histories and critical perspectives that have shaped or that are currently reshaping literary studies. In focusing upon transnational and cross-cultural connections, the course aims to establish a knowledge of the current status of the discipline and thus encourage students to define their own critical interests.
Prerequisite: Junior/Senior majors and minors.

**ENGL 435  Advanced Literary Studies**
Seminars focusing on major figures and movements in English and American literature.
Prerequisite: Junior standing or permission.

**ENGL 436  Critical Theory**
An intensive study of selected perspectives in contemporary critical theory.
Prerequisite: Junior standing or permission.

---

**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 by selecting appropriate courses from the natural and social sciences, as well as the humanities, in order to pool knowledge from across traditional disciplinary lines. This information is essential for an interdisciplinary assessment, analysis and evaluation of environmental problems.

**THE CONCENTRATION IN ENVIRONMENTAL STUDIES**

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

**Required Courses**
One from each group is required of all concentrators:
- BIOL 115 Environmental Science or BIOL 124 Physiological Ecology with Lab
- CHEM 101 Chemistry and Society or CHEM 105 The Physical Earth or CHEM 120 Introductory Chemistry II with Lab
ECON 235 Environmental and Resource Economics*
*Prerequisite: ECON 105
ENVS 490 Environmental Studies Senior Seminar

Electives
At least two of the following courses are required:
- BIOL 108 Ecology of Africa
- BIOL 206 Aquatic Ecology with Lab
- BIOL 212 General Ecology with Lab
- BIOL 230 Microbiology and Microbial Ecology
- CHEM 240 Analytical Chemistry I with Lab
- CHEM 250 Chemical Analysis with Lab
- CHEM 420 Analytical Chemistry II with Lab
- HIST 305 Culture and Society in Victorian America
- PHIL 108 Environmental Ethics

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

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

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

ENVS 490  Environmental Studies Senior Seminar
Examination and analysis of selected contemporary environmental and
resource problems and issues from an interdisciplinary perspective. In
addressing these issues, special attention is given to the application and
integration of principles, theories, and analytical techniques introduced in the
core courses. Topics covered in the seminar are likely to vary annually as new
problems, policies, and solutions develop.
Does not satisfy the Area of Study requirement in either the social sciences or the
natural sciences.
Prerequisite: Core courses plus senior standing, or permission.

Additional courses that may be relevant to students interested in this
concentration include BIOL 182, 296; COMP 105 or 110; ECON 240, 412; MATH
260, 360.

FRENCH LANGUAGE AND LITERATURE

M.R. COHEN, MS. K.W. SMITH, MS. SOLBERG

In studying foreign languages, students acquire not only a linguistic skill but
also an understanding of other peoples’ literatures, histories, and cultures.
They gain a new perspective from which to view their own country, way of
life, and language. Knowledge of a second language is an important facet of
the liberal arts program. Proficiency in a second language at the 201 level is a
graduation requirement.

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

Course work and off-campus experiences are complemented by on-
campus opportunities that maintain or improve a student’s language skills.
Viewing French language films, reading French publications, conversing with
native speakers, participating in language organizations, and eating at the
French table in the dining hall are among the opportunities offered.

Faculty members meet students inside and outside the classroom,
participate in campus activities, and counsel students regarding career choices
in foreign service, music, high school and college instruction, science,
publishing, international trade, international banking, and other fields. French
majors at Kalamazoo College have traditionally done well in obtaining French
government teaching assistantships for teaching English in France.

PLACEMENT

All incoming students who have previously studied French in high
school or elsewhere must take the College’s placement test in French.
Placement can also be determined by a student’s score on the College Board’s SAT II test or the advanced placement test in French. Students with three or more years of high school French may not earn graduation credit in FREN 101.

SAT II

Students with scores of 425 or lower (and with fewer than three years of high school French) will be placed in FREN 101 or 102; 426–500 = FREN 102; 501–550 = FREN 102 or 201; 551–624 = FREN 201; 625 or higher = FREN 202, 203, or 301. If a SAT II score indicates a choice of two levels, a student should consult with the department chair or department representative for placement. A score of 700 or higher may qualify a student for more advanced courses.

ADVANCED PLACEMENT

For students with an advanced placement (AP) score of 4 or 5, credit will be awarded upon admission. Study must begin with FREN 202 or above to receive credit in French at Kalamazoo College. Students with AP scores of 3 may be granted the waiver of a prerequisite, but may not count an AP 3 for credit.

REQUIREMENTS FOR THE MAJOR IN FRENCH

Number of Units

Eight units are required, not including FREN 101, 102, or 201, but which may include the SIP. No more than two of these units (in either language or literature) may be earned during study abroad. Although a student may take any number of courses at the 200 (intermediate) level, no more than two of these courses may count toward the major.

Required Courses

- FREN 301 Introduction to French Literature
- FREN 490 Senior Seminar

Electives

At least two units in French literature chosen from:

- FREN 401 Topics in French and Francophone Cultures
- FREN 416 16th-Century French Literature
- FREN 417 17th-Century French Literature
- FREN 418 18th-Century French Literature and Thought
- FREN 419 19th-Century French Literature
- FREN 470 20th-Century French Literature
- FREN 480 Francophone Literature
- FREN 495 Advanced Literary Studies

All Francophone literature courses count toward the literature Area of Study requirement for graduation.

UNITS FROM STUDY ABROAD

Only two units, to be used toward the major in French, may be earned in a long term (6 months) or an extended term (9 months) program. One unit only from a short term (3 months) program.
1. The student who goes abroad AFTER having taken 301 may bring back one unit in Francophone literature, and another one in language or topics pertaining to the country/region; or just one unit if it is a short term program. That student still needs to comply with the Senior Seminar and another 400 level (advanced) course on campus.

2. The student who goes abroad BEFORE having taken 301 may bring back one unit in literature, and another one in language or topics pertaining to the country and region; or just one unit if it is a short term program. That student still needs to comply with taking 301, the Senior Seminar, and another two 400 level (advanced) courses on campus.

Majors are encouraged to develop appropriate cognate programs in areas such as history, political science, economics, music, philosophy, international and area studies, or international commerce. HIST 330 and 331 are highly recommended for French majors.

**REQUIREMENTS FOR THE MINOR IN FRENCH**

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

**Required Courses**
FREN 301 Introduction to French Literature

**Electives**
Five courses chosen from the following (at least three must be at the 400 level):
FREN 202, 203, 401, and above.

**UNITS FROM STUDY ABROAD**

1. A student may count from abroad only one unit towards the minor in French. The unit, which has to be in the target language, may be in the literature of the Francophone world, or in language, or a cultural/topical course pertaining to the Francophone world. Please consult the department.

2. If a student has taken 301 (Introduction to Literature) before going abroad the student brings back a unit in literature (from abroad) towards the minor. A student who goes abroad before taking 301 needs to take 301 and 400 level courses on campus in order to complete the requirements for the minor.

**FRENCH COURSES**

**FREN 101** Beginning French I
Basic grammar and vocabulary; fundamentals of listening, speaking, reading and writing.

**FREN 102** Beginning French II
Further development of basic skills and vocabulary.
*Prerequisite: FREN 101 or equivalent.*
FREN 201  Intermediate French
Polishing and reinforcing of basic skills; readings and discussion of texts in French with topics chosen from literature and civilization.
Prerequisite: FREN 102 or equivalent.

FREN 202  Conversation and Composition
Practice in conversation, oral interpretation, composition; discussions and reports; study of idioms fundamental to an active use of spoken and written French. Given in French.
Prerequisite: FREN 201 or equivalent.

FREN 203  Advanced Conversation and Composition
Further refinement in areas studied in FREN 202; readings in French literature and culture. Given in French.
Prerequisite: FREN 202 or equivalent.

FREN 301  Introduction to French Literature
Introduction to literary genres through reading and interpretation of major works of French and Francophone literatures. Given in French. AOS (LIT); CR (Comparative)
Prerequisite: FREN 203 or equivalent.

FREN 401  Topics in French and Francophone Cultures
Reading, research, and discussion on selected topics and issues in the French-speaking world. Given in French.
Prerequisite: FREN 301 or equivalent.

FREN 416  16th-Century French Literature
Introduction to representative literary figures and genres of the early Modern Period. Literary texts will be studied in their social, historical, and aesthetic context. Given in French. AOS (LIT)
Prerequisite: FREN 301.

FREN 417  17th-Century French Literature
Introduction to representative literary figures and genres of the Classical Period. Given in French. AOS (LIT)
Prerequisite: FREN 301.

FREN 418  18th-Century French Literature and Thought
Introduction to major authors and genres representing the period of the Age of Reason. Given in French. AOS (LIT)
Prerequisite: FREN 301.

FREN 419  19th-Century French Literature
Major authors representing Realism, Romanticism, Naturalism, and Parnassian and Symbolist poetry. Given in French. AOS (LIT)
Prerequisite: FREN 301.

FREN 470  20th-Century French Literature
Selected major writers of the contemporary period. Given in French. AOS (LIT)
Prerequisite: FREN 301.
FREN 480   Francophone Literature
Selected works from nonmetropolitan authors of French expression from the Caribbean, Maghreb, West Africa, and/or Canada. Given in French. AOS (LIT) Prerequisite: FREN 301.

FREN 490   Senior Seminar
Specialized topics in French or Francophone literatures; preparation for senior departmental examination. 
Prerequisite: French major or permission.

FREN 495   Advanced Literary Studies
Courses focused on major figures and/or movements in French and Francophone literatures. Topics will vary. Given in French. AOS (LIT); CR (Europe or Comparative) Prerequisite: FREN 301.

---

GERMAN LANGUAGE AND LITERATURE

MR. BROCKINGTON (DIRECTOR OF THE CENTER FOR INTERNATIONAL PROGRAMS), 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 201 level is a graduation requirement.

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

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

Faculty members meet students inside and outside the classroom, participate in campus activities, and counsel students regarding career choices in foreign service, music, high school and college instruction, science, publishing, international trade, international banking, and other fields.

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

**PLACEMENT**

All incoming students who have previously studied German in high school or elsewhere must take the College’s placement test in German. Placement can also be determined by a student’s score on the College Board’s SAT II test or the advanced placement test in German. Students with three or more years of high school German may not earn graduation credit in GERM 101.

**SAT II**

Students with scores of 425 or lower (and with fewer than three years of high school German) will be placed in GERM 101 or 102; 426–500 = GERM 102; 501–550 = GERM 102 or 201; 551–624 = GERM 201; 625 or higher = GERM 203, 204, or 301. If a SAT II score indicates a choice of two levels, a student should consult with the department chair or department representative for placement. A score of 700 or higher may qualify a student for more advanced courses.

**ADVANCED PLACEMENT**

For students with an advanced placement (AP) score of 4 or 5, credit will be awarded upon admission. Study must begin with GERM 203 or above to receive credit in German at Kalamazoo College. Students with AP scores of 3 may be granted the waiver of a prerequisite, but may not count an AP 3 for credit.

**REQUIREMENTS FOR THE MAJOR IN GERMAN**

**Number of Units**

Eight units are required, not including GERM 101, 102, or the SIP. No more than two of these units (in either language or literature) may be earned during study abroad.

**Required Courses**

- GERM 203 Advanced German I (or equivalent)
- GERM 204 Advanced German II (or equivalent)
- GERM 470 Stylistics
- GERM 490 Seminar
- HIST 341 History of Germany and Central Europe: 1890 to the Present, or comparable course after departmental approval.

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

**Electives**

Three units chosen from:

- GERM 301 Introduction to Literature
- GERM 410 German Literature to 1700
- GERM 420 German Classicism and Romanticism
GERM 430 German Realism of the 19th Century
GERM 435 German Literature: 1900 to 1945
GERM 436 German Literature: 1945 to Present

All German literature courses count toward the literature Area of Study requirement for graduation.

Students considering a major in German, especially those wishing to obtain teaching certification, are urged to begin their study of German in their first year. German majors are encouraged to take courses in appropriate cognate areas such as history, political science, economics, art history, international and area studies, and international commerce.

REQUIREMENTS FOR THE MINOR IN GERMAN

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

Required Courses
- GERM 201 Intermediate German
- GERM 203 or 204 Advanced German I or II
- GERM 301 Introduction to Literature
- GERM 470 Stylistics

Electives
Two upper-level German literature courses chosen from GERM 410, 420, 430, 435, or 436 (may be taken during study abroad). Some equivalent courses may be substituted, except for GERM 470.

GERMAN COURSES

GERM 101 Beginning German I
Pronunciation, vocabulary, structural analysis, audio-lingual practice, and selected readings.

GERM 102 Beginning German II
Continued audio-lingual and written practice, structural analysis, and conversational skill development.
*Prerequisite: GERM 101 or equivalent.*

GERM 135 Contemporary European Literature in Translation
The study of novels and short stories by contemporary Western European writers, with particular reference to the political and social context within which they write. AOS (LIT); CR (Europe)

GERM 201 Intermediate German
Intensive audio-lingual and written practice, structural review, selected readings, introduction to German history and culture.
*Prerequisite: GERM 102 or equivalent.*
GERM 203  Advanced German I
Practice in listening, speaking, reading, and writing on an advanced level; modern literary and cultural texts including vocabulary and skills in business German.
Prerequisite: GERM 201 or equivalent and may be repeated.

GERM 204  Advanced German II
Additional practice on the level and with the content as listed for GERM 203. May be taken before German 203.
Prerequisite: GERM 201 or equivalent and may be repeated.

GERM 301  Introduction to Literature
Practice in interpretation of representative works of various literary epochs; introduction to German literary history and criticism. Given in German.
AOS (LIT); CR (Europe)
Prerequisite: GERM 203 and 204, or equivalent.

GERM 410  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.
AOS (LIT); CR (Europe)
Prerequisite: GERM 301 or permission.

GERM 420  German Classicism and Romanticism
Examination of works from the Enlightenment to the mid-19th century, including authors such as Lessing, Goethe, Schiller, Kleist, Novalis, Tieck, and Brentano; historical and literary background. Given in German.
AOS (LIT); CR (Europe)
Prerequisite: GERM 301 or permission.

GERM 430  German Realism of the 19th Century
Study of German, Austrian, and Swiss authors from 1830 to 1914, including writers such as Hegel, Schopenhauer, Droste-Huelshoff, Keller, Fontane, Stifter, Storm, and Hauptmann. Given in German. AOS (LIT)
Prerequisite: GERM 301 or permission.

GERM 435  German Literature: 1900 to 1945
Selected works from German, Austrian, and Swiss authors, including writers such as Hauptmann, T. Mann, Hofmannsthal, Kafka, Brecht, and Schnitzler. Given in German. AOS (LIT)
Prerequisite: GERM 301 or permission.

GERM 436  German Literature: 1945 to Present
Literatures of the former two Germanys are contrasted. Selected writers include Grass, Braun, Plenzdorf, Aichinger, and Wolf. Given in German.
AOS (LIT); CR (Europe)
Prerequisite: GERM 301 or permission.
GERM 470  Stylistics
Intensive practice in writing, reading, speaking, and understanding various styles of German including terminology and the practice of business German. Given in German. Required of all German majors and minors. Prerequisite: GERM 203 and 204, or equivalent.

GERM 490  Seminar
Specialized topics such as a specific author, theme, or genre. Required of all German majors and open to all qualified students. Prerequisite: Two German literature courses.

HEALTH SCIENCES

MS. KIINO (DIRECTOR)

For a student planning a career in a health field, the health sciences program offers valuable preprofessional training. The core curriculum includes biology, chemistry, health sciences, and psychology. The remainder of the program consists of a selection from several course sequences designed to meet the admissions requirements of specific professional schools. Preprofessional sequences have been established for medicine, osteopathic medicine, veterinary medicine, dental medicine, podiatric medicine, chiropractic, medical technology, nursing, optometry, and pharmacy. Courses recommended for preparation for graduate study in the areas of biochemistry, clinical chemistry, molecular biology, and medical laboratory sciences are listed. Additional curricular sequences can be planned to meet individual preprofessional requirements.

The core curriculum provides a common background that makes possible a unified seminar program throughout the senior year and ensures a reasonably broad-based scientific background compatible with the liberal arts tradition. To complete the program, the senior individualized project (SIP) in health sciences will typically involve biomedical 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

Number of Units

Eight units are required. All must be at C- or better.

Required Core Courses

BIO L 112 Evolution with Lab or BIO L 124 Physiological Ecology with Lab
BIO L 246 Cell Biology with Lab
CHEM 110, 120 Introductory Chemistry I and II with Labs
One of the following sequences:
  CHEM 210, 224 Organic Chemistry I and II A with Labs
  CHEM 210, 220 Organic Chemistry I and II with Labs
PSYC 101 General Psychology or PSYC 210 Developmental Psychology
HLSC 490 Senior Seminar
Cognate Courses

Four more units in the natural sciences or mathematics at C- or better. These courses are usually specified by admission requirements of professional schools (see the Health Sciences General Information). Courses for non-science majors will not meet this requirement.

Since the major is interdepartmental, a student may not double major in health sciences and biology nor in health sciences and chemistry.

HEALTH SCIENCES COURSES

HLSC 489   Pre-SIP Studies
Special preparation for the senior individualized project for selected students. Prerequisite: Permission.

HLSC 490   Senior Seminar
Student presentations of technical materials; discussions of student and faculty research and current issues in health care; lectures by visiting speakers; SIP presentations by students. Begins junior spring and meets each week throughout the senior year.

HEALTH SCIENCES GENERAL INFORMATION

The admission requirements for most professional schools are met when the courses listed for a specific area are combined with those of the core curriculum. Please note that Kalamazoo College does not offer degrees in nursing, medicine, pharmacy, etc.; the combination of the core and the specific courses listed will provide a strong preprofessional background.

Medicine, Osteopathic Medicine, Dental Medicine

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO/L/CH EM 352</td>
</tr>
<tr>
<td>CHEM 240 or 310</td>
</tr>
<tr>
<td>PHYS 150-152, 210, or 220</td>
</tr>
<tr>
<td>Two or three units in sociology and/or psychology</td>
</tr>
<tr>
<td>Three units in English</td>
</tr>
</tbody>
</table>

Biochemistry, Clinical Chemistry, Molecular Biology

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO/L/CH EM 352 and CHEM 460</td>
</tr>
<tr>
<td>CHEM 210-220 and 310-410</td>
</tr>
<tr>
<td>MATH 112-113, 240</td>
</tr>
<tr>
<td>PHYS 150-152, 220</td>
</tr>
<tr>
<td>Recommended electives include either CHEM 240 or 420</td>
</tr>
</tbody>
</table>

Medical Technology and Medical Laboratory Sciences

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO L 426 and 352</td>
</tr>
<tr>
<td>CHEM 240 or 310</td>
</tr>
<tr>
<td>MATH 260-360</td>
</tr>
<tr>
<td>PHYS 150-152</td>
</tr>
<tr>
<td>A recommended elective is BIO L 436</td>
</tr>
</tbody>
</table>
Optometry, Pharmacy, Podiatric Medicine
BIO/L/CHEM 352 (for pharmacy)
CHEM 240 or 310
MATH 112-113 (for optometry and pharmacy)
PHYS 150-152, 210 or 220
Two units of English composition and literature

Nursing
One unit of psychology
One unit of sociology/anthropology beyond the introductory courses
Three additional units to be selected from biology or MATH 260-360

Chiropractic
PHYS 150-152
BIO/L 124, 426, and 436
BIO/L/CHEM 352
CHEM 240 or 310

Veterinary Medicine
BIO/L 112 and 124
BIO/L 426
CHEM 240 or 310 and BIO/L/CHEM 352
PHYS 150-152, 220

Biochemistry-Molecular Biology Concentration
BIO/L 246
BIO/L 466
BIO/L/CHEM 352
CHEM 110
CHEM 120
CHEM 210
CHEM 220 or 224
CHEM 310
MATH 112
MATH 113
PHYS 150
PHYS 152

SPECIAL HEALTH PROFESSIONS PROGRAM
Each year a small number of Kalamazoo College students, by virtue of their superior academic performance and high scores on admissions examinations of professional schools, are admitted to schools of medicine, veterinary medicine, or dentistry at the end of their junior year. These students complete their Area of Study requirements during their three years at Kalamazoo College and then begin study in a recognized professional school. At the end of one year of successful study at the professional school, they are awarded a Bachelor of Arts degree from Kalamazoo College.
History

Mr. Barclay, Ms. Kannan, Mr. Strauss, Mr. Wickstrom (Chair), Mr. Xu

As one of the oldest of academic disciplines, history occupies a central position in a liberal arts education. Such education equips individuals to understand and appreciate the world and to meet its challenges. The study of history contributes much to these ends. History maintains that people and society are, in important respects, the products of their past; therefore, an understanding of the past provides insight necessary for 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

Eight units are required, not including the SIP.

Required Courses

Although there are no formal prerequisites for courses in history below the 300 level, the department strongly urges prospective majors to begin their study of history with at least one of the courses titled “Introduction to History” (HIST 101 or 102) in the first year, followed by the survey of United States history (HIST 201 and 202) in the sophomore year. Majors MUST take courses in each of the four divisions of the department:

Early History (HIST 225, 226, 230, 240, 320, 321, 322)
Modern European History (HIST 241, 250, 255, 330, 331, 340, 341)
United States History (HIST 201, 202, 210, 215, 300, 305)
Non-Western History (HIST 103, 260, 270, 275, 280, 285, 290, 291)

Required Seminars

HIST 490 Senior Seminar: Philosophy of History
And one of the following:
HIST 391 Seminar in United States History
HIST 393 Seminar in Medieval History
HIST 395 Seminar in Modern European History
HIST 397 Seminar in East Asian History

Please see the department for specific requirements.

Requirements for the Minor in History

Number of Units and Required Courses

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

HISTORY COURSES

HIST 101   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. Special emphasis on political evolution and expansion, religious structures, and social organizations. AOS (SS); CR (Comparative)

HIST 102   Introduction to History: The Making of the Modern World, 1700 to the 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. AOS (SS)

HIST 103   Introduction to East Asian Civilizations
Surveys of the histories of China, Japan, and Korea, with particular attention to religious, political, and social patterns. Emergence of an “East Asian civilization” will also be examined. AOS (SS); CR (Asia)

HIST 201   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. AOS (SS); CR (US)

HIST 202   History of the United States II
Continuation of HIST 201, from 1876 to the present. AOS (SS); CR (US)

HIST/AMST 210   Race and Ethnicity in Modern America: 1900-1940
An exploration of diverse perspectives on race and ethnicity as articulated by artists and intellectuals from 1900 to 1940. Consideration will be given to immigrant-Americans, Black Nationalism, the Ku Klux Klan, the Harlem Renaissance, and the Cotton Club. (Also listed as AMST 210.) AOS (SS); CR (US)

HIST 215/AMST 215   Society and the Individual in Modern America
Exploration of 20th-century American values and institutions, particularly as they reflect and shape the theme of individualism; special attention to movements that offer critical commentary on modern culture, including feminism, black protest, and the counterculture. (Also listed as AMST 215.) AOS (SS); CR (US)
HIST 225  Greek Civilization
From Homer to Alexander the Great with emphasis on arts and letters. AOS (SS)

HIST 226  Roman Civilization
From the foundation of the Republic to the empire of Constantine. AOS (SS)

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

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

HIST 230  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 covered include constructions of sexuality, cross-cultural standards of the beautiful, varieties of courtship and marriage, and contentions between pornography and erotica. Students will examine sources from medical, philosophic, lyric, tragic, comic, and rhetorical writers as well as representative works from vase painting, the plastic arts, graffiti, etc. (Also listed as CLAS 230.)
CLAS 230 AOS (LIT); HIST 230 AOS (SS)

HIST 235  The European Renaissance
Examination of Italian Renaissance culture and northern humanism and their connections with the later Middle Ages and northern humanism. Discussion of European expansion to the Americas. The Reformation is examined as an element of the revival of antiquity. AOS (SS); CR (Europe)

HIST 240  History of England to 1688
Examination of the civilization of England from its Anglo-Saxon beginnings to the Revolution of 1688; emphasis on the birth of the English constitution and the development of literature and the arts. AOS (SS)
**HIST 241  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. AOS (SS); CR (Europe)

**HIST 250  Revolution, Industry, and Imperialism: Europe in the 19th Century**
Study of Europe from 1789 to 1914; the French and industrial revolutions, liberalism, nationalism, national rivalries, socialism, social reform, imperialism, and great power conflicts. AOS (SS); CR (Europe)

**HIST 255  Contemporary Europe**
Study of the main political, economic, and intellectual developments in contemporary Europe including topics such as the coming of World War I, the Russian revolution, the emergence of fascism and communism, World War II, the Cold War and the division of Europe, major social and intellectual developments since 1945, and the collapse of communism and its consequences. AOS (SS); CR (Europe)

**HIST 257  World War II**
A consideration of World War II in its various dimensions – military, geographic, economic, cultural, and social – between 1930 and 1945. It focuses not only on grand strategy but also on the war as a lived and shared human experience. AOS (SS)

**HIST 260  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. AOS (SS)

**HIST 270  Modern Latin America**
A survey of the history of Latin America from the wars for independence (c. 1800) to the present. Highlights construction of national cultures from stratified multiracial societies, revolutionary change, and external interference throughout the region. AOS (SS)

**HIST 275  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. AOS (SS); CR (Middle East)

**HIST 280  Modern China**
Survey of Chinese history from 960 to the present; focus on major developments in Chinese history under the Sung, Yuan, Ming, and Ch‘ing dynasties; origins of the Chinese revolution; and Chinese Communism and changes in present-day China. AOS (SS); CR (Asia)

**HIST 285  Modern Japan**
Study of Japanese history from the Meiji Restoration in 1868 to the present. Topics include economic and political modernization, the rise of militarism, World War II, the American occupation, and the postwar economic miracle.
Recommended for students taking Japanese language courses and planning to study abroad in Japan. AOS (SS); CR (Asia)

**HIST 290  Civilizations of Africa**
Study of Africa south of the Sahara including precolonial Islamic revolution in western Sudan, other precolonial African kingdoms and federations; medieval empires of western Sudan, Ethiopia, and Bantu-speaking Africa; and the Atlantic slave trade. Emphasis on political and economic history. AOS (SS)

**HIST 291  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. AOS (SS)

**HIST 300  American Diplomacy Since 1898**
Examination of the concepts that have shaped American diplomacy in the 20th century, especially the Monroe Doctrine, Manifest Destiny, and the Open Door; standard and revisionist interpretations of the Spanish American War, the two World Wars, and the Cold War. AOS (SS); CR (US)

**HIST 305  Culture and Society in Victorian America**
Consideration of the main tenets of Victorian culture as reflected in important works of the period. Special attention will be given to reactions to the industrial revolution and its impact on the natural and social environment, racial and gender relations, and organized religion. AOS (SS); CR (US)

**HIST 320  Late Antiquity and the Early Middle Ages: AD 300-1050**
Study of the rise of Christian Europe from 300 to 1050 AD, late Antique society; patristic and early medieval arts and letters; growth of the Catholic church and the German empire; and England before the Norman conquest. AOS (SS); CR (Europe)

**HIST 321  The High Middle Ages: AD 1050-1500**
Study of the development of European kingdoms, especially England, France, and Germany, from 1050 to 1500 AD with emphasis on constitutional and religious change, arts, and letters in the high and later Middle Ages. AOS (SS); CR (Europe)

**HIST 330  French Revolution and Napoleon**
Study of France from Louis XIV to Napoleon with emphasis on structure and problems of the ancient regime, origins of the revolution itself, and the Napoleonic period. AOS (SS); CR (Europe)

**HIST 331  History of France: 1815 to the Present**
Study of the “decline and renewal” of modern France including such topics as post-Napoleonic restoration, the revolutions of 1830 and 1848, church vs. state, the Third Republic and the politics of scandal, the collapse of 1940, the Vichy regime, the Fifth Republic and de Gaulle, and contemporary France. AOS (SS); CR (Europe)
HIST 340  Germany and Central Europe in the 19th Century
Study of the evolution of the modern German nation-state, effects of industrialization and nationalism, popular culture, and the emergence of anti-Semitism. AOS (SS); CR (Europe)

HIST 341  History of Germany and Central Europe: 1890 to the Present
Investigation of such topics as the German Empire under William II, expansionism and the origins of World War I, impact of the conflict upon German society, early years of the Weimar Republic, Hitler and the rise of national socialism, the Nazi seizure of power, the emergence of two separate German states, and transformations since the late 1980s. AOS (SS); CR (Europe)

HIST 391  Seminar in United States History
Prerequisite: HIST 201, 202, or permission.

HIST 393  Seminar in Medieval History
Prerequisite: WRIT 130 King Arthur, HIST 321, or permission.

HIST 395  Seminar in Modern European History
Examination of selected topics in modern European history from 1700 to the present. 
Prerequisite: One course in modern European history at the 200 or 300 level, or permission.

HIST 397  Seminar in East Asian History
Prerequisite: One course in East Asian history, or political science, or permission.

HIST 490  Senior Seminar: Historical Methods
Examination of approaches to historical knowledge. 
Required of all history majors.

Human Development and Social Relations

Mr. Cummings (Director),
Ms. Cunningham, Mr. Gregg, Ms. Tan

Human development and social relations (HDSR) is an interdisciplinary major, drawing upon psychology, sociology, anthropology, and education, which:
- is oriented toward contemporary social problems and the ethical application of knowledge;
- stresses multiple perspectives and methodologies for understanding complex human and social phenomena;
- is comparative, examining national and international variations in social problems and policies;
- is informed by social science theory; and
- emphasizes the use of empirical methods of research and analysis.

Requirements for the Major in HDSR

Number of Units
Ten units are required, not including the SIP.
**Required Courses**
- HDSR 390 Junior Seminar
- HDSR 490 Senior Seminar
- PSYC 101 General Psychology
- PSYC 370 Abnormal Psychology
- SOAN 245 Qualitative Research Methods
- SOCY 105 Introduction to Sociology

1 **Human Development Course**
- PSYC 210 Developmental Psychology or
- PSYC 211 Adolescent Development or
- PSYC 212 Adulthood and Aging or
- SOAN/PSYC 215 Adolescent Development in Cross-Cultural Perspective

1 **Social Relations Course**
- SOAN 140 Contemporary Social Issues or
- SOAN 220 The Family or
- SOAN 225 Race/Ethnicity and Class or
- SOAN/EDUC 260 Education and Inequality in the United States or
- SOCY 205 Urban Sociology or
- SO CY 215 Crime and Society* or
- SOCY 235 Prison and Public Policy*

1 **Intervention Course**
- HDSR 210 Contemporary Issues in Public Health or
- PSYC 310 Organizational Behavior or
- SOAN 240 Youth and Community Services Practicum or
- SOAN 310 Social Research for Social Change or
- SOCY 212 Neighborhood Organizing Practicum

Philadelphia Center Urban Program experience**

1 **Quantitative Skills Course**
- MATH 105 Quantitative Reasoning or
- MATH 260 Applied Statistics I or
- SOAN 212 Quantitative Reasoning and Statistical Analysis

*These courses are taught in alternate years; please consult the yearly schedule.

**Only for students selected to participate and by permission with the Director of HDSR.

HDSR promotes understanding of the dynamic interplay between human beings and their socio-cultural environments. The core courses help students comprehend the stages of human development over the life course; the processes by which thought and behavior are shaped by individual, group, institutional, societal, and cultural influences; and prevalent psychological and social problems. To provide opportunities for the development of applied skills, HDSR strongly encourages full use of internship opportunities. The senior individualized project and senior seminar help students to integrate theory with application and more fully to understand the complementarity of multiple perspectives. While many HDSR majors pursue careers in a wide range of applied professions requiring bachelor’s or master’s degrees, others
enter doctoral study in traditional academic, interdisciplinary, or applied fields in the social sciences in preparation for careers as teachers and researchers.

**HUMAN DEVELOPMENT AND SOCIAL RELATIONS COURSES**

**HDSR 390  HDSR Junior Seminar**
Students will examine theoretical foundations of social intervention and prevention programs from historical and current perspectives, drawing from the disciplines of psychology, sociology, anthropology, and public health. This seminar will prepare students for their senior individualized project (SIP), and for on-going work involving the application of knowledge to practical human problems.
*Prerequisite: Junior HDSR major.*

**HDSR 490  HDSR Senior Seminar**
Students will apply a series of psychological and socio-cultural perspectives to two case studies, working thus to develop deeper understanding of multidisciplinary approaches to contemporary social problems. The Senior Seminar also serves as to prepare students for comprehensive examinations, taken at the end of winter quarter.
*Prerequisite: Senior HDSR major.*

---

**INTERDEPARTMENTAL STUDIES**

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 senior individualized project supervised by one committee member.

Students having an interdepartmental major will be considered for prizes and awards separately from students who have an individual major department.

**INTERDEPARTMENTAL STUDIES COURSES**

**IDSY 490  The Emergence of the Modern Mind**
An investigation of the literary and philosophical texts of the Enlightenment that illustrate the evolution of the modern consciousness of self. The course will offer a mixed lecture and discussion format. Students will write three essays and a final examination.
This program is designed for students who have strong international interests and wish to pursue these interests systematically in their academic studies. The program in international and area studies reflects the College’s belief that three kinds of skills and knowledge are essential for international understanding. The first of these is the ability to analyze issues that are 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, history, culture, and/or institutions. These areas may be a nation, a subcontinent, or a continent.

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

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

In addition to meeting formal requirements, majors and concentrators are urged to consider international career development internships as well as SIP’s in consultation with the Career Development Center.

REQUIREMENTS FOR THE MAJOR IN INTERNATIONAL AND AREA STUDIES

Number of Units
Eight units are 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.

III. IAST 290 Sophomore Seminar (sophomore winter) and IAST 490 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, Japanese, and Spanish. Special arrangements may be possible for other languages.

V. Study abroad: Majors must complete a Career Development experience, study abroad, or SIP in their geographic area of focus.

VI. Comprehensive examinations: The written comprehensive examination for the major in international and area studies will include questions drawn from IAST 290 and the area of concentration. Students will be expected to demonstrate an ability to integrate their experiences with a global perspective and an ability to bring a multidisciplinary approach to the analysis and discussion of international and area issues and problems.

VII. There is a cognate requirement of a minor in one of the disciplines represented by the departments of the College.

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 the contributions of generous donors.

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 not double count any courses toward the fulfillment of the requirements of both majors.

REQUIREMENTS FOR THE CONCENTRATION IN INTERNATIONAL AND AREA STUDIES

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

Number of Units

Six units are required.

Required Courses

Two units selected from the list of international and comparative courses, drawn from two disciplines. Concentrators may take IAST 290 as one of the required international and comparative courses.

Foreign language proficiency and a CD, study abroad, or SIP experience in the geographical area of focus.

Electives

Four units selected from the list of courses appropriate to the student’s area of focus, including a history and/or civilization course

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

IAST 290  Sophomore Seminar
The sophomore seminar in international and area studies is intended to provide an opportunity for IAST majors to bring their skill in comparative study and their knowledge of a specific area of the globe together around a common theme. Students will compare the regional and area similarities and differences with regard to the topic of the seminar as well as develop increased expertise in their area of focus through exploration of the seminar topic’s ramifications in that region.
Prerequisite: Sophomore standing.

IAST 490  Senior Seminar
Consideration of issues and problems affecting the global whole and the various geographical areas of the world through focusing on a broad topic or theme; emphasis on discussion of the topic and problems from a broadly interdisciplinary perspective. Specific topics will change from year to year. Possible topics: hunger, war, the environment, international relations, population and migration, human geography and ecology, race and class, religious fundamentalism, the literature of women, and the literature of war.
Prerequisite: IAST 290 or permission.

INTERNATIONAL AND COMPARATIVE COURSES

ANTH 105 Introduction to Cultural Anthropology
ECON 225 Economics of Developing Countries
ECON 230 The World Economy
EDUC 205 Introduction to Comparative and International Education
HIST 102 Introduction to History: The Making of the Modern World, 1700 to the Present
HIST 260 Women in the Modern World
MUSC 148 Music of World Cultures
POLIS 107 Introduction to International Politics
POLIS 215 Politics in Developing Countries
POLIS 375 International Political Economy
RELG 125 General Introduction to Religion
RELG 285 Class, Culture, and Religion
RELG 350 Ritual Theories and Practices
SOAN 110 Medicine and Society
SOAN 160 Women in Cross-Cultural Perspective

Area Studies
Four units from at least two departments are required, 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.
AFST 104 Introduction to African Studies
AFST 300 Environmental and Sustainable Development in Africa
AFST 490 Seminar in African Development and Underdevelopment
ANTH 290 Peoples and Cultures of Africa
BIO L 108 Ecology of Africa
EN GL 190 African Literature
FREN 480 Francophone Literature (when the topic is African literature)
HIST 290 Civilizations of Africa
HIST 291 Contemporary Africa
HIST 294 City Life in Africa
POLS 240 Politics of Africa
RELG 210 African Religions

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.

CHIN 225 Classical Chinese Literature in Translation
CHIN 235 Modern Chinese Literature: Fiction
ECON 255 The Contemporary Japanese Economy
HIST 103 Introduction to East Asian Civilizations
HIST 280 Modern China
HIST 285 Modern Japan
JAPN 235 Japanese Literature in Translation
POLS 250 Government and Politics of China
RELG 130 Religions of Asia
RELG 360 Buddhism in South Asia
RELG 365 Buddhism in East Asia
THEA 290 Asian Theatre

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

HIST 270 Modern Latin America
POLS 245 Politics of Latin America
RELG 335 Liberation Theology
SOAN 235 Peoples and Cultures of Latin America
SPAN 401 Topics in Hispanic Culture (when the topic is Latin America)
SPAN 480 Spanish-American Literature I
SPAN 485 Spanish-American Literature II
SPAN 490 Contemporary Spanish-American Literature
SPAN 492 Spanish-American Seminar

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

ARTX 145 Introduction to History of Art II
ARTX 223 19th-Century Art
ECON 491 Seminar in Comparative European Economies
HIST 250 Revolution, Industry, and Imperialism: Europe in the 19th Century
HIST 255 Contemporary Europe
MUSC 335 Western Music in the 20th Century
PHIL 109 Existentialism
PHIL 208 19th-Century Philosophy: Kant to Nietzsche
PHIL 307 Contemporary Continental Philosophy
POLS 106 Introduction to Comparative Politics
POLS 210 Comparative Political Institutions: Social Europe
POLS 270 The European Union
POLS 330 The Politics of the Holocaust
SOAN 345 Theories of Society and Culture
THEA 270 The Theatre of Illusionism: Western Theatre from the Renaissance to Early Film

Area Components

BRITISH STUDIES
ENGL 235, 237, 268, 269, 272 (English Literature)
HIST 241 England and the British Empire: 1688 to the Present

FRENCH STUDIES
ARTX 223 19th-Century Art
FREN 301, 401, 416, 417, 418, 419, 470, 490 (French Literature)
HIST 330 French Revolution and Napoleon
HIST 331 History of France: 1815 to the Present

GERMAN STUDIES
GERM 301, 420, 430, 435, 436, 490 (German Literature)
HIST 340 Germany and Central Europe in the 19th Century
HIST 341 History of Germany and Central Europe: 1890 to the Present

SPANISH STUDIES
Spanish studies may be pursued through appropriate courses taken on campus and/or during study abroad. Consult with the program director.

JAPANESE

Ms. Bundy

Requirements for the Minor in Japanese

Number of Units
Six units are required.
Required Courses

JAPN 103 Beginning Japanese III
Three upper-level Japanese language electives including JAPN 201 Intermediate Japanese I, PICAS, or other departmentally approved alternatives
Two additional units in Japanese language earned during study abroad

Electives
One Japanese literature course (JAPN 235 may be repeated)
One Japanese studies course (may include an approved course taken during study abroad)

JAPANESE COURSES

JAPN 101 Beginning Japanese I
Introductory course; basic grammar and vocabulary; emphasis on listening and oral foundations; reading and writing skills limited to hiragana. Students are encouraged to begin this course sequence in their first year in order to complete the three-quarter sequence (JAPN 101, 102, 103) required for study abroad.

JAPN 102 Beginning Japanese II
Further introduction to basic grammar and vocabulary; development of fundamental reading and writing skills using hiragana, katakana, and approximately 50 kanji.
Prerequisite: JAPN 101 or equivalent with permission.

JAPN 103 Beginning Japanese III
Reinforcement of basic listening and development of oral and aural competency; further achievement of reading and writing skills using the kana and approximately 100 kanji.
Prerequisite: JAPN 102 or equivalent with permission.

JAPN 200 Special Language Studies
A half-credit course designed to augment and extend the regularly offered language sequence of JAPN 101, 102, 103, 201. Students who begin the study of Japanese in their first year should take JAPN 200 in the fall of their sophomore year as a bridge to the JAPN 201 course offered in the winter term. They may also have the option of taking another JAPN 200 in the spring of the same year following the JAPN 201 course. Advanced students may have the option of enrolling in a JAPN 200 course to maintain their Japanese after study abroad. JAPN 200 meets only half the hours of a full credit course. Students must enroll in JAPN 200 twice in order to receive one unit of credit.
Prerequisite: JAPN 103 or permission of instructor.

JAPN 201 Intermediate Japanese I
Further work in conversation, oral interpretation, and elementary composition using approximately 200 kanji; study of idioms fundamental to an active use of spoken and written Japanese.
Prerequisite: JAPN 103 or equivalent with permission.

JAPN 202 Intermediate Japanese II
Further refinement in areas studied in JAPN 201.
JAPN 235  Japanese Literature in Translation
An introduction to the genres, forms, and themes of Japanese literature from earliest times to the contemporary. Will involve close reading and investigation of the problems of critical literary analysis in a culture significantly different from the Western or other literary traditions with which students are familiar. Effort will be made to examine the writings of both male and female authors. Topic and period will vary according to quarter. Given in English. May be repeated when topic is different. AOS (LIT); CR (Asia)

MATHEMATICS

MR. BARTH, MR. FINK (CHAIR), MS. INTERMONT,
MR. MACKEY, MR. NORDMOE

Mathematics department offerings are designed primarily for students who will use mathematics in such activities as: applied work in industry or government; research in mathematics, statistics, or one of the other mathematical sciences; teaching; or applying mathematics in the physical, computing, or social sciences. In addition, the department offers general education courses for those students who desire an understanding of the nature and role of mathematics in modern society.

ADVANCED PLACEMENT

With a calculus advanced placement score of 4 or 5, one unit of AP credit will be awarded when the student matriculates. A student who does not take MATH 113 or 115 will be awarded a second AP credit upon successful completion of MATH 214. Although an AP score of 3 does not qualify for college credit it may be used in the waiver of a prerequisite. For students who begin the sequence with MATH 113 or higher, one unit of AP Calculus credit may be applied towards the major or minor in mathematics.

REQUIREMENTS FOR THE MAJOR IN MATHEMATICS

Number of Units
Eight units are required, exclusive of SIP.

Required Courses
One computer science course
MATH 112-113 Calculus I and II or MATH 115 Intermediate Calculus
MATH 214 Calculus III
MATH 240 Linear Algebra and Vectors
MATH 330 Abstract Algebra I or MATH 320 Real Analysis I
One two-term sequence beyond calculus (e.g., Real Analysis I and II,
  Abstract Algebra I and II, Probability and Mathematical Statistics,
  Abstract Algebra I and Linear Algebra II)

Among the courses we offer, MATH 320 and MATH 330 are at the highest level of abstraction. Before enrolling in one of these courses, students are strongly encouraged to complete MATH 250 or MATH 310.
Mathematics Colloquium Credit
In addition to the requirements stated above, mathematics majors are required to attend at least 20 approved mathematics colloquia. See the mathematics department for details.

For students interested in graduate work in one of the mathematical sciences, additional work in MATH 280, 310, 320, 330, 420, 430, and 450 is appropriate. Those with a strong interest in computing should elect the minor in computer science in addition to MATH 300. For those students interested in applied work (mathematical biology, mathematical economics, operations research, etc.), election of MATH 280, 310, 362, 365, 440, and at least two courses in computer science is appropriate. Other departments offer work that uses mathematical ideas: BIOL 112, 426, and 436; CHEM 310 and 410; ECON 305 and 412; PHIL 107; PHYS 340, 400, 410, and 420; and PSYC 390.

REQUIREMENTS FOR THE MINOR IN MATHEMATICS
There are four options for the minor in mathematics, each of which requires six units of credit. Each of these options requires the “core” courses: Single variable calculus (MATH 112 and MATH 113 or MATH 115), Multi-variable Calculus (MATH 214), and Linear Algebra (MATH 240). The other two required courses for each option are as follows:

Statistics Option
MATH 362 Probability
MATH 365 Mathematical Statistics

Computational Mathematics Option
MATH 250 Discrete Mathematics or MATH 330 Abstract Algebra I
MATH 300 Automata, Formal Languages, and Computability

Applied Mathematics Option
MATH 280 Differential Equations
MATH 310 Complex and Vector Variables

Pure Mathematics Option
MATH 320 Real Analysis I or MATH 330 Abstract Algebra I
And one other mathematics course from the following list:
MATH 310, MATH 320, MATH 330, MATH 362, or any 400-level course

TEACHING MATHEMATICS
Although students interested in high school teaching will benefit from an exposure to many areas of mathematics, Probability (MATH 362) and Mathematical Statistics (MATH 365) are particularly important. For students who intend to teach with a minor in mathematics, the Statistics Option is recommended.

STUDY ABROAD
Students interested in mathematics are especially encouraged to consider the study abroad program in Budapest. The Budapest program is given in English; no prior knowledge of Hungarian is needed. It offers a number of
Mathematics courses as well as history, language, and literature courses. Mathematics majors have also studied mathematics in Erlangen, Quito, Perth, Aberdeen, and Lancaster. Early consultation with the department is strongly urged.

MATHEMATICS COURSES

MATH 105  Quantitative Reasoning and Statistical Analysis
An introduction to some of the quantitative techniques used to clarify ordinary experience and to some of the statistical ideas used to shape public policy and human sciences, with emphasis on the concepts involved in producing, organizing, and drawing conclusions from data. Does not count toward the major or minor. QR
*Does not satisfy an Area of Study requirement in the natural sciences.*
*Not open to students who already have credit from another QR course.*

MATH 110  Calculus I with Review, Part I
Mathematics 110 and 111 cover in two terms the material covered in Mathematics 112. In addition, topics from precalculus mathematics are reviewed and practiced as needed. Precalculus topics include: algebra and analytic geometry; linear, quadratic, polynomial and rational functions; and trigonometric functions. Enrollment is restricted to those who were advised to take Math 110-111 on the basis of the department’s placement examination. The two-term Math 110-111 sequence serves as an alternate prerequisite for all college courses requiring Mathematics 112. *Does not satisfy an Area of Study requirement in the natural sciences.*

MATH 111  Calculus I with Review, Part II
This course continues the study of calculus begun in Mathematics 110. Review of precalculus mathematics continues as needed. QR
*Prerequisite: Mathematics 110 or consent of the instructor.*

MATH 112  Calculus I
A unified course in analytic geometry and calculus of functions of one variable. Students who have not had trigonometry should consult with the instructor. QR

MATH 113  Calculus II
Continuation of MATH 112. QR
*Prerequisite: MATH 112.*

MATH 115  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. QR
*Prerequisite: One year of high school calculus and either an AP exam score of at least 3 on the BC exam or 4 on the AB exam or satisfactory performance on a local placement examination.*
MATH 214  Calculus III  
Series, vectors in two and three dimensions, and integral and differential calculus of functions of several variables. QR  
Prerequisite: MATH 113.

MATH 240  Linear Algebra and Vectors  
Study of vector spaces, matrices, determinants, linear transformations, systems of equations, eigenvalues, and canonical forms. QR  
Prerequisite: MATH 113 or permission.

MATH 250  Discrete Mathematics  
Introduction to formal structures and mathematical reasoning. Graphs, sets, logic, induction, structure of mathematical proof, counting, relations, and algebraic structures.  
Prerequisite: MATH 112 and one computer science course.

MATH 260  Applied Statistics I  
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. QR  
Prerequisite: Two years of high school mathematics or one of the QR courses. Does not count towards the major in mathematics.

MATH 280  Differential Equations and Numerical Methods  
Introduction to key concepts underlying analytical methods for the solution of ordinary differential equations and first-order systems studied together with techniques for constructing approximate numerical solutions.  
Prerequisite: MATH 214, 240, and PHYS 106, or permission.

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

MATH 310  Complex and Vector Variables  
Generalizations of differentiation and integration to spaces of higher dimension: divergence, curl, and the classical integration theorems of multivariable calculus. Introduction to analytic functions of a complex variable, including Laurent series, Cauchy’s formula and conformal mapping.  
Prerequisite: MATH 214 and MATH 240.

MATH 320  Real Analysis I  
Introduction to basic topological concepts in metric spaces followed by rigorous development of classical real analysis including sequences and series of functions, continuity, differentiability, and Reimann-Stieltjes integration.  
Prerequisite: MATH 214.
MATH 330  Abstract Algebra I
Study of modern abstract algebra including groups, rings, fields, and other
algebraic structures together with advanced topics of linear algebra.
Prerequisite: MATH 240.

MATH 360  Applied Statistics II
Continuation of MATH 260. QR
Prerequisite: MATH 260.
Does not count towards the major in mathematics.

MATH 362  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: MATH 113 or permission.

MATH 365  Mathematical Statistics
Study of statistical inference. Topics include sampling theory, point and
interval estimations, hypothesis testing, and regression. Stochastic processes,
analysis of variance, simple experimental design, and nonparametric statistics
may also be included.
Prerequisite: MATH 362 or permission.

MATH 420  Real Analysis II
Continuation of MATH 320.
Prerequisite: MATH 320.

MATH 430  Abstract Algebra II
Continuation of MATH 330.
Prerequisite: MATH 330.

MATH 440  Linear Algebra II
Treatment of topics such as linear equations, orthogonal projections and least
squares, pseudoinverses, eigenvalues and eigenvectors, diagonalization,
canonical forms of linear transformations, positive definite matrices, the norm
of a matrix, linear programming, and game theory.
Prerequisite: MATH 240.

MATH 450  Topics in Pure and Applied Mathematics
Readings in pure and applied mathematics. Content varies from year to year.
Possible topics include: set theory, number theory, geometry, topology.
Prerequisite: Permission.

MATH 490  Seminar
Study of selected topics in mathematics.
Prerequisite: Senior mathematics major or permission.
The music department seeks to cultivate an understanding of the language and history of music and to nurture artistic skill and musicianship. Applied music and an ensemble program are at the center of the curriculum. Performance facilities include a Recital Hall, Stetson Chapel, and Dalton Theatre. The College has an outstanding collection of early keyboard instruments (Dowd harpsichord, Schreiner positive organ, and McCobb fortepiano), a reconstructed 1907 Steinway concert grand piano, and a three manual, 65-rank mechanical action organ by Hellmuth Wolff.

Courses in music theory, music history, and practical musicianship combine with applied music to provide an integrated approach to the discipline.

**REQUIREMENTS FOR THE MAJOR IN MUSIC**

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

**Required Courses**
- Prerequisite: MUSC 105 completed with a grade of C or above.
- This prerequisite may also be met by examination.
- MUSC 148 Music of World Cultures or MUSC 140 American Music
- MUSC 260 Conducting
- MUSC 285M, 330M, 335M Western Music History and Theory Sequence
- MUSC 390 Junior Seminar or MUSC 465 Music Education Seminar
- MUSC 490 Senior Seminar

**Electives**
Three elective courses in the student’s focus area selected from:
- Applied Music
- MUSC 140 American Music
- MUSC 160 Choral Methods
- MUSC 161, 162, 163 Instrumental Methods
- MUSC 165 History of Jazz

Also required are enrollment in at least one Department of Music ensemble during each quarter of residency. The departmental comprehensive examination is given the fourth week of spring quarter and consists of the E.T.S. Field Examination in Music History and Theory. Students considering a music major must enroll in MUSC 105 in either the freshman or sophomore fall quarter. With few exceptions, course work completed abroad cannot be counted toward the major. Although not explicitly required for the major, most music majors study applied music each quarter of residency. Those registered for applied music are required to attend appropriate Area Classes and the Applied Music Recital. Majors are not required to complete their Senior Individualized Project in the department. However, students who plan...
advanced music studies in graduate school or who aspire to professional careers are advised to plan a senior recital, internship, or research project in close consultation with department faculty.

Music Majors should seek the counsel of Department faculty when planning to incorporate three optional programs available to all students at the College:

1. The Career Development Cooperative Education & Internship Program. The Department Coordinator compiles a list of past CDs in music related fields. Additional possibilities can be found in the CD Office and through consultation with individual faculty.

2. Study Abroad. Although current College Study Abroad Centers offer little direct support for study of music, it is possible to create opportunities to continue music study abroad with sufficient advance consultation with music faculty and the SA office. The Department Coordinator also has a large collection of informational brochures from music oriented foreign study programs sponsored by other institutions.

3. GLCA New York Arts Program. This program operates in conjunction with the Great Lakes Colleges Association staff and faculty in New York City and offers an opportunity for exceptionally qualified student artists to live and work as interns with professional artists. A wide variety of music related internships are available and continuation of music performance study is also possible. The application process begins early Fall quarter for internships the following Winter quarter. Information is available from the Fine Arts Division Secretary or from campus faculty representatives Tom Evans (Music) or Tom Rice (Art).

Cognate Fields. Majors interested in the field of Arts Management are encouraged to explore courses in the other arts, such as Visual Fundamentals and basic Drawing, and to acquire a background in Economics and Business Administration. Journalism courses are highly recommended. Likewise, majors interested in the fields of music education, music scholarship, music therapy, musical theater, church music, music criticism, etc. should consult with the music department and the appropriate cognate department.

Musical performances on campus should be attended by music majors. Concerts by invited guests, by Music Department Faculty and by fellow music students should be attended regularly whether or not they carry LAC credit.

REQUIREMENTS FOR THE MINOR IN MUSIC

Number of Units
A minimum of six units in addition to the prerequisite are required for the minor in music.

Required Courses
Prerequisite: MUSC 105 completed with a grade of C or above.
This prerequisite may also be met by examination. Students must also meet with a music department faculty member to discuss the planned focus area of the minor and draft an appropriate course plan.
Three units, appropriate to the student’s focus area, selected from the following courses. At least one of these units must be MUSC 140, 148, 165, 285, 330, or 335:

- MUSC 140 American Music
- MUSC 148 Music of World Cultures
- MUSC 160 Choral Methods
- MUSC 161, 162, 163 Instrumental Methods
- MUSC 165 History of Jazz
- MUSC 260 Conducting
- MUSC 285, 330, 335 Western Music History Sequence
- MUSC 390 Junior Seminar
- MUSC 490 Senior Seminar

The three remaining credits of the minor should be focused in a clearly defined area of concentration. Full units in Applied and Ensemble Music may accumulate as outlined in the Student Handbook and the Academic Catalogue. Although only one unit of ensemble credit may be used toward graduation, the department may approve additional units of credit toward the minor provided the credits are appropriate to the student’s focus area. Students who wish to combine different ensembles to complete a unit toward the minor must seek department approval.

**MUSIC COURSES**

**MUSC 105  Introduction to Music**
Study of the language, power, and communicative properties of music in the Western tradition. Selected works, both popular and classical and ranging in time from the Middle Ages to the present, will be listened to and discussed with an emphasis on their musical style and cultural-social context. Students will also acquire basic skills in music literacy, theory, and aural comprehension. Class activities will include guest performances, concert attendance (on and off campus), and behind-the-scenes looks at what goes into making music.

**MUSC 140  American Music**
Survey of music in America from the pilgrims to the present, including music from the cultivated (classical) and vernacular (popular) traditions. Topics include music of Native Americans, psalmody and hymnody, the Sacred Harp tradition, Yankee tunesmiths, African-American music, Civil War songs, the development of the symphony orchestra and other aspects of the classical tradition, the Second New England School, Tin Pan Alley, the American musical, jazz, blues, ragtime, the American avant-garde, minimalism, and more.

**MUSC 148  Music of World Cultures**
Study of music of various cultures within their social contexts. The course includes folk, traditional, classical, and popular music from selected traditions in Africa, India, Asia, Europe, and the Americas. It presents music as an evolving process and the performance of music as an expression of individual and cultural identity. Using readings, discussions, guest lectures and performances, listening tapes, and films, the course provides a framework for comparison of musical cultures from different parts of the world.
MUSC 160  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. CE

MUSC 161, 162  Instrumental Music Methods: Woodwinds, Brass
Basic techniques of playing orchestra and band instruments; emphasis on understanding the principles and problems of playing woodwinds (162) and brass (161). Limited enrollment. CE
Prerequisite: Permission.

MUSC 163  Instrumental Music Methods: Strings
Basic techniques of playing the four orchestral stringed instruments. Limited enrollment. CE
Prerequisite: Ability to read music.

MUSC 165  History of Jazz
This course is intended to introduce students to the cultural context, instrumentation, theory, form, and analysis of jazz from its early West African roots to contemporary times. Emphasis will be placed on listening to various artists and styles.

MUSC 260  Conducting
Study of the rudiments of 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. CE
Recommended: MUSC 105.

MUSC 285  Western Music Before 1750
Study of the developments in musical style from the Middle Ages through the Baroque including sacred and secular music of Italy, Germany, France, England, and the Netherlands. Instruction in reading music and basic music theory is provided.

MUSC 285M  Western Music Before 1750
Study of the evolution of musical style and development of the major-minor system of tonal music from the Middle Ages through the Baroque, together with analysis of representative works. Students will acquire fluency in basic four-part writing and elementary tonal counterpoint.
Prerequisite: MUSC 105 or equivalent.

MUSC 330  Western Music in the Classic and Romantic Eras
Study of the developments in opera, concerto, sonata, symphony, string quartet, and art song during the Classic and Romantic eras. Representative works will be presented in their stylistic and cultural contexts. Instruction in reading music and basic music theory is provided.

MUSC 330M  Western Music in the Classic and Romantic Eras
Study of the Classic and Romantic musical styles, forms, and harmonic language through analysis of representative works. Students will acquire
fluency in analysis of Classic period forms and their relationship to functional harmony and will trace the expansion of that language to the chromatic harmony of the late 19th century.  
Prerequisite: MUSC 285M.

**MUSC 335 Western Music in the 20th Century**

Study of influential 20th-century musical styles in cultural context with analysis of representative works. Students will explore analytical technique appropriate to impressionism, free atonality, pandiatonicism, and serialism.

**MUSC 335M Western Music in the 20th Century**

Study of influential 20th-century musical styles in cultural context with analysis of representative works. Topics include impressionism, free atonality, pandiatonicism, serialism, and influences of popular and non-Western traditions.  
Prerequisite: MUSC 330M.

**MUSC 390 Junior Seminar**

Upper-division course comprises in-depth investigation of individual works, composers, or genres reflecting interests of class members and draws upon analytical and research skills of prerequisite courses.  
Prerequisite: MUSC 330M or permission.

**MUSC 465 Music Education Seminar**

An examination of the philosophy, methods, and materials for teaching instrumental, vocal, and general music, K-12. The course is designed to prepare students for successful careers in music education. Topics include rehearsal techniques, budgeting time and money, classroom methods and management, developing and maintaining an inventory, recruitment strategies, library acquisition and management, and networking skills. As part of the course of study, each student will be assigned to a large ensemble to serve as an assistant to the director.  
Prerequisite: Junior or senior standing.

**MUSC 490 Senior Seminar**

Upper-division course whose objective is to encourage integration and discovery of relationships between such areas as academics, performance, career development, the SIP, and careers in music. Research and analysis skills will be connected to contemporary issues in musical life, themes in music history, and alternative perspectives in style analysis.  
Prerequisite: MUSC 335M or permission.

**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 2/5 unit can be given in any one quarter, a student may participate in more than two ensembles with the permission of
the department. Only one ensemble unit of credit may be applied toward graduation and may be counted once toward a three-unit quarter load. 

**A unit of credit in music ensembles may be used to satisfy the Area of Study requirement in creative expression.**

**MUSC 200-01 College Singers**
Major choral organization on campus emphasizing diverse repertoire and varied performance experiences, including a major performance each quarter. CE

*Prerequisite:* Vocal evaluation the first time a student wishes to participate.

**MUSC 200-02 Chamber Choir**
Participation by advanced choral singers with good sight-reading and ensemble skills; varied choral experiences. CE

*Prerequisite:* Audition; must also be enrolled in MUSC 200-01.

**MUSC 200-03 Bach Festival Chorus**
Participation in the annual College Festival in conjunction with the Kalamazoo community. CE

*Prerequisite:* Permission; must also be enrolled in MUSC 200-01.

**MUSC 200-05 Symphonic Band**
Major band organization emphasizing a variety of music for brass, woodwinds, and percussion; ability to play a band instrument required. Previous band experience expected. CE

*Prerequisite:* Audition.

**MUSC 200-06 Chamber Music**
Ad hoc instrumental and/or vocal ensembles arranged with the music faculty. CE

**MUSC 200-07 Percussion Ensemble**
Performance and study of standard percussion repertoire using diverse instrumentation, including electronic music, and emphasizing contemporary composers. Previous percussion experience preferred but not required. At least one performance is given each quarter. CE

*Prerequisite:* Audition.

**MUSC 200-08 Jazz Band**
Performance of standard and contemporary jazz arrangements for band and/or small combo; music reading required, but no previous improvisational or jazz band experience needed. CE

*Prerequisite:* Audition or permission of instructor.

**MUSC 200-09 Kalamazoo College and Community Orchestra**
Performance and study of symphonic and string orchestra literature with an 80-piece orchestra; 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. CE

*Prerequisite:* Audition.
MUSC 200-15 Accompanying
Performance opportunities open to advanced keyboardists by audition.

APPLIED MUSIC

Professional musicians and teachers from the community join with the regular faculty of Kalamazoo College to staff this facet of the music program. As many as 20 additional faculty members teach individual instruments and voice, offering a wide range of opportunities to all students.

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

Applied music is credited in the same manner as the ensembles: 1/5 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.

An extra fee is charged for applied music instruction. CE

APPLIED MUSIC COURSES


MUSC 242 String Bass  MUSC 243 Classical Guitar  MUSC 245 Jazz Guitar  MUSC 246 Jazz Arranging and Composition  MUSC 250 Clarinet  MUSC 251 Recorder  MUSC 252 Flute  MUSC 253 Oboe  MUSC 254 Bassoon  MUSC 255 Saxophone  MUSC 260 Conducting  MUSC 261 Advanced Conducting  MUSC 270 Trumpet  MUSC 271 Trombone and Baritone  MUSC 272 French Horn  MUSC 273 Tuba  MUSC 274 Euphonium  MUSC 280 Percussion
NEGLECTED LANGUAGES PROGRAM

MS. K. W. SMITH (COORDINATOR)

The NLP makes available to qualified and approved students individualized instruction by tutorials in selected languages not a part of the classroom curriculum. It is important to note that the program is not available in all languages at all times. Students wishing to study a language through the NLP should have one of the following interests: study abroad in a site connected to the language (contact the Center for International Programs for information on approved sites); significant application to an intended career; relationship of the language to the student’s ethnic background; relationship to an intended Career and Development or Senior Independent Project. Students are reminded that there are intensive courses during the summer in many of these languages at Michigan State University, The University of Michigan and Beloit College.

In addition to the prerequisites as listed below, the following policies should be noted:

1. It is not possible to satisfy the College language requirement through courses in an NLP language.
2. Students wishing to satisfy the language requirement in a language other than those taught in regularly scheduled courses (e.g. Chinese, French, German, Greek, Japanese, Latin, and Spanish), including those taught as a part of a study abroad program, must transfer back to the College a minimum of three (3) units in one (1) language. Exception: a student could do one (1) or two (2) units in the same language in the NLP on-campus and transfer back the second and/or third level course to complete the requirement.
3. Students should not expect to transfer one (1) or two (2) units from study abroad and be able to complete the language requirement through the on-campus NLP.
4. In those exceptional cases where a student may feel that he/she has reached the third level but cannot present three (3) transfer units, the student must assume the cost, if any, for any fees for necessary proficiency testing.

Prerequisites: sophomore standing or above, grade point average of 2.5 or above, and permission of the coordinator.

PHILOSOPHY

MR. LATIOLAIS (CHAIR), MR. WOLF

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 the individual judgment be developed within a consciousness of our historical philosophical traditions.
The department offers courses in the history of Western philosophy, traditional subfields and specialized topics. The six historical courses address important periods and traditions of Western philosophy, from the ancient Greeks to contemporary times: Ancient, Early Modern, 18th-Century, 19th-Century, Existentialism, and Contemporary Continental Philosophy. The classic subfields of epistemology (knowledge), logic (reasoning), ethics (morality), metaphysics (being) and aesthetics (art & nature) are offered as introductions to the distinctive subject matters of philosophical inquiry. Specialized subfields are also offered under the titles, Philosophy of Law, Philosophy of Language, Philosophy and Literature, The Just Society, Biomedical Ethics, and Environmental Philosophy.

The goal of the philosophy program is threefold: first, to cultivate a student’s ability to engage in philosophical inquiry; second, to enable the student to think clearly, systematically, and critically about philosophical issues; and, finally, to gain a detailed understanding of classical and contemporary traditions of philosophy. The department offers intensive, closely directed training in analytic reading, expository-argumentative writing, and cooperative critical discussion. The majors program prepares students for graduate studies in philosophy, law, social policy, political theory, to name just a few. Students preparing for graduate studies in philosophy are strongly advised to follow a more structured majors program with additional course recommendations.

**REQUIREMENTS FOR THE MAJOR IN PHILOSOPHY**

**Number of Units**

Eight units are required, which may include the SIP.

**Required Courses**

PHIL 105 Ethics or PHIL 106 Theories of Knowledge  
PHIL 107 Logic and Reasoning  
PHIL 490 Philosophy Seminar  
Three student-chosen electives  
Two of the following History or Traditions Courses:  
   PHIL 109 Existentialism and Film  
   PHIL 205 Ancient Philosophy  
   PHIL 206 Early Modern Philosophy  
   PHIL 207 18th-Century Philosophy  
   PHIL 208 19th-Century Philosophy  
   PHIL 307 Contemporary Continental Philosophy

**Majors Preparing for Graduate Studies in Philosophy are Strongly Recommended to pursue the following program.**

**Number of Units**

Ten units are required, which may include the SIP.

**Required Courses**

PHIL 105 Ethics or PHIL 106 Theories of Knowledge  
PHIL 107 Logic and Reasoning
Core History Sequence:
PHIL 205 Ancient Philosophy
PHIL 206 Early Modern Philosophy
PHIL 207 18th-Century Philosophy
PHIL 208 19th-Century Philosophy
PHIL 490 Philosophy Seminar
Three or four Electives chosen in close consultation with Department

REQUIREMENTS FOR THE MINOR IN PHILOSOPHY

Number of Units
Six units are required.

Required Courses
PHIL 105 Ethics or PHIL 106 Theories of Knowledge
Two historical or “traditions” courses
Three electives chosen in consultation with the department
We also recommend either supervisory or advisory involvement with SIP

PHILOSOPHY COURSES

PHIL 105 Ethics
Introduction to fundamental concepts and problems in ethical theory. Classical and contemporary traditions such as virtue ethics, utilitarianism, natural rights, contractarianism, egoism, deontology, relativism, and feminism will be examined. Readings from Plato, Aristotle, Hobbes, Bentham, Mill, Hume, Kant, and others. AOS (PHIL)

PHIL 106 Theories of Knowledge
An introduction to classical issues concerning the nature, origins, limits, and justification of knowledge. Classical and contemporary traditions such as foundationalism, skepticism, rationalism, empiricism, idealism, pragmatism, holism, relativism, and reliabalism will be examined. Readings from Plato, Descartes, Locke, Kant, Quine, Gettier, Rorty, and others. AOS (PHIL)

PHIL 107 Logic and Reasoning
An introduction to the basic rules for evaluating the validity of formal and informal reasoning. The course will investigate (1) the theory and practice of formulating, analyzing, and evaluating arguments as they occur in ordinary, non-technical contexts; and (2) the concepts and techniques of elementary formal logic: syllogism, truth-functions, and predicate calculus. AOS (PHIL) Recommended for computer science students.

PHIL 108 Environmental Ethics
This course investigates the question of our understanding of, and ethical responsibility to, animals, plants, microorganisms, non-living beings, ecosystems, and “nature” as a whole. The first part of the course critically examines the adequacy of traditional ethical theories in grounding environmental responsibilities. The second part critically examines Western conceptions of nature and humankind and their implications for our treatment of the environment. Contemporary positions such as anthropocentrism, deep
ecology, radical ecology, ecofeminism, and social environmentalism will be discussed. AOS (PHIL)
Recommended for environmental studies students.

PHIL 109  Existentialism and Film
Historical study of 19th- and 20th-century philosophers united in their opposition to modern rationalism, classical teleology and theological essentialism. In opposition to the traditional intellectualist idea that what is good for humans is an object of impersonal knowledge, existentialists developed the alternative idea that the good is grounded in an exercise of personal resolve. Films are used as depictions of existentialist themes such as freedom, alienation, authenticity, despair, passion, anonymity, responsibility, good faith and anguish. Readings from Kierkegaard, Nietzsche, Heidegger, Bakhtin, Sartre, de Beauvoir, and Merleau-Ponty. AOS (PHIL)
Recommended for students interested in literature and film studies.

PHIL 205  Ancient Philosophy
A study of ancient views on nature, knowledge, soul, and the good life. Readings will include selections from Plato and Aristotle and may include selections from the pre-Socratic and Hellenistic philosophers, all major sources of the Western philosophical tradition. AOS (PHIL)
Recommended for classics students.

PHIL 206  Early Modern Philosophy
Historical study of the development of modern rationalism and empiricism. Topics include theories about the nature of the physical world, the connection between mind and body, skepticism and the possibility of knowledge, the existence of God, the relationship between sensibility and intellect, and the proper method of philosophical method. Readings from Descartes, Leibniz, Spinoza, Berkeley, Locke, and Hume. AOS (PHIL)
Recommended for computer science and psychology students.

PHIL 207  18th-Century Philosophy
A study of philosophy from the Enlightenment period, with special attention to Hume’s empiricist model of the mind, Kant’s transcendental idealism as a response to Hume, and the implications of these theories in all areas of philosophy, including ethics. AOS (PHIL)
Recommended for psychology students.

PHIL 208  19th-Century Philosophy
Historical survey of 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, Fichte, Schelling, Hegel, Marx, Kierkegaard, and Nietzsche. AOS (PHIL)
Recommended for education, psychology and literature students.

PHIL 209  Philosophy of Science
A philosophical examination of scientific methods and reasoning. Topics may include the analysis of explanation, the nature of scientific truth, instrumentalist and realist interpretations of science, confirmation and falsification,
observational and theoretical terms, inter-theoretic reduction, the relation among various sciences, scientific revolutions, and the possibility of scientific progress. AOS (PHIL)

Recommended for science majors.

PHIL 210  The Just Society
Critical analysis of competing traditional theories of justice in connection with contemporary political and legal issues surrounding race, ethnicity, and gender. Such topics may include (1) the nature of political legitimation and power; (2) the interdependence of social, legal, and political institutions; (3) legal protection for individuals and groups; (4) the shifting boundaries between individual, private, and public; (5) social-welfare institutions and the marketplace; (6) diversity and democracy; and (7) the autonomy of nation states within global crises; etc. AOS (PHIL)

Recommended for political science and HDSR students.

PHIL 211  Philosophy of Law
Historical examination of competing theories regarding the purpose and justification of legal systems. Selected topics may include (1) the relation between law and morality, (2) the nature of juridical interpretation and legal reasoning; (3) the role of the legal system within ethical traditions, market forces, and political institutions; and (4) the Critical Legal Studies challenge to liberal jurisprudence. Readings from Aquinas, Austin, Hart, Fuller, Holmes, Dworkin, Unger, MacKinnon, and Habermas. AOS (PHIL)

Suggested for pre-law students.

PHIL 212  Philosophy of Social Science
Introduction to classical and contemporary issues in the logic of the social sciences. Topics include (1) the distinction between the natural and social sciences; (2) historicism and relativism as challenges to objectivity and value neutrality; (3) causal, interpretive, rational, and critical models of social inquiry; and (4) behaviorist, structuralist, individualist, reductionist, and holist methods of inquiry. Recent debates about ethnocentrism, gender biases, and epistemological constructivism will be reviewed. AOS (PHIL)

Suggested for students in the social sciences and multiculturalism.

PHIL 215  Philosophy of Art
Historical survey of the major traditions in Western aesthetic theory, with an emphasis upon the visual arts. Topics include the relationship between artist and artwork, the nature 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 within social and political institutions. AOS (PHIL)

Suggested for art majors.

PHIL 305  Biomedical Ethics
An exploration of the ethical issues inherent in modern medical practice. Particular attention will be paid to using traditional moral theories to determine the moral obligations of healthcare providers in everyday interaction with patients. Special problems to be examined may include abortion, euthanasia,
genetic engineering, the allocation of limited resources, and moral issues in research on human subjects. AOS (PHIL)
Suggested for health science students.

**PHIL 306  The Philosophy of Language**
Study of 20th-century philosophy of language. Introduction to traditional semantics (e.g. reference, truth and meaning) will be followed by a detailed examination of speech-act theory or pragmatics. Topics include theories of speaker meaning and reference, indexicals, direct and indirect speech acts, conversational implication, presupposition, anaphora, non-literal language use, translation, rule-following, and the relation between language and thought. Readings from Frege, Russell, Wittgenstein, Quine, Austin, Dummet, Putnam, Searle, Davidson, Habermas, and others. AOS (PHIL)
Recommended for any of the language and literature majors.

**PHIL 307  Contemporary Continental Philosophy**
Introduction to contemporary Continental-European philosophy and its efforts to develop a critical social theory. We will examine the critical reception of Hegel’s, Marx’s, and Nietzsche’s ideas by 20th-century German and French philosophers. Special emphasis will be placed upon the Frankfurt School of Social Criticism and its post-modern critics. AOS (PHIL)
Suggested for students in the social sciences.

**PHIL 308  Metaphysics and Mind**
Examination of metaphysics as the branch of philosophy concerned with the structure of reality, including questions about the nature of the human mind. The first half of the course addresses selected topics in contemporary metaphysical: e.g. the nature of time, space, individuals, universals, substance, events, possible entities, identity, causation, and necessity. The second half addresses topics and theories in the philosophy of mind: e.g. the mind-body problem, personal identity, self-knowledge, free will and determinism, artificial intelligence, eliminative materialism, instrumentalism, functionalism, and connectionism. Readings from Smart, Ryle, Wittgenstein, Dennett, Churchland, Davidson, Dretske, Putnam, and others. AOS (PHIL)
Prerequisite: 200-level course, one philosophy course or instructor permission.

**PHIL 490  Philosophy Seminar**
Intensive study of contemporary research on a major philosophical issue. The emphasis will be on the critical reading of two or three major texts and the reviews and discussions surrounding them. The seminar meets once a week throughout the senior year.
Prerequisite: Junior or senior standing, or permission.

---

**PHYSICAL EDUCATION**

MR. CORWIN, MS. FARRELL, MS. FORTIER, MR. HAKLIN, MS. HESS
MR. KENT (CHAIR), MS. MAURER, MR. ROGERS, MS. K.J. SMITH

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 coaching, 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 coach at the secondary level and to those other students who are interested in physical education.

**PHYSICAL EDUCATION COURSES**

**Techniques of Coaching**
Each of the Techniques of Coaching classes carries $\frac{1}{2}$ 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:

- PED 280 Techniques of Coaching Football
- PED 282 Techniques of Coaching Baseball/Softball
- PED 283 Techniques of Coaching Basketball
- PED 284 Techniques of Coaching Tennis
- PED 286 Techniques of Coaching Swimming
- PED 288 Techniques of Coaching Volleyball
- PED 290 Techniques of Coaching Soccer

**PED 210 Care and Treatment of Injuries**
Examination of the techniques used in the prevention and care of athletic injuries; first aid.

**Sports Psychology**
See PSYC 205.

**PE ACTIVITY REQUIREMENT**

The physical education activity requirement for graduation is one unit (five activities). Students may meet the requirement by electing and satisfactorily completing five activities selected from physical education activity classes, intercollegiate sports, study abroad, Land/Sea, and contractual arrangements, subject to the following conditions and restrictions:

1. A reduced program of activity will be developed by an adviser in the department for any student having a complete or partial restriction as indicated on that individual’s medical form.
2. Students are urged to complete the requirement over a period of five quarters.
3. Because proficiency in an activity is desirable, students are permitted to repeat an activity course once, including contractual. PED 101, however, may not be repeated as it counts as two activities.
4. One activity credit for physical education may be granted for each six months of military service, provided the length of service is at least one year.
5. One activity credit for physical education may be granted for each season of intercollegiate sport participation.
Activity courses include many opportunities. Some require that students furnish their own equipment or transportation; 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 form for a contractual arrangement, and fulfill the agreement of the contract. The contractual option is limited to classes taught by a certified instructor outside of the normal departmental offerings.

**PHYSICS**

**MR. ASKEW, MR. BLOOM, MS. JOHNSON, MR. TOBOCHNIK (CHAIR)**

The physics curriculum at Kalamazoo College provides preparation for the potential physicist as well as a solid background for students in the other sciences. A student majoring in physics can pursue further study in physics, engineering, computer science, astronomy, medical physics, or atmospheric science. Other opportunities include teaching at the high school level and working in a business that involves modern technology.

Students interested in majoring in one of the physical sciences should plan to take CHEM 110, MATH 112-113, and PHYS 150 during the first two quarters of the first year.

Students with an AP score of 4 or 5 in physics will not be granted credit in PHYS 150 and should begin their sequence with PHYS 152. Students with a second AP physics credit will not be granted credit in PHYS 152 and should begin their sequence with PHYS 220 or higher.

Students interested in engineering should consider the combined curriculum in engineering. This typically follows the program of the physics major during the first three years. (See the 3-2 Engineering Program description.)

**REQUIREMENTS FOR THE MAJOR IN PHYSICS**

**Number of Units**

Eight units are required, not including the SIP.

**Required Courses**

- PHYS 150, 152 Introductory Physics I, II with Lab
- PHYS 220 Intro to Relativity and Quantum Physics with Lab
- PHYS 340 Intermediate Mechanics
- PHYS 370 Electromagnetics and Electronics I with Lab
- MATH 112-113, 214, 240, and 280 (with grades of C or better)

CPSC 110 or 255 is highly recommended. PHYS 102, 105, 112, and 260 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
PHYS 150, 152 Introductory Physics I, II with Lab
PHYS 220 Intro to Relativity and Quantum Physics with Lab
PHYS 340 Intermediate Mechanics
Two additional physics courses at the 300 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

PHYS 102 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. QR
Prerequisite: Two years of high school math. Students cannot receive credit for both PHYS 102 and 150.

PHYS 105 Energy and the Environment
A study of the concepts of energy and entropy and the societal implications that follow from alternative modes of energy production, amount of energy consumption, and the ways energy is used. Efficiency of energy conversion and the environmental impact of energy production and use will be discussed. Designed primarily for students not majoring in the physical sciences; especially appropriate for those in the environmental studies concentration. QR
This course may not be counted toward the major or as a cognate. Students cannot receive credit for both PHYS 105 and 150.

PHYS 112 Musical Acoustics with Lab
Focused on a topic that brings together music, physics of vibrations and waves, and auditory science. Emphasis on fundamental physical principles and their application, presented at a level suitable for students with little background in science or mathematics. Topics include the generation, transmission, and detection of sound. QR
Prerequisite: Two years of high school math. Students cannot receive credit for both PHYS 112 and 150.

PHYS 150-152 Introductory Physics I, II with Lab
Study of the basic concepts in mechanics, waves, and electricity and magnetism, introducing elementary calculus when appropriate. QR
Prerequisite: Taking online mathematics skills test.

PHYS 210 Medical Physics with Lab
Emphasis on application of physics to medicine focusing on radioactivity, radiation therapy, and diagnostic and imaging techniques. AOS (NS)
Prerequisite: PHYS 152 or permission.
PHYS 220  Introduction to Relativity and Quantum Physics with Lab
Study of light, special relativity, and quantum physics with applications. AOS (NS)
Prerequisite: PHYS 152 and MATH 113. Suggested: MATH 214.

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

PHYS 260  Digital Electronics with Lab
Introductory electronics, elementary logic and arithmetic circuit components, sequential circuit analysis and design; applications to computer circuit design. (Also listed as CPSC 260.) AOS (CS)
Prerequisite: Permission.

PHYS 340  Intermediate Mechanics
Mathematical course emphasizing physical reasoning and problem solving; planetary motion, oscillation, accelerating reference frames, and rigid body motion. AOS (NS)
Prerequisite: PHYS 220 and MATH 280.

PHYS 352  Optics and Wave Motion with Lab
Mathematical treatment of wave phenomena including superposition, diffraction, interference, polarization, and Fourier analysis; applications from the areas of physical and geometrical optics, acoustics, and microwave radiation. AOS (NS)
Prerequisite: PHYS 340 or 370.

PHYS 360  Thermal Physics
Introduction to thermal physics with emphasis on a statistical approach to the treatment of thermodynamic properties of bulk material. AOS (NS)
Prerequisite: PHYS 220.

PHYS 370-380  Electromagnetics and Electronics I, II with Lab
Basic concepts of modern electronics taught along with circuit analysis and electromagnetic field theory. Advanced techniques in vector calculus are developed as needed. The lab portion emphasizes practical experience including circuit construction and use of digital and analog instruments. AOS (NS)
Prerequisite: PHYS 220.

PHYS 400  Advanced Mechanics
Continuation of the study of classical mechanics and Lagrangian and Hamiltonian dynamics. AOS (NS)
Prerequisite: PHYS 340.

PHYS 410  Advanced Electricity and Magnetism
Study of electromagnetic field theory, electrostatics, potential theory, dielectric and magnetic media, Maxwell’s field equations, and electromagnetic waves; vector calculus developed as needed. AOS (NS)
Prerequisite: PHYS 380 or permission.
PHYS 420  Quantum Mechanics
Study of the principles and mathematical techniques of quantum mechanics
with applications to barrier problems, the harmonic oscillator, and the
hydrogen atom. AOS (NS)
Prerequisite: PHYS 340 or permission. Recommended: MATH 380.

PHYS 430  Advanced Modern Physics
Study of selected topics from atomic, nuclear, particle, and solid state
physics. AOS (NS)
Prerequisite: PHYS 420.

POLITICAL SCIENCE

MR. DUGAS, MS. ELMAN (CHAIR), MR. FILNER
MR. MAHLER (PROVOST)

Believing in the contribution of the study of politics to a liberal arts education,
this department approaches political science as an integrated discipline. Its
purposes are threefold: to provide basic instruction in political behavior,
theory and institutions; to offer a thorough grounding for study in graduate
and professional schools (political science forms a key part of the pre-law
program); and to offer preparation for public or government service at the
local, state, national, or international level. In assisting students to understand
both the methods and substantive issues of the subject, the department
combines its broad range of courses, seminars, and individualized work with
practical experience in government, public service, and legal institutions.

REQUIREMENTS FOR THE MAJOR IN POLITICAL SCIENCE

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

Required Courses
- POLS 105 Introduction to American Government*
- POLS 106 Introduction to Comparative Politics
- POLS 107 Introduction to International Politics
- POLS 108 Introduction to Political Theory: American Political Thought
- POLS 490 Contemporary Behavior, Theory, and Methodology

REQUIREMENTS FOR THE MINOR IN POLITICAL SCIENCE

Number of Units
Six units are required.

Required Courses
- POLS 105 Introduction to American Government*
Five additional political science courses chosen from the areas of American
government, international politics, political theory, and comparative politics.

* Students may waive POLS 105 with an AP score of 4 or 5 but must still complete
eight units in the major and six in the minor.
POLITICAL SCIENCE COURSES

POLLS 105  Introduction to American Government
Introduction to the structure and functioning of the American government; introductory analysis of the processes of policy formation, the relationship of the state and the individual, and the degree and nature of popular control. AOS (SS); CR (US)

POLLS 106  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. AOS (SS)

POLLS 107  Introduction to International Politics
An introduction to the study of international relations that focuses on the core issue of international war and peace. The issue is used as a means to explore how political scientists analyze international relations. The course examines different approaches to analyzing international relations (the system, state, and individual levels of analysis), as well as the ongoing controversy between realist and idealist schools of thought. AOS (SS)

POLLS 108  Introduction to Political Theory: American Political Thought
This course explores some of the ideas and political movements that have shaped American political thought. Particular attention will be paid to the natural rights doctrine, federalism, expressive individualism, the abolition movement, the women’s rights movement, the emergence of the welfare state, and current efforts to shift federal powers to the states. AOS (SS)

POLLS 160  Classical Political Theory: Justice and Political Community
The study of how the classical thinkers understood the relationship between politics and morality and the challenges posed to their views by subsequent political thinkers. The political thinkers examined in this course will include Plato, Aristotle, Augustine, and Machiavelli. AOS (SS)

POLLS 205  The Politics of Revolution
The very casual use of the term “revolution” frequently betrays its importance. What, for example, does it mean to be a “revolutionary”? Moreover, what has “revolution” meant for men and women? This course seeks to clarify its meaning(s), consider its causes, and explore the consequences with attention to the French and Russian revolutions. The revolutions of 1989 throughout Eastern Europe will also be considered. AOS (SS)

POLLS 210  Comparative Political Institutions: Social Europe
Examination of the political systems, institutions, and practices of western European states. Emphasis is on analysis and comparison of social policies concerning immigration, the environment, and other issues. AOS (SS); CR (Europe)
**PO LS 215  Politics in Developing Countries**
A general introduction to the study of politics in developing countries. The course examines the impact of colonialism, problems of dependency and economic development, and the ecological context of politics. It also explores the social context of politics (focusing on the role of women in developing countries, as well as on the issues of religion and ethnicity). It culminates in an examination of the alternatives of revolutionary, authoritarian, or democratic political regimes. AOS (SS)

**PO LS 225  Constitutional Law**
Study of the development of the American Constitution and of the role of the Supreme Court in the processes of American democracy. AOS (SS)

**PO LS 230  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. AOS (SS)

**PO LS 240  Politics of Africa**
Study of African politics and development including both external and internal forces that have helped determine African political and economic life. AOS (SS)

**PO LS 245  Politics of Latin America**
An introduction to contemporary Latin American politics. The course examines three areas crucial to a basic understanding of the region: (1) socio-economic conditions; (2) the principal actors in the Latin American political arena, including labor movements, peasants, women, indigenous groups, the Catholic Church, political parties, the military, and guerrilla movements; and (3) the resulting political structures that have characterized Latin American politics in the form of authoritarian, revolutionary, and democratic regimes. AOS (SS)

**PO LS 250  Government and Politics of China**
This course offers a general introduction to the politics of contemporary China. It will focus on major political events in the People’s Republic: collectivization of land, socialization of industry, hundred Flowers and Anti-Rightist Campaigns, Great Leap Forward, Cultural Revolution, leadership succession, Democracy Wall, economic reforms and Tiananmen Incident, among others. We also try to analyze Chinese foreign policy from the perspective of its domestic politics. Moreover, we will look at issues that fundamentally affect Chinese society such as popular participation and elite control in contemporary China. The basic objectives of the course are to provide a working knowledge of Chinese politics and to encourage a critical evaluation of China’s politics. AOS (SS); CR (Asia)

**PO LS 255  Women and Social Movements**
This course examines the benefits and disadvantages women have gained from and within social movements, the persistent myths and inconvenient realities. We will clarify the terms of art, examine the origins, characteristics,
goals and shortcomings of various movements. As well, we will review the vigorous and on-going debates about and within movements. AOS (SS)

**POL S 260  Modern Political Theory: Liberalism and Its Critics**
The study of modern political theorists and their quest to justify political authority. Specifically, the course examines the development of an important political theory, liberalism, and a variety of criticisms. Theorists explored include Hobbes, Locke, Rousseau, Burke, Paine, Wollstonecraft, Douglass, Mill and Marx. AOS (SS)

**POL S 265  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. AOS (SS)

**POL S 270  The European Union: Institutions, Actors, Aliens and Outcomes**
This course offers a broad introduction to the European Union and the politics of European integration. We move from a historical overview to a description and assessment of several basic political institutions and conclude with the impact that European integration has had (and continues to exercise) over matters ranging from agriculture, food, the environment and crime to citizenship, migration, gay rights and women’s rights. AOS (SS)

**POL S 285  United States Foreign Policy**
An introduction to the study of U.S. foreign policy. The first half of the course provides an introduction to, and a historical overview of, U.S. foreign policy in the second half of the 20th century. The second half of the course examines the way in which U.S. foreign policy is made, looking specifically at the role of the Presidency, Congress, the bureaucracy, interest groups, mass media, and public opinion. AOS (SS)

**POL S 305  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. AOS (SS)

**POL S 310  Women and the Western State**
An examination of the state and women’s relationship to it from a feminist perspective. Students will explore classic conceptions of the state and assess differing strategies and contemporary debates within the U.S. and western European women’s movements concerning whether and how to engage the state on women’s behalf. AOS (SS)

**POL S 320  The Crises of Democracy**
Study of modern democracy in theoretical and historical perspective; discussion of contemporary issues such as representation theory, centralized bureaucracy, private power, and movements for direct participatory democracy. AOS (SS); CR (US)
PO LS 330  The Politics of the Holocaust
Study of two fundamental elements: (1) a brief historical overview of anti-Semitism and the social construction of identity whereby Jews are rendered “Other” and (2) a focus on how and by whom the Jews were annihilated. Students will comprehend the unique fate of the Jews under National Socialism, the incorporation of racial eugenics into law, and the capacities of modern states to service genocide. AOS (SS)

PO LS 340  Israeli Politics in the Middle East
A study of politics and government in Israel with attention to Israel’s geopolitical and strategic setting in the Middle East and its relations with the Palestine people. AOS (SS)

PO LS 360  Contemporary Political Thought: Critics of Modernity
The study of 20th century political theorists’ diverse reactions to modernity. These theorists focus on the failure of human rationality, systematic inequality, human rights abuses, gender and race discrimination, and a whole host of other weaknesses embedded in modernity. We will examine American and European theorists including Adorno, Arendt, de Beauvoir, Camus, Foucault, Habermas, Horkheimer, MacKinnon, Nietzsche and Rawls. AOS (SS)

PO LS 370  Civil Liberties and Majority Power
Study of individual liberties as defined by today’s Supreme Court; development of the Court’s point of view in such areas as freedom of speech, subversion and disloyalty, religious freedoms and church-state separation, and equal protection of the law; the role of the Supreme Court in the political system of the United States. AOS (SS); CR (US)

PO LS 375  International Political Economy
An overview of the most prominent topics in international political economy (IPE). This course deals with the issues that arise in a world system that is increasingly united by a global economy, but remains fragmented politically. The course examines alternative IPE paradigms (economic liberalism, economic nationalism, dependency theory). I then proceeds to explore the issues of international trade, the international monetary system (including the 1980s debt crisis and the recent East Asian financial crisis), and the role of multinational corporations. AOS (SS)

PO LS 380  Drugs, Democracy, and Human Rights
An overview of three of the most contentious issues in contemporary U.S. foreign policy. Specifically, the course examines the role of U.S. policy with regard to the problems of international human rights, the promotion of democracy, and the international drug trade. Past and present U.S. policy is discussed, as well as what U.S. policy ought to be regarding these challenging problems. AOS (SS)

PO LS 420  Politics, Parties, and Public Opinion
Analysis of the process of public decision making with reference to the nature and role of interest groups, political parties, and their relationships to other forces and factors that form public opinion. Examines parties as mediating institutions between masses and elites. AOS (SS)

Prerequisite: POLS 105 or permission.
POLS 435  The Political Novel
Examines through reading and discussion of political philosophy and novels several of the many relationships that exist between individuals and the state in which they live, ranging from the utopian condition resulting from individuals and the state interacting in an optimal manner, to the opposite extreme in which individuals must survive the repression of a totalitarian political regime. The course examines a variety of such theoretical relationships, including topics dealing with utopism, revolution, totalitarianism, resistance, political obligation, and political socialization. AOS (SS)
Prerequisite: Junior standing and one Political Science course.

POLS 490  Contemporary Behavior, Theory, and Methodology
Analysis of major premises and theoretical frameworks underlying current political science research.
Prerequisite: Senior standing and permission.

POLS 491  Seminar in Comparative Politics
Selected topics.

POLS 492  Seminar in International Politics
Selected topics.

PSYCHOLOGY

MR. BATSELL (CHAIR), MS. BOATWRIGHT, MS. GOODWIN, MR. GREGG, MR. GROSSMAN, MS. McGREAL, MS. TAN

Psychology, broadly defined, is the study of animal and human behavior as well as human experience. The discipline involves the use of scientific methods in the discovery of facts and confirmation of theory as well as applications to problems. The major, therefore, includes a focus on 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 in the more traditional areas of research and mental health.

Given its diversity and connections to other disciplines, psychology is a reasonable choice of major for students who seek a broad liberal arts undergraduate education. Psychology is also a practical major for those who seek careers immediately after graduation in fields where interacting with other people is primary—management, criminal justice, or human services, for example. Students interested in careers in such applied fields, however, may find the human development and social relations major a better choice.

Psychology majors may choose to pursue advanced degrees in three general directions: one, as scientists, leading to careers in higher education or research settings; two, as practitioners, leading to roles as clinicians, school psychologists, industrial psychologists, and health psychologists; and three, as professionals in other fields such as law, medicine, and business administration.
REQUIREMENTS FOR THE MAJOR IN PSYCHOLOGY

Number of Units
Nine units are required. No more than one unit of a psychology SIP may count toward the nine units required.

Required Courses
PSYC 101 General Psychology
PSYC 390 Experimental Methods
Two courses at the 400 level

Required Cognate
MATH 105, MATH 260, or SOAN 212 (at C- or better)

REQUIREMENTS FOR THE MINOR IN PSYCHOLOGY

Number of Units
Six units are required in addition to a comprehensive exam.

Required Courses

Applied Psychology Minor
PSYC 101 General Psychology
One unit from Developmental—PSYC 210, 211, 212, 270, 420
One unit from Interpersonal—PSYC 230, 250, 310, 340
One unit from Individual—PSYC 220, 260, 370, 410
One additional general psychology elective not listed above, excluding PSYC 390, 440
One additional psychology elective chosen from one of the above areas

Students may not major in human development and social relations (HDSR) and minor in applied psychology.

Biopsychology Minor
PSYC 101 General Psychology
PSYC 380 Physiological Psychology
Four additional psychology courses including at least two of the following: PSYC 210, 290, 320, 420

PSYCHOLOGY COURSES

PSYC 101 General Psychology
Survey of major theories, methods, and findings related to understanding behavior and experience; examination of such topics as learning, memory, perception, personality, and psychotherapy through the case study approach; emphasis on the role of the central nervous system in normal and abnormal behavior. This course is a prerequisite for all courses in the department. AOS (SS)

PSYC 205 Sports Psychology
Survey of theories, research methods, and clinical techniques of psychology that focus on the mind-body problem in sports; investigation of issues relating
to self discipline as well as improving individual and team performance. AOS (SS)
Prerequisite: PSYC 101 and sophomore standing.

PSYC 210 Developmental Psychology
Study of development from infancy through adolescence with consideration of the processes underlying change in social, intellectual, and emotional behavior. AOS (SS)
Prerequisite: PSYC 101.

PSYC 211 Adolescent Development
Research and theory regarding development between puberty and emerging adulthood including physical, cognitive, social, emotional, and personality development. Contexts of adolescence within the family and within the peer group including sexuality, dating and romantic relationships. Perspectives regarding gender and moral development. AOS (SS)
Prerequisite: PSYC 101.

PSYC 212 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. AOS (SS)
Prerequisite: PSYC 101 and one additional psychology course. PSYC 210 is recommended.

PSYC 215 Adolescent Development in Cross-Cultural Perspective
An exploration of the sociocultural development of adolescents across cultures, building on the work of Margaret Mead and Erik Erikson, among others, who have studied whether adolescent development and behavior vary under different sociocultural conditions. Issues include the social roles and identities of adolescents in family and community life, social passage from childhood to adolescence and from adolescence to adulthood, mating behavior, and social conflict. The course will begin with a foundation in comparative biosocial development (variations by ethnicity, gender and culture, and across time), and then proceed to the ethnographic literature to examine these and other issues of adolescent development in different parts of the world. Students will also examine implications of cross-cultural knowledge of adolescent development for contemporary issues. (Also listed as SOAN 215 and EDUC 215.) AOS (SS)
Prerequisite: PSYC 101 and a course in either Sociology or Anthropology.

PSYC 225 Race/Ethnicity and Class
An introduction to a cross-section of theories and perspectives on race, ethnicity, and class, particularly as formations in the U.S. Students will critically engage these issues as (1) historical and contemporary phenomena; and (2) social and cultural phenomena operating in a broad array of social, economic, and political institutions and structures. This course will also give significant attention to the sociocultural and social psychological construction of “prejudice,” as well as to public policy implications in the U.S. at large. (Also listed as SOAN 225.) AOS (SS)
Prerequisite: Sophomore standing or permission.
PSYC 230  Psychology of Prejudice
Introduction to social psychological perspectives on ethnocentrism, including ethnic, religious, national, and gender prejudice. Examines case studies, laboratory experiments, sample surveys, and ethnographic observations to account for the development of stereotypes and violence. AOS (SS)
Prerequisite: PSYC 101 or permission of instructor.

PSYC 240  Educational Psychology
Applies the principles of psychology to the practice of teaching. In the course, we will analyze the dynamics of student-teacher interactions with particular reference to the ways in which concepts, skills, values, and attitudes are communicated. Some of the topics that will be covered include basic principles of learning and instruction, child and adolescent development, information processing, measurement and evaluation as applied to classroom situations, and methods of accommodating students with different needs. (Also listed as EDUC 240.) AOS (SS)
Prerequisite: PSYC 101 or EDUC 270.

PSYC 250  Social Psychology
Survey of contemporary topics in social psychology, including attitudes, conformity, group dynamics, media effects, aggression, and social cognition; includes an experimental or field-based research project. (Also listed as SOCY 250.) AOS (SS)
Prerequisite: PSYC 101 or ANTH 105.

PSYC 270  Feminist Psychology of Women
This course is designed for students who are interested in a seminar dealing specifically with issues related to women’s lives and experiences from a feminist perspective. We will examine the field of psychology for its androcentric biases toward women and correct these biases by reviewing literature that places women at the center of inquiry, both as researchers and objects of study. Specific topics will include: silencing of women in the classroom, pathologizing of women, sex bias in diagnosing, feminist developmental theories, sexual harassment in the academy, feminist responses to Freud, myth of beauty in adolescence, women and leadership, women’s sexuality, psychological consequences of incest, rape, and other forms of violence against women. AOS (SS)
Prerequisite: PSYC 101 and one additional psychology course.

PSYC 280  Cognition
Study of information processing and utilization. Topics include attention, perception, imagery, memory, knowledge structures, language comprehension and production, problem solving, decision making, and creativity. AOS (SS)
Prerequisite: PSYC 101.

PSYC 285  Psychology of Music
This course is an introduction to the psychology of music, providing an overview of the research literature and exploring philosophical questions surrounding this emerging area of psychology. The lectures explore the science of musical sound, philosophical issues, the development of musical
skills, the phenomena of exceptional musical abilities, performance and listening, social uses and functions of music, cultural influences on music perception and cognition, and music therapy. AOS (SS)

**Prerequisite: Permission of instructor required.**

**PSYC 290  Ethology with Lab**

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

**Prerequisite: PSYC 101, BIOL 112, or 124.**

**PSYC 310  Organizational Behavior**

Introduction to and survey of topics in industrial and organizational psychology with an interdisciplinary emphasis; application of concepts, findings, and theories to organizations of all kinds. (Also listed as ECON 310.) AOS (SS)

**Prerequisite: PSYC 101 or junior standing.**

**PSYC 340  Cultural Psychology**

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

**Prerequisite: PSYC 101 or ANTH 105. Both are highly recommended.**

**PSYC 370  Abnormal Psychology**

Study of pathological behavior patterns and symptoms with focus upon the origin, nature, and methods of treatment of abnormal behavior. AOS (SS)

**Prerequisite: PSYC 101 and junior standing.**

**PSYC 380  Physiological Psychology with Lab**

An exploration of the neurochemical and neurological bases of behaviors such as perception, movement, feeding, learning, and memory. (Also listed as BIOL 380.) BIOL 380 AOS (NS); PSYC 380 AOS (SS)

**Prerequisite: PSYC 101 or BIOL 124.**

**PSYC 390  Experimental Methods**

Laboratory course emphasizing problems of experimental design and data collection, application of statistical techniques, and reporting of experimental findings in different content areas of psychology (e.g., social psychology, developmental psychology, learning, cognition, and biopsychology). QR

**Prerequisite: PSYC 101, MATH/STATS Cognate, and junior standing, or permission of instructor.**

**PSYC 410  Theories of Personality**

Survey of contemporary theories of personality and related research. AOS (SS)

**Prerequisite: PSYC 101, PSYC 370 recommended and senior standing.**
PSYC 420  Learning
Examination of the ways in which behavior changes as a result of experience in laboratory and natural settings. Surveys theories which account for these behavioral changes. AOS (SS)
Prerequisite: PSYC 101.

PSYC 430  Interviewing and Narrative Analysis
This course examines methods for investigating the narrative structures people use to interpret their experiences and integrate their lives. It will consider how “narrative knowing” differs from scientific theory, figurative language from literal, and symbolic representation from conceptual. Readings will cover the theory and practice of interviewing, psychological research on figurative language and narrative schemata, and plot-line and structuralist techniques of narrative analysis. Student assignments will consist of conducting, analyzing, and writing about interviews. AOS (SS)
Prerequisite: PSYC 101, or permission of instructor.

PSYC 440  Clinical Psychology Methods
Overview of theoretical and practical aspects of clinical psychology, with an emphasis on the assessment and prediction of human behavior. Covers testing of achievement, intelligence, personality, attitudes, and interests. Basic interviewing and clinical skills will be taught. AOS (SS)
Prerequisite: PSYC 101 and MATH 260 are required. PSYC 370 is recommended.

PSYC 450  Counseling Psychology: Theory and Practice
Selected counseling theories will be presented with an emphasis on application to help students develop an awareness of the connection between theory and practice in a variety of professional settings: counseling centers, academia, social service agencies, and other organizations. Professional and ethical issues in counseling will be considered. AOS (SS)
Prerequisite: PSYC 101, PSYC 370 recommended and senior standing.

PSYC 460  Social Development
This course covers the classic literature in the area of social development including attachment, development of nonverbal and verbal communication, sociodramatic play, social cognition, prosocial and antisocial behavior, moral development, and identity. Further, it will explore examples of familial and peer relationships from infancy through old age, and consider how social networks change over the life course and how friendship patterns vary with gender. Development and assessment of social skills will also be discussed in conjunction with observation of children. Lectures and discussions will focus on a classic body of readings, recent research published in the last three years, and current controversies about children’s social development. PSYC majors and minors only.
Prerequisite: PSYC 101, PSYC 210, and senior standing.

PSYC 470  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: PSYC 101 and senior 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 focus on and get involved in the significant policy-related problems confronting their generation, prepares students to think from the perspective of policy makers, and promotes 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 country. At the local level, in coordination with the L. Lee Stryker Center, we support study, researching, and 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

Number of Units
Six units are required.

Required Courses
Three core courses, one from each of the following areas:
Economics
ECON 235, 240, 250, or 490
Political Science
POLS 105, 210, 260, 310, 320, or 420
Sociology
SOCY 205, 212, 215, or 235
Two courses from a longer list of courses in ECON, HDSR, PSYC, and SOCY (One of these must be from outside a student’s major.)
One of the following:
PHIL 105 Ethics
PHIL 108 Environmental Ethics
PHIL 210 The Just Society
RELG 277 Ethics and the Common Good

Students will also engage in either a sustained volunteer experience (such as the Habitat for Humanity project) or an off-campus internship in a policy-related position.
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. Specifically recommended for first-year students are RELG 106, 125, 130, and 276.

**REQUIREMENTS FOR THE MAJOR IN RELIGION**

**Number of Units**

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

RELG 490 Seminar in Religion

**Electives**

Students are expected to include the following courses in the major program of study:

- RELG 220 The Historical Jesus
- RELG 276 Modern Theology
- RELG 350 Ritual Theories and Practices

Students interested in a major in religion should work out a plan of study with the department.

**REQUIREMENTS FOR THE MINOR IN RELIGION**

**Number of Units**

Six units are required.

**Required Courses**

- One unit from History of Religions
- One unit from Biblical Literature
- One unit from Religious Thought in the Christian Tradition
- Three additional religion electives, which may include RELG 490
RELIGION COURSES

History of Religions

RELG 105  Islam
Study of the origins and nature of Islam as a religious and cultural force; special attention to its history, its founder (Mohammed), its sacred literature (the Koran), its theology, and the American Islamic movements. AOS (REL); CR (Middle East)

RELG 125  General Introduction to Religion
Study of the forms, functions, and meanings of religion as observed in human cultures. AOS (REL)

RELG 130  Religions of Asia
Using the categories of doctrine, myth, symbol, ritual, and community, this course examines the historical development, the structural similarities, and the discontinuities between the religious traditions of Hinduism, Buddhism, Islam, Daoism, Shinto, and several forms of contemporary practices. AOS (REL)

RELG 205  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. AOS (REL)

RELG 210  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. AOS (REL)

RELG 225  Classical Judaism
Study of Judaism in the period of the Second Temple, from about the time of Ezra to the codification of the Mishnah. Examination of its history in Palestine, Egypt, and Mesopotamia; its institutions, sects, and parties; its literature (canonical, apocryphal, historic, apocalyptic, popular, and Rabbinic); and its principal ideas. AOS (REL)

RELG 235  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. AOS (REL); CR (US)

RELG 245  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. AOS (REL)

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

RELG 260 Women and Religion
This course is designed to introduce students to some fundamental questions about women and religion. The class begins with feminist critiques of religion and explores the challenge of multiculturalism. It examines tensions between institutionalized religions and spirituality and concludes with an analysis of relationships between power and religion within different cultural contexts. AOS (REL)

RELG 262 Hinduism
Examination of the myths, rituals, and historical development of Hinduism in the context of the religions of India. AOS (REL); CR (Asia)
Prerequisite: Sophomore standing, one previous religion course, or permission.

RELG 350 Ritual Theories and Practices
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. (Also listed as ANTH 350.) AOS (REL)
Students may use this class as an anthropology unit with permission of the Registrar.
Prerequisite: Sophomore standing, one previous religion course, or permission.

RELG 360 Buddhism in South Asia
An examination of the historical development of the textual traditions, symbols, doctrines, myths, and communities of Buddhism throughout south Asia. Explores Buddhism’s rise and decline in India and its development in Sri Lanka, Tibet, and other southeast Asian countries through the modern period. AOS (REL); CR (Asia)
Prerequisite: One previous religion course, preferably RELG 125 or 130, or permission.

RELG 365 Buddhism in East Asia
An examination of the historical development of the textual traditions, symbols, doctrines, myths, and communities of Buddhism throughout east Asia. Explores the introduction and establishment of Buddhism in China, Korea, and Japan, and compares the different schools of Buddhism that developed in dialogue with Daoism and Shinto. AOS (REL); CR (Asia)
Prerequisite: One previous religion course, preferably RELG 125 or 130, or permission.
**Biblical Literature**

**RELG 106  Introduction to the New Testament**  
Study of this literature in its historical, political, and cultural contexts and its religious and theological claims; examination of critical methods and results. AOS (REL)

**RELG 110  Introduction to the Old Testament**  
Study of ancient Israel’s sacred literature in its historical and religious development; examination of critical methods and results. AOS (REL)

**RELG 220  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. AOS (REL)

**RELG 230  Contemporary Theology**  
Study of major issues in contemporary theology, focusing on three principal issues: theological method, the nature of divine reality, and theological language. AOS (REL)

**RELG 240  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. AOS (REL)

**RELG 250  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. AOS (REL)
**RELG 265  Issues in Religious 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. AOS (REL)

**RELG 270  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. AOS (REL)

**RELG 272  Theology of the Spiritual Life**
Study of basic issues in Christian spiritual theology across the spectrum of modern theological perspectives. AOS (REL)

**RELG 275  Classical Christian Thought**
Study of the major architects of the Christian theological tradition during its classical phase: Augustine, Aquinas, Luther, and Calvin. AOS (REL)

**RELG 276  Modern Theology**
Study of major theological works from the 18th to the mid-20th centuries including works of Kant, Schleiermacher, Harnack, Barth, and Tillich. AOS (REL)

**RELG 277  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. AOS (REL); CR (US)

**RELG 390  Seminar in Religion**
Systematic study of a major thinker, methodology, issue, or series of questions in the field of religion.

**RELG 490  Seminar in Religion**
Systematic study of a major thinker, methodology, issue, or series of questions in the field of religion.

---

**Sociology and Anthropology**

**Ms. Arnold, Mr. Cummings, Ms. Cunningham, Mr. Stauffer (Chair)**

In approaching the complementary fields of sociology and anthropology, this department stresses theoretical understanding and the observation of social institutions and processes, frequently utilizing community situations for practical assessment of theories analyzed in class. Such learning promotes an understanding of both enduring social issues 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 related fields such as human services, journalism, law, or urban affairs, as well as for careers in government, business, teaching, or programs in development.
The department offers courses that are primarily sociological (SOCY), some that are primarily anthropological (ANTH), and many that combine the disciplines (SOAN). 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**
Nine units are required, not including the SIP.

**Required Courses**
- SOCY 105 Introduction to Sociology
- SOAN 212 Quantitative Analysis and Statistical Reasoning
- SOAN 245 Qualitative Research Methods
- SOAN 345 Theories of Society and Culture
- SOAN 490 Senior Seminar: Current Dialogues in Anthropology and Sociology

**Electives**
Four additional sociology or sociology/anthropology courses

**REQUIREMENTS FOR THE MINOR IN SOCIOLOGY**

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

**Required Courses**
- SOCY 105 Introduction to Sociology

**Electives**
Five additional sociology or sociology/anthropology courses, but not SOAN 490

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**
Nine units are required, not including the SIP.

**Required Courses**
- ANTH 105 Introduction to Cultural Anthropology
- SOAN 212 Quantitative Analysis and Statistical Reasoning
- SOAN 245 Qualitative Research Methods
- SOAN 345 Theories of Society and Culture
- SOAN 490 Senior Seminar: Current Dialogues in Anthropology and Sociology

**Electives**
Four additional anthropology or sociology/anthropology courses
REQUIREMENTS FOR THE MINOR IN ANTHROPOLOGY

Number of Units
Six units are required.

Required Courses
ANTH 105 Introduction to Cultural Anthropology

Electives
Five additional anthropology or sociology/anthropology courses, but not SOAN 490

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
Ten units are required, not including the SIP.

Required Courses
ANTH 105 Introduction to Cultural Anthropology
SOCY 105 Introduction to Sociology
SOAN 212 Quantitative Analysis and Statistical Reasoning
SOAN 245 Qualitative Research Methods
SOAN 345 Theories of Society and Culture
SOAN 490 Senior Seminar: Current Dialogues in Anthropology and Sociology

Electives
Four additional courses. No more than two may be from sociology and two from anthropology; all may be chosen from combined sociology and anthropology courses.

ANTHROPOLOGY COURSES

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

ANTH 106  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. AOS (SS)

ANTH 205  Archaeology of Death in the Graeco-Roman World
This course examines the public and private funerary art, architecture, epigraphy and literature of the Greek and Roman world in their ancient social and religious contexts. It also considers the influence of these ancient practices on modern burial customs. This course presents the new technological and forensic advances in burial archaeology, such as DNA testing and non-invasive scanning techniques, that promise to extract more information than
ever before from ancient remains. (Also listed as CLAS 205.)
AOS (SS); CR (Comparative)

**ANTH 207 Introduction to Greek and Roman Archaeology**
This introduction to the multidisciplinary field of classical archaeology examines the art and architecture of the Greek and Roman world from a contextual perspective. Exploring the social and historical contexts of the great public monuments and anonymous private artifacts of classical antiquity enlivens traditional emphasis on typological classification and chronological development. Consideration of issues of power and status, gender and sexuality, cultural reception and self-representation pose provocative new questions of ancient monuments. A gendered reading of the Parthenon Frieze lends fresh insight to discussions of iconography and artistic style. Analysis of the Roman house as a social document reveals sophisticated manipulation of domestic architecture and décor to enhance the prestige and social standing of its owner. The course is organized into a series of topical units that trace classical material culture from Greek origins through Roman transformations. This creative process involved both the public and private spheres of Greek and Roman life, which intersected in ways very different from each other and from those of the modern world. (Also listed as ARTX 207 and CLAS 207.) AOS (SS); CR (Comparative)

**ANTH 290 Peoples and Cultures of Africa**
Ethnological survey of major ethnic groups south of the Sahara, with emphasis on the culture change process in various areas. AOS (SS); CR (Africa)
*Prerequisite: ANTH 105 or permission.*

**ANTH 340 Cultural Psychology**
Theories of how culture shapes thought, feeling, and the development of personality. Critical survey of topics in cross-cultural psychology including culture and personality, child rearing, psychopathology, cognition, modernization, and underdevelopment. (Also listed as PSYC 340.)
AOS (SS); CR (Comparative)
*Prerequisite: ANTH 105 or PSYC 101. Both are highly recommended.*

**ANTH 350 Ritual Theories and Practices**
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. (Also listed as RELG 350.) AOS (SS)

**SOCIOLOGY COURSES**

**SOCY 105 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. AOS (SS); CR (US)
SO CY 205  Urban Sociology  
Study of competing explanations of urban problems, neighborhood revitalization, suburbs, and strategies of equalizing resources; field trips and field projects.  
AOS (SS)  
Prerequisite: Sophomore standing or permission.

SO CY 212  Neighborhood Organizing Practicum  
An introduction to the philosophy and practice of neighborhood organizing. Working in groups of three, under neighborhood association supervision, students undertake intensive block-level organizing in Kalamazoo’s low-income residential neighborhoods. AOS (SS); CR (US)  
Prerequisite: Permission

SO CY 215  Crime and Society  
Examination of crime causation, policy alternatives, and specific problems relating to illegal drugs. (Offered in alternate years.) AOS (SS); CR (US)

SO CY 235  Prisons and Public Policy  
An examination of prisons to illustrate the nature and problems of bureaucratic institutions and the different approaches to institutional reform. (Offered in alternate years.) AOS (SS)

SO CY 250  Social Psychology  
Survey of contemporary topics in social psychology, including attitudes, conformity, group dynamics, media effects, aggression, and social cognition; includes an experimental or field-based research project. (Also listed as PSYC 250.) AOS (SS)  
Prerequisite: ANTH 105, PSYC 101, or SOCY 105.

SOCIOLOGY AND ANTHROPOLOGY COURSES

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

SO AN 140  Contemporary Social Issues  
Examination of various social issues, both domestic and global, and how they are defined and contested in the public arena. Topics will vary but may include inequality, family patterns and policies, and ethnic conflict. AOS (SS); CR (US)

SO AN 160  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. AOS (SS); CR (Comparative)

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

**SOAN 220 The Family**
Study of the family as a social institution. Informed by historical and cross-cultural perspectives, the primary focus is on contemporary U.S. families. AOS (SS); CR (US)

**SOAN 225 Race/Ethnicity and Class**
An introduction to a cross-section of theories and perspectives on race, ethnicity, and class, particularly as formations in the U.S. Students will critically engage these issues as (1) historical and contemporary phenomena; and (2) social and cultural phenomena operating in a broad array of social, economic, and political institutions and structures. This course will also give significant attention to the sociocultural and social psychological construction of “prejudice,” as well as to public policy implications in the U.S. at large. (Also listed as PSYC 225.) AOS (SS)

*Prerequisite: Sophomore standing or permission.*

**SOAN 230 Sociology of Religion**
An introduction to theories and research in the sociology of religion, with particular emphasis on religious patterns in the United States. Attention will be given to the social sources of the growth and decline of various religious groups and traditions; relationships between religion, ethnicity, and politics; civil religion and cultural conflict; spiritualism; and religious cults. AOS (SS); CR (US)

*Prerequisite: Sophomore standing or permission.*

**SOAN 235 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 on Mexico, Central America, and northern South America. AOS (SS); CR (Latin America)

*Prerequisite: Completion of or enrollment in SPAN 201, or permission.*

**SOAN 240 Youth and Community Services Practicum**
This practicum entails a classroom seminar and participation in a youth serving institution. The practicum seeks to link students’ experiential engagement in youth serving institutions with a sociocultural, political, and economic critique and interpretation of youth services and the institutions which deliver them.

*Prerequisite: Permission.*

**SOAN 245 Qualitative Research Methods**
An introduction to qualitative, ethnographic research methods. While the course emphasizes participant-observation and interviewing, students will gain experience with an array of qualitative data collection techniques.

*Prerequisite: ANTH 105 and SOCY 105.*
SOAN 255  The Media and Popular Culture
This course will examine some of the central social theories and studies related to the nature, production, and influence of American popular culture. Of particular concern will be the changing structure of the mass media as this shapes, or is shaped by, dominant forms of popular culture and the relationship between media culture and consumer society. AOS (SS); CR (US)

SOAN 310  Social Research for Social Change
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: SOAN 245 or permission.

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

SOAN 345  Theories of Society and Culture
Study of the emergence and development of social theory in the 19th and 20th centuries; writings of Marx, Durkheim, Benedict, and other theorists of major significance in the shaping of modern sociology and anthropology. Prerequisite: ANTH 105 or SOCY 105, or permission.

SOAN 490  Senior Seminar: Current Dialogues in Anthropology and Sociology
Study of contemporary debates in sociology and anthropology, with particular attention to ways of knowing about and representing the social world. Prerequisite: Senior major or permission.

SPANISH LANGUAGE AND LITERATURE

MR. COHEN, MR. IGLESIAS, MS. RUA, MS. VALLE

In studying foreign languages, students acquire not only a linguistic skill but also an understanding of other peoples’ literature, histories, and cultures. They gain a new perspective from which to view their own country, way of life, and language. Knowledge of a second language is an important facet of the liberal arts program. Proficiency in a second language at the 201 level is a graduation requirement.

The Spanish program emphasizes listening, reading, writing, and speaking in all language courses. The department also offers courses in Peninsular and Spanish-American literature. There are study abroad opportunities in Madrid and Cáceres, Spain; Quito, Ecuador; Oaxaca, Mexico; San José, Costa Rica; and Santiago, Chile.

Off-campus experiences are complemented by on-campus study and experiences that maintain or improve a student’s language skills. Opportunities to view Spanish language films, read Spanish publications, converse with native speakers, and participate in language organizations are available and encouraged.
Faculty members meet students inside and outside the classroom, participate in campus activities, and counsel students regarding career choices in foreign service, music, high school and college instruction, science, publishing, international 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 College Board’s SAT II test or the advanced placement test in Spanish. Students with three or more years of high school Spanish may not earn graduation credit in SPAN 101.

**SAT II**

Students with scores of 425 or lower (and with fewer than three years of high school Spanish) will be placed in SPAN 101 or 102; 426–500 = SPAN 102; 501–550 = SPAN 102 or 201; 551–624 = SPAN 201; 625 or higher = SPAN 202, 203, or 301. If an SAT II score indicates a choice of two levels, a student should consult with the department chair or department representative for placement. A score of 700 or higher may qualify a student for more advanced courses.

**ADVANCED PLACEMENT**

For students with an advanced placement (AP) score of 4 or 5, credit will be awarded upon admission. Study must begin with SPAN 202 or above to receive credit in Spanish at Kalamazoo College. Students with AP scores of 3 may be granted the waiver of a prerequisite, but may not count an AP 3 for credit.

**REQUIREMENTS FOR THE MAJOR IN SPANISH**

**Number of Units**

Eight units are required, not including SPAN 101, 102, or 201 but which may include the SIP. No more than two of these units in the target language (one unit has to be in the literature of the hispanophone world, and the other one has to be in language or cultural/topical course pertaining to the hispanophone world) can be earned during study abroad. Although a student may take any number of courses at the 200 (intermediate) level, no more than two of these courses may count toward the major.

**Required Courses**

SPAN 301 Introduction to Hispanic Literature (prerequisite to all other 400 and above level courses)
SPAN 491 or 492, the Senior Seminars
At least two units in 400 (advanced) level courses:
SPAN 460, 465, 470, 480, 485, 490, 495

All Hispanic literature courses count toward the literature Area of Study requirement for graduation.
Units from Study Abroad

Only two units, to be used toward the major in Spanish, may be earned in a long term (6 months) or an extended term (9 months) program. One unit only from a short term (3 months) program.

1) The student who goes abroad AFTER having taken SPAN 301 may bring back one unit in hispanophone literature, and another one in language or topics pertaining to the country/region; or just one unit if it is a short term program. That student still needs to comply with the Senior Seminar, and another 400 level (advanced) course on campus.

2) The student who goes abroad BEFORE having taken SPAN 301 may bring back one unit in hispanophone literature, and another one in language or topics pertaining to the country and region; or just one unit if it is a short term program. That student still needs to comply with taking SPAN 301, the Senior Seminar, and another two 400 level (advanced) courses on campus.

Spanish majors are expected to participate in the study abroad program and acquire a high proficiency of language skill. Spanish majors are encouraged to develop an appropriate cognate program in areas such as history, political science, economics, music, philosophy, anthropology, sociology, international and area studies, or international commerce.

Requirements for the Minor in Spanish

Number of Units
Six units are required.

Required Courses
SPAN 301 Introduction to Hispanic Literature

Electives
Five courses chosen from the following (at least three must be at the 400 level)
SPAN 202, 203, 401 and above

1) A student may count from abroad only one unit towards the minor in Spanish. The unit, which has to be in the target language, may be in the literature of the hispanophone world, or in language, or a cultural/topical course pertaining to the hispanophone world. Please consult the department.

2) If a student has taken SPAN 301 (Introduction to Literature) before going abroad the student brings back a unit in literature (from abroad) towards the minor. A student who goes abroad before taking SPAN 301 needs to take SPAN 301 and 400 level courses on campus in order to complete the minor’s requirements.

Spanish Courses

SPAN 101 Beginning Spanish I
Basic grammar and vocabulary; fundamentals of listening, speaking, reading, and writing.

SPAN 102 Beginning Spanish II
Further development of basic skills and vocabulary.
Prerequisite: SPAN 101 or equivalent.
SPAN 201  Intermediate Spanish
Intensive grammar review; reinforcement of listening and speaking skills; and fundamentals of essay writing.
Prerequisite: SPAN 102 or equivalent.

SPAN 202  Conversation and Composition
Practice in conversation, oral interpretation, and composition. Continued review of grammar to further develop oral and written communication.
Prerequisite: SPAN 201 or equivalent.

SPAN 203  Advanced Conversation and Composition
Further refinement in areas studied in SPA 430; introduction to reading and interpretation of literary texts.
Prerequisite: SPAN 202 or equivalent.

SPAN 301  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. AOS (LIT); CR (Comparative)
Prerequisite: SPAN 203 or permission of instructor.

SPAN 401  Topics in Hispanic Culture
Reading, research, and discussion on selected topics and issues in the Spanish-speaking world. Given in Spanish. AOS (LIT)
Prerequisite: SPAN 301
(Only one may count toward the major or the minor, but a student may retake the course for graduation credit when the topic changes.)

SPAN 460  The Spanish Golden Age
A survey of the literary movements and major figures of Spain during the Renaissance and Baroque periods. Literary texts will be analyzed in their social, historical, and aesthetic contexts. Given in Spanish. AOS (LIT)
Prerequisite: SPAN 301.

SPAN 465  Peninsular Spanish Literature from 1700 to 1898
A survey of the ideological and literary currents of the 18th and 19th centuries in Spain, with emphasis on Spanish Romanticism and the Realistic novel. Given in Spanish. AOS (LIT)
Prerequisite: SPAN 301.

SPAN 470  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. AOS (LIT)
Prerequisite: SPAN 301.

SPAN 480  Spanish-American Literature I
Study of the principal literary figures, works, and characteristics of the Colonial Period, Neoclassicism, and Romanticism. Given in Spanish. AOS (LIT)
Prerequisite: SPAN 301.
SPAN 485  Spanish-American Literature II
Study of the principal literary figures, works, and characteristics of Realism, Naturalism, Modernism, Post-Modernism, Vanguardia, and the Post-Vanguard movements. Given in Spanish. AOS (LIT)
Prerequisite: SPAN 301.

SPAN 490  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. AOS (LIT)
Prerequisite: SPAN 301.

SPAN 491  Peninsular Spanish Seminar
Advanced study of outstanding authors, works, or genres that will vary to reflect the interest of students and the professor.
Prerequisite: Two units above SPAN 301.

SPAN 492  Spanish-American Seminar
Advanced study of outstanding authors, works, or genres that are generally recognized as seminal to an understanding of Spanish America’s social, philosophical, and aesthetic traditions.
Prerequisite: Two units above SPAN 301.

SPAN 495  Advanced Literary Studies
Course focuses on major figures and movements in Spanish and Spanish-American literature. Topics will vary.
Prerequisite: SPAN 301.

THEATRE ARTS

MR. MENTA (CHAIR), MR. POTTS, MS. PRUIS

Dedicated to the liberal arts traditions and innovations of Kalamazoo College, the Department of Theatre Arts offers students access to the collaborative nature of drama through the integration of both creative and analytical courses, production laboratories, internships, and individualized projects. By studying the wealth of worldwide theatre traditions reflecting the pluralism in our society and the interdependence of all peoples and cultures, students gain the research tools for self-discovery; informed, critical thinking; the ability to take action on their ideas and responsibilities; and the development of the kind of self-esteem and values that will lead them as artists toward enjoying a lifelong journey of personal growth and inquiry in a climate whereby each may learn to speak with his or her own voice.

Open to all, majors and nonmajors alike, theatre arts productions emphasize both personal and skill development in acting, design, stage management, technical areas, and directing. 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 opportunity for participation in the GLCA New York Arts Program. Students interested in these opportunities should consult with department faculty regarding options and prerequisites.

**REQUIREMENTS FOR THE MAJOR IN THEATRE ARTS**

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

**Required Courses**
- THEA 110 Stagecraft
- THEA 120 Fundamentals of Acting
- THEA 200 Production Laboratory*
- THEA 240 Design I
- THEA 380 Directing I
- THEA 490 Senior Seminar
Two units of theatre history (may substitute a third theatre history course for one dramatic literature course):
  - THEA 260, 270, 280, 290
Two units of dramatic literature (must meet with the approval of the department):
  - CLAS 220, 240; ENGL 161, 235; appropriate THEA courses (including courses taken at study abroad centers)

The department believes strongly in the importance of interdisciplinary studies as a means of directly enriching a theatre focus and, therefore, highly recommends cognate courses in the arts, literature, history, international area studies, writing, and women’s studies. With the exception of the two dramatic literatures, all courses for the theatre major must be taken on campus. All majors must complete one unit of THEA 200 as a graduation requirement, which is a regular part of their theatre production involvement. Please see the department faculty for specific instructions to complete the THEA 200 unit. All majors will participate in the senior comprehensive examination and give a formal SIP presentation.

**REQUIREMENTS FOR THE MINOR IN THEATRE ARTS**

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

**Required Courses**
- One unit of THEA 200*
- One unit from each of the following areas:
  - Performance
    - THEA 115, 120, 150, 225, 305, 320, 380
Design/Technical
THEA 110, 210, 240
Theatre History
THEA 260, 270, 280, 290
Two additional units of an academic focus area as listed above
Students should meet with department faculty when selecting this minor.

THEATRE ARTS COURSES

THEA 110  Stagecraft
Introduction to the principal topics and practices of technical support for
theatre production: construction of stage scenery, scene painting, properties,
rigging/focusing of lights, sound techniques, basic technical craft skills, and
production communication practices. Fifteen-hour production lab required. CE

THEA 115  Improvisation
A workshop course in improvisational theatre stressing the skills of ensemble
playing and evolving performances from audience suggestions. A development-
mental skills course for actors, “Improvisation” offers interdisciplinary links
with psychology and sociology with a focus upon interpersonal communica-
tions. CE

THEA 120  Fundamentals of Acting
Introduction to the skills necessary for performing on stage. This course is an
exploration of the fundamental techniques necessary for beginning scene and
monologue study in modern and contemporary realism. Through physical
and vocal exercises, text and character analysis, and scene studies, the student
is introduced to the process of acting preparation and performance. Excellent
course for nonmajors seeking an introduction to the art of acting. CE

THEA 135  Costuming and Makeup
This course is split into two sections: stage Makeup and Costuming. The
Makeup section will introduce the student to the basic principles of makeup
application and design for the stage. The Costume section will introduce the
student to the basic techniques, tools, and materials used in costume construc-
tion along with an introduction to costume shop organization. CE

THEA 150  Playwriting
A workshop in which students develop one-act scripts, sharing their work.
(Also listed as ENGL 150.) CE

THEA 155  Introduction to African American Theatre
Survey/lecture course from an African American perspective, examining the
activities and developments of Black American life as evidenced through its
theatre, with emphasis on history, philosophy, dramatic creations, criticism,
and socio-psychological concerns. Includes lectures in theatrical contribu-
tions of Western and African civilizations. CR (US)

THEA 200  Production Laboratory
Each student involved in a significant role on regular theatre productions is a
participant in the theatre company and will thereby earn 1/4 unit of credit per
production. CE
Theatre majors and minors must distribute each 1/4 unit in a different area of production (acting, stage management, costuming, lighting, scenery, sound, publicity).

**THEA 210 Lighting Design**
Experiments and studies in the theories and techniques of stage lighting; emphasis on play analysis, sculpting with light, color theory, drafting, projection, and practical laboratories. Fifteen-hour production lab required. CE

**THEA 225 Developing a Character**
Advanced work in characterization with emphasis placed on building a character through various acting techniques such as Stanislavski, Suzuki, Viewpoints, and improvisational exercises. A continuation of THEA 220, this course is designed to deepen the student’s understanding of their acting process combined with the discovery of voice and body in relation to character development. The course includes scene and monologue work, as well as written assignments. CE
Prerequisite: THEA 120

**THEA 235 Theatre and Production Management**
This course combines the fundamentals of theatre production management with the principles and practice of theatre arts management. Production fundamentals will include aspects of stage management and production supervision while stressing the application of efficient production methods. Theatre Arts management will study areas of management including personnel, budget, audience analysis, fundraising, promotion, operation, and organizational strategies for academic, community and professional theatre.

**THEA 240 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. Fifteen-hour production lab required. CE

**THEA 260 The Theatre of Communion: Western Theatre from Greeks to Shakespeare**
Study of Western theatre history from the Greeks to Shakespeare, emphasizing the function of the theatre as a unifying cultural, social, and spiritual institution; who goes to the theatre and why; trends in playwriting, acting, design, and the relationship of theatre to government and religion. CR (Comparative)

**THEA 270 The Theatre of Illusionism: Western Theatre from the Renaissance to Early Film**
Study of Western theatre history from the Italian Renaissance to the evolution of early film, emphasizing the trend of the theatre to simulate the details of everyday life and the growth of theatre as an entrepreneurial institution that informed developments in audience, playwriting, acting, and design. CR (Europe)
THEA 280  The Theatre of Revolt: Modernism and Post-Modernism in Western Theatre
A study of the Theatre of Revolt, an overview of Western theatre history and dramatic literature over the last 125 years including Brecht, Artaud and Beckett. Emphasis on comparing realism and various forms of nonrealism, such as expressionism and absurdism, through the plays and trends in acting, directing, and design. Examination of what constitutes “The Modern Theatre” and our current age of “post-Modernism.” CR (Europe)

THEA 290  Asian Theatre
A survey of selected topics in classical Asian theatre and performance from among the Noh, Kabuki, and Bunraku Theaters of Japan; 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. CR (Asia)

THEA 305  Voice and Diction
Study of techniques for developing vocal production necessary for stage performance. The course will cover four major areas of vocal awareness including proper warm-up techniques and care of the professional voice. CE
Prerequisite: THEA 120.

THEA 320  Advanced Acting
Introduction to the skills necessary to act in plays from the major periods and styles of dramatic literature: Greek, Shakespeare, and Restoration. Class exercises, monologues, scene study, workshop performances, written assignments, and analysis of dramatic literature will form the basis of the course work. CE
Prerequisite: THEA 225 or permission of instructor.

THEA 380  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. CE
Prerequisite: THEA 120, Theatre major, or permission of instructor.

THEA 445  Design II
Advanced forms of scenery, costume, or lighting study selected in consultation with the instructor. May involve portfolio development and design of main-stage productions. CE
Prerequisite: THEA 240 and permission of instructor.

THEA 480  Directing II
Advanced problems in directing for the upper-level student, with a focus on independent projects that culminate in a one-act play.
Prerequisite: THEA 380 and permission of instructor.

THEA 490  Senior Seminar
Examination of specific topics in dramatic literature or performance; preparation for departmental oral and written comprehensive examinations and the required SIP presentations.
Prerequisite: Major in the department or permission.
WOMEN’S STUDIES

MS. ANDERSON, MS. ARNOLD, MS. BOATWRIGHT, MS. CROWN
MS. CUNNINGHAM, MS. ELMAN (DIRECTOR), MR. FILNER, MS. GRIFFIN

The concentration in women’s studies offers an interdisciplinary approach to the study of women’s experience and status. It is designed for students wishing to pursue this interest systematically in their academic programs. The concentration is strongly recommended for those considering graduate work in women’s or gender studies, but is intended to enrich the liberal arts experience of any student through concerted study of a significant dimension of human experience. The concentration aims to include the widest possible spectrum of women’s experiences, and concentrators are encouraged to select courses that will acquaint them with a variety of perspectives. Those considering the concentration should consult with the director as early as possible in order to make the most of the opportunities available.

REQUIREMENTS FOR THE CONCENTRATION IN WOMEN’S STUDIES

Number of Units
Six units are required.

Required Courses
WMST 101 Introduction to Women’s Studies
WMST 490 Women’s Studies Seminar
Three to five core courses chosen from the following:
  ENGL 225 Literature of Women: The Historical Tradition
  ENGL 226 Literature of Women: Modern Voices
  POLS 255 Women and Social Movements
  POLS 265 Feminism and Political Theory
  POLS 310 Women and the Western State
  PSYC 270 Psychology of Women
  RELG 260 Women and Religion
  SOAN 160 Women in Cross-Cultural Perspective

Related Courses
If concentrators are unable to take five core courses, they must meet the remaining course requirements with related courses. These are courses that include a significant women’s studies component or the opportunity to do a significant women’s studies paper or project, as determined by the program director in consultation with the student and the instructor. The list of appropriate related courses changes annually, so concentrators should consult with the director. The following are regular offerings strongly suggested for concentrators:
  CLAS/HIST 230 Sex, Gender, and Society in Classical Antiquity
  RELG 335 Liberation Theology
  SOAN 220 The Family
Concentrators are encouraged to take as many core courses as possible. These courses are designed to introduce students to fundamental concepts and issues in women’s studies through the lens of disciplines representing the arts, the humanities, and the social sciences. Through this core, students should begin to see parallels between disciplines, to develop a basic vocabulary in the field of women’s studies, and to become familiar with major works, thinkers, and directions in the field.

WMST 490, the required capstone seminar, should be taken in the spring of the junior or senior year. This course assumes knowledge of the material in the core courses and affords the chance to bring together core course work, experiential education in women’s studies, and individual interests.

Courses taken overseas and at other U.S. colleges may meet concentration requirements with the approval of the director.

Senior Individualized Project (SIP)

The SIP in women’s studies is encouraged but not required. Any faculty member regularly teaching in the women’s studies program may direct a SIP in women’s studies.

Experiential Education and Off-Campus Programs

Women’s studies, as a field, strives to unite the academic and the experiential, so concentrators are strongly encouraged to integrate their academic work in women’s studies with their experiences outside the classroom, on and off campus. Internships directly related to women’s studies are many and varied: domestic and sexual assault programs, women’s health agencies, feminist activist organizations, research libraries on women, etc. The study abroad experience is an invaluable opportunity to study women’s lives in a cross-cultural context. Concentrators are encouraged to take every opportunity before departure to educate themselves about the history, culture, and position of women in the country where they will study and to explore, through the individualized cultural research project (ICRP), the experience of women and the dynamics of gender while they are abroad.

WOMEN’S STUDIES COURSES

WMST 101   Introduction to Women’s Studies
This course offers all students, including prospective concentrators in Women’s Studies, an introduction to the field, with attention to fundamental issues in women’s studies. The course will identify the forms and sites of women’s subordination, as well as women’s collective responses to their conditions. In introducing the concept of structural inequality as it has affected women’s lives, it will also explore the intersections of gender with race, sexual orientation, and class as significant factors in the construction of women’s status.

WMST 490   Seminar in Women’s Studies
A study of a particular aspect of feminist theory, history, or practice. Emphasis upon the theory and methodology of women’s studies, collaborative
learning, and alternate source material. Topics vary annually. Credit toward graduation only.  
Prerequisite: Junior standing, previous course work in women’s studies, or permission of instructor.

**WRITING REQUIREMENT: FIRST-YEAR SEMINARS**

**WRIT 130  First-Year Seminar**  
During the fall quarter of their freshman year, all first-year degree-seeking students must complete a First-Year Seminar which also fulfills the College’s writing requirement. These seminars focus on critical thinking and are intended to develop skills in written and oral expression and information literacy. Offered through various departments across the College, these Seminars have been designed exclusively for first-year students. Enrollment is limited so that students may work closely as a group and receive individualized attention from the instructor.

**Honors, Awards, and Prizes**

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

The College publishes a Dean’s List at the end of each quarter that includes those students who have achieved a grade point average of 3.5 or above in three courses for that quarter. Honors for the year are awarded to students having attained such an average over the entire year; high honors for the year are awarded for an average of 3.75 or better. Kalamazoo College observes Honors Day in the fall quarter of each year, recognizing at a convocation those students who have earned honors for the year and those who have won special prizes during the previous academic year. During commencement week, awards and special recognition are given to graduating seniors. The following named awards and prizes are among those presented:

**The George Acker Award:** awarded annually to a male athlete who in his participation gave all, never quitting and with good spirit; who supported others unselfishly; and whose example was inspirational.

**O.M. Allen Prize in English:** established by the family of Mrs. J.D. Clement for the best essay written by a member of the first-year class.

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

**The James Bird Balch Prize:** for the senior having done the best work in American history.
Lillian Pringle Baldauf Prize: awarded to an outstanding music student.

Bartlett Law Award: awarded to an outstanding student in economics or political science, active in extracurricular activities, who plans to pursue a career in law.

H. Lewis Batts Prize: established by the faculty in the biology department, awarded to the senior who has done the most to support activities of the biology department and to further the spirit of collegiality among students and faculty in the department.

E. Bruce Baxter Memorial Award: awarded to a senior showing outstanding development in the field of political science.

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

Marshall Hallock Brenner Prize: given by family and friends in memory of Mr. Brenner '55, awarded to an outstanding junior for excellence in the field of psychology, indicative of motivation for a career in psychology.

Henry Brown Award: awarded in recognition of outstanding participation in the College community.

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

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

Ruth Scott Chenery Award: given to a graduating senior who has excelled academically and in theatre and who plans to continue the study of theatre arts following graduation.

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

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

LeGrand A. Copley Prize in French: established by Mr. Copley, Class of 1867, for the sophomore who, as a first-year student, has demonstrated the greatest achievement in French.

C.W. “Opie” Davis Award: awarded to the outstanding senior male athlete.

The Diebold Scholar Award: given to one or more seniors in recognition of excellence in the oral or poster presentation of the SIP at the Diebold Symposium.

Marion H. Dunsmore Memorial Prize: established in 1981 in honor of Dr. Dunsmore’s 35 years of excellence in teaching religion at the College; awarded for excellence in any year’s work in religion.
George Eaton Errington Prize: awarded to an outstanding senior art major.

A.M. Fink Memorial Prize in Business: given in honor of Mr. Fink by his son Jeffrey ’79, awarded to an outstanding economics and business major, active in extracurricular activities, who plans to pursue graduate work or an immediate career in business.

Brian Gougeon Prize in Art: awarded to a sophomore student who, during his/her first year, exhibited outstanding achievement and potential in art.

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

L.J. and Eva “Gibbie” Hemmes Memorial Prize in Philosophy: awarded to that sophomore who, in the first year, shows the greatest promise for continuing studies in philosophy.

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

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

Hodge Prize: established in memory of Dr. Marvin G. Hodge, awarded to that member of the graduating class who has the highest standing in the field of philosophy.

John Wesley Hornbeck Prize: endowed by Mrs. Gerald H. Allen, awarded to a senior with the highest achievement for the year’s work in advanced physics toward a major.

William G. Howard Memorial Prize: endowed by Harry C. Howard in memory of his father, Class of 1867 and trustee of the College, awarded for excellence in any year’s work in political science and/or to the senior who has done the best work as a major in economics.

Grant W. and Eleanor L. Johnston Prize: awarded to that member of the graduating class who has done the best work in the field of European history.

Winifred Peake Jones Prize in Biology: endowed by W.O. Jones, awarded for excellence in the first year’s work in biology.

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

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.

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 education department.

Lucinda Hinsdale Stone Prize: awarded to a student whose scholarship, research, or creative work in women's studies in the form of a SIP or other academic work is most impressive.
Babette Trader Campus Citizenship and Leadership Award: awarded to that member of the graduating class who has most successfully combined campus citizenship and leadership with scholarship.

Charles Tully Design Award: awarded annually to a senior for excellence in Theatre Design.

Margaret Upton Prize in Music: provided by the Women’s Council of Kalamazoo College, awarded to a student designated by the music department faculty as having made significant achievement in music.

Donald 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 arts.

Within the last few years, Kalamazoo College students have won many competitive national fellowships including a Rhodes Scholarship, a Mellon Fellowship in the Humanities, and several offered by the Fulbright, Watson, and Harry S. Truman fellowship programs. Individual students attending graduate schools are regularly awarded fellowships and assistantships by the particular university. A Graduate Fellowships Committee interviews Kalamazoo College candidates who apply for fellowships and assists them in the preparation of applications. In addition, several fellowships for postgraduate study abroad are awarded to Kalamazoo College students through the Center for International Programs and the Fellowships Committee. Also available solely for Kalamazoo College students are the F.W. and Elsie L. Heyl Graduate Fellowships, established by Dr. and Mrs. Heyl for graduate study in chemistry, physics, or related fields at Yale University. The Herbert Lee Stetson Fellowship assists in funding graduate study at Harvard, Yale, and Johns Hopkins Universities, the University of Chicago, or a European university in fields other than the professions but including education. Complete details on these and other fellowship opportunities are available from the committee chair, Dr. Joe Fugate.
DIRECTORIES
Board of Trustees
Faculty
Administration
Alumni Leadership
2000-2001 Officers of the Board

Donald R. Parfet, Chair
Ronda E. Stryker, Vice Chair
Roger E. Brownell, Vice Chair
Craig T. Moore, Treasurer
Thomas M. Ponto, Assistant Treasurer
Christopher P. Reynolds, Secretary
Melanie K. Williams, Assistant Secretary

Members of the Board

William Barrett, Publisher, Suburban World Newspapers, Inc., Needham, Massachusetts
Roger E. Brinner, Managing Director and Chief Economist, The Parthenon Group, Boston, Massachusetts
Rosemary K. Brown, Kalamazoo, Michigan
Susan C. Brown, Kalamazoo, Michigan
Roger E. Brownell, President, Golf and Electric Carriages, Inc., Fort Myers, Florida
Phillip C. Carra, Vice President, Corporate Citizenship & Kalamazoo Site Executive, Pharmacia, Inc., Kalamazoo, Michigan
Paul G. Clark, Executive Vice President, National City Corporation, Cleveland, Ohio
Joyce Kirk Coleman, Dallas, Texas
Amelia S. Courter, Vice President, Management Information Systems, Valassis Communications, Inc., Livonia, Michigan
Emeral A. Crosby, Principal, Pershing High School, Detroit, Michigan
Gordon L. Dolbee, Kalamazoo, Michigan
Frederick D. Fischer, Principal, William Blair & Co., Chicago, Illinois
John A. Foster, CO-CEO, Spieker Properties, Menlo Park, California
Gwen A. Fountain, Director of Investment Management, Children’s Museum of Indianapolis, Indianapolis, Indiana
Daniel M. Frank, VP and Senior Financial Consultant, Merrill Lynch, Bloomfield Hills, Michigan
Harry T. Garland, Vice President, Canon R&D Center America, Inc., San Jose, California
Amy Mantel Hale, Director, University Relations, America Online, Dulles, Virginia
Charlotte H. Hall, Vice President and Managing Editor, Newsday, Melville, New York
Thomas H. Jackson, President, University of Rochester, Rochester, New York
Stephen S. Johnson, Group President, Stryker MedSurg Group, Kalamazoo, Michigan
James F. Jones, Jr., President, Kalamazoo College, Kalamazoo, Michigan
Pieter Kiwiet, Senior Pastor, First Baptist Church, Kalamazoo, Michigan
Thomas W. Lambert, Kalamazoo, Michigan
E. Turner Lewis, Veterinarian, Chelsea Animal Clinic, Inc., Chelsea, Massachusetts
Mary Murch McLean, Director of Development, Family and Children Services, Kalamazoo, Michigan
Rev. Addis Moore, Pastor, Mt. Zion Baptist Church, Kalamazoo, Michigan
Craig T. Moore, Managing Director, The Chase Manhattan Bank, New York, New York
Donald R. Parfet, Kalamazoo, Michigan
Katherine Rakowsky, Attorney, Grippo & Elden, Chicago, Illinois
Christopher P. Reynolds, Attorney, Morgan, Lewis & Bockius LLP, New York, New York
William C. Richardson, President and Chief Executive Officer, W.K. Kellogg Foundation, Battle Creek, Michigan
James A. Robideau, Vice President and General Manager, Tecumseh Corrugated Box Company, Van Wert, Ohio
Myra C. Selby, Attorney, Ice Miller, Indianapolis, Indiana
Jon L. Stryker, Architect, Kalamazoo, Michigan
Ronda E. Stryker, Portage, Michigan
Amy E. Upjohn, Richland, Michigan
Ralph G. Wellington, Chairman, Schnader Harrison Segal & Lewis, Philadelphia, Pennsylvania

Emeriti Trustees
Hugh V. Anderson, Kalamazoo, Michigan, served 1960–63 and 1977–86
H. Glenn Bixby, Dearborn, Michigan, served 1956–76
John W. Brown, Kalamazoo, Michigan, served 1980–95
Lawrence D. Bryan, Jacksonville, Illinois, served 1990–96
James H. Duncan, Sante Fe, New Mexico, served 1985–96
Marlene C. Francis, Ann Arbor, Michigan, served 1980–1998
Alfred J. Gemrich, Delton, Michigan, served 1975–93
Otha Gilyard, Columbus, Ohio, served 1979–97
James H. Ingersoll, Lakeside, Michigan, served 1981–90
Robert P. Kittredge, Kalamazoo, Michigan, served 1975–93
Richard D. Klein, Kalamazoo, Michigan, served 1973–85
William E. LaMothe, Battle Creek, Michigan, served 1976–85 and 1988–90
W. Price Laughlin, Atherton, California, served 1963–80
William J. Lawrence, Jr., Richland, Michigan, served 1949–85
David R. Markin, Kalamazoo, Michigan, served 1973–91
Elizabeth Upjohn Mason, Kalamazoo, Michigan, served 1973–91
James W. Morrell, Atherton, California, served 1985–2000
Preston S. Parish, Kalamazoo, Michigan, served 1985–98
Fraser E. Pomeroy, Farmington Hills, Michigan, served 1960–80
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
Edward P. Thompson, Kalamazoo, Michigan, served 1967–85
Paul H. Todd, Kalamazoo, Michigan, served 1973–85
David F. Upton, St. Joseph, Michigan, served 1968–86
Nancy Upjohn Woodworth, Sanibel, Florida, served 1978–86
Emeriti

George H. Acker, Professor of Physical Education, Emeritus
Rolla L. Anderson, Professor of Physical Education, Emeritus
Evelyn L. Angerman, Professor of Music, Emerita
Edward D. Baker, Professor of Physical Education, Emeritus
Nelda K. Balch, Professor of Theatre Arts, Emerita
Laurence N. Barrett, Professor of English, Emeritus
H. Lewis Batts, Jr., Professor of Biology, Emeritus
Mary Beth Birch, Professor of Music, Emerita
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
Margaret Campos, Professor of Romance Languages and Literature, Emerita
Richard N. Carpenter, Professor of Computer Science, 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
David A. Collins, Professor of Romance Languages and Literature, Emeritus
Ruth L. Collins, Registrar, Emerita
Rhoda E.R. Craig, Professor of Chemistry, Emerita
Marcelle E. Dale, Professor of Romance Languages and Literature, Emerita
Ralph M. Deal, Professor of Chemistry, Emeritus
Robert D. Dewey, Professor of Religion and Dean of the Chapel, Emeritus
Donald C. Flesche, Professor of Political Science, Emeritus
Harold J. Harris, Professor of English, Emeritus
Conrad Hilberry, Professor of English, Emeritus
Joan E. Hinz, Reference Librarian, Emerita
Berne L. Jacobs, Professor of Psychology, Emeritus
Kurt D. Kaufman, Professor of Chemistry, Emeritus
Marilyn J. LaPlante, Vice President for Experiential Education, Emerita
Betty G. Lance, Professor of Romance Languages and Literature, Emerita
Letitia A. Loveless, Professor of Physical Education, Emerita
Richard L. Means, Professor of Sociology and Anthropology, Emeritus
George M. Nielsen, Professor of Mathematics, Emeritus
Romeo E. Phillips, Professor of Education, Emeritus
Eleanor Pinkham, Director of Libraries and Media Services, Emerita
Franklin A. Presler, Professor of Political Science, Emeritus
Harry B. Ray, Professor of Music, Emeritus
Stanley L. Rajnak, Professor of Mathematics, Emeritus
David S. Scarrow, Professor of Philosophy, Emeritus
Carol Smith, Reference Librarian, Emerita
Lawrence Rackley Smith, Professor of Music, Emeritus
T. Jefferson Smith, Professor of Mathematics and College Ringing Master, Emeritus
Richard T. Stavig, Professor of English, 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
Wayne M. Wright, Professor of Physics, Emeritus

Faculty

Carol S. Anderson (1993), Associate Professor of Religion. BA University of Puget Sound; MA, PhD University of Chicago Divinity School
Marigene Arnold (1973), Professor of Sociology and Anthropology. BA Florida Presbyterian (Eckerd College); PhD University of Florida
Thomas R. Askew (1991), Associate Professor of Physics. BA Gordon College; MS, PhD University of Illinois, Urbana–Champaign
David E. Barclay (1974), Margaret and Roger Scholten Professor of International Studies. BA, MA University of Florida; PhD Stanford University
Eric Barth (1997), Assistant Professor of Mathematics. BM, MA, PhD University of Kansas
Jeffrey A. Bartz (1997), Assistant Professor of Chemistry. BS Southwest State University; PhD University of Wisconsin, Madison
W. Robert Batsell, Jr. (1999), Associate Professor of Psychology. BA Southern Methodist University; MS, PhD Texas Christian University
Danning W. Bloom (2000), Assistant Professor of Physics. BA St. Cloud State University; PhD Oklahoma State University
Karyn J. Boatwright (1998), Assistant Professor of Psychology. BA Lee University; MA, PhD Michigan State University
Alyce Brady (1994), Associate Professor of Mathematics and Computer Science. BA Bowdoin College; MS, PhD Rensselaer Polytechnic Institute
Thomas C. Breznau (1979), Stryker Professor of Business Management, Executive Director of the L. Lee Stryker Center, and Director of the Land/Sea Program, with the rank of Associate Professor. BS, MBA University of Detroit
Joseph L. Brockington (1979), Associate Professor of German Language and Literature and Associate Provost for International Programs. BA, MA, PhD Michigan State University
Roselee Bundy (1991), Associate Professor of Japanese Language and Literature. AB, MA, PhD University of Chicago
Ellen M. Caldwell (1987), Associate Professor of English. BA University of Southern California; MA, PhD University of California–Los Angeles
Cynthia Carosella (2001), Visiting Instructor in Romance Languages and Literature. BA, MA Western Michigan University
Jill Christian (1983), Adjunct Instructor in Music. BM Western Michigan University
Madeline M. Chu (1988), Professor of Chinese Language and Literature. BA National Taiwan University, Taipei; MA, PhD University of Arizona
Henry D. Cohen (1974), Professor of Romance Languages and Literature. BA Williams College; MA Harvard University; PhD University of California–Berkeley
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

Tracy P. Cox (2000), Visiting Assistant Professor of English. BA University of West Florida; MA, PhD University of Florida

Kathleen Crown (1999), Assistant Professor of English. BA Michigan State University; MFA Louisiana State University; PhD Rutgers University.

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

M. Kiran Cunningham (1992), Associate Professor of Anthropology. BA Kalamazoo College; MA, PhD University of Kentucky

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

Gary J. Dorrien (1987), Ann V. and Donald R. Parfet Distinguished Professor and Dean of the Chapel. BA Alma College; MDiv Union Theological Seminary; MA, ThM Princeton Theological Seminary; PhD Union Graduate School

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

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

Péter Érdi (2002), Luce Professor of Global Technological Innovation. MSc L. Eötvös University, Budapest, MSc Technical University of Budapest, PhD Semmelweis University Medical School, Budapest

Joan M. Esson (2000), Visiting Assistant Professor of Chemistry. BS Baldwin-Wallace College; PhD University of Michigan

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

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

Shé Marie Farrell (1998), Adjunct Instructor of Physical Education. BA Georgian Court College; MA University of Binghamton

Matthew F. Filner (1999), Assistant Professor of Political Science. BA Oberlin; cand. PhD Indiana 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

Michelle L. Fortier (1999), Instructor of Physical Education and Coach. BS Western Michigan 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

Laura L. Furge (1999), Assistant Professor of Chemistry. BA Oberlin College; PhD Vanderbilt University
Lisbeth Gant-Britton (1997), Marlene Crandell Francis Assistant Professor of English. BA Kalamazoo College; MA Columbia University; PhD University of California, Los Angeles

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

Kerri A. Goodwin (2000), Visiting Assistant Professor of Psychology. BS John Carroll University; MS State University of New York at Cortland; PhD Florida State University

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

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

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

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

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

Miguel A. Iglesias (1999), Assistant Professor of Romance Languages and Literature. BA Universidad de Extremadura, Spain; MA, PhD University of Michigan

Michele Intermont (1998), Assistant Professor of Mathematics. AB College of the Holy Cross; MS, PhD University of Notre Dame

Loretta M. Johnson (2001), Assistant Professor of Physics. BA Grinnell College; MS, PhD University of Kansas

Joyce A. Kannan (2001), Assistant Professor of History and Director of African Studies. BA University of Greenwich; MA, PhD University of London

Amelia V. Katanski (2000), Visiting Assistant Professor of English. BA Kalamazoo College; MA University of California–Los Angeles; MA, PhD Tufts University

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

Richard Koenig (1998), Assistant Professor of Art. BFA Pratt Institute; MFA Indiana University

James A. Langeland (1996), Assistant Professor of Biology. BA Kalamazoo College; PhD University of Wisconsin

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

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

D. Steven Mackey (1998), Visiting Instructor in Mathematics. BA, cand. PhD State University of New York, Buffalo

Gregory S. Mahler (1997), Provost and Professor of Political Science. BA Oberlin College; MA, PhD Duke University

Marilyn A. Maurer (1969), Professor of Physical Education, Director of Women’s Athletics, and Coach. BS, MA Western Michigan University
Cathleen E. McGreal (2000), Visiting Associate Professor of Psychology. BA, MA California State University, Los Angeles; PhD Michigan State University

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

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

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

Timothy Moffit (1998), Visiting Assistant Professor of Economics and Business. BA Kalamazoo College; MBA Dartmouth College

D. Blaine Moore (2001), Assistant Professor of Biology. BS University of North Florida; PhD University of Florida

Andrew Mozina (1999), Assistant Professor of English. BA Northwestern University; MA Boston University, MA, PhD Washington University

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

Eric D. Nordmoe (1996), Assistant Professor of Mathematics. BA, MBA University of Chicago; PhD Northwestern University

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

Bernard S. Palchick (1972), Jo-Ann and Robert Stewart Professor of Art and Vice President for College Advancement. BA Purdue University; MFA Rhode Island School of Design

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

Patricia Ponto (1986), Director of Counseling with the rank of Assistant Professor of Psychology. BA, MA, PhD Michigan State University

Lanford J. Potts (1997), Associate Professor of Theatre Arts. BA Valparaiso University; MFA Michigan State University

Karen Pruis (2000), Visiting Assistant Professor of Theatre Arts. BA Western Michigan University; MFA American Conservatory Theatre

Vivien Pybus (2001), Assistant Professor of Biology. BSc, PhD University of Otago, New Zealand

Thomas W. Rice (1993), Associate Professor of Art. BFA Tyler School of Art, Temple University; MFA University of Georgia

Louis-Philippe Rochon (1998), Stephen B. Monroe Assistant Professor of Economics. BA University of Ottawa; MA McGill University; PhD New School for Social Research

Timothy J. Rogers (1994), Assistant Professor of Physical Education and Head Football Coach. BA Beloit College; MS Eastern Michigan 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

María J. Romero-Eshuis (2001), Visiting Instructor in Romance Languages and Literature. BA Universidad de Extremadura, Spain; MA Michigan State University

Barry F. Ross (1972), Professor of Music. BS Hartt College of Music; MMA, DMA Yale University
Norma Rúa (1993), *Instructor in Romance Languages and Literature*. Bs.As. Escuela Normal Mixta Provincial, Argentina

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

Karen Selby (1999), *Associate Professor of Education*. BA Kalamazoo College; MA Columbia University; PhD University of Michigan


Karen Selby (1999), *Associate Professor of Education*. BA Kalamazoo College; MA Columbia University; PhD University of Michigan

Letitia Smiley (1978), *Professor of Romance Languages and Literature*. BA Mundelein College; MA, PhD University of Wisconsin

Karen Selby (1999), *Associate Professor of Education*. BA Kalamazoo College; MA Columbia University; PhD University of Michigan

Kristen J. Smith (1994), *Head Athletic Trainer with the rank of Assistant Professor of Physical Education*. BA Hope College; MA Western Michigan University

Thomas J. Smith (1978), *Dorothy H. Heyl Professor of Chemistry*. BS Illinois Benedictine College; PhD Purdue University

Karen Selby (1999), *Associate Professor of Romance Languages and Literature*. BA Mundelein College; MA, PhD University of Wisconsin

Paul R. Sotherland (1985), *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

Regina Stevens-Truss (1999), *Assistant Professor of Chemistry*. BA Rutgers University; PhD University of Toledo

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

Charles A. Stull (1996), *Visiting Instructor in Economics and Business*. BA Northwestern University; MS, cand. PhD University of Wisconsin, Madison

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

Siu-Lan Tan (1998), *Assistant Professor of Psychology*. BMus Pacific Union College; MA, PhD Georgetown University

Jan Tobochnik (1985), *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), *Associate 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

Matias Vernengo (2001), *Assistant Professor of Economics*. BS, MS Universidad Federal do Rio de Janeiro; PhD New School for Social Research (New School University)

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

David M. Winch (1967), *Professor of Physics*. BS, MS John Carroll University; PhD Clarkson College of Technology
Stephanie J. Winder (2000), Assistant Professor of Classics. BA University of Leeds; MA, PhD Ohio State University

Michael P. Wolf (2000), Visiting Assistant Professor of Philosophy. BA University of Pittsburgh; PhD Georgetown University

Guoqi Xu (1999), Wen Chao Chen Assistant Professor of History and East Asian Studies. BA Anhui Normal University, China; MA Nankai University, China; MA, PhD Harvard University

Edward K. Zajicek (1999), Visiting Assistant Professor of Economics. BS Warsaw Polytechnic, Poland; MA Central School of Planning and Statistics, Poland; PhD Virginia Polytechnic Institute and State University

Administration

Zinta Aistars (1997), Communications Specialist. BA University of Michigan

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

Melissa Angel (1999), Director of the Small Business Development Center. BBA Western Michigan University; MBA Wayne State University

Kenneth W. Arthur (1997), Associate Director for Networking and Systems. BA Kalamazoo College; MA Western Michigan University

Russell Aspinsall (2001), Network Administrator.

F. Timothy Baker (1999), Research Assistant.

Kathleen Beach (1996), Associate Director of Alumni Relations and the Kalamazoo College Fund. BA Hamline University

Richard Berman (1996), Dean of Experiential Education and Director of the Center for Career Development. BA Fairmont College; BS Davis and Elkins College; MAEd Alfred University

Janice A. Block (1984), Director of Corporation and Foundation Relations.

Thomas C. Breznau (1979), Executive Director of the J. Lee Stryker Center and Stryker Professor of Business Management. BS, MBA University of Detroit

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

Matthew Brosco (1998), Major Gift Officer. BA Goucher College; JD Oklahoma City University School of Law; MS in Environmental Law Vermont Law School

Judith Busse (1998), Manager of Prospect Research. BA St. Xavier College

John M. Carroll (1997), Director of Admission. BS SUNY Geneseo; MS University of Dayton

Laura Ciccantell (2000), Director of the Academic Resource Center. BA Trinity University; MS University of Wisconsin–Madison

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

Marian Conrad (1990), Director of Financial Aid. BBA Eastern Michigan University

Brian Coon (1998), Assistant Football Coach. BA Albion College; MA Western Michigan University

Russell Cooper (1988), Microcomputer Lab Technician. BA Kalamazoo College
Timon J. Corwin (1993), Director of the USTA Boys' 18 & 16 National Tennis Tournament, Assistant Professor of Physical Education, and Coach. BA Kalamazoo College; JD Marquette University Law School

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

Lisa Darling (1999), Director of Publications

Robert Davis (1998), Database Programmer for Advancement. BS Western Michigan University

Tamara Davis (2000), Business Counselor, Small Business Development Center. BBA, MBA Western Michigan University

Dianne DeVries (2000), Office Manager for College Advancement. BA Spring Arbor College

Carol Dombrowski (2000), Director of Development. BS University of Maryland

Gary J. Dorrien (1987), Dean of the Chapel and the Ann V. and Donald R. Parfet Distinguished Professor. BA Alma College; MDiv Union Theological Seminary; MA, ThM Princeton Theological Seminary; PhD Union Graduate School

Anne Dueweke (1998), Assistant Provost for Institutional Support and Research. BA Kalamazoo College; MA University of Illinois

Jessica Emhof (2000), Admission Counselor. BA Kalamazoo College

Deborah Faling (1998), Bach Festival Director. BS, MSW University of Kansas

Mario Farmerie-Pastore (2000), Assistant Director of Alumni Relations and the Kalamazoo College Fund. BS LaRoche College; MA Duquesne University

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

Laura Foster (1998), Associate Registrar. AS Purdue University

Alison A. Geist (1997), Coordinator of the Convening Community Project and the Campus Community Partnership. BGS, MPH University of Michigan

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

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

Dell Hagan (1999), Area Coordinator for Residential Life. BA Mary Washington College; MA The Ohio State University

Margaret K. Hahn (1998), Associate Controller. BM, MBA Western Michigan University

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


Alan M. Hill (1992), Counselor. BA, MS Southern Connecticut University; MA Western Michigan University; PhD Miami University

Sandra Hudson (1997), Registrar. BA Michigan State University

Lynn E. Jackson (1991), Director of Major Gifts. BS Western Michigan University

Dana Jansma (2000), Assistant Dean of Students. BA Hope College; ME University of Vermont

Kristin Olsen Jenkins (2001), Director of Enrichment Programs. BS Spring Arbor College

James F. Jones, Jr. (1996), President and Professor of Humanities. BA University of Virginia; MA Emory University; PhD, PhD Columbia University

Karen Joshua-Wathel (1999), Associate Dean of Students. BA, MA Western Michigan University
Robert L. Kent (1968), Director of Men’s Athletics, Professor of Physical Education, and Coach. BS, MA Western Michigan University

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

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

Kathryn Lightcap (2000), Curricular Support Specialist. BA Western Michigan University

Patricia Lisak (1996), Payroll Coordinator. BS Nazareth College

Lori Long-Hopkins (1999), Director of the Student Health Center. BS Western Michigan University; Respiratory Therapist University of Chicago; AS and Respiratory Technician Kalamazoo Valley Community College

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

Mary Lucas (2000), Assistant to the Dean of Students. BA Hope College; MA Western Michigan University

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

Donald C. Mack (1986), Associate Director for Curricular Support. BS Western Michigan University

Gregory S. Mahler (1997), Provost and Professor of Political Science. BA Oberlin College; MA, PhD Duke University

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

Paul W. Manstrom (1990), Director of Facilities Management. BS Iowa State University

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

Narda McClendon (1998), Study Abroad Advisor. BA Western Michigan University

Susan G. Mendoza (1997), Assistant Director of the Center for Career Development. BA, BA, MA Michigan State University

Andrew Miller (2000), Assistant to the Executive Director of the L. Lee Stryker Center. BA Kalamazoo College

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

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

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

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

Lorene Noe (2000), Director of Gift Planning. BA, MSA Central Michigan University

Stacy A. Nowicki (2000), Reference Librarian. BA Oberlin College; MM Northwestern University; MLS Dominican University

Bernard Palchick (1972), Vice President for College Advancement and Jo-Ann and Robert Stewart Professor of Art. BA Purdue University; MFA Rhode Island School of Design

Lisa Palchick (1982), Director of Information Services. BFA Rhode Island School of Design; MA Western Michigan University

Zaide E. Pixley (1984), Adjunct Associate Professor of Music, Assistant Provost for the First-Year Experience and Director of Advising. BMus Hope College; MA City University of New York Hunter College; PhD University of Michigan
Patricia Ponto (1986), Director of Counseling and Assistant Professor of Psychology. BA, MA, PhD Michigan State University

Thomas M. Ponto (1977), Vice President for Business and Finance. BBA St. Norbert College; MBA Marquette University

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

Alfrelynn Roberts (1999), Director of Summer Programs. BA Hampton University; MM Northwestern University

Debbie Roberts (2000), Director of the Bookstore. BBA Western Michigan University

Anne Robertson (2000), Admission Counselor. BA Kalamazoo College

Mary Rogers (2000), Help Desk and Media Coordinator.

Paula P. Romanaux (1978), College Organist and Adjunct Assistant Professor of Music. BM MacMurray College; MM Western Michigan University; Hochschule für Musik und darstellende Kunst, Vienna

Leslie Ross (2000), Admission Counselor. BA Kalamazoo College

Scott Ryder (1998), Associate Director of Administrative Computing. BA Cornerstone College

Laura Schlack (1998), Associate Director of Admission. BS, MPA Western Michigan University

Craig Schmidt (1996), Major Gift Officer. BS Iowa State University; MA University of Iowa

Joellen Silberman (1980), Dean of Enrollment. BS Purdue University; MBA Western Michigan University

Kay L. Simonds (1997), Human Resources Manager. BBA Western Michigan University

Danny E. Sledge (1996), Dean of Students. BMus, MA Western Michigan University

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

Kristen J. Smith (1994), Head Athletic Trainer with the rank of Assistant Professor of Physical Education. BA Hope College; MA Western Michigan University

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

Lori Smoker (1997), Associate Director of the Center for Career Development. BA St. Mary’s College of Maryland; MA Shippensburg University

Robert Snyder (1997), Database Programmer. AAS Kalamazoo Valley Community College

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

Andrew Strickler (1999), Admission Counselor. BA Earlham College; MAT Indiana University

Stephen Sylvester (2000), Director of Alumni Relations and the Kalamazoo College Fund. BA Kalamazoo College; MA Western Michigan University

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

Robert Tims (1998), Assistant Director of Alumni Relations and the Kalamazoo College Fund.

LaDonna Upshaw (1998), Admission Counselor. BA Western Michigan University

Richard Van Antwerp (1998), Admission Counselor. BS Western Michigan University

David T. Van Sweden (1997), Systems Administrator. BA Oakland University; MPA Western Michigan University
James Van Sweden (1998), Director of College Communication. BA Kalamazoo College, MA Western Michigan University

James VerMeulen (1997), Microcomputer Support Specialist. AS Kalamazoo Valley Community College

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

Julie Wenzel (2000), Assistant to the Editor, American Journal of Physics. BA University of Michigan

Steven Wideen (1998), Sports Information Director. BA Cornerstone College

Margaret Wiedenhoeft (1998), Assistant Director for Operations-Center for International Programs. BA Emory University

Melanie Williams (2000), Assistant to the President.

Holly J. Wingard (1994), Associate Director of the Center for International Programs. BA College of Wooster
Alumni Leadership

Alumni Association Executive Board Officers

L. West Nelson II ’81
President
112-35 201st Street
Saint Albans, NY 11412-2129
(H) Email: west@infohouse.com
(W) Email: west_nelson@sandp.com

Bonnie Wachter Swenby ’69
Vice President
5832 Sunrise Drive
Minneapolis, MN 55419-2060
Email: bwswenby@alumni.kzoo.edu

Samantha Whitney-Ulane ’87
Secretary
1601 West School, Apt. 402
Chicago, IL 60657
Email: swhitney-ulane@Whitneygroup.com

William Barrett ’66
39 Farm Street
P.O. Box 553
Dover, MA 02030

Amelia (Amy) Courter ’83
9081 Silverside Drive
South Lyon, MI 48178-9321
(H) Email: courtera@aol.com
(W) Email: courtera@valassis.com

Daniel M. Frank ’72
1145 Greensted Way
Bloomfield Hills, MI 48302
(W) Email: Daniel_Frank@ml.com

Amy Mantel Hale ’66
3801 Benson Court
Dumfries, VA 22026-1821
(H) Email: u2kazoo@aol.com

Christopher P. Reynolds ’83
Attorney-Morgan, Lewis and Bockius, LLP
101 Park Avenue
New York, NY 10178-0060
(W) Email: creynolds@morganlewis.com

Shaheen Rushd ’77
Pomerantz, Haudek, Block, Grossman and Gross
100 Park Avenue
New York, NY 10017-5516
(W) Email: Srushd@pomlaw.com

Kiran Cunningham ’83
209 N. Dartmouth
Kalamazoo, MI 49006
(W) Email: kcunning@kzoo.edu

David L. Easterbrook ’69
#1A
1327 West Lunt Avenue
Chicago, IL 60626-3057
(W) Email: deaster@northwestern.edu

Robin Lake ’90
11215 Research Blvd. #2101
Austin, TX 78759
(H/W) Email: rlake@austin.cc.tx.us

John J. Parisi ’71
4321 VanNess Street, NW
Washington, DC 20016
(W) Email: jparisi@ftc.gov

William Weiner ’69
6487 Island Lake Drive
East Lansing, MI 48823
(W) Email: weinerw@cooley.edu

Julie Wyrwa ’84
32613 45th Avenue
Paw Paw, MI 49079
# Index

**A**
- Academic Freedom 11
- Academic Policies and Procedures 71
- Academic Probation 81
- Academic Programs 61
- Academic Progress 80
- Academic Standards, Committee of (see Petitions) 82
- Academic Warning 81
- Administration 228
- Admission 12
  - Advanced Placement (AP) Credit 14
  - Application Components 12
  - Campus Tour and Visit 15
  - Dual Enrollment Credit 14
  - Dual Enrollment for High School Students 15
  - First-Year Students 12
  - Guest Student 78
  - International Baccalaureate (IB) Credit 14
  - International Students 14
  - Readmission 74
  - Transfer Students 13
- Advanced Placement
  - English 126
  - French 134
  - German 138
  - Mathematics 158
  - Spanish 203
  - Admission 14
- Other Means of Earning Credit 78
- Advising 49
- African Studies 86
  - Concentration Requirements 87
  - Courses 87
  - International and Area Studies 154
- Alumni Leadership 233
- American Studies 88
  - Courses 89
- Ancient Greek 107
- Ancient History Courses 111
- Anthropology 196
  - Anthropology Major Requirements 197
  - Anthropology Minor Requirements 198
  - Anthropology Courses 198
- Application Components 12
  - Procedures for First Year Students 12
  - Selection and Placement (CIP) 39
- Applied Music 169
- Area of Study 63, 65, 67, 86
  - Graduation Requirements 65
- Art 90
  - Art Major Requirements 90
  - Art Minor Requirements 90
- Art History 90
  - Art History Major Requirements 91
  - Art History Minor Requirements 91
- Art and Art History 90
  - Art and Art History Courses 92
  - Art and Art History Major Requirements 91
  - Senior Comprehensive Examinations 90
- Attendance 71
  - CIP 46
  - Audit (Course) 73

**B**
- Billing and Payment CIP 42
- Billing and Payment Expenses 15, 41
- Biochemistry-Molecular Biology 92
- Biology 94
  - Biochemistry-Molecular Biology Concentration 95
  - Courses 95
  - Courses for Nonmajors 95
  - Major Requirements 94
  - Minor Requirements 94
- Board of Trustees 220
- Business 115
  - Minor Requirements 117

**C**
- Calendar 6
- Campus Map 4
  - Tour and Visit 15
- Center for Career Development 34
- Center for International Programs 36
  - Academic Credit 43
  - Application, Selection, and Placement 39
  - Attendance Policy 46
  - Billing and Payment 42
  - Dismissal from the Program 45
  - Eligibility 37
  - Fees 41
  - Financial Assistance/Scholarships 42
  - Foreign Language Proficiency 40
  - Grades 44
  - Incomplete Grades 44
  - Independent Study 44
  - Integrative Cultural Research Project (ICRP) 46
  - Pass/Fail Courses 46
  - Payment of Bills 43
  - Pre-Departure Orientation 43
  - Program Length 37
  - Study Abroad Deposit 43
  - Study Abroad Programs 36
  - Underloads, Dropped and Added Courses 44
  - Withdrawal 45
- Center for Western European Studies 99
Charges Per Quarter 15
Chapel 47
Chemistry 99
Courses 101
Major Requirements 99
Chinese 104
Courses 104
Minor Requirements 104
Study Abroad Opportunities 104
Classical Studies 106
Ancient History Courses 111
Concentration Requirements 108
Courses 109
Greek Courses 112
Latin Courses 112
Major Requirements 106
Minor Requirements 107
Classification 80
College Forum 47
Commencement 71
Commendation 83
Comprehensive Examination (requirements) 68
Computer Center/Computer Labs 57
Computer Science 112
Courses 114
Major Requirements 113
Minor Requirements 113
Concentrations 69, 85
Continued Academic Probation 82
Continuing Students 20, 80
Course Numbering System 86
Course Withdrawal 73
Courses of Instruction
3-2 Engineering Program 125
African Studies 86
American Studies 88
Art and Art History 90
Biology 94
Center for Western European Studies 99
Chemistry 99
Chinese 104
Classical Studies 106
Computer Science 112
Economics and Business 115
Education 122
English 125
Environmental Studies 131
French Language and Literature 133
German Language and Literature 137
Health Sciences 141
History 144
Human Development and Social Relations 149
Interdepartmental Studies 151
International and Area Studies 152
Japanese 156
Mathematics 158
Music 163
Neglected Languages Program 170
Philosophy 170
Physical Education 175
Physics 177
Political Science 180
Psychology 185
Public Policy and Urban Affairs 191
Religion 192
Sociology and Anthropology 196
Spanish Language and Literature 202
Theatre Arts 206
Women’s Studies 211
Creative Expression Requirement 63
Course Description 86
Credit 71
Academic Policies and Procedures 71
CIP 43
Load 71
Other Means of Earning Credit 78
Credit/No Credit Courses and Programs 77
Option for Seniors 73
Cultures Requirement 31, 63, 65, 68
Curriculum 62

D
Dean’s List 72, 77, 82
Declaration of Major (requirements) 68
Declaration of Minor (requirements) 68
Declaration of Concentration (requirements) 69
Degree Requirements 62
Graduation Requirement 65
Kalamazoo College Degree 64
Diploma Granting Dates 71
Diplomas 71
Directory Information 75
Dismissal CIP 45
Divisions and Departments 84
Drop/Add 72
Dual Enrollment High School Students 15
Credit 14

E
Early Action (Admission) 12
Early Alert 81
Early Decision (Admission) 12
East Asian Studies 85, 155
Economics and Business 115
Business Minor Requirements 117
Courses 118
Economics Minor Requirements 117
Major Requirements 116
Education 122
Courses 123
Michigan Secondary Provisional Certificate 122
Eligibility (CIP) 37
Employment 59
3-2 Engineering 125
Concentration Requirements 153
Courses 154
East Asian Studies 155
International and Comparative Courses 154
Latin American Studies 155
Major Requirements 152
Modern Europe 156
Western European Studies 155
International Commerce 85, 118
International Students 14
Interinstitutional Enrollment 78

J
Japanese Courses 157
Minor Requirements 156

K
Kalamazoo College 8
Kalamazoo College Today 9
Our History 8
Our Mission 8
Kalamazoo Portfolio (requirement) 32, 49, 70
K-Plan Outcomes 30
Organizing Structures 31

L
L. Lee Stryker Center 50
LACC (see Liberal Arts Colloquium Credit)
Land/Sea 49
Language Requirement 65
Latin American Studies 85, 155
Latin Courses 112
Liberal Arts Colloquium Credit
(LACC) 30, 64, 66, 67, 79
Liberal Arts Education
Connections 30, 32, 64
Explorations 30, 31, 63
Foundations 30, 31, 62
Outcomes of the K-Plan 30
Latin Honors (see Graduation Honors)
Library 56
Literature Requirement Courses 65, 128

M
Major Requirements/Declaration 68
Majors and Minors 85
Mathematics 158
Advanced Placement 158
Courses 160
Major Requirements 158
Minor Requirements 159
Placement 79
Study Abroad 159
Teaching 159
Media Center 56
Merit-Based Aid Programs 18
Michigan Guest Student Enrollment
(see Guest Student Enrollment)
Minors 68, 85
Modern Europe 156
Music 163
Applied Music 169
Applied Music Courses 169
Courses 165
Ensembles 77, 167
Major Requirements 163
Minor Requirements 164

N
Need-Based Aid Programs 19
Neglected Languages Program 170

O
Oral Expression (Curriculum) 62
Orientation 47
Pre-Departure CIP 43
Orientation Week 47
Overload 72

P
Partial Credit Courses (Grading Practices) 77
Pass/Fail Courses (CIP) 46
Payment of Bills (CIP) 43
Performing Arts 51
Petitions 82
Philosophy 170
Courses 172
Major Requirements 171
Minor Requirements 172
Physical Education 175
Activity Requirement 176
Courses 176
Physical Education Activity Unit (requirement) 65
Physics 177
Courses 178
Major Requirements 177
Minor Requirements 178
Placement Examinations 79
Placement
French 133
German 138
Spanish 203
Policies and Procedures (SIP) 69
Policies and Regulations
Social 57
CIP 36
Political Science 180
Courses 181
Major Requirements 180
Minor Requirements 180
Portfolio (Connections) 32, 70
Program Length (CIP) 37
Psychology 185
U
Underload (Curriculum) 72
Underloads, Dropped and Added Courses (CIP) 44
Unit 71
Unit Semester/Quarter Equivalencies 71

V
Veteran’s Administration 82

W
Western European Studies 85, 155
Withdrawal
  CIP 45
  Courses 73
  College 74
Withholding Directory Information 76
Women’s Studies 211
  Concentration Requirements 211
  Courses 212
Writing Proficiency Requirement 67
  First-Year Seminar 48
Writing Seminar Course Description 213
  First-Year Seminar 48
Written Expression (Curriculum) 62