

2014-2015 CATALOG



Hope COLLEGE



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2014-15 HOPE COLLEGE CATALOG

HOPE COLLEGE
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*a four-year coeducational liberal
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ABOUT HOPE

The mission of Hope College is to educate students for lives of leadership and service in a global society through academic and co-curricular programs of recognized excellence in the liberal arts and in the context of the historic Christian faith.

Hope College is a four-year, co-educational, Christian liberal arts college affiliated with the Reformed Church in America, and during the 2013-14 school year enrolled 3,388 students from 39 states and territories and 34 foreign countries. Founded in 1866 and located in Holland, Mich., Hope offers majors through more than 50 departments leading to a Bachelor of Arts, Bachelor of Music, Bachelor of Science or Bachelor of Science in Nursing degree.

Hope graduates are educated to think about life's most important issues with clarity, wisdom and a deep understanding of the foundational commitments of the historic Christian faith. They are agents of Hope who live faithfully into their vocations.

Academic excellence and vibrant Christian faith join to strengthen each other in a supportive and welcoming community at Hope. While historically affiliated with the Reformed Church in America, Hope is ecumenically diverse and values open discussion of matters of faith and respect for the opinions of others.

Hope is a recognized leader in collaborative faculty/student research, and has one of the largest summer undergraduate research programs in the nation. Hope's other academic distinctions range from national accreditation in all four of the arts (the first private, four-year, undergraduate liberal arts college in the country to achieve it), to consistently ranking as one of Michigan's top teacher-education programs. Hope is the only college or university in Michigan where business students can participate in the George F. Baker Scholars Program, which provides a wide range of real-world experiences beyond the classroom, and is one of only 283 institutions in the U.S. to have a chapter of Phi Beta Kappa, the nation's oldest scholastic honorary society.

Among other recent external recognition, the 2014 *America's Best Colleges* guide published by *U.S. News and World Report* ranked Hope in the top 20 among all liberal arts colleges for "Best Undergraduate Teaching" and included Hope as one of only eight national liberal arts colleges (and 39 institutions of all types) notable for providing outstanding undergraduate research/creative project opportunities. The book *Creative Colleges: A Guide for Student Actors, Artists, Dancers, Musicians and Writers* selected the college's dance and writing programs as among the best in the nation. Featured in the book *Colleges That Change Lives*, Hope has been named to the Carnegie Foundation for the Advancement of Teaching's "Community Engagement Classification."

Located adjacent to downtown Holland, the campus spans 150 acres, with facilities totaling more than 1.77 million square feet. Recent additions range from the Haworth Engineering Center to the west to the VandePoel-Heeringa Stadium Courts to the east (the latter named the Outdoor Tennis Court of the Year by the American Sports Builders Association). Major projects underway include the Jack H. Miller Center for Musical Arts and the Kruizenga Art Museum, both scheduled for completion during the 2015-16 school year.

The pages which follow in this document feature information about the degree program; general academic regulations; academic departments; majors and courses; and financial aid and student expenses. More information about the college is available online at hope.edu. Prospective students and their families who are interested in exploring the college more fully are invited and encouraged to visit Hope at hope.edu/admissions.

HOPE PEOPLE

When describing an institution, the tendency is to focus on things which are quantifiable and easily measured, such as enrollment, campus facilities and academic programs.

More important as the embodiment of Hope College are the people. It is through diverse individuals, such as those featured on the following pages, that the vital nature of a Hope education finds expression.

Hope College is a community, with students, faculty and staff engaged in learning and living not only for knowledge and wisdom, but also for understanding, meaning and purpose, all focused on preparing students for the lives they will lead after graduation.

Faculty.

As partners in this seeking fellowship, Hope students find a faculty of professionally distinguished scholars who have a genuine concern for the total development of each student. Hope's finest professors teach introductory as well as advanced courses.

Staff.

Many people with a variety of academic, business, counseling and service skills make up the Hope administration. Some work "behind the scenes," while many work directly with students to provide services and meaningful additional learning opportunities beyond the classroom and academic work.

Students.

While it is difficult to define a "typical" Hope student, in general Hope serves those best who want to be serious students, who are looking for close contact with faculty members and fellow students, and who want a solid program in the liberal arts as a base for both life and career.

Alumni.

More than 31,000 former students are now alumni. Hope graduates are educated to think about life's most important issues with clarity, wisdom, and a deep understanding of the foundational commitments of the historic Christian faith. They are prepared to communicate effectively, bridging boundaries that divide human communities. They are agents of Hope who live faithfully into their vocations. Hope graduates make a difference in the world.

The profiles which follow, written by 2014 Hope graduate Tessa Judge of Indianapolis, Ind., highlight 16 of the people of Hope, a mix of faculty, staff, students and alumni.

HOPE PEOPLE

Paul DeYoung
Kenneth G. Herrick Professor of Physics



Since 1985, Dr. Paul DeYoung has been engaging with, learning from, and teaching students in Hope College's Department of Physics. Approaching each year as something new to experience, Dr. DeYoung doesn't shy away from trying new things in research or teaching.

"I've never wanted to just teach. I want to take students to that level where they're pushing themselves," Dr. DeYoung says. "I saw Hope as a place to do really good teaching by inspiring students in class and the research lab."

After finishing graduate school, Dr. DeYoung sought a place where he could share his passion for physics with a community that craved knowledge. As a Hope graduate himself, he knew that Hope provided just such an environment.

"I loved Hope's tradition of doing real science, real research, and high quality teaching," Dr. DeYoung says. "You hear this discussion at Hope about maintaining a community of lifelong learners. The physics majors we produce are well prepared, but

they don't know enough yet. It's all about learning new things all the time, and that's what keeps it fun."

Dr. DeYoung's time at Hope has not only further developed his love for teaching, but his admiration for his students as well. "Hope students have a fantastic work ethic," he says. "There is a high degree of politeness in both directions: faculty respect the students and students respect the faculty."

Dr. DeYoung also enjoys spending time as the coach of Hope's Sailing Club to get to know a number of his physics students outside of the classroom, as well as students from other fields of study. He enjoys learning about the wide variety of interests that Hope students have and pursue. "Physics students regularly double major with other sciences, but I am continually amazed at the number who study dance, music, art, philosophy, and economics," Dr. DeYoung says.

Teaching physics at Hope has allowed Dr. DeYoung to pursue his passion, and has also made him recognize the value of a holistic education.

"You're never going to learn enough in your four years, while at the same time, there's nothing that you're going to learn that isn't going to play a role at some point in your life. Maybe it won't play a role in your particular profession, but you need to know more than what's just in your field," Dr. DeYoung says. "We're not teaching you just to be an art historian or just a physicist; we want you to be a well-rounded, thoughtful person."

HOPE PEOPLE

Matthew Farmer
Assistant Professor of Dance



After graduating from Hope College with a major in theater and minor in dance, Professor Matthew Farmer found his way back to Hope to teach. His own experience with a liberal arts education was just one of many reasons why he felt drawn back.

"I like teaching at Hope because I'm a big fan of the liberal arts education," Professor Farmer says. "In the professional world, we like to talk about how we prefer working with liberal arts-educated dancers because they tend to have more to bring to the table than just their ability to dance. Since I've been here, I've learned that Hope dancers are very attentive, and they never have an ego, which is refreshing; it's much like working with a blank canvas."

Before coming back to Hope, Professor Farmer was hired as a professional dancer and lived in various parts of the country, as well as overseas. He also received his Master of Fine Arts in dance performance and choreography. Intertwining his professional career with his education has become a vital part of how he approaches teaching his

students at Hope.

"Because we're at a liberal arts college, I can bring my understanding of the professional world into a technique class, for example. I try to give my students a taste of what they'll see in the real world," Professor Farmer says.

Outside of the classroom, Professor Farmer gets to work with his students through various dance companies and multiple concerts. The Department of Dance at Hope offers students the opportunity to audition for a variety of dance companies, which allows them to apply what they learn in the classroom. From performing in the Hope community to traveling to places like Detroit, Mich., and Pittsburgh, Pa., for performances, Hope dancers really get an opportunity to understand what it might be like to join a professional dance company after college, Professor Farmer says.

While Professor Farmer expects the best from his students, in return, he works to provide them with a safe environment in which they can feel confident in their abilities. He balances preparing them for professional challenges such as auditioning with what he thinks is one of the most important parts of dancing: empowerment.

"It's very important for me to empower my students and break down any possible barriers. It's important for me to empower them to engage with the world when they leave here, and to tell them to stop looking at themselves as just dancers; these students have the capability to make a difference through their art, through their actions," Professor Farmer says.

HOPE PEOPLE

Vicki-Lynn Holmes
Assistant Professor of Mathematics and Education



After graduating with a bachelor's degree in English literature and going on to get doctorates in mathematics and religion, Dr. Vicki-Lynn Holmes found an ideal fit at Hope, where emphasis on the whole person and connection between disciplines is lived both within the classroom and beyond.

"As soon as I stepped onto campus, I knew that I was going to be here [at Hope]. My heart just told me that I was going to be here. I hadn't even been interviewed for a job, but I just knew it," Dr. Holmes says.

As a poster child for a liberal arts education herself, Dr. Holmes embraces the opportunity to contribute what she can to her students' liberal arts experiences.

"I totally believe in the liberal arts education. It teaches you how to think and how to make connections," Dr. Holmes says. "It prepares you for entering in to the world. It prepares you for productive citizenry whether in mission work, math, English, or history. None of us know where the rest

of our lives are going to take us, so if I can teach my students to reason and think, they'll be prepared to fly anywhere."

As a statistics professor, Dr. Holmes integrates the concept of a liberal arts education into her own classroom.

"My introductory stats class now has a global diversity stamp on it," Dr. Holmes says. "The students learn about statistics while learning about things that are happening in the real world and in the global community. It's really improved the quality of my stats class."

Each day, Dr. Holmes finds new reasons why God led her to teach at Hope. She involves herself in the community by consistently going to Hope women's basketball games and serving communion at the Gathering services at Dimnent Memorial Chapel. She continues to fall in love with Hope's rich and open Christian community in an academic world.

"I love that I, as a professor, get to serve the students at the Gathering. God's biggest goal for us is to draw closer to Him, and I always am so honored that God uses me to serve His flock. I can really see when students have a desire to know God more, and I love that we're all in it together," Dr. Holmes says. "God wants this place to be a global representation; he wants it to look like Heaven down—with all its glorious diversity. Hope is committed to striving forward, and I'm privileged to be a part of that future. It gives me a lot of hope for Hope."

HOPE PEOPLE

Stephen Maiullo
Assistant Professor of Classic



Stephen Maiullo, an assistant professor of Classics, felt very drawn to Hope College's holistic approach to education.

"I'm a true believer in the liberal arts. At a place like Hope College, students are hopefully going to understand something about science, about mathematics, about literature, about language," Dr. Maiullo says. "But the most important part is that this is the kind of place where students can really grow into whole people, where they are welcome to explore their spirituality, to explore all aspects of who they are."

The liberal arts environment is what drew Dr. Maiullo to Hope, but what keeps him at the college is the opportunity to know and teach Hope students.

"The thing is, Hope students are driven. Hope students are particularly open. The people who come into my classrooms are not just brains; they have more going on," Dr. Maiullo says. "They have emotions, they have spiritual identities, and all of those things form this sort of soup that people bring

into class with them. And at a place like Hope College, we're invited to engage with that whole person."

Classics, in its most basic terms, is a field that is made up of studying the languages, literatures, and cultures of the ancient Greeks and Romans. Dr. Maiullo's teaching position gives him the opportunity to create in others a love for these things for which he already has a passion.

"Some think that education is for some particular goal, and all we need to do is train our students' minds, and they will be successful in their careers," Dr. Maiullo says. "Classics breaks down those barriers. I think that the value of the Classics is that they have the ability to awaken us to the beauty and the hazards that exist in our lives. When we're studying the Classics, we are simultaneously looking at a culture that is different than our own through which we can look back at ourselves."

Dr. Maiullo continues his involvement in the Classics and in Hope students' lives by advising the National Honors Society for Classics students. Dr. Maiullo also enjoys taking Classics students on a May Term to Rome, where they get to physically see and fully grasp what they are studying.

As professor and friend of those he teaches, Dr. Maiullo embraces the chances Hope gives him to further the growth of eager students.

"To watch them grow, to watch them become worldly, to watch their eyes open through education, that willingness to understand the important things: that's why I'm at Hope."

HOPE PEOPLE

Gloria Tseng
Associate Professor of History



Though she hadn't thought of teaching history until a professor of hers gave her the idea, Dr. Gloria Tseng, has found herself at home in Hope College's Department of History. After growing up and studying in California for most of her life, her introduction to Hope came as bit of a culture shock.

"I'd lived on the West Coast for most of my life. When I visited Hope's campus in the middle of February, I remember looking around at all the snow and thinking, 'Easter must take on a whole new meaning here,'" Dr. Tseng says. "I toured the campus, went to Chapel, met the folks in the history department, and it really seemed like a good place to be."

Her experiences in the years since have reinforced that first impression, and she has learned to love the college and its community. When her father passed away, for example, she was flooded with a kind of support that is unique to Hope College.

"I got so many cards and email condolences from everyone I knew and everyone I didn't know. From

the president to the provost to colleagues in various apartments, I felt very supported. I really noticed then a strong sense of community here," Dr. Tseng says.

As a professor, Dr. Tseng embraces the opportunity to get to know her students on a personal level.

"I'm so grateful for the opportunity to really get to know my students. It's the kind of thing that can happen at a small liberal arts college like Hope," Dr. Tseng says. "Occasionally, I'll have students who are struggling, and sometimes, I offer to pray with them if they'd like me to."

Dr. Tseng's heart for her students' experiences, both spiritually and academically, helps her thrive in the liberal arts environment. Dr. Tseng's contribution to the liberal arts education entails teaching a subject that she's passionate about. She also gets to know students who wouldn't normally take history courses by teaching Cultural Heritage, one of Hope's general education courses.

"That class [Cultural Heritage] has actually been one of the more spiritually formative classes for me. It's deepened my own knowledge and has shaped me as a Christian scholar," Dr. Tseng says. "I really think the liberal arts education gives my students richer lives as well."

Ultimately, Dr. Tseng strives to give her students the best learning experience she can provide.

"The classroom is where the student leads. If somebody's curious about something, it comes up in conversation, and I welcome that conversation."

HOPE PEOPLE

John C. Knapp
President of Hope College



Still new to the Hope College community, President Dr. John C. Knapp has been warmly welcomed and well received. Living with his family in the President's Home on campus has given him a front-row view of the life and pulse of Hope College and its students.

"I find that our student culture at Hope is very welcoming. It is easy to feel at home on this campus," President Knapp says. "Our students are caring and compassionate toward one another, and our family has had the opportunity to see what it's like to arrive and find a new, comfortable home here."

Having already experienced an administrative position in a faith-based community not too unlike Hope, President Knapp still sees something unique in the Hope family.

"This college is vibrantly committed to its Christian mission as a community centered on Jesus Christ. The beauty of Hope College is that we are decidedly Christian as an institution, yet our faculty and student body are broadly ecumenical," President Knapp says. "There aren't

many faith-based colleges that are able to provide a home for people who come from such varied Christian backgrounds."

As a versatile career man himself, President Knapp understands first-hand the value of a liberal arts education.

"At a place like Hope, we're preparing students to be flexible and to continue to adapt to new opportunities," President Knapp says. "Careers are far less static and predictable than they once were, and that's why our students learn to adapt to unpredictable change and actually to lead that change."

President Knapp is certainly proud of not only the kind of education Hope provides, but of who specifically provides it.

"We are blessed with a superb faculty who would be welcome at any college or university in the country because they are first-rate scholars and educators. They choose to be at Hope, which is first and foremost concerned about educating students with a Christ-centered mission," President Knapp says. "I am just blown away by the caliber of the people who have come to make their careers at this college. Our faculty is a cut above, and students come to realize that as they get to know them."

HOPE PEOPLE

Chris Bohle
Associate Director of Student Life



As associate director of student life, Chris Bohle values the chance to help students find ways to make the most of their Hope experience. "Student involvement is the overarching theme that summarizes what I do. It looks so different to each individual student, so we [Student Development] try to provide opportunities for every student to get involved," Bohle says.

Bohle's position not only allows him to provide not only opportunities for Hope students, but also gives him the chance to work with Hope students who have an interest in leadership and forming student culture. Maintaining involvement in Hope College Student Ambassadors, Student Activities Committee (SAC), Dance Marathon, and New Student Orientation introduces him to students looking to reach out and stay involved in the Hope community.

"If you were to add up the numbers of just these four student groups, we're talking about over 1,200 people who want to be involved. We really strive to offer those leadership opportunities and give them

spaces to practice the things they're learning in the classroom," Bohle says. "We're always thinking about how we can get students connected on campus."

Though Bohle advises Hope's Student Activities Committee, most of the work is left up to his team of students. SAC is a group of 25 students who work to provide students opportunities for involvement at least every Thursday, Friday, and Saturday night during the school year.

"I hire the student directors and the leadership team, but my role is really to empower their creativity and plans. They're the ones who come up with the great ideas and events; my job is to make sure that our events uphold the mission of the college," Bohle says. "SAC is about having a good time, but it's also about shaping student culture. It's what makes the campus feel alive, what gives a pulse to the campus. I want students to say, 'Wow, I'm so thankful to go to a school that affords me these kinds of experiences.'"

While Bohle especially loves working with Hope students, what he most appreciates about the college is its ability to intertwine the student experience with faith.

"The thing I like most about Hope is the way it practices its Christian worldview. I love the commitment it has to its historic Christian faith," Bohle says. "Something unique about Hope, though, is that it doesn't force students to do anything that they don't want to do, but it really encourages those who want it. I'm so glad to be at a place that balances those things so well."

HOPE PEOPLE

Amy Otis-DeGrau
Director of International Education



From studying at Hope to working at Hope to teaching at Hope, Amy Otis-DeGrau finds herself continually drawn to the college and its students. As the director of international education, she enjoys above all the opportunities she gets to work with students who have interest in seeing the world from a global perspective.

"When I can work with Hope students and send them overseas for six months or a full year, I get to see their worldview change," Otis-DeGrau says. "When you come back [from abroad], you're a totally different person. Being a part of that transformation is so worthwhile for me. When students are willing to step out of their comfort zones and challenge themselves, there are rewards, and I love being a part of it."

Working in Hope College's Fried International Center gives Otis-DeGrau the freedom to work with students who are interested in a range of study-abroad programs covering six continents as well as with international students who come to study at

Hope. Raised in Germany, Otis-DeGrau understands the cultural differences and barriers that sometimes arise, and, more importantly, she understands the value in breaking down those barriers.

"I love working with international students because of my experiences coming into the country and knowing what some of those cultural transitions look like," DeGrau says. "International students are eager to meet Americans, and being able to provide a home away from home for them is something that is pretty special to me."

Otis-DeGrau's interest in diversity opened the door for her to teach a First-Year Seminar course for students participating in the Phelps Scholars Program. The program consists of freshmen who are looking to live in community with and learn from others from a wide range of cultural backgrounds.

"It's been really exciting to be a part of first-year students' experiences and to talk about study abroad and global education. All the things I'm passionate about, I can talk about in that class," Otis-DeGrau says.

Though Otis-DeGrau finds those abroad and culturally diverse experiences extremely important, the part of her job that most consistently brings her fulfillment is getting to talk to and know Hope students on a personal level.

"The students keep me here. To be able to sit down with a student, to be able to talk about the bigger life questions, to be able to integrate my own faith into that experience," Otis-DeGrau says. "I hope that I can make a difference in some small ways and can be an encouragement to those who might need it. Sharing life with these students: that's important to me."

HOPE PEOPLE

Dylan Connor '15
Tallahassee, Fla.



After discovering Hope College in *Colleges That Change Lives*, senior and Florida native Dylan Connor found himself considering the possibility of moving up to Holland, Michigan to pursue his studies. "I was at a college fair in my hometown and recognized Hope College's name. I spoke to Hope's representative and learned about the Fly-In Weekend," Connor says. "I loved the campus, and I loved the people. Hope was also unique in that I was going to be able to bridge the gaps of my interests in education and theatre in a way that I couldn't find at any other school."

Once on campus, Connor first found his place in residence-hall life. "I went in blind for the roommate process, and it worked out really well," Connor says. "Hope does a really good job with placing people in dorms that fit them. I was able to acclimate myself in that community until I really got settled in the English and theatre departments."

Connor keeps himself busy with a double major in English secondary education and theatre, as well as a minor in political science secondary education. Hoping to teach English and government courses at the high school level, as well as direct a high school's theatre department, Connor takes full advantage of the help that Hope's impressive faculty has to offer. "Both the theatre and English faculty take real interest in me. I'm hoping to intertwine my fields of study, and the faculty and even other students are really committed to helping me make sure that happens."

Aside from academics, Connor fills his time with various extracurricular activities. As a volunteer tutor with Hope's community program Children's After School Achievement (CASA), Connor was able to interact with an elementary school student in a one-on-one setting. "I loved getting to know the child and see his progress. The program especially focuses on at-risk children, so even though I'm not looking to teach at the elementary level, I learned a lot and will definitely be able to apply it to what I want to do."

With Hope College's outstanding theatre program, Connor has really been able to pursue his passion for theatre. As a teacher's assistant for introductory theatre courses, stage manager during performances, a frequently-casted member in many of Hope's plays and musicals, and an active member of VanderProv, Hope's very own improvisational comedy group, Connor has mastered the art of balancing work and pleasure.

"The departments have really answered my desire to pursue what I love. I'm really busy, but it's been really fun, and I've learned so much," Connor says.

HOPE PEOPLE

Ethan Gibbons '15
Fowlerville, Mich.



Hope College's reputation for producing well-rounded individuals has been entirely confirmed by senior Ethan Gibbons' Hope experience. From a diligent academic life to the strong bonds of a fraternity brotherhood, Gibbons makes sure to stay involved in a variety of the numerous organizations to which students can devote time.

After exploring a number of the more than 90 major options that Hope has to offer, Gibbons found himself drawn to sociology. His good experiences in one course and then another ultimately led to his decision to major.

As Hope began to feel more like home, Gibbons began to involve himself as much as he could. When his freshman-year roommates decided to rush, which is the opportunity to consider joining a fraternity or sorority, Gibbons looked into it as well and joined the Emersonian fraternity.

"It might sound corny, but I really just love the brotherhood. I love having 36 guys who I can call up at any time for anything," Gibbons says. "And there's

something really cool about being able to all wear our letters together. That sense of unity is really something to be valued."

His involvement in the fraternity led Gibbons to be president of the Interfraternity Council (IFC). After being elected by his brothers to be a member, he decided at the end of his sophomore year to apply to be president.

"We're working to make some changes this year to make Greek Life really thrive on Hope's campus," Gibbons says. "I've been about to learn a lot through this process, and it's been really great."

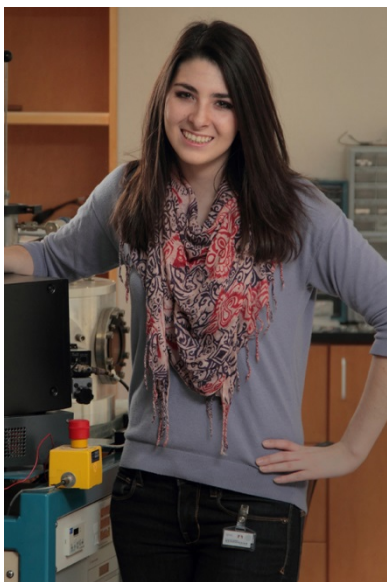
Gibbons furthered his involvement with student organizations by joining Hope's Student Activities Committee (SAC). As a Core Member, Gibbons is responsible for making sure an event that he is assigned runs smoothly, additional leadership experience that he has valued. For example, he was given the chance to work with the student-organized Dance Marathon fundraiser with a few fellow members: "We contacted everybody we needed to contact, and we got everybody signed up," Gibbons says. "The SAC director gives us a lot of freedom to take our assignments and do with them what we want to."

As if all that wasn't enough, Gibbons took on the role as an assistant director of freshman orientation during his sophomore year and became a part of residential life during his junior year.

"When I became an Emmy, I wanted to make sure that I made friends outside of the fraternity as well," Gibbons says. "With all that Hope has to offer for student involvement, that wasn't hard to do."

HOPE PEOPLE

Heather O'Connell '15
Pequannock, N.J.



as people."

During her off time from school, she doesn't waste a minute. Her involvement in one of Hope's many impressive summer research programs keeps her interest in her studies piqued, even during the months off.

"I get to see so much of what I'd actually see or do in a professional research setting. I love the people I work with, and since it's in the summer, I can really focus on what I'm doing. It's hard work, but it's worth it," O'Connell says.

Aside from academics, O'Connell stays involved in numerous co-curricular activities. She gives back to her first experiences at Hope by working as an orientation assistant during freshman orientation. She also was a member of Nykerk Song during both her freshman and sophomore years, serving as an assistant coach as a sophomore.

"Nykerk is a ton of fun because you get to meet all different kinds of people. I get to know a lot of people in my major, but Nykerk gave me a chance to meet people from all fields of study," O'Connell says.

When all is said and done, O'Connell most appreciates her freedom to practice and talk about her faith in an academic setting.

"I didn't realize I could find a school where I could so perfectly mesh the science aspect and the faith aspect. I love being able to go to my professors, be open about my faith, and talk about God. Hope really is a safe place."

Senior Heather O'Connell has traveled far from her home in New Jersey to come to Hope, but her decision to enroll at the college was anything but a surprise to her family. "Both of my parents went to Hope, and my younger brother wants to come. He asks me if I've gotten him a new Hope shirt every time I come home!" O'Connell says.

Academically, O'Connell makes the best use of her time at Hope with a double major in chemistry and Classics, as well as a double minor in biology and English. With a well-organized four-year plan and supportive professors, O'Connell has had no trouble squeezing in all of her interests.

"My professors are so friendly and helpful. I can just walk into their offices and ask them any questions I might have," O'Connell says. "Especially with so many things to balance, it's so nice that professors tell me that they're always available to sit down with me or go get coffee at Lemonjello's and talk things out. They care about their students' academics, but they really care about their students

HOPE PEOPLE

Natalie Polanco '16
Santiago, Dominican Republic



When junior Natalie Polanco found herself living in a small village in Rwanda after she graduated from high school in her home country of the Dominican Republic, she came face-to-face with Hope College: "My leaders there were Hope College graduates. I learned that Hope was basically like a family and a strong Christian community," Polanco says. "I wanted a family feel since I was going to be so far away from home."

Since she's been at Hope, Polanco has found her decision to enroll validated repeatedly: "I really love the people. Everyone really took me in. I don't even miss home as much when I'm here."

With majors in psychology and social work, Polanco plans to pursue a career in global social work, where she will be able to use her compassion and international experience to help the people who really need it. Her time spent studying something she loves in the classroom is echoed by the time she spends involved in various student groups. As a freshman, for example, Polanco participated in the

Phelps Scholars Program, where she lived with and learned from students from a broad range of cultural backgrounds.

"We've had chances to go to places like the Holocaust museum, a Chinese church, Indian town in Chicago. It gives students the opportunity to explore different parts of the world right here in the United States," Polanco says.

Polanco also enjoys using her time to help other international students become acclimated to the Hope College community. After participating in international orientation during her first year, Polanco decided to take on a role as a freshman orientation assistant to help international and freshman students alike feel comfortable in their new environment.

"Something that's really cool about international orientation is Explore Michigan. This happens a few days before regular orientation begins," Polanco explains. "During Explore Michigan, we go up north to a lake in Northern Michigan and bond with the other international students. We have bonfires, we explore our surroundings, we even got to do a zip line! International professors come as well, and we all have the chance to get to know each other before we're thrown into the regular orientation."

Though there are things that she misses from her home country, Polanco doesn't spend too much time dwelling on that. "I miss the music, and I really, really miss the sun, the heat, the warmth. And if I could bring my food here, I would," she says. "But I love Holland and Hope so much. I feel very comfortable here."

HOPE PEOPLE

Jesus Romero '16
Los Angeles, Calif.



When considering his options for college, junior Jesus Romero never imagined he'd be leaving sunny California for snowy Holland, Mich. When an admissions representative made a stop at Romero's high school his junior year, however, he jumped at the opportunity for the Fly-In Weekend, and one visit to Hope was all it took.

"I stayed with students in Scott Hall, experienced a donut run, and saw black squirrels for the first time in my life. I also got to visit some classes, and I found that I really loved the class sizes," Romero says. "That's something that I really love now, too. You're being held accountable, to an extent, to come to class, which has been really good for me."

After deciding that Hope was the right school for him, Romero began to think about he could get involved on campus. "My parents encouraged me to join the Phelps Scholars Program," Romero says. "I went on the website and watched the video for the program. I saw people from a lot of different cultures, which sparked an interest, but what really pulled me

in were the field trips to Detroit, Indiana, and Chicago."

Participating in the program opened Romero's eyes to a broad spectrum of global diversity in the Midwest, and he enjoyed his fellow Phelps Scholars so much that he became a resident assistant with the program the next year. "One of the biggest reasons I wanted to be an RA was because of the program. I wanted to somehow stay involved," Romero says. "I also help now with recruiting; I feel that everybody should have the opportunity to be a Phelps Scholar."

Along with his devotion to the Phelps Scholars, Romero invests much of his time and energy toward his areas of study in management and communication. "In each department there's a certain way that people behave, and you've got to go where you feel you fit in," Romero says. "I feel very comfortable in my communication classes, and I'm really excited about what my management classes are teaching me, so I can apply those skills as president of the Latino student organization."

Though coming to Hope College was a huge change for Romero, with all that it has to offer, it ended up being one of the best changes he could have ever asked for.

"It was a great decision for me to come out of my shell. I really love it here. It's calmer, slow-paced, and I feel really safe," Romero says. "This place has taught me a lot, and I'm really grateful for that."

HOPE PEOPLE

Julie Sobieski '15
St. Charles, Ill.



The Hope College community boasts of its warm smiles and encouraging atmosphere, among other things. Senior Julie Sobieski can attest to Hope's willing acceptance of her decision to transfer into its family during her freshman year at another college. During her first campus visit, she immediately felt that Hope was going to be her home for the following three years.

"The first time I visited Hope was the first time I had ever been to Michigan," the Illinois native admits. "Everyone was so friendly and welcoming. They really made me feel like I was already a part of Hope."

The strong mix of options at her new college home also provided the chance to explore new interests. "I discovered that accounting was one of the top majors. I had always loved math and problem solving, so I decided to give it a try. After the first day in my first accounting class, I knew I was exactly where I needed to be."

Sobieski was then accepted to the Baker Scholars Program, a collection of select upper-classmen who foresee careers in the business field. Among other opportunities, she was able to make her first trip out of the country to China to explore its culture and business world with fellow Baker Scholars.

"It's really great to be with a group of people who work as hard as you do and love it as much as you do," Sobieski says.

Apart from academics, Sobieski has found the time to pursue softball, one of her lifelong passions: "Transferring into athletics can be hard to do because you're not a freshman, but you're still new. At first, it was tough, but the girls on the team were so genuine. It was actually a great way for me to get acclimated to Hope," Sobieski says.

With so much already on her schedule, Sobieski has still managed to prioritize one of her greatest loves: the student-organized Relay for Life held on behalf of the American Cancer Society. Her dedication to the cause has led her to positions on both the executive committee and a sub-committee. "This is something I will always maintain involvement with. So many people are affected by cancer, and there's so little that we can do as individuals, but this is a way to really make a difference," she says. "To think about it all is so humbling."

Sobieski is excited about the difference that Hope is making in her own life. She is also an outstanding example of the difference that Hope students have the opportunities to make themselves.

HOPE PEOPLE

David Charnin '96
Darien, Conn.



Since his time at Hope College, David Charnin, a graduate with majors in political science and history, has continued to embrace the lessons that his experiences and education taught him.

"One of the most important things that I've taken away from Hope is that faith and learning are entirely compatible," Charnin says. "You can be very serious about your profession and learning, and you can also have a deeply held faith."

After graduating from Hope in 1996, Charnin went on to successfully apply his undergraduate education to completing a law degree at the University of Michigan. He currently serves as managing director, general counsel, and chief compliance officer with Strategic Value Partners, LLC, a distressed debt investment advisor headquartered in Greenwich, Conn.

"I was tremendously well prepared by outstanding professors in both departments. I think the most important skill that I use in my job every day is to read carefully and to think critically and creatively. If

I've managed to do these things every day, and then *write*, I am successful, day in and day out," Charnin says. "Time after time, it's proven that my classes at Hope taught me how to read, think, and then write in a persuasive manner."

While Charnin attributes much of his success to the courses in his major departments, he firmly believes in the value of a liberal arts education as well.

"Being a well-rounded person is important because it allows you to think about other points of view. You learn about art, music, math; those are all disciplines that force you to think in a different way about the word," Charnin says. "When you encounter people in real life, they have different interests and focuses than you do, so to have the ability to walk in someone else's shoes and relate is the biggest strength of the liberal arts education."

Charnin remains involved in the Hope community today, as both a past Class Representative for the Class of 1996 and a member of the college's Board of Trustees, to name a few. His continued devotion to Hope is a reflection of the investment that Hope made in him once upon a time.

"I was very fortunate to have excellent professors, administrators, chaplains, and even other students invested in me," Charnin says. "That's the biggest lesson I learned from Hope; Hope College invested in me."

HOPE PEOPLE

Maxine Gray '04
Seattle, Wash.



As a student, Maxine Gray embraced every opportunity to use her love for people and communications to make a difference in her immediate community. Since her graduation day in 2004, Gray has continued to develop the skills she fostered as a student to have a positive effect in everything that she does.

"I've always been very connected to my passion and purpose. Hope is a place that helped me identify my purpose, nurture it, and begin applying my purpose and passion to every part of my life," Gray says. "I'm committed to bringing purpose, passion and impact into every part of my life, inside and outside of the workplace, and using the power of strategic communications to move people to action."

Hope's holistic approach to education is what initially opened Gray's eyes to pursuing a communication major and sociology minor, which ultimately led her to her current position in strategic talent initiatives in global staffing at Starbucks Coffee Company in Seattle, Wash. Her liberal arts

education provided an opportunity to explore a wide range of subjects, something that she finds useful even today.

"I probably would have never taken communication classes unless I'd been required to. You can't take every class, but Hope aspires to make each student more well-rounded. Everything you do at Hope is about opening minds and exposing students to things that they would otherwise not be exposed to," Gray says. "Students must evaluate how these classes challenge the way they think and engage with people, ideas and the world in a different way, and how they're going to ultimately apply what they've learned to real life."

While her academics were very important to her, Gray also understood the importance and benefits of connecting outside of the classroom. During her time at Hope, she participated in a diverse array of on-campus and co-curricular activities. From involvement in Dance Marathon and Black Student Union, to hosting a show on Hope's student-run radio station, WTTH, and writing for Hope's student-run newspaper, the *Anchor*, Gray maintained a wide range of interests.

"I tell students who are considering college that college is one of the most valuable and impactful times of your life, because it's not just about what you're learning in the classroom; it's also about the people you meet and the experiences you have outside of the classroom. Being in an environment like Hope, students can learn something from every situation," Gray says. "The opportunity to spend four years just focused on yourself, expanding your mind, learning and building relationships that will last a lifetime, is absolutely priceless."

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DEGREES OFFERED

Hope College offers curricular programs that lead to the Bachelor of Arts, Bachelor of Music, Bachelor of Science, or the Bachelor of Science in Nursing degrees. Degrees may be pursued either on a full-time or part-time basis.

PHILOSOPHY OF EDUCATION

The philosophy of education at Hope College is summarized by the phrase "Liberal Education within the Christian Tradition." Liberal education seeks to create an appreciative awareness of human achievements and potentialities and to evaluate conceptions of human existence. It strives to provide, in the words of the Covenant of Mutual Responsibilities between the Reformed Church of America and its colleges, "an atmosphere of search and confrontation that will liberate the minds, enhance the discernment, enlarge the sympathies, and encourage the commitments of all students entrusted to (it)." It also provides those intellectual skills which will prepare students for their responsibilities as informed, sensitive, competent members of the global community.

As an academic community the liberal arts college fosters free, sustained, disciplined inquiry with informed, critical understanding as its goal. This type of education provides the foundation for deeper inquiry into any given field. Depth of knowledge in a specialty, however, should be pursued not as an end in itself but as an expression of one's intellectual and moral aims.

A liberal education within the Christian tradition also seeks to develop the whole person by infusing education with purpose and direction. Hope's Christian heritage provides a foundation for defining moral values and making moral judgments. Reverent obedience to God, as revealed in Christ and through Scripture, provides one with a theological framework for self-understanding and social concern. Having an ultimate allegiance to the Creator of all truth frees and motivates scholarly pursuits.

A Hope College education challenges students to develop an understanding of the Christian faith as a basis for academic excellence and the fulfillment of human potential. The goal of this education, therefore, is to provide students with the intellectual and ethical foundations for lifelong learning and a life of service to others.

ACADEMIC EXCELLENCE

Hope has a strong commitment to those students that are admitted to its degree programs. This is demonstrated in the fact that its retention rates are excellent and that its graduation rates are very high. In a study done to demonstrate compliance with the Student Right-to-Know and Campus Security Act of 1992, the registrar reported that by 2012 Hope had graduated 77.7 percent of those students admitted as first-year students in the fall of 2006. This figure does not include those students admitted as transfers to Hope. Hope compares favorably with other high selective institutions in the degree-completion rates of its first-year students.

I. OBJECTIVES OF THE CURRICULUM

This philosophy of education is expressed through the curriculum. The curriculum, therefore, has been designed to fulfill four major objectives for any students who graduate from Hope College:

A. The Ability To Understand, Communicate, and Critically Appraise Differing Ways of Knowing

In addition to demonstrating a mastery of a fundamental body of information, all Hope graduates should possess the ability to examine, evaluate, understand, use effectively, and communicate knowledge. Knowledge in this case encompasses discursive thought, sensory

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experience, and such symbolic languages as mathematics and the perceptual image. These modes of knowing constitute tools or processes which teach students how to learn. The student should be able to make critical judgments: to discern assumptions and premises; to examine and evaluate arguments, generalizations, hypotheses, and methods; to identify biases and contradictions; to assess the validity of conclusions drawn from information and assumptions; to recognize and make appropriate distinctions among aesthetic experiences and responses. The achievement of this objective requires that the students demonstrate fundamental skills in: clear and persuasive written and oral communication; sensitive and critical reading, listening, and viewing; precise perception; application of mathematical principles and procedures; and use of research facilities and library resources.

B. A Broadened Awareness and Heightened Sensitivity

Through direct experience with a variety of aesthetic, historical, theoretical, technological, cultural, and religious perspectives, the students' awareness and sensitivity should become increasingly broader and deeper as well as coherent. Experiences with various forms of artistic exploration and expression should heighten their aesthetic awareness and appreciation for symbolic modes of communication. An understanding of the achievements and failures of the past should deepen their critical appreciation of contemporary society. Exposure to scientific modes of inquiry should enhance their understanding of the natural world and the role of human beings in that world. Knowledge of various disciplinary methodologies should sharpen their understanding of the relationship between means of inquiry and the nature of the results obtained. An understanding of modern technologies should provide them with a practical appreciation of their usefulness and the ability to distinguish between their appropriate use and their potential misuse. Experience in the varied means of human communication -- linguistic and artistic, denotative and symbolic -- should further their understanding of both the human individual and human culture. Cross-cultural experiences and acquaintance with current affairs should lead to their heightened awareness of and sensitivity to gender issues, American minority and world cultures, international viewpoints, and the variety of issues calling for social justice. Experience with and knowledge of systems of belief should provide them with an understanding of historical Christianity and with the roles of religion in the world.

C. The Ability to Engage in Intensive Study

Sustained, orderly exploration of an academic discipline or within an interdisciplinary program, commonly referred to as a "major," should contribute not only to the development of the students' power of understanding, but also to a broadening of their intellectual concerns. Through intensive study the students are exposed to the major discoveries and the most significant thought in the field, to sound methodological and technical procedures, and to the contributions of the discipline to humankind's fund of knowledge. Through internship or other forms of experiential learning, the students become familiar with current practices and challenges in the field. In these ways the students should experience what it means to be active and creative members of their discipline.

D. A Sense of Interrelatedness of Knowledge, Experience, and Responsibility

An understanding of different value systems and an awareness of interpretive pluralism in all disciplines should characterize the students' educational growth. At the same time, as the students become increasingly aware of the interdependent aspects of human experience and knowledge, they are encouraged to develop and to articulate a personal philosophy of life which will provide meaning and coherence in their learning, experiencing, and decision-making. In particular, the students should understand how such a philosophy of life can be informed by a Christian world-view and its implications regarding the nature and use of thought, knowledge, skills, work, and leisure. From within the context of their own discipline and personal philosophy

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of life, the students should remain open to the totality of human experience, seeking always an integration that leads to a responsible, purposeful, and fulfilling life.

II. REQUIREMENTS FOR THE BACHELOR'S DEGREE

Requirements for the Bachelor's degree briefly stated are:

1. Completion of at least 126 semester credits with a minimum 2.0 cumulative grade point average. (Courses with numbers below 100 do not count toward the 126 credits.)
2. Completion of the general education requirements.
3. Completion of a major program with a 2.0 cumulative grade point average in the major.

NOTE: All programs may be completed with four years.

NOTE: Some programs require higher cumulative and major/minor grade point averages for graduation. Check departmental listings for these requirements.

NOTE: An additional bachelor's degree can be awarded only under special circumstances. For a degree-seeking Hope College student, two degrees will be awarded only if the student has completed 30 additional credits beyond the first bachelor's degree and has two major concentrations in different degree programs --e.g., a B.A. degree and a B.S. degree. Completing two majors does not merit the awarding of two degrees, unless the above criteria are first met. If a student has already earned a bachelor's degree from a college or university and applies to earn a second degree at Hope College, the student will be required to meet all major and general education requirements of Hope College and have a total of 156 credits earned in combination. The senior residency requirement must also be met by these transfer students. The general education reductions for Bachelor of Music and Bachelor of Science in Nursing degrees do not apply to students who are completing two degrees, one of which is a Bachelor of Arts or Bachelor of Science.

CATALOG OF ENTRANCE

Requirements for the degree may change while students are in their course of study. Students may elect to be governed by the requirements which were stated in the catalog upon entrance to the college or any later catalog requirements for a departmental major, minor, or general education requirement.

SEMESTER CREDITS AND QUALITY POINTS

To be eligible for graduation, students must pass all college required courses and must earn a minimum of one hundred twenty-six (126) credits of college work. The cumulative grade point average of all course work must be at least 2.0. Some programs require a grade point average higher than 2.0. Check departmental listings for these requirements.

RESIDENCE REQUIREMENTS

Under normal circumstances, the final 30 semester credits of the Hope College degree program must be completed at Hope College or in an off-campus program approved by Hope College. In certain individual cases, an exception may be granted through the following procedure:

1. The Registrar, in consultation with the student's department chairperson, may approve the taking of a maximum of 15 semester credits of the final 30 at another educational institution.
2. If a student seeks permission to complete the entire senior year at another educational institution, approval must be given by both the Student Standing and Appeals Committee and the Registrar. Such requests should be submitted to the Registrar who will forward each request to the appropriate persons.
3. In both of the above exceptions, approval must be granted in advance of the student's enrollment

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in the other institution and all Hope College academic requirements must be completed by the graduation date. No student will be graduated from Hope College who has not spent a minimum of one full academic year as a full-time student on the Hope College home campus during the period in which the student has junior or senior standing.

GENERAL EDUCATION REQUIREMENTS

PURPOSE OF THE GENERAL EDUCATION PROGRAM

The General Education Program and Curriculum furthers the mission of Hope College by equipping students to engage in informed critical reflection concerning themselves and the world, and preparing them for further study and for a life of learning, service, and productive activity.

CRITERIA FOR THE GENERAL EDUCATION CURRICULUM

The general education curriculum offers students clearly-defined criteria for success, information about their progress toward meeting these criteria, and multiple opportunities to attain them. The criteria for the general education curriculum at Hope College are divided into two categories: KNOWING HOW and KNOWING ABOUT.

KNOWING HOW

The Knowing How criteria will emphasize and teach Skills of Learning and Habits of Learning.

Skills of Learning: Hope College students will demonstrate college-level proficiency in:

- critical thinking
- mathematical thinking
- reading, listening, and viewing with understanding, sensitivity, and critical acumen
- use of computer technology and library research facilities
- written and oral communication

Habits of Learning: Hope College students will be encouraged and taught to develop an approach to learning in the tradition of the liberal arts, emphasizing:

- analytic, synthetic, and systematic thinking
- appreciation for tradition
- creativity
- curiosity and openness to new ideas
- intellectual courage and honesty
- moral and spiritual discernment and responsibility

KNOWING ABOUT

The Knowing About criteria relate directly to the mission of the college: to educate students for lives of leadership and service in a global society through academic and co-curricular programs of recognized excellence in the liberal arts and in the context of the historic Christian faith.. Because of this mission, the general education curriculum:

A. Enables students to explore and understand the central questions of human identity.

Fundamental questions allow insight into the influences of the past on the present, the perennial issues of human experience, and the discrepancy between human aspiration and human accomplishment. In addition, a liberal arts education should equip students to understand both how these questions challenge us and how the presuppositions behind these questions have been challenged. Central questions of human identity include the following: What does it mean to be --

- Creators and users of language, technology, and the arts?
- Creatures of God, made for relationship with God?
- Human beings who experience both suffering and joy?

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- Physical beings in a physical world?
- Seekers of knowledge and meaning?
- Social beings who shape and are shaped by each other and by cultures?

B. Prepares students to live in a changing world, enabling them to understand and constructively engage

- their heritage, community, nation, and world
- technology, social complexity, and cultural diversity

C. Educates students for a life of service, enabling them to

- balance individual autonomy and responsibility for others, society, and the physical environment
- apply their knowledge effectively in service

D. Increases students' capacity for delighting and participating in creative processes and the world around them.

CHARACTERISTICS OF THE GENERAL EDUCATION CURRICULUM: CROSS-CURRICULAR THEMES

The following characteristics are woven through the general education curriculum, so that students will encounter them more than once and in different contexts. Cross-curricular themes will be introduced in general education courses by promoting

- active learning: focus on the involvement of students in their own learning with the goal of preparing students for life-long learning.
- critical thinking: focus on educating persons to be critical thinkers in a Christian liberal arts context with emphasis on 1) the techniques of analysis; 2) the ethical implications of social interaction; 3) the development of intellectual virtues.
- global learning, including cultural diversity as well as international education and global perspective; focus on the need to understand and learn to live well in a world characterized by high levels of cultural diversity.
- integration of faith and learning: focus on the following goals for students: 1) an understanding of the Christian tradition, including familiarity with biblical materials and a basic understanding of Christian convictions and practices; 2) the ability to articulate defining convictions; 3) the desire and ability to engage fruitfully in conversations about spiritual matters; 4) the desire and ability to engage constructively traditions and communities whose defining convictions differ from one's own; 5) the development of habits of mind appropriate to the continuing efforts of faith seeking understanding of all things, including self -- intellectual virtues appropriate to such "spiritual inquiry" include courage, humility, patience, respect, honesty, reverence, awe, care, love of truth, and hope; 6) the ability to articulate a personal sense of relevance of one's own defining convictions to one's discipline and vocation, as these are related to God.
- library research skills: focus on developing students' learning of effective library research skills and adapting to the increasing emphasis on deriving information through technological means. Emphasis will be placed on helping students develop library research skills that will contribute to their life-long learning.
- oral communication skills: focus on developing a student's abilities to give effective oral presentations, engage in effective group work, and demonstrate effective interpersonal communication.
- ways of knowing: focus on introducing students to the methodological approaches taken by the four dominant facets of the academy in early 21st century in North America: the arts, the humanities, the natural sciences, and the social sciences. The goal of this characteristic is to provide students with a sense of the assumptions, values, approaches, methods, and tools

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used by scholars in each area.

- written communication: focus on developing a student's ability to write at an acceptable level.

COMPONENTS OF THE GENERAL EDUCATION PROGRAM: RATIONALE, COURSES, AND OBJECTIVES

FIRST-YEAR SEMINAR - 2 credits

Rationale: The purpose of the First-Year Seminar is to provide students an intellectual transition into Hope College. The seminar will introduce students to college-level ways of learning, requiring all students to take an active role in at least one course at the very beginning of their time at Hope College and encouraging them in more independent ways of learning. Thus the seminar will serve as a critical first step in encouraging students to take initiative for their learning and demonstrate independent activity in subsequent courses. This requirement will focus on the habits of learning and will stress the public speaking aspects of oral communication.

Objectives: In their First-Year Seminar, students will:

- explore an intellectually important topic with an instructor and with peers
- read primary texts critically
- discuss primary texts in a seminar format
- investigate specific topics and write their conclusions in an expository paper
- present their ideas for discussion and critical reflection
- where appropriate, engage in problem-solving in a small group context
- attend out-of-class events and discuss them in class
- learn about the purposes of a liberal arts education, including personal and intellectual development as well as professional and career preparation

Course: IDS 100 - First-Year Seminar

An interdisciplinary introduction to the liberal arts and to college-level ways of learning. This two-credit course will be taught topically, will concern itself with a wide range of general education criteria, and will focus on the "Knowing How" objectives of the general education program. Oral communication skills will be stressed. Some sections may focus on Global Learning, in which case the student's Global Learning requirement will be partially satisfied.

The instructor of the First-Year Seminar will also be the student's academic advisor. This will allow the student and advisor an opportunity to get to know each other in an academic setting. Conversations about other courses, grades, adjustment to college, personal interests, career goals, and campus involvements will occur more naturally in this setting.

The First-Year Seminar must be taken in the first semester (fall semester) of a first-year student's academic program. The seminar may not be repeated in subsequent semesters. Transfer students are exempted from this course.

EXPOSITORY WRITING I - 4 credits

Rationale: The purpose of this component of the general education program is to develop students' ability to reflect critically, logically, and speculatively on significant topics and ideas, and to express their reflections clearly and concisely in writing. This course serves as a foundation for additional writing instruction that will occur in Cultural Heritage I and II, Natural Science II, and the 200-level religion requirement. This requirement addresses the "Knowing How" criteria of critical thinking; reading, listening, and viewing with understanding, sensitivity, and critical acumen; the use of computer technology and library research facilities; and written and oral communication.

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Objectives: In Expository Writing I, students will

- improve their ability to express thoughts in clear, cogent, and coherent writing
- be involved in intellectual inquiry, encouraging them to explore, to reflect upon, and to respond in discussion and writing to the questions arising from this inquiry
- prepare and write a research paper
- learn basic skills in using a college library
- prepare for additional writing instruction in later courses by learning a uniform set of terms (e.g. thesis statement, topic sentence, transition phrase) when discussing and critiquing writing
- learn basic skills in critical thinking and improve their critical thinking in written and oral formats

Course: English 113 - Expository Writing I

A four-credit course to be taken during the first year of a student's academic program. Emphasis in this course will be on the student's ability to express thoughts clearly and cogently in writing. The course will also stress the development of basic skills in critical thinking and the use of the library. This course is taught topically; the area of exploration is left to the discretion of the instructor with all areas of exploration linked to one or more of the objectives listed under "Knowing About." All sections of this course will focus on the writing process, and the shaping of the reading and classroom activity is done with the writing objective constantly in mind.

Some sections of this course may emphasize Global Learning; these sections will also satisfy the global learning component of the general education program.

HEALTH DYNAMICS - 2 credits

Rationale: The purpose of Health Dynamics is to help students understand the principles of exercise, proper diet and stress management, and to establish habits and skills that will enable them to reach and maintain good health and fitness for life. This requirement addresses the "Knowing About" criterion of what it means to be physical beings in a physical world.

Objectives: After completing Health Dynamics, students will

- appreciate the importance of maintaining good health behavior
- understand the fundamental principles of a healthy diet
- identify an exercise regimen for lifelong fitness
- understand the relationship between health and stress

Course: Kinesiology 140 - Health Dynamics

This course will emphasize the importance of good health, a healthy diet, the value of exercise, and the ability to manage stress seeking to develop patterns that will serve each student for life. Health Dynamics should be taken in the first year of a student's academic program.

MATHEMATICS AND NATURAL SCIENCE - 10 credits

Rationale:

MATHEMATICS: The purpose of the mathematics component is to deepen the student's understanding of mathematical reasoning, address some of the prevalent misconceptions of mathematics, and demonstrate both the usefulness and limitations of mathematical models in a variety of applications. This requirement addresses the "Knowing How" criteria of mathematical thinking; written and oral communication; analytical, synthetic, and systematic thinking.

NATURAL SCIENCE: The purpose of the natural science component is to deepen the student's

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understanding of the processes of science and the way in which science interprets the natural world. The natural science component focuses both on "doing" science and on the influence of science and technology on both society and the environment. Courses will emphasize the hands-on nature of science. This requirement addresses the "Knowing How" criterion of critical thinking and the "Knowing About" criteria of what it means to be physical beings in a physical world and what it entails to prepare students to live in a changing world, enabling them to understand and constructively engage technology.

Objectives: In GEMS mathematics courses, students will

- develop mathematical and other creative forms of problem-solving skills, understanding that these skills are useful in personal and professional contexts.
- understand both the benefits and limitations of mathematical and/or statistical models, particularly in the use of mathematics as the mode of communicating our understanding of the physical world and for the study of human society.
- In addition to objectives specific to mathematics, GEMS mathematics courses emphasize the practical benefits of effective group work.

Objectives: In GEMS science courses, students will

- understand that science is a way of knowing based on observation, classification and hypothesis testing and that it has basic pre-suppositions and limitations.
- use critical thinking skills to understand scientific arguments.
- understand that science is an on-going cross-disciplinary exploration of the physical universe rather than just a collection of facts, and that this exploration is limited to certain types of questions and to the use of certain methodologies.
- engage in experimentation in the laboratory and field and/or in the observation of natural phenomena.
- GEMS science courses will provide students with an opportunity to explore the human dimensions of science and technology; for example, the ways in which science and technology impact natural and social environments and the ways in which science and technology are impacted by social, ethical, or political change.
- In addition to objectives specific to scientific study, students in GEMS science courses will practice oral and written communication skills in order to convey ideas and to work effectively in groups.

Course(s): The total mathematics/natural science requirement is ten credits. There is a variety of ways in which this requirement can be satisfied; the options differ depending on whether the student is a science or non-science major.

For non-science majors: any combination of ten credits in the natural sciences division, with the stipulation that two of the ten credits be in mathematics or GEMS (100-140) courses. The remaining credits may be a combination of GEMS (150-199) laboratory courses, GEMS 200-level courses, mathematics courses, or natural science disciplinary courses (biology, chemistry, computer science, geological and environmental sciences, physics).

This general education requirement stresses the interdisciplinary nature of the sciences, therefore there must be represented in this requirement either a GEMS laboratory course or laboratory courses from two different departments.

GEMS 100 - Understanding Our Quantitative World - 2 credits

GEMS 150-199 - Interdisciplinary Natural Science I courses with laboratories - 4 credits

GEMS 200-level Courses - Interdisciplinary Natural Science II courses - 2 credits

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For science majors: courses already required in the natural sciences and mathematics for natural science division majors will satisfy this requirement. If using departmental courses for Natural Science I and Natural Science II, two disciplines must be represented.

Natural Science I courses will emphasize ways of knowing in the natural sciences and will contain a laboratory component. Critical thinking will be taught. Natural Science II courses will build upon the writing skills taught in English 113 by offering significant instruction in and practice of writing skills. Some sections of Natural Science II courses will focus on issues of global learning.

SECOND (FOREIGN) LANGUAGE - 4 credits

Rationale: The purpose of the language component is to achieve a basic conversational ability and a deeper understanding of the culture(s) of countries where the language studied is spoken. Such global learning prepares for study abroad, academic excellence, and experiential learning that are all assets in a society with a global economy. Language study addresses the "Knowing About" criteria of what it means to be creators and users of language, technology and the arts, and of the preparation of students to live in a global society.

Objectives: In modern languages, students will

- develop competence in listening and reading comprehension, as well as oral and written expression in a second language
- develop a deeper appreciation for worldviews different from their own through knowledge of the history, politics, religion, literature and the arts that shape cultures and societies
- prepare themselves to participate meaningfully in an overseas study group
- gain empathy by learning to respect and understand personal and cultural differences, in particular, of minorities as well as peoples and communities of developing nations

Objectives: In ancient languages, students will

- develop competence in reading comprehension in a second language
- gain access to another culture that is foundational to the Western cultural heritage
- develop a deeper understanding of the structure and function of language
- enhance their understanding of their native language

Requirements and objectives for the general student include first year college level competency, which is the minimum requirement. Successful completion of the second semester of first-year language (courses numbered 102, 122, 172) will therefore satisfy this requirement. All students, however, who have studied a second language in high school will be required to take one course in a second language at the college level into which they are placed by the Department of Modern and Classical Languages' review of their high school transcripts.

Students with high school experience in a second language are strongly encouraged to continue with their study of the language. The further study will allow them to turn their knowledge of a second language into an asset that will serve them in the global economy. Students placed into third or fourth semester may, however, choose to fulfill the requirements by taking an introductory course in another language.

All courses for majors, minors, the general student, and those students in the education program aim at genuine, meaningful communication in the second language and will provide the student with numerous opportunities to engage the culture of the language being studied with the goal of building awareness and appreciation for that culture. Successful scores on AP and CLEP exams may also be used to satisfy the language requirement for the general student.

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Placement Policy: Students will be given a recommended placement on the basis of their performance in second language courses in high school. Those who may be ready for the fifth semester or beyond may be invited to take a placement test to confirm that level of competence. Testing into that level can qualify the student for a waiver of the requirement. However, the student is encouraged to consult with a faculty to ensure that the language waiver is in the best interest of the student. Any student who questions his/her placement will be offered the placement test. Waivers are granted to native speakers of a language other than English.

As incentive for students to enroll at their placement levels, credit, up to a maximum of 16 hours, will be given for the second language courses which precede the course completed (for example: completion of Spanish 221 will also grant credit for Spanish 121 and 122; or completion of French 201 will also grant credit for French 101 and 102, etc.). This special awarding of credit is intended to encourage students to take full advantage of their prior learning of a second language. Students are encouraged to develop fluency and cultural awareness in a second language by taking advantage of this placement policy.

RELIGIOUS STUDIES - 6 credits

Rationale: The mission of the college is "to offer, with recognized excellence, academic programs in the liberal arts...in the context of the historic Christian faith." The general education requirement in Religion is related to the mission of the college in two ways. First, religion is one of the liberal arts, central to the questions of human identity; therefore, an academic program in religion takes its place among the other academic programs in the liberal arts. Second, the general education requirement in religion provides students with a college-level understanding of "the historic Christian faith," the context for education at Hope College. Among the "skills of learning" emphasized are critical thinking and reading. Among the "habits of learning" emphasized are moral and spiritual discernment. The subject matter includes central questions of human identity and responsibility, questions about the significance of human relationship to God, about the possibilities and limits of human knowledge of God, and about the meaning of human responsibility to God.

Objectives:

For the "Knowing How" criterion, students will

- develop greater ability to read religious texts, including but not limited to biblical texts, with understanding and sensitivity; with, in short, sympathetic imagination
- acquire increased proficiency in thinking critically with respect to religious texts, traditions, and experiences, e.g., greater facility in identifying arguments and ferreting out assumptions and implications
- develop greater listening skill and skill in communicating -- both orally and in writing -- their reflections and their convictions clearly, concisely, and persuasively
- become better able to interpret contemporary religious experience and events in light of past events, other traditions, and their own convictions
- increase their capacities for intellectual honesty, respect, and humility and in some measure further develop certain traits of character, e.g., courage, fortitude, justice, wisdom, and compassion

For the "Knowing About" criteria, students will

- gain greater understanding of their own basic convictions, whatever they may be, and gain insight into how these convictions inform their world view and everyday practices
- acquire a basic familiarity with the biblical story -- its main characters, important themes, historical-cultural contexts, literary genres, and the like

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- obtain a rudimentary understanding of how Christian experience shapes and is shaped by historical contexts, and some appreciation for both continuity and change within Christianity
- acquire an understanding of and an appreciation for religious traditions other than Christianity

Course(s): Two courses totalling six credits are necessary to satisfy this requirement. The first is a two-credit Basic Studies course (REL 100) to be taught topically but emphasizing the objectives listed above. The second is a four-credit 200-level course in biblical studies, historical studies, theological studies, or world religions studies. Religion 100 must be taken before enrolling in a higher-level religion course.

SOCIAL SCIENCES - 6 credits

Rationale: The purpose of the social science requirement is to provide students with social scientific perspectives on human, social, and institutional behavior. The social sciences provide a unique perspective for enabling students to explore and understand central questions of human identity. This requirement addresses the "Knowing About" criteria concerning what it means to be social beings who shape and are shaped by each other and by cultures; concerning the preparation of students to live in a changing world, enabling them to understand and constructively engage their heritage, community, nation and world and to deal with technology, social complexity, and cultural diversity.

Objectives: After completing their social science component, students will

- demonstrate an understanding of empirical and non-empirical approaches to the study of human, social, and institutional behavior employed by the social sciences, including:
 - the emergence of the social science disciplines and/or institutions since the 18th century
 - the types of questions that can and cannot be addressed by empiricism and the differences between empirical and non-empirical questions
 - the assumptions, strengths, limitations, and critiques of empirical and non-empirical methods
 - the major ways by which social scientists observe and describe behavior: experimenting, interviewing, conducting surveys, and analyzing existing sets of data
 - appropriate interpretations and uses of evidence
- demonstrate an understanding of, appreciation for, and ability to apply their knowledge of:
 - differences among people, the personal and social effects of social group membership, and cultural diversity
 - policy-making processes and outcomes of social (that is, familial and religious) and either political or economic institutions
 - Christian perspectives on one of the following: ethical issues, institutions, public policies, or theoretical assumptions about human nature

Course(s): The Social Science requirement is met with two courses (a minimum of six credits), from two different social science departments (communication, economics, political science, psychology, sociology). One must be a four-credit class (Social Science I, SS1). The second course can be either a SS1 or a SS2 course. Students seeking teacher certification complete the Social Science I requirement by completing Education 220/221 and Education 500.

Social Science I classes emphasize ways of knowing in the social sciences and contain a laboratory component. Principles of quantitative thinking are taught, especially in the laboratory. Some sections of Social Science I and II classes focus on issues of global learning and also meet part of the general education requirement in global learning.

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THE ARTS - 6 credits

Rationale: The purpose of this requirement is to develop in students an understanding that the arts enrich and ennoble the human spirit. The arts provide unique ways of knowing, bringing us face to face with ourselves, and with what we sense lies beyond. It is also important for human beings to participate in the creative process -- to "do" art. This requirement addresses the "Knowing How" criteria of reading, listening, and viewing with understanding, sensitivity, and critical acumen; appreciation for tradition; and creativity. It also addresses the "Knowing About" criteria of what it means to be human beings who experience both suffering and joy, and of increasing students' capacity for delighting and participating in creative processes and the world around them.

Objectives:

In Arts I and Arts II courses, students will

- attend performances, exhibitions, and/or film screenings; read texts; and communicate critically about the arts with increasing sensitivity and depth
- understand the artistic value, cultural significance and interconnectedness of the arts
- examine art and artists in the context of a variety of diverse cultures, styles, and social frameworks
- observe the interactive nature of the arts, viewing the arts as an expression of the human experience
- understand and participate in the interactive nature of the arts

In Arts II courses, students will

- recognize and understand the creative processes essential to the arts
- explore and develop aesthetic modes of expression through acts of creating
- observe that lifelong participation in the arts is a valuable part of a life fully lived

Course(s): Two courses are required. The first will be a four-credit introductory Arts I course, the second a two-credit studio or performance course in art, dance, music, theatre, or creative writing designated as Arts II courses; or an accumulation of two credits in studio and performance courses.

All sections of Arts I courses will emphasize ways of knowing in the arts. All sections of Arts II courses will emphasize "doing" the arts.

CULTURAL HERITAGE - 8 credits

Rationale: Liberally educated people should be able to explore deeply what is involved in living a fully human life and being responsible persons, and engage vigorously and honestly with themselves, with their world, and with what is other than themselves – culturally, temporally, religiously and ontologically. The Cultural Heritage portion of Hope's humanities General Education requirements pursues these overarching objectives of liberal arts education by having students reflect on the riches and challenges of their literary, philosophical and historical legacies. These courses will emphasize the "Knowing How" criteria of critical thinking and written communication and the "Knowing About" criterion of enabling students to explore and understand central questions of human identity.

Objectives: After completing Cultural Heritage courses, students will

- use the fundamental tools common to the humanities (reading, writing, asking good questions,

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- constructing arguments) both to enrich their lives and to achieve more practical goals.
- read primary historical, literary, and philosophical texts critically, imaginatively, and reflectively, in order to better understand themselves, others, and the world.
- understand the Western cultural inheritance, its chronological development, its strengths and weaknesses, and (in some cases) its relations to non-Western cultures and their development and strengths and weaknesses.

Cultural heritage courses will also build upon the writing skills developed in English 113 through instruction and practice.

Courses: Cultural Heritage courses are divided into two categories by time period: Cultural Heritage I (CH1) courses deal with the pre-modern (ancient and/or medieval) period and Cultural Heritage II (CH2) courses deal with the modern period. Coursework for this requirement must include at least one CH1 course and at least one CH2 course for the sake of chronological breadth. Cultural Heritage coursework must also include the three disciplines of history, literature, and philosophy for the sake of understanding different ways of knowing in the humanities.

Covering three humanities disciplines in two courses is made possible by interdisciplinary courses that include all three disciplines or various combinations of two of them. The interdisciplinary Cultural Heritage courses (IDS 171 through 178) take various chronological and cultural focuses, with titles announced in the course schedule and descriptions available on the General Education website.

Interdisciplinary Cultural Heritage Courses (4 credits)

<u>CH1</u>	<u>CH2</u>	<u>Disciplines covered</u>
IDS 171	IDS 172	history, literature, and philosophy
IDS 173	IDS 174	history and literature
IDS 175	IDS 176	literature and philosophy
IDS 177	IDS 178	history and philosophy

Single-discipline Cultural Heritage Courses

<u>CH1</u>	<u>CH2</u>	<u>Title</u>
English 231	English 232	Literature of the Western World I and II
English 233		Ancient Global Literature
	English 234	Modern Global Literature
History 130		Introduction to Ancient Civilization
	History 131	Introduction to Modern European History
History 207	History 208	World Civilization I and II
Phil 230		Ancient Philosophy
	Phil 232	Modern Philosophy

In order to fulfill the requirement with two courses, a student may either take two IDS courses that combine to cover all three disciplines or combine a single-discipline course with an IDS course that includes the other two disciplines. Here are the possibilities according to which course a student takes for Cultural Heritage I or Cultural Heritage II:

<u>CH1 course</u>	<u>Possible CH2 courses to fulfill the requirement</u>
IDS 171	Any CH2 course
IDS 173	IDS 172 or IDS 176 or IDS 178 or Philosophy 232
IDS 175	IDS 172 or IDS 174 or IDS 178 or History 131 or History 208

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IDS 177	IDS 172 or IDS 174 or IDS 176 or English 232
English 231,233	IDS 172 or IDS 178
History 130 or 207	IDS 172 or IDS 176
Philosophy 230	IDS 172 or IDS 174

<u>CH2 course</u>	<u>Possible CH1 courses to fulfill the requirement</u>
IDS 172	Any CH1 course
IDS 174	IDS 171 or IDS 175 or IDS 177 or Philosophy 230
IDS 176	IDS 171 or IDS 173 or IDS 177 or History 130 or History 207
IDS 178	IDS 171 or IDS 173 or IDS 175 or English 231
English 232,234	IDS 171 or IDS 177
History 131 or 208	IDS 171 or IDS 175
Philosophy 232	IDS 171 or IDS 173

Alternatively, a student may fulfill the Cultural Heritage requirement with a combination of three single-discipline courses, one from each discipline, totaling at least 10 credits. One course must be a four-credit CH1 course and one must be a four-credit CH2 course, and the third may be a two- or four-credit course in the third discipline. Writing courses in the Department of English will not apply to this requirement.

SENIOR SEMINAR - 4 credits

Senior Seminar is a unique and essential part of a Hope College education. As the milestone of graduation approaches senior students gather in interdisciplinary seminars and forge communities devoted to the exploration of their beliefs and values, worldviews and life goals. Students consider carefully the ideas they hold and the perspectives they trust. They may reflect on the course of their lives and envision their future plans, dreams, and sense of calling. In the Senior Seminar, students ponder questions such as: *What is a good life and how do I achieve it? What does it mean to be a lifelong learner? What are my abiding beliefs and convictions and how can I live them out? What is my worldview? How can I make a difference in the world?* Professors from across campus design and offer a range of fascinating and diverse seminars. Faculty guide students as they bring together the life of the mind, the resources of faith, the lessons of experience, and the critical practices of reading and reflection, discussion and writing.

As the historic Christian faith is central to the mission of Hope College, so Senior Seminar explores how Christianity provides vital beliefs, vibrant virtues, and a life-giving worldview. Throughout history and around the globe believers and admirers, scholars and students have turned to the Christian faith for direction and insight. At the same time, Hope College affirms that faculty and students of the Liberal Arts can find valuable understanding and moral reckoning in all places and among all peoples in this world so loved by God. For this reason, the Senior Seminar often draws on many academic fields, varied forms of artistic expression, and insights from daily life. Indeed, every student, regardless of religious background, is an indispensable member of Hope College and the Senior Seminar. Every student brings to the course intellectual expertise and hard won life lessons. In fact, the Senior Seminar only succeeds when each student identifies deep yearnings, asks hard questions, and renews personal integrity; when everyone both shares and gains wisdom. The examination and discussion of diverse viewpoints helps students to refine their own convictions even as they learn to comprehend, consider, and evaluate perspectives different from their own.

The following objectives animate the Senior Seminar course and experience.

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1) Students will articulate and explore...

...Christian ways of knowing and acting, living and learning;

...their commitments and convictions in conversation with the Christian Faith; and

...their understanding of the diverse and life-giving purposes and perspectives by which people live.

2) Students will deepen their ability to discuss their differences openly and sensitively, reasonably and honestly.

3) Students will consider, discuss, and develop their own philosophy of life and write about it in a compelling, coherent, and disciplined manner.

Senior Seminars are four-credit courses. Students may elect from the following courses -- several of which are offered each semester -- to fulfill the requirement. (See also the Values and Vocations Seminar under the Chicago Semester Program above.) Courses should be taken no earlier than May, June or July Terms between the junior and senior year, unless by special permission from the Director of Senior Seminar Program.

Course: IDS 400-level courses

The specific purpose of the senior seminar is to ensure that before students graduate from Hope College, they have explicitly confronted questions of value and belief in a practical and concrete way and to clarify how the Christian faith can inform a philosophy for living. These courses will emphasize neither a specific methodology nor specific course content, but will deliberately raise fundamental questions about human values and combine those questions with a challenge to students to reflect on their own choices -- how they have come to make them and how they might affect the future. This course, taught topically, is intended to be interdisciplinary in nature. Students will, therefore, be able to enroll in any seminar that interests them.

Some sections of the senior seminar will focus on issues of cultural diversity and will therefore fulfill the cultural diversity general education requirement.

Because this course serves as the capstone to a student's liberal arts education, this course should be taken no earlier than the May Term of a student's junior year.

Note: IDS 452 will remain a three-credit course for those preparing for teacher certification.

GLOBAL LEARNING REQUIREMENT- 4 credits

Rationale: A global society is one in which the lives of all people, near and far, interconnect with each other, and with the earth. The choices we make as individuals, groups, and institutions affect the quality of life of all peoples and the planet we live on, both now and for future generations. Through webs of connection, we will continually encounter people from a broad spectrum of places, identities, and world views. In order to develop these connections into partnerships with global representation and reach, students will need the knowledge and skills to interact with and learn from people different from themselves.

To become effective leaders who serve in a global society, Hope College students are called to value and develop knowledge and skill in their chosen fields as well as self-awareness, curiosity, responsibility, and empathy. Throughout their college years, students must expand their habits of inquiry and hone their communication skills. They should build an understanding of the dynamic relationship between knowledge and culture. These qualities and habits of mind will enable students to form productive intercultural partnerships to address the world's challenges.

Through our endeavor to educate students for lives in a global society, we must examine, with humility and courage, our own beliefs, assumptions and cultures that have shaped us. We are called to remember the imperative that we strive to love all of our neighbors, a commandment

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delivered with special force by the historic Christian faith. As global citizens, we will work together to create a campus community and curriculum that nurture self-awareness and compassion. We must acknowledge the responsibility each of us has for the welfare of all human beings and for our environment, and utilize our influence, resources and privileges to make a difference in this ever-changing world

General Objectives: In courses with a focus on global learning, students will

- Develop **curiosity** by pursuing new knowledge and ideas, and openness to new perspectives.
- Gain **knowledge** that broadens and deepens their understanding of the natural and applied sciences, arts, humanities and social sciences, engaging them in the global concerns that touch each of these fields.
- Develop **self-awareness** of how each person is shaped by culture and how one's values and beliefs inform one's decision and assumptions about others.
- Develop **empathy**, sensitivity and compassion towards others.
- Cultivate their sense of **responsibility** for the welfare of others and for their own actions, so that they grow as ethical individuals and engaged citizens.

In courses with a domestic diversity focus (U.S. diversity), in addition to the above objectives, students will:

- Examine diverse cultural perspectives of historically marginalized groups in North America, including racial and ethnic minorities and women
- Examine issues of difference, intolerance, inequality, justice, and power and understand the interplay of these complex concepts.
- Use written, oral, visual, or artistic sources produced within the cultures being studied.

In courses with an international diversity focus (non-U.S. diversity), in addition to the general objectives, students will:

- Use comparative analysis of cultural perspectives.
- Analyze the concepts used to study and compare cultures.
- Address the culture's self-definition and self-expression.
- Focus on theoretical perspectives of gender, race, class, ethnicity and other socially constructed categories.

Course: Students are required to complete two global learning (GL)-flagged courses. One of these courses must focus on domestic (U.S.) diversity (GLD), whereas the second course must focus on international (non-U.S.) diversity (GLI). Courses and/or sections of courses satisfying this requirement are offered throughout the curriculum, both in the general education program and within major programs, and are flagged as such in the class schedule.

THE MAJOR PROGRAMS

The bachelor degree requires the successful completion of a major program. The Bachelor of Arts degree may be earned in the following fields of major concentration: accounting, art, biology, chemistry, classics, communication, computer science, dance, economics, engineering, English, French, geology, German, history, international studies, Japanese studies, kinesiology (athletic training, exercise science, teaching and coaching), language arts, Latin, management, mathematics, music, philosophy, physics, political science, psychology, religion, science, social studies, social work, sociology, Spanish, special education, theatre and/or womens studies.

The Bachelor of Music degree may be earned in performance, jazz performance, vocal music

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education, and/or instrumental music education.

The Bachelor of Science degree may be earned in biology, biochemistry and molecular biology, chemistry, computer science, engineering, geology, mathematics and physics. The Bachelor of Science degree requires a minimum of 36 credits in the major and a minimum of 60 credits in the natural sciences division.

Nursing majors may earn the Bachelor of Science in Nursing (B.S.N.) degree.

Students may formally declare a major anytime after the first semester of college work as long as they are in good academic standing. Normally, the choice of a major program is made by the end of the sophomore year. Students must declare and be assigned an academic advisor in the major area before senior status is obtained (90 semester credits).

For all those courses counting and required for a particular major program an average grade point of 2.00 or better is required for graduation. (Certain governmentally-supervised programs such as teacher certification and social work may require higher grade point averages. Students must be aware of such special criteria.)

1. The Departmental Major

The departmental major is the most common means by which Hope's students engage in an intensive study in one field of knowledge. Upon the decision of a major and after consultation with the academic advisor, a student makes formal declaration of a major to the department chairperson on the appropriate form from the Registrar's Office. The department chairperson assigns a new advisor. The student should become familiar with all the departmental requirements as presented in the degree evaluation in order to graduate from the college. The degree evaluation will certify to the Registrar that all the criteria for the major have been met, including the GPA required in the major area course work.

2. The Composite Major

The composite major is an alternative to the departmental major. While the composite major seeks to fulfill the same objectives as the departmental major, namely, the ability to engage in intensive, in-depth scholarly inquiry, the composite major allows for special alignment of courses from several departments to fulfill a particular academic or vocational objective. The composite major is just as rigorous as a department major, but it allows the tailoring of an academic program to a field or topic of inquiry other than a departmental field. Some composite majors have been formally established and are listed below.

Guidelines for the Composite Major -- Students interested in pursuing a composite major should consult with the Registrar about the application procedure. The following guidelines are established for those contemplating a composite major and for those responsible for approving such a major:

1. Applicants must present a written rationale for their composite major. This must include a definition of the field of inquiry. This field must be more specific than a random collection of courses from several departments in the same division.
2. The composite major should consist of at least 36 credits of course work aimed at providing depth in the defined field of inquiry. A list of courses should be included with the rationale.
3. Of these credits, at least half should be in courses that are not elementary but upper level courses (normally courses numbered over 300).

THE MUSICAL THEATRE COMPOSITE MAJOR is designed for the student interested in integrating studies in music, theatre, and dance, with a focus on musical theatre. Every proposed

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composite major will consist of an individualized course of study, as determined in consultation with advisors from the three participating departments and as outlined in the above *Guidelines for the Composite Major*. However, to assist in this process, the following guidelines for course selection have been developed:

Dance: jazz, 4 credits; modern, 2 credits; ballet or dance improvisation, 2 credits; tap, 3 credits; Dance 114, Historical Social Dance; Dance 305, Composition I

Music: applied voice, 8-16 credits; applied piano, 4 credits; Music 111 and 112, Theory I and II; Music 113 and 114, Aural Skills I and II

Theatre: 105, 161, 162, 210, 215, 243, 261, 306, 375, 376

Upper-level electives to fulfill the requirements of composite majors and to enhance and augment an individual student's program of study will be added through further advising.

MINORS

While minors are not required for the degree, concentrations of course work in an area outside the student's major may qualify students to have this minor listed on their academic transcripts. Consult the departmental listings for approved minor programs. Minor declaration forms are available at the Registrar's Office.

Minors are required for some teacher certification programs, and students who intend to be certified to teach at the elementary or secondary level should consult with the Department of Education.

For all courses required for a minor program, a cumulative grade point average of 2.0 is required.

GENERAL ACADEMIC REGULATIONS

SYSTEM OF GRADING

Students receive grades in their courses at the middle and at the close of the semester. The mid-semester grades, designed to give students an indication of their progress, do not appear on students' transcripts.

The system of grades is as follows:

Grade	Significance	Quality Points
A	Superior	4.0 per sem. credit
A-	Superior	3.7 per sem. credit
B+	Good	3.3 per sem. credit
B	Good	3.0 per sem. credit
B-	Good	2.7 per sem. credit
C+ Adequate	2.3 per sem. credit	
C	Adequate	2.0 per sem. credit
C-	Adequate	1.7 per sem. credit
D+ Weak but passing	1.3 per sem. credit	
D	Weak but passing	1.0 per sem. credit
D-	Weak but passing	0.7 per sem. credit
F	Failure	0.0 or nothing
P	Pass (Pass/Fail Option)	0.0 or nothing
I	Incomplete	
W	Withdrawal	
IP	In progress	
NR	No Report	

Quality points, the numerical equivalent of the letter grade, are used to determine the students' academic honors, and academic warning, probation, or suspension. By way of example, a student receiving an A, B, C, D, or F in a four-credit semester course earns 16, 12, 8, 4, or 0 quality points respectively. The number of earned quality points divided by the number of semester credits attempted (excluding "Pass" credits and "W" grades) establishes the quality point average (GPA) of a student. A quality (or grade) point average of 2.0 is required for graduation from Hope College.

GRADE REPORTS

Grades are reported to students by the Registrar both at midterm and at the conclusion of the semester. Final grades become part of the official record of the student. Midterm grades and final grades are available to students online through KnowHope Plus.

INCOMPLETES

An incomplete (I) is given only when unusual circumstances beyond the control of the student prevent giving a specific grade. The "I" grade must be removed within six weeks after the close of the session in which the incomplete was given. If not removed within this time, the incomplete (I) becomes a failure (F). No Report (NR) grades are given when the professor has not submitted a grade. Like incomplete grades, no report grades become a failure (F) after six weeks. Degrees are not awarded to those students who have incomplete (I) or NR grades. Degree candidates whose record shows an incomplete (I) grade(s) or no report (NR) grades at the time of their requested degree date must apply for the next degree date.

GENERAL ACADEMIC REGULATIONS

CODE FOR ACADEMIC INTEGRITY

PREAMBLE

As it seeks to fulfill its mission, the Hope College community assumes that each of its members will operate with integrity and honesty, with a sense of personal responsibility, and with mutual trust and respect toward others in all facets of the life of the college. In order to apply this principle to academic life in a fair and consistent manner, the following policy has been adopted to clarify the expectations regarding conduct, and to establish a set of procedures for dealing with situations that violate these expectations.

A. EXPECTATIONS

Academic Integrity is based on the principles of honesty and individual responsibility for actions. As these principles are applied to academic life at Hope College, it follows that a student will not:

1. Give, offer, or receive aid on examination other than that specifically allowed by the professor.
2. Do course work in a manner that is inconsistent with the standards of conduct set forth by the professor.
3. Falsify or fabricate data. This has particular application to laboratory work and research.
4. Engage in conduct that destroys another person's work or hinders another in her/his academic endeavors. This has particular application to computer files, library resources, and laboratory or studio work.
5. Knowingly represent the work of others as his/her own. This includes plagiarism.

Plagiarism is the dishonest presentation of the work of others as if it were one's own. Writers, speakers, musicians, artists, or computer programmers -- whether students or professionals -- commit plagiarism when they present, without acknowledgement, all or part of another person's work as if it were their own. Because plagiarism violates the expectations of trust and honesty necessary for academic work in an ethical community, it is a serious offense. In addition, plagiarism undercuts the basic purposes of higher education by short-circuiting the process of inquiry, reflection, and communication that leads to learning.

Plagiarism can take several forms, including but not limited to:

- Using the exact words of another writer in part of a paper without both citation and quotation marks (or block indentation in the case of longer quotations).
- Cutting and pasting material from internet or other electronic resources without proper citation of sources.
- Including the paraphrased or summarized idea of another writer without acknowledging its source.
- Accepting excessive assistance from another person in writing a paper without informing readers of the nature and extent of that collaboration.
- Submitting for credit a complete paper or portion of a paper written by another person, no matter whether the paper was purchased, shared freely, stolen, found, or acquired by other means.
- Submitting music, drawings, paintings, sculptures, or photographs that copy or rely closely on the work of other artists, without explicitly citing the original source.
- Writing a computer program that is the same or closely similar to existing sources.
- Accepting credit for a project, multimedia presentation, poster, or other assignment that draws dishonestly on the work of others.

Duplicate submission is also a violation of academic integrity, because every assignment presumes that a new inquiry and effort will produce new learning, and submitting a paper already written for another occasion subverts this learning. Submitting the same original paper for credit in more than one class in the same semester, without the expressed permission of both instructors

GENERAL ACADEMIC REGULATIONS

involved, is not acceptable. Using the same paper or closely similar material from one semester to fulfill a requirement in another semester is normally not allowed without specific permission from the instructor. If students receive the same or similar assignments in a different course, they should consult with the professor about alternate assignments.

Penalties for Plagiarism

- Recognizing that students may sometimes commit plagiarism unintentionally because they do not know the conventions of quotation, citation, and acknowledgement, professors may deal with cases of plagiarism in different ways.
- When in the professor's judgment the student intends to do honest work but does not yet understand the conventions of academic quotation and acknowledgement, the professor may require the student to rewrite the paper, may lower the grade on the paper, or may fail the paper.
- However, when a case of plagiarism results not from ignorance of conventions but from actions by which the writer deceives the professor about sources of words or ideas, or by which the writer tries to fulfill an assignment without doing all the necessary work, the ordinary sanction will be failure in the course.
- Cases of plagiarism that result in a failing grade for an assignment or for a course must be reported to the provost in order to prevent any individual from plagiarizing repeatedly and each time professing ignorance. (Provost's office records associated with plagiarism are destroyed when the affected student graduates.) If a student plagiarizes repeatedly, the provost may apply additional penalties, including dismissal from the college.

B. VIOLATIONS

With the aim of maintaining and promoting integrity in the community and in a spirit of helpful concern, every member of the community is encouraged to address any perceived violations of integrity directly by confronting the appropriate party. The following procedures have been defined to ensure that apparent violations are handled in a prompt and just manner.

1. If a faculty member observes an apparent violation of academic integrity, the faculty member should within five class days of the observation arrange for a discussion to take place as soon as possible. During that conversation, the faculty member will discuss his/her suspicion with the student and inform the student of the options below, and of the student's right to appeal any action taken by the faculty member.
 - a) If the student has an explanation which is acceptable to the faculty member, the case may be closed with no written record or further action.
 - b) If the matter is not resolved, the instructor may impose a sanction. The penalty imposed should reflect the seriousness of the violation. In the case of major violations, the faculty member may assign a failing grade in the event (test, paper, performance, etc.) or for the course. Sanctions for minor violations may include downgrading the work or assigning additional work to replace the work in question. The faculty member may also recommend to the Provost that additional non-grade sanctions be imposed. In the event that any sanction is imposed by the faculty member, the incident and action taken must be reported in writing to the Provost (with a copy to the student) within one week of the informal meeting.
 - c) If a sanction has been imposed, the student has the right to file a written appeal to the Provost (with a copy to the instructor). This appeal must be filed within one week after the student receives notification of the sanction. The Provost will then review the incident, resolve it to the satisfaction of both parties, or refer it to the Student Standing and Appeals Committee (SSAC).
 - d) If the incident is referred to the SSAC, the SSAC may act on the basis of the written record, or may invite the parties to submit additional information. If the student is found to be innocent,

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the faculty member will be notified and any academic sanction imposed against the student will be nullified.

- e) If the student is not found innocent, the Provost will decide whether to impose a non-grade sanction. The Provost will take into account the faculty's recommendations, any related record in the Provost's office, and recommendations from the SSAC or the office of the Dean for Student Development.
 - f) If additional non-grade sanctions are imposed by the Provost, the student may appeal these sanctions to the SSAC.
 - g) If, after meeting with the student to discuss an apparent violation, the faculty member is unsure of what action to take, she/he may refer the matter to the SSAC through the Provost even if no sanction has been imposed. The faculty member may seek advice from the Provost and SSAC at any time.
2. All proceedings will be conducted with strict confidentiality by all those involved in the matter. Records of alleged violations resulting in innocent findings will be promptly destroyed. In cases where guilt is established, reports from the faculty member and the SSAC will be retained by the Office of the Provost for the duration of the student's academic career at Hope College. The record will also allow the recording of the student's defense. All related reports shall be destroyed upon graduation. The records of a student suspended or expelled for a violation will be retained for three years before being destroyed. All provisions of the Family Education Rights and Privacy Act shall apply regarding release of information from these records.
 3. Specific reference to these procedures shall be made in the college *Catalog*. These procedures shall be presented in full in the **STUDENT HANDBOOK** and the **FACULTY HANDBOOK**. *Course syllabi should contain a reference to these procedures and detail their applications for that particular course.*
 4. Faculty are encouraged to create environments conducive to fostering integrity by all. This means that proctoring examinations may be necessary in some instances, but it also calls for positive action on the part of the instructor to remove undue temptation.
 5. The Administrative Affairs Board will maintain its charged oversight of the conduct of the SSAC and will also take overall responsibility for encouraging and maintaining an atmosphere supporting academic and social integrity.

ACADEMIC STANDING

Dean's List: Full-time, degree-seeking students who have earned a semester grade point average of 3.5 are placed on the Dean's List. This list is compiled at the end of each semester. Notice of this award is sent to the student, to the student's parents or guardian, and the student's hometown newspaper. All courses must be graded. No report (NR) and Incomplete (I) grades prevent inclusion in the Dean's List.

Academic Probation: A 2.0 cumulative grade point average (GPA) is required for earning a Hope College degree. A student whose cumulative GPA falls below this requirement is placed on academic probation according to the following schedule:

- 0-24 credits attempted -- below 1.7 cumulative GPA
- 25-57 credits attempted -- below 1.9 cumulative GPA
- 58-89 credits attempted -- below 1.95 cumulative GPA
- 90+ credits attempted -- below 2.0 cumulative GPA

Students may be placed on academic probation for successive semesters if there is evidence that they are making progress toward the 2.0 cumulative GPA degree requirement. Failure to make substantial progress toward the 2.0 cumulative GPA requirement may result in academic dismissal.

The student placed on academic probation is informed by letter. A copy of this letter is sent to the

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student's parents or guardian and to the student's academic advisor.

Any student whose semester GPA falls below 1.3 will be placed on academic probation and will be required to meet with the Registrar or Director of Academic Advising to discuss his/her academic performance for that semester.

ACADEMIC SUSPENSION/DISMISSAL

A student may be dismissed from the college for academic reasons if, in the judgment of the college, the student's cumulative and/or semester GPA is below the standards for academic probation listed above and, therefore, jeopardizes the student's ability to earn a degree from Hope College.

Conditions which may invoke academic dismissal:

- For first-year students: any semester GPA below a 1.3 and/or a cumulative first-year GPA of less than 1.7.
- For second-year students and beyond: a cumulative GPA below a 1.9 and/or an academic record which does not show progress toward reaching the college's degree requirement of a 2.0 cumulative GPA.

A letter is sent to the student informing him/her of academic dismissal. A copy of this letter is sent to the student's parents or guardian and to the student's academic advisor.

A student may appeal the decision regarding his/her academic dismissal to the Student Standing and Appeals Committee. This appeal must be made within 10 calendar days of the receipt of the letter from the Registrar.

READMISSION AFTER ACADEMIC DISMISSAL

A student may apply for readmission to the degree program after one semester of absence. The application for readmission must demonstrate that the student has convincing evidence (usually through course work at another academic institution) that he/she is ready and able to return to Hope College.

Questions regarding academic standing may be addressed to the Registrar.

CERTIFICATION OF VETERANS

Students receiving benefits from the Veterans Administration should be aware of the following: 1) Benefits are discontinued if a student is on academic probation for more than two successive semesters. The schedule at the top of this page applies. 2) Benefits are paid only for courses which directly apply to the student's authorized program and for the degree requirements for that program. 3) Benefits are paid only for courses for which credit is earned. Withdrawing from a course may affect the student's benefits. Courses taken on an audit basis do not count toward benefit credits. Incomplete grades must be resolved within six weeks. 4) Any changes in a student's program must be authorized by the Veterans Administration. 5) Veterans need to follow standards of progress toward the degree for which they are enrolled. A student who is on academic probation so defined above for two consecutive semesters and/or summer terms either as a full-time or part-time student will not be certified by the college for continuation of VA benefits. The Veterans Administration will be notified of such action. In order to be once again eligible for certification for VA benefits, a student must raise his/her grade point average to an acceptable level.

Students who receive veterans benefits should keep in close touch with the Office of the Registrar to make sure that all requirements are met so that benefits can continue without interruption.

WITHDRAWAL FROM COLLEGE

In order to assure himself/herself of an honorable dismissal from college, a student withdrawing from college any time during an academic term must obtain a withdrawal form from the Registrar's

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Office and have it signed by the Dean of Students, Financial Aid, Student Accounts Office Manager, and the Registrar. No refund will be given to a student until the above form is processed.

NON-RETURNING STUDENTS

Students who withdraw from the college after completing the semester in which they are currently enrolled must notify the college by the end of the second week of the succeeding semester. All financial refunds will be withheld until the student submits a Non-Returning Student Form. Forms may be obtained at the Registrar's Office in the DeWitt Center.

REPEATING A COURSE

No grade may be removed from the students' permanent record but if students wish to raise their mark in a course, they may repeat any course at Hope except the First Year Seminar. In computing the student's cumulative grade point average, the original course mark will be replaced by the grade in the repeated course and the record of the original attempt will remain part of the student's record for information purposes only. If the course to be repeated is required for graduation or for a major, it should be repeated the next time the course is offered. Grades in classes taken at other colleges do not transfer or affect students' grade point average. For this reason, students may not take a class at another college to improve their grade point average.

CHANGE OF COURSES

Students are urged to study the course offerings carefully before registration so that their course program for a given semester need not be changed. The following limitations are placed on changing courses:

Adding And Dropping Of Courses -- Students may add and drop courses without academic penalty during the first week of classes. Drop/Add forms can be obtained in the Registrar's Office in the DeWitt Center.

Withdrawal From Courses -- Students may withdraw from a course after consultation with their instructor and advisor within the first ten (10) weeks of the semester. After the end of the first week in the semester, the notation "W" will appear on their record. Courses withdrawn from after the ten-week period will ordinarily be recorded as failures.

PASS/FAIL OPTION

Sophomores, juniors and seniors, as a part of their regular quota of courses, are permitted to elect and designate in each semester one course for which they will be granted the usual academic credit but will have the grade of this course recorded on their permanent record as a "P" or an "F." This procedure has the following provisions:

1. A student must be enrolled as a full-time student (12 credits or more) in order to qualify for the pass-fail option.
2. The course designated must lie outside the student's major or minor field and may not be a course required to meet general education components. It may not be a required course, either by the department of the student's major or minor or by the college. Because of this requirement, students should have declared their major or minor prior to requesting that a course be designated pass/fail. Students seeking teacher certification may not take professional education courses on a pass/fail basis.
3. Students should perform the work, and otherwise fulfill all the regular requirements of the course to the satisfaction of the instructor. Having done this, they will receive a "P" for pass; if not, an "F" for fail.
4. Students wishing to elect a course under the pass-fail plan should complete the normal registration procedures and, within ten weeks following the completion of registration, should

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obtain a pass-fail form from the Registrar's Office. Students will indicate the course which they wish to elect on a pass-fail plan and have it approved by their academic advisor, who will be responsible for seeing that the course is not an all-college requirement. This form will then be returned to the Registrar's Office where change in designation of this single course from a grade to a pass-fail plan will be made. Students may not change a course either to or from a pass-fail designation at any time other than the period allowed for electing the pass-fail option.

5. During the semester the students will receive grades for their work in the course, but at the end, will receive on their record a "P" or an "F." Failures will be computed into the students' cumulative grade point average.
6. Students seeking admission to some graduate schools and some professional schools should ascertain the maximum number of P-F courses which schools will accept.

AUDITING A COURSE

Students may register to take most Hope courses on an audit, non-credit basis. Exceptions to this rule are courses requiring activity or performance in the Fine Arts and Kinesiology departments. Students who desire to audit a course must indicate their intent to the Registrar within the first week of the semester. Changes from credit to audit and vice versa will not be allowed after the first week of the semester has ended. The fee for courses taken on an audit basis is the same as for those taken on a credit basis.

TRANSFER OF CREDIT

The standard for the acceptance of credit toward a Hope College degree from institutions of higher learning will be the accreditation of that college by its regional accrediting association. A maximum of 65 credits may be transferred from community or junior colleges. The credits for pre-approved courses with grades of "C" or better will automatically transfer. Credit in courses with grades of "C-" or below will transfer only if the student's cumulative grade point average at the institution issuing the credit is 2.0 or above. Credits awarded are posted on the student's permanent record. Only the credit is transferred; grades do not transfer. Students may not earn transfer credit for a course completed at Hope College. Responsibility for forwarding transcripts to the Hope College Registrar lies solely with the student.

Currently enrolled Hope students who wish to transfer credit from another accredited institution must confirm the course's transferability prior to taking the course. Students should consult the online Transfer Equivalency System (TES) to review courses that have been pre-approved to transfer. Courses that are not already included in TES must be submitted for review using the online Credit Transfer Request. These courses are then forwarded by the Registrar's Office to the appropriate department for review. If prior approval for courses taken at other institutions is not obtained, the college reserves the right to deny credit for any course taken at another institution.

Students intending to take a course at a school located outside of the United States (not including courses taken as part of an organized study abroad program) need to submit the international transcript to a foreign credential evaluation service. There are various organizations that provide this service. Contact the Registrar's Office for further information.

Transfer students seeking a Hope College diploma must complete their last 30 credits on Hope College's campus.

HONORS INDEPENDENT STUDY OR RESEARCH

Senior students with a cumulative grade point average of 3.0 or better may apply to their major

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departments to do an independent study or research project of exceptionally high quality. The project, depending upon its nature, may culminate in a meritorious report, essay, thesis, or public performance. Criteria for permission to pursue the project and criteria for the evaluation of the completed project will vary by department. If the department decides that the completed project warrants honors distinction, the course will be listed on the student's permanent record as independent study or research-honors. Interested, qualified students should make application to their respective departments prior to registration for the project.

STUDENT LOAD

The normal student load is 16 credits per semester. Students must carry a minimum of 12 semester credits of course work each semester to maintain full-time status. Veteran students under the G.I. Bill must carry a minimum of 12 credits to be considered full-time students and to receive maximum benefits. In order to maintain their visa status, foreign students need to maintain a minimum load of 12 semester credits.

Permission to take more than a normal load is based upon the student's previous academic record. Eighteen credits may be granted by the advisor. Application for more than 18 credits must be made to the Registrar.

A student's normal summer load is three or four credits in a four-week session. Overloads must be approved by the Registrar.

CLASSIFICATION OF CLASSES -- Eligibility

FRESHMAN -- Fewer than 24 credits earned

SOPHOMORE -- Student must have 24-57 credits earned

JUNIOR -- Student must have 58-89 credits earned

SENIOR -- Student must have 90 credits earned

CLASS ATTENDANCE

Since class attendance is regarded as an essential part of the educational process at Hope College, students are expected to benefit by classroom discussions as well as by their daily text assignments. It is the students' responsibility to present an excuse to their instructor and request make-up privileges.

Classwork missed while students are ill or away on faculty-approved business should be made up to the satisfaction of the instructor. Although make-up work will not in all cases remove the full adverse effect of the absence, faculty members will cooperate with the students in their attempt to make up their loss when such absence is unavoidable. The degree of effect upon grades will vary with the nature and the amount of the work missed and must be measured according to the instructors' best judgment. In case of excessive absences, instructors may refuse all credit for the course.

APPEALS AND REQUEST FOR ACADEMIC WAIVERS

Students may seek exemption from an academic regulation by appealing in writing to the Registrar. The student must secure the approval of their faculty advisor to waive an academic regulation. If the students' request is denied, they may further appeal the decision to the Student Standing and Appeals Committee for final disposition. Appeals must be submitted to the Chairperson of the Student Standing and Appeals Committee within ten days after notification of the decision.

APPEAL OF FINAL GRADE

If students dispute a final course grade given by an instructor, the following procedure should be

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followed: 1) If the instructor is not a department chairperson, students may appeal to the department chairperson, who will act as mediator. 2) If a chairperson's final grade is in dispute, the senior member of his/her department shall act as the mediator. The instructor whose grade has been questioned has the final decision in the matter. The grade appeal process must be initiated within 30 days of posting of the grade.

COLLEGE CREDIT BY EXAMINATION

The Hope College faculty believes that students should pursue their studies at their established level of competence. Tests are available to determine this level and Hope encourages its prospective students to investigate their use. The following tests are available to Hope students:

Credit earned by means of any credit-bearing examination approved by the college may be used to satisfy specific general education or major requirements. If there is a Hope equivalent course indicated (applies to CLEP listing below) and if that course meets a requirement, so, too will the credit earned through an examination for credit.

ADVANCED PLACEMENT PROGRAM (APP) -- A program sponsored by The College Board. Generally credit is granted to students who received grades of 4 or 5.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP) -- Hope will generally grant credit for subject area examinations based on the guidelines as established by The College Board. Hope is a Limited Test Center and students can take CLEP exams on campus.

INTERNATIONAL BACCALAUREATE PROGRAM -- A high school degree program sponsored by the International Baccalaureate Office in Geneva, Switzerland. Generally college credit is granted for higher-level examinations where students score from 5 to 7. Credit is not awarded for subsidiary-level examinations.

HOPE DEPARTMENTAL EXAMINATIONS -- Where CLEP or other nationally normed tests are not available, departmentally prepared examinations can be taken. These are not to be confused with placement exams that some departments offer.

CLEP: Credit is awarded for most CLEP Subject Examinations; no credit is granted for the CLEP General Examinations. Credit is awarded for scores which meet the guidelines established by the College Entrance Examination Board in its national norming procedures (see table below). Where possible, the CLEP Subject Examinations are equated to existing Hope courses and the examinations can be used to partially fulfill general college requirements. The table below lists the available CLEP Subject Examinations, those acceptable for Hope credit, the minimum score needed for credit, the credit value of the examinations, and, where applicable, the Hope equivalent course. Hope is a limited test center and students can take CLEP exams on campus

CLEP Exam	Score For Credit	Sem. Credits	Hope Equivalent Course
Accounting, Introductory	50	6	Acct. 221,222
American Government	50	4	Pol. Sci. 100
Am. History I; Early-1877	50	4	History 160
Am. History II; 1865-Present	50	4	History 161
American Literature	50	8	English 280, 281
Biology, General	50	4	None--Non-majors general biology credit awarded
Business Law, Introductory	50	3	Mgmt. 341
Calculus I	50	4	Math 131
Chemistry, General	50	6	None--Non-majors general chemistry credit awarded

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College Composition	60	4	English 113
*College French - First Year	50	8	French 101, 102
- Second Year	62	8	French 201, 250
*College German - First Year	50	8	German 101, 102
- Second Year	63	8	German 201, 202
*College Spanish - First Year	50	8	Spanish 121, 122
- Second Year	66	8	Spanish 221, 222
English Literature	50	8	English 270, 271
Human Growth & Development	50	3	None--Elective Credit
Info Systems & Computer Apps	50	3	None--Elective Credit
Literature, Analysis & Interp.	50	4	English 248
Macroeconomics, Principles of	50	4	Econ. 211
Microeconomics, Principles of	50	4	Econ. 212
Management, Principles of	50	4	Mgmt. 222
Marketing, Principles of	50	4	Mgmt. 331
Psychology, Introductory	50	3	Psychology 100
Sociology, Introductory	50	3	Sociology 101
Western Civilization I (Ancient)	50	4	History 130
Western Civilization II (Modern)	50	4	History 131

*The language exams have one exam for the first and second year. Credit is granted according to how well a person does on the exam.

Hope has been established as a CLEP Limited Test Center which makes it possible for currently enrolled and prospective students to take the CLEP examinations on campus.

DEPARTMENTAL EXAMS: Where CLEP tests are not available or are not acceptable, departmentally prepared and administered examinations may be arranged. Contact the Registrar to make such arrangements.

Credit by examination in the above programs has the following limitations:

1. Examination credit will be awarded only if the student has not previously registered for the course in question at Hope or at another institution.
 2. None of the credit by examination programs approved by Hope may be used to make up failures or replace grades already earned.
 3. Credits earned by examination will be listed on the student's record with the note that the credit was earned by examination. Grades and honor points will not be recorded. The credits, while counting toward graduation, will not be used in the computation of cumulative grade point averages.
 4. Transfer students with examination credits will be required to submit test scores for all examination credit awarded at another institution. These scores will then be evaluated according to Hope College standards.
 5. In keeping with the senior residency requirement, the last entries on a student's permanent academic record must be credits earned in residence. Exam credit must be earned while a student is enrolled at Hope.
 6. The maximum amount of credit by examination which can be applied toward the 126 credits required for graduation is 32 credits, 8 of which can be in the major area of concentration.
- For further information about the testing programs, contact the Registrar.

WRITING HANDBOOK

The faculty will use the rules of grammar, mechanics, as presented in the official writing

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handbook for students as the standard in grading written work submitted by students. Some departments may on occasion, however, require specific style variations that are required by their disciplines. The handbook is available in the college bookstore and must be purchased by all students enrolled in degree programs.

APPLICATION FOR DEGREE/AWARDING DEGREES

The college awards degrees in December (at the conclusion of the first semester), in May (at the conclusion of the second semester), and in July (at the conclusion of the final summer session). Degree candidates must inform the Registrar of their intention to graduate in the fall prior to their graduation. Students completing degree requirements in the May Term, June Term, or July Term will be considered to be July graduates. All degree candidates for degree dates above are expected and encouraged to participate in the May commencement. Degrees are not awarded to those students who have incomplete (I) or no record (NR) grades. Degree candidates whose record shows an incomplete (I) or no record (NR) grade(s) at the time of their requested degree date will be moved to the next degree date.

Diplomas may be withheld for students who have past due accounts.

ACADEMIC RECORDS OF TRANSFER STUDENTS

The record of a transfer student at the time of admission will be treated the same as that of a Hope College student for purposes of: a) Admittance and class standing (freshman-senior), b) Determination of academic probation or good class standing, and c) Determination of the satisfactory completion of required courses.

The grade point earned at Hope College is that which is provided the student upon graduation. Grades for classes taken at other colleges do not affect students' grade point average at Hope College. For all ensuing official purposes, the record of the students shall be that which they obtain at Hope College.

STUDENT RECORDS: STATEMENT OF POLICY

Records are kept in the various offices of the college in the interest of its students and alumni. To insure students of the confidentiality of their record, the college supports The Family Educational Rights and Privacy Act of 1974 with its subsequent legislation and regulations and has prepared a statement of policy on records to demonstrate compliance with this Act. This statement is available in the Registrar's Office.

NAME CHANGES ON ACADEMIC RECORDS

Name changes are processed only for currently registered students.

In order to process a name change, proof of the name change must be submitted before the request will be processed. Valid sources of proof are: marriage license, court papers, or a driver's license with the new name appearing.

This documentation should be brought to the Registrar's Office to request a name change.

TRANSCRIPT OF ACADEMIC RECORDS

Transcripts are available from the Registrar's Office. There is no charge for official paper transcripts or unofficial transcripts. Official electronic transcripts incur an online convenience fee from the vendor who delivers the transcript.

In order to insure the confidentiality of our students' records, transcripts will be released only upon the written request of the student. The transcript will normally be sent within two business days of the written request.

Official transcripts will be withheld if the student has a past due account with the college.

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GRADUATION HONORS

Graduation honors will be conferred according to the following regulations:

Bachelor's degrees, Summa Cum Laude, will be conferred upon those who have met all the requirements for the degree and attained a cumulative grade point average of 3.90 or higher.

Bachelor's degrees, Magna Cum Laude, will be conferred upon those who have met all the requirements for the degree and attained a cumulative grade point average between 3.70 and 3.89.

Bachelor's degrees, Cum Laude, will be conferred upon those who have met all the requirements for the degree and have attained a cumulative grade point average between 3.50 and 3.69.

ACCREDITATION

Hope College is accredited by The Higher Learning Commission, a commission of the North Central Association, 30 N. La Salle St., Suite 2400, Chicago, IL 60602, (800-621-7440). Hope has professional accreditation from the Accreditation Board for Engineering and Technology, the American Association for Biochemistry and Molecular Biology, the American Chemical Society, the Commission on Accreditation of Athletic Training Education, the Commission on Collegiate Nursing Education, the Council on Social Work Education, the National Association of Schools of Art and Design, the National Association of Schools of Dance, the National Association of Schools of Music, and the National Association of Schools of Theatre.

Hope College's teacher education programs are approved by the Michigan Department of Education. The Teacher Education Accreditation Council (TEAC) recognizes the Education Department at Hope College as a nationally accredited program. TEAC: One DuPont Circle, Suite 320, Washington, D.C. 20036 (www.teac.org). This accreditation covers all preparation programs. The college maintains membership in the Michigan Association of Colleges of Teacher Education.

ACADEMIC SESSIONS

THE REGULAR SESSION

The majority of the curricular offerings are given in the two-semester regular session, beginning late in August and ending in May. Classes are held Monday through Friday throughout the day, the first class beginning at 8:00 a.m. and the last period ending at 5:20 p.m., with some evening offerings available. Class schedules are available online through the Registrar's website.

The basic program of offerings during the regular academic session is found in the next section under Course Listings. Several special programs are offered during the academic year, some on campus and some at affiliated colleges and universities.

MAY TERM -- JUNE TERM -- JULY TERM

Hope College offers a program of summer school study on its campus for Hope students and those from other schools. The sessions are four-week terms in May (May Term), June (June Term) and July (July Term). Students enroll for up to four credits per term. This concentrated approach allows for innovation in the nature of the course and the mode of instruction. Course offerings include some of the college's regular courses along with several novel courses that can only be approached in this manner. Some courses are taught off-campus or include one, two or three-day field trips. Online courses are available to degree-seeking Hope students.

The courses are undergraduate credit courses which can be applied toward a bachelor's degree at Hope or transferred to other colleges and universities. A few offered courses may be acceptable at universities for graduate credit. By enrolling in all three terms, a student can earn nearly an entire semester's credit at Hope College.

Admission is flexible and open to high school seniors. Enrollment during one of these terms does not assure admission as a degree candidate. Students regularly enrolled at another college should secure advance permission from the Academic Dean or Registrar of that college if they wish credit transfer for their summer study at Hope College. Veterans may apply for full privileges under the G.I. Bill. College facilities are available for housing and dining.

For full details on the May Term, June Term and July Term, contact the Office of the Registrar.

COURSE LISTINGS AND GLOSSARY OF TERMS

COURSE NUMBER GUIDE

The course offerings at Hope College can be classified into three main divisions: lower division (100-299); upper division (300-699); and graduate division (700-899).

Competency levels are reflected in the first digit and are established as follows:

- 000-099 -- No credit courses
- 100-199 -- Freshman competency level
- 200-299 -- Sophomore competency level
- 300-399 -- Junior competency level
- 400-699 -- Senior competency level
- 700-899 -- Graduate level

In most departments, the second digit is used as a subdiscipline grouping. In all departments the middle digit "9" refers to honors, seminars, or independent study courses.

The third digit designates either semester sequence (odd -- 1st semester; even -- 2nd semester) or course sequence.

GLOSSARY OF TERMS

COMPOSITE MAJOR -- A combination of several major disciplines especially arranged for students possessing particular educational and vocational goals.

CREDITS -- Courses are usually 1, 2, 3, or 4 credits a semester. Each credit of class work generally requires a minimum of two hours of preparation out of class: two or three hours of laboratory work, requiring no outside preparation, is generally equivalent to one class credit. This credit hour definition applies to all delivery modalities.

MAJOR -- An area of concentration in one particular subject in which the students earn a fairly large number of required credits.

MINOR -- The fulfillment of a specified number of credits in a particular subject not in the students' major.

PREREQUISITE -- The course(s) students must have passed before they may take the course in question.

SEMESTER -- The college year is divided into two semesters: a fall semester beginning in August/September and a spring semester beginning in January.

SEMESTER HOURS -- Semester hours are credits. A student must complete 126 credits at a grade point average of 2.00 to be eligible for a degree and the credits must be in the required and elective courses.

ART AND ART HISTORY

Faculty: Mr. Patrice Rankine, Acting Chairperson, Ms. Gardiner, Ms. Heath Wiersma, Ms. Kraus, Mr. Mayer, Mr. McCombs, Ms. Milanowski, Mr. Nelson, Ms. Sullivan, Mr. Vredevoogd.

The Department of Art and Art History is accredited by the National Association of Schools of Art and Design.

The Department of art and Art History offers concentrations in studio (painting, drawing, sculpture), and art history, and art education and is one of the elite departments in the nation accredited in all three of these areas.

Course offerings in the Department of Art and Art History are structured in form, content and sequence to provide a foundation in the fine arts for both the art student and the liberal arts student. The curriculum affords opportunities for study and creative practice work in the visual arts through studio practice and art history.

The Department of Art and Art History faculty members are teaching, producing and research oriented artists and art historians.

The department offers assistantships to qualified upper level students.

Students majoring in art at Hope College participate in a wide variety of activities:

- apprenticeships in New York City, Chicago and through The Philadelphia Center
- contacts with visiting artists and lecturers of national importance
- field trips to museums such as those in Chicago and Detroit
- exhibition experience in the De Pree Gallery
- entrance in competitive shows
- varied contacts with other college art departments

Graduates of this department have gone into the following areas:

- graduate work in studio and art history
- practicing fine artists, sculptors, painters, printmakers, and photographers
- teaching on the college, secondary, and elementary levels
- graphic design in industry
- furniture design in industry
- art gallery management
- museum work
- publishing industry
- auction houses

MAJOR: A major consists of at least 42 credits of art in studio art or 36 credits in art history.

A. STUDIO ART MAJOR

The studio major consists of a broad selection of studio courses. Required basic studio courses are Art 105, 113, 114, 115, 116, and 119 or 120. For the 200- level required studio courses, the student will choose from the following blocks totaling 12 credits. 200-Level Course Block choices: (*Student will choose 1 course from each block*). **Block A:** 3D courses: Sculpture 2 and Ceramics 2; **Block B:** 2D courses: Painting 2, and Photography 2 (Photography 2 - fall semester only); **Block C:** 2D courses: Design 2, Drawing 2 and Figure Drawing. During the senior year the student is required to take the following 300-level studio courses: Independent Project Seminar (Art 365) in the fall semester, followed by Art Studio Seminar (Art 350) during the spring semester. In addition to the above studio courses, the student is required to take 12 credit hours in art history, including Art 111 and 242. A studio art major must present a comprehensive portfolio for a junior-year review by the faculty. This must be passed in order to continue in the program. Participation in the Graduating Senior Art Exhibition is required in the Spring Semester of the senior year. The expected ratio of the studio students' clock hour involvement, in class and/or outside of class, to each credit is three clock hours of work per week to one credit.

ART AND ART HISTORY

B. ART HISTORY MAJOR

Majors in art history must fulfill course work in the Department of Art and Art History as follows: ART 111; 16 credits of ART 231, 232, 233, 241, 242, and 295; at least eight credits of ART 360 or 361. ART 295, 360 and 361 may be repeated as topics change. Majors also must take four credits of studio art. Senior majors are also required to take four credits of ART 494, the Capstone Seminar in Art History, in which a senior thesis will be written, submitted to the faculty, and presented publicly. An art history major must present a comprehensive portfolio for 12-credit, junior-year, and senior year reviews by the art history faculty. All major requirements must be completed before* the capstone. ART 242 may not count toward the art History major or minor if the student is majoring/double-majoring in Studio Art *registering for

A major in art or art history is expected to take related course work in such areas as history, literature, music and theater. Students are required to visit museum collections and special exhibitions regularly. Art History majors should have reading knowledge of one foreign language. If graduate work is contemplated, a reading knowledge of French and German is recommended. For art and art history majors, foreign study and travel are strongly recommended during the student's stay at Hope.

C. FRENCH/ART HISTORY DOUBLE MAJOR

In addition to on-campus courses in French and Art History, students interested in a double major in French/Art History should plan for a semester in Paris, Nantes, Rennes, or Dakar (Senegal). These programs, administered by the Institute for the International Education of Students (IES) in Paris and Nantes, the Council for International Educational Exchange (CIEE) in Rennes, and SIT in Dakar, will prepare a student for a variety of fields including graduate work in art history, practicing fine artists, sculptors, painters, printmakers, and photographers, graphic design, art gallery management and museum work, publishing, and teaching at the high school and college levels. The program offers the following special features:

- French Immersion Courses at the IES, CIEE, and SIT centers in Paris, Nantes, Rennes, and Dakar
- French courses at the local universities
- Housing in local homes as well as independent housing
- Field trips connected with the IES, CIEE, and SIT programs
- Internships

Students planning to fulfill their Cultural Heritage II requirement abroad must take both history and literature abroad. To fulfill Cultural Heritage I they must take on campus either IDS 171 or Phil 230 (Ancient Philosophy).

Students interested in this double major should contact a French and an Art History professor early to be advised on the proper sequencing of courses.

D. TEACHER CERTIFICATION

In partnership with the Hope College Department of Education, the Department of Art offers a secondary track visual arts education teaching major (grades K-12) through the State of Michigan.

The major consists of 50 credits as follows (no minor is required):

Courses in art history (12 credits): Art 111 is required. An additional four credits must be taken in Art 231, 232 or 233. Four additional credits must be taken in Art 241 or Art 242. Courses in studio art (26 credits), comprised of required foundational courses (16 credits): Art 105, 113, 114, 115, 116, 117, 118, and 119 or 120. For the 200-level required studio courses, the student will choose from two of the following three blocks of courses totaling eight credits. 200-Level Course Block choices. *Student must choose one course from Block A and one course from either Block B courses: Painting 2, and Photography 2 (Photography 2 - fall semester only; Block C: 2D courses: Design 2, Drawing 2 and Figure Drawing. During their senior year the student is required*

ART AND ART HISTORY

to take Independent Project Seminar (Art 365) in the fall semester for two credits.

Required art education courses (12 credits): Art 305, 306, and 307.

An art education major must present a comprehensive portfolio for a junior-year review by the faculty. This must be passed in order to continue in the program, and will determine whether or not the department can make a positive recommendation for student teaching. An exhibition of his/her work is required at the end of the senior year.

MINOR: A minor with a studio concentration consists of 22 credits in art, including four credits above the 100 studio level and 18 credits selected as follows: Art 111, and Art 105, 113, 114, 115, 116, 119 or 120, as well as an additional two-credit studio course.

A minor with an art history concentration consists of 18 credits in art, including two credits in studio, Art 111, and eight additional credits of art history at the 200 level and four credits of 300-level art history. Studio majors may not count Art 242 toward both a studio major and an art history minor.

STUDIO ART COURSES

105. Basic Design -- Introduces basic design principles that are common to both the fine and applied arts. Principles are introduced through slide lectures and the solution of studio problems. Required for studio majors. No prerequisite. *Two Credits Milanowski Both Semesters*

112. Theory and Practice of Color -- A studio-based, hands-on course that explores color perception and theory through the creation of 2D and 3D projects. The works of Albers, Itten, and Batchelor are examined. No prerequisite. *Two Credits Sullivan Fall Semester*

113. Basic Painting -- A study of the elements of 2-dimensional design and basic color theory through applied problems in painting. The course investigates a variety of painting concepts. Required for studio majors. No prerequisite. *Two Credits Sullivan Both Semesters*

114. Basic Drawing -- An introductory course that provides fundamental drawing experiences and information. Students will explore several approaches to drawing, using a variety of techniques and drawing media. Required for studio majors. No prerequisite. *Two Credits McCombs, Gardiner Both Semesters*

115. Basic Sculpture --A study of the elements of design through applied three-dimensional problems in sculpture. The course investigates three-dimensional design concepts through a variety of materials and methods. Required for studio majors. No prerequisite. *Two Credits Mayer Both Semesters*

116. Basic Printmaking --An introduction to basic intaglio techniques, including etching, drypoint, aquatint and soft ground. Required for studio majors. No prerequisite. *Two Credits Gardiner Both Semesters*

117. Basic Ceramics -- An introduction to ceramics as a medium for creative expression. Coil, slab and wheel work are focused on in utilitarian and sculptural modes. Raku, stoneware glazing and firing are explored. No prerequisite. *Two Credits Mayer Both Semesters*

118. Watercolor -- Traditional and contemporary approaches to all water-soluble media, exploring fundamental techniques and color theory through still lifes, figure studies, outdoor assignments, slide lectures and demonstrations. No prerequisite. *Three Credits McCombs May, June and July Terms*

ART AND ART HISTORY

- 119. Basic Photography/Film** -- Using the camera as a visual instrument, this course examines the still-photographic medium as an expressive art form through the creation and critical study of black and white photographic form, structure and content. Camera required. No prerequisite.
Two Credits Nelson Both Semesters
- 120. Basic Photography/Digital** -- Using the camera as a visual instrument, this course examines the still-photographic medium as an expressive art form through the creation and critical study of black and white photographic form, structure and content. Camera required. No prerequisite.
Two Credits Nelson Fall Semesters
- 205. Design II** -- This course is an extension and application of the basic design concepts introduced in the course Basic Design. Emphasis is placed on problem solving through the union of text and image. Layout, photographic, and illustrative computer applications are introduced as tools for solving design problems. Students learn to create visual messages that are aesthetically appealing as well as clearly informative through the manipulation of typography, symbolism, illustration, and photography within an environment. The projects may be 2-dimensional in nature, as in the design of posters, advertisements, brochures, or websites, or may be 3-dimensional in nature, as in signage systems, exhibit planning, or installations. Prerequisite: Completion of Basic Design Art 105.
Four credits Milanowski Both Semesters
- 213. Painting II** -- Experimentation with various painting approaches and techniques leading to further skill development and a continuing search for a personal artistic voice. Prerequisite: Art 113.
Four Credits Sullivan Fall Semester
- 214. Drawing II** -- Continuation of Art 114. Experimentation in a wide variety of media is encouraged. May be repeated for credit with permission of the instructor. Prerequisite: Art 114.
Four Credits McCombs Spring Semester
- 215. Sculpture II** -- An exploration of various sculpture materials and processes including direct metal, wood construction, mixed media and basic foundry procedures. Specific assignments may vary from semester to semester. Prerequisite: Art 115.
Four Credits Mayer Both Semesters
- 217. Ceramics II** -- Continuation of Art 117, including work in both sculptural and utilitarian directions, elementary chemistry of glazes, and oxidation and reduction firing techniques. May be repeated for credit with permission of the instructor. Prerequisite: Art 117.
Four Credits Mayer Yearly
- 219. Photography II** -- A continuation of Art 119 with emphasis on camera skills, digital imaging methods, color photography, and studio lighting to expand the knowledge and experience of materials available to individual photographic expression. Prerequisite: Art 119/120.
Four Credits Nelson Fall Semester
- 224. Figure Drawing** -- A concentrated investigation of the human form. Working from direct observation, students experiment with a variety of drawing materials and techniques while considering the role of the figure in historical and contemporary art. Weekly critiques and discussions focus on developing each student's individual artistic voice. Prerequisite: ART 114 Basic Drawing or permission of instructor.
Four Credits Sullivan Spring Semester

ART AND ART HISTORY

305. Elementary Art Methods -- Designed for the prospective elementary art teacher, this course investigates the many facets of creative development from early childhood to upper elementary. Materials and techniques suitable for teaching and supervising art as a major subject are emphasized. Methods of guiding and motivating creative expression K-5 are observed, discussed and practiced. There is a weekly field placement in area elementary art classrooms. Take concurrently with ED 285/286/287 or ED 360/361

Four Credits Staff Spring Semester

306. Secondary Art Methods -- Designed for the prospective secondary art teacher, this course develops a foundational understanding of the nature and characteristics of creative development in secondary art students--middle school through high school. A variety of common secondary-level art media and tools will be explored and evaluated. The course will also address current best practices in the field of art education in order to develop both an informed personal philosophy of art education and an intelligent secondary art curriculum framework. There is a weekly field placement in area secondary art classrooms. Take concurrently with ED 285/286/287 or ED 360/361

Four Credits Vredevoogd Fall Semester

307. Field Experience in Art Education -- This is a two-week camp for elementary children with a focus on promoting the integration of dance, music and theatre into teaching the visual arts curriculum for the Art Education Major. Working with an experienced fine arts team, students will design integrated art experiences, implement them in the camp setting, and debrief the outcomes in daily staff meetings. Offered for two weeks during mid-August. Organizational meetings will be held during the spring semester in preparation for the arts camp experience. Take prior to student teaching.

Four Credits Staff Two Weeks, Mid-August

350. Art Studio Seminar -- Synthesis of personal artistic voice through the creation of a series of artworks, aided by individual, group, and visiting artist critiques. Occasional assignment encouraging interdisciplinary experimentation will complement each student's self-directed path. Issues in the contemporary art world are engaged through weekly discussions, readings, and writing exercises. In conjunction with their studio practice, students develop a professional portfolio including an artist résumé, artist statement, and digital inventory of their studio work. Required for all senior studio majors in Spring semester of senior year. Outstanding junior studio majors may be invited to enroll in the class based on a portfolio review, proposal, and permission of the instructor. Prior to participation in the course, seniors must have completed all studio and art history classes required for the studio major.

Four Credits Sullivan Spring Semester

365. Independent Studio Projects -- A student-driven seminar focused on the continued development of the artist's independent creative vision. The student will, over the course of the semester, create a body of work that demonstrates a proficiency at both a technical and conceptual level. Class time is devoted to frequent group critiques, discussions of assigned reading, and local field trips. Outstanding junior studio or art education majors may be invited to enroll in the class based on a portfolio review, written proposal, and permission of the instructor. Required for all senior studio art and art education majors.

Two Credits Kraus Fall Semester

389. GLCA Arts Program -- The Great Lakes College Association, Inc. Arts Program, presently based in New York City, involves the student in a full semester of study and involvement in the arts. The credits will constitute elective credits within the department.

Sixteen Credits (maximum) Both Semesters

ART AND ART HISTORY

490. Special Problems in Studio -- Independent study for advanced students who can benefit by an additional semester of specialized work in applied art. Under special circumstances this course may be repeated for credit, subject to approval by the chairperson of the department. Prerequisites: advanced standing and permission of the instructor.

Staff Both Semesters

ART HISTORY COURSES

111. Introduction to Art History -- This course introduces students to the discipline of art history by focusing on several case studies, chronologically arranged, to be explored in depth using objects of study as well as primary and secondary sources in a lecture and discussion format. Students will gain experience in critically viewing and writing about art objects and architecture, as well as an understanding of the function of these monuments in a historical and cultural context. No prerequisites. Field trips are a required part of this class.

Four Credits Heath Wiersma, Kraus Both Semesters

231. Medieval Art and Architecture -- A period survey of the art and architecture of the European, Mediterranean, and Mid-Eastern Middle Ages from the rule of Constantine to the 13th century in Italy, including Islamic, Byzantine, Carolingian, Ottonian, Romanesque, and Gothic visual culture. Emphasis will be placed upon the link between artistic forms and political and religious thought. Prerequisites: Art 111 or permission.

Four Credits Heath Wiersma Every Three Years, Spring Semester

232. Renaissance Art and Architecture -- A period survey of the visual culture of Italy from the 13th through 16th centuries, including the work of Giotto, Michelangelo, da Vinci, and Rafael. This course will cover architecture, painting, sculpture, and prints, with particular attention paid to the unique economic, political, literary, and artistic traditions that characterize the Italian Renaissance. Prerequisites: Art 111 or permission.

Four Credits Heath Wiersma Every Three Years, Spring Semester

233. Baroque Art and Architecture -- A period survey of the art and architecture of the 16th through 18th centuries in Southern Europe, including Caravaggio and Bernini, and Northern Europe, including Rubens and Rembrandt, as well as the cultures in the Americas and Asia that were affected by European exploration and colonization. Thematic issues will be discussed such as the role of art in the Counter-Reformation and in the expression of cultural identity in Europe and abroad, especially as it relates to the missions of the Jesuits and Franciscans. Prerequisites: Art 111 or permission.

Four Credits Heath Wiersma Every Three Years, Spring Semester

241. Modern Art and Architecture -- A chronological survey of Modern art, architecture, and urban design in Europe and America from approximately 1750 to 1945. This course begins its critical discussion of modernity in Enlightenment France and continues to address alternate theories of representation up to the postwar period, including the work of Jacques-Louis David, Edouard Manet, and Henri Matisse. Artistic theories, aesthetic debates, and primary sources from the period will be critically examined. Prerequisites: Art 111 or permission.

Four Credits Kraus Spring Semester

242. Contemporary Art and Architecture -- A chronological survey of Postmodern art, architecture, and urban design from approximately 1915 to the present day, including the work of Jackson Pollock, Frank Gehry, and Jenny Holzer. Emphasis is placed on the theoretical

ART AND ART HISTORY

underpinnings of Contemporary art and architecture, the diversity of artistic and architectural production and investigation into primary sources, and exploring new media of the post-digital age. Prerequisites: Art 111 or permission *Four Credits Kraus Fall Semester*

295. Special Studies -- A thematic period survey course in art history not covered in the regular course listings but offered in light of student interest, faculty expertise or relevance to cultural exhibitions and issues. Prerequisites: Art 111 or permission. *Two to Four Credits Staff When Feasible*

360. Special Problems in Art History -- A seminar focused on specific issues in art history related to the expertise of the art history faculty. Emphasis will be placed on the recent scholarship and methodology of a specific topic, as well as structured and independent student research that is intended to develop skills in conducting scholarly research. May be repeated as topics change. Prerequisites: One 200-Level Art History course or permission. *Four Credits Heath Wiersma, Kraus Every Semester*

361. Special Projects in Art History -- A seminar focused on a specific project related to the preservation, maintenance, and display of historical artifacts. Such projects may include but are not limited to student-curated gallery exhibitions, published catalogs, and data and archival work on the permanent collection. May be repeated as topics change. Prerequisites: One 200-Level Art History course or permission. *Four Credits Heath Wiersma, Kraus*

399. Art History Internship -- Supervised practical experience in the preservation, maintenance and display of historical artifacts carried out at a museum, gallery, or print room in a program approved by the art history faculty. *Two to Four Credits*

491. Independent Study in Art History -- Independent study for advanced students with considerable background in art history who wish to study a particular problem, class of object or method. Independent research is emphasized. Permission required. *Two to Four Credits*

494. Capstone Seminar in Art History -- A seminar to be taken in the final year and required of art history majors. Students will propose and carry out their own research project while also meeting with other capstone students to present their work in process and also to provide written and oral feedback to their colleagues. Major emphasis is given to the development of sound research methods and the use of primary sources. Each student will be expected to produce a lengthy research paper of scholarly merit. Prerequisites: completion of major requirements. *Four Credits Heath Wiersma Spring*

495. Topics in Art History *Two to Four Credits When Feasible*

ASIAN STUDIES

Faculty: Mr. Nakajima, director; Mr. Cho, Ms. Dandavati, Mr. Dell'Olio, Ms. Hwang, , Ms. Randel, Ms. Tseng, Mr. Wilson.

The Asian studies minor is designed for students wishing to develop their knowledge of Asian culture, history and thought in order to become more aware and responsive citizens of a globally integrated world. The Asian studies minor aims to broaden a student's major program of study by adding a global, comparative perspective to any area of inquiry in the arts, humanities and social sciences. The minor also helps to prepare students who desire careers in international affairs, international business and international law. Study of an Asian language and study abroad are strongly recommended but not required.

A minor in Asian studies consists of a minimum of 20 credits: eight credits must be from courses in the area of culture and thought; four credits must be from courses in the area of history; four credits must be from courses in the area of contemporary politics and society. The remaining four credits may be chosen from any approved Asian studies course or a course in Arabic, Chinese, Japanese or other Asian language.

The courses below are described in the catalog under the discipline to which they refer. Other courses may be offered that fulfill the Asian studies minor. For further information, contact the director of the program.

A. Culture and Thought

Music 104	World Music	Four Credits	Randel
Philosophy 237	World Philosophies I	Four Credits	Dell'Olio
Philosophy 241	Philosophies of China and Japan	Four Credits	Dell'Olio
Philosophy 242	Philosophies of India and Tibet	Four Credits	Dell'Olio
Religion 280	Introduction to World Religions	Four Credits	Wilson
Religion 381	Religions of India	Four Credits	Wilson
Religion 383	Studies in Islam	Four Credits	Wilson
Religion 389	Studies in World Religions	Four Credits	Wilson

B. History

History 270	Modern China	Four Credits	Tseng
History 280	Colonizers and Colonized	Four Credits	Baer
History 295	Studies in Non-Western History	Two or Four Credits	Tseng
History 370	Modern Middle East	Four Credits	Gibbs
History 371	Paris and Shanghai	Four Credits	Tseng
Japanese 280/295	Intro to Japan Culture and History	Four Credits	Nakajima

C. Contemporary Politics and Society

IDS 200	Encounter with Cultures	Four Credits	Hwang
IDS 210	Introduction to Ethnic Studies	Four Credits	Cho
Pol. Sci. 151	Introduction to Global Politics	Four Credits	Dandavati
Pol. Sci. 160	Global Feminisms	Four Credits	Dandavati
Pol. Sci. 303	Asian Politics	Four Credits	Dandavati
Sociology 151	Cultural Anthropology	Four Credits	Luidens

BIOCHEMISTRY AND MOLECULAR BIOLOGY MAJOR

Faculty: Mr. Best, Ms. Burnatowska-Hledin (director), Ms. Chase, Mr. Li, Mr. Krueger, Ms. McDonough, Mr. Pikaart, Mr. Polik, Mr. Stukey.

A common interest in the workings of the cell links biochemists and molecular biologists together. The wide variety of chemical reactions that occur in the cell are the interest of the biochemist, while the genetic storage, transfer and use of information is the domain of the molecular biologist, and structure-function relationships interest both.

Biochemistry and molecular biology meld together into a rich understanding of the action and regulation of processes that sustain life. **The Biochemistry and Molecular Biology Major is a Bachelor of Science degree** offered jointly by the departments of Biology and Chemistry to train students in this exciting field. It was created using the guidelines developed by *The American Society of Biochemistry and Molecular Biology*, ensuring a thorough grounding in the discipline. Students will learn the concepts and skills required to be successful scientists in the field. Students will be prepared for graduate study in biochemistry and molecular biology and related fields, or entry into technical careers. The major also provides excellent preparation for professional degrees such as medicine, dentistry or veterinary science. Students take a rich, interdisciplinary core of biology, chemistry, mathematics and physics courses that include the following:

Required Chemistry Courses

General Chemistry I and II with Labs (Chem 125/127 and 126/128) [Chem 131 and 132] [Accelerated General Chemistry and Accelerated General Chemistry Laboratory]

Organic Chemistry I and II with labs (Chem 221/255 and 231/256)

Biochemistry I and II and lab (Chem 311, 314, 315)

Physical Chemistry I and lab (Chem 343, 345)

Required Biology Courses

General Biology I and Lab (Bio 105/107)

General Biology II and Lab (Bio 106/108)

Molecular Biology (Biol 366)

The three introductory biology courses previously offered (Bio 240, Bio 260 and Bio 280) may be substituted for Bio 105/107 and Bio 106/108.

Required Cognate Courses

Calculus I and II (Math 131 and 132)

General Physics I and II with labs (Phys 121/141 and 122/142)

Advanced Courses

Students are required to take an additional eight credit hours from the biology and chemistry offerings listed below. Students should take at least one from each department.

Genetics (Bio 356/357)

Advanced Cell Biology and Lab (Bio 348/349)

General Microbiology (Bio 301)

Neurochemistry and Disease (Bio/Chem 395)

Developmental Biology (Bio 355)

Ethnobotany (Bio 340)

Physical Chemistry II (Chem 344)

Inorganic Chemistry and Lab (Chem 322/324)

Analytical Chemistry and Lab (Chem 331/332)

Studies in Biology (Bio 395)

Other advanced courses and research may also be eligible for credit toward the biochemistry degree. These decisions must be made by consultation with both the student's advisor and the director of the biochemistry program. Courses which are focused primarily at the biochemical and molecular level will be eligible for consideration. Students are also strongly encouraged to take part in an organized primary literature review experience (such as journal clubs) and to participate in independent research

BIOLOGY

Faculty: Ms. McDonough, Chairperson; Mr. Barney, Mr. Best, Mr. T. Bultman, Ms. Burnatowska-Hledin, Ms. Chase-Wallar*, Mr. Fraley, Mr. Gerbens, Ms. Isola, Mr. Li, , Mr. Murray, Ms. Prokopow, Mr. Stukey, Ms. Winnett-Murray.

*Sabbatical Leave, Fall Semester 2014

**Sabbatical Leave, Spring Semester 2015

Biology is actually a number of different approaches to the study of life, from the molecular and biochemical to the ecological. The Department of Biology offers all Hope College students an opportunity to participate in biology, either in courses listed here or in some of the GEMS and Environmental Science courses. Several members of the Department of Biology faculty have been recognized as outstanding educators at the state and national levels. Biology majors leave Hope College well prepared to pursue a number of different careers. Many of our majors go on to earn advanced degrees in graduate, medical, dental, or other professional schools. Our success at placing students in those schools is outstanding. Other students go on to careers in the allied health professions, industrial research and laboratory positions, conservation and natural resources management, secondary education, and environmental/outdoor education.

We give students the chance to learn biology in well-taught courses in a diverse curriculum. Courses emphasize active participation by the students in lecture, discussion and laboratory settings. A hallmark of the department's approach is the belief that students best learn biology by doing biology. Thus almost all of our courses include investigative laboratories. In addition, we provide students with the opportunity to be biologists by participating in research projects with our faculty. Student/faculty research occurs both in the summer, when stipends are available to give selected students the experience of full-time research, and during the academic year. More than 100 research papers co-authored by students have been presented or published in the last five years. The variety of research projects reflects the diversity of interests of the biology faculty:

- ecologists are studying seed banks and tropical forest regeneration, effects of endophytic fungi on insects, behavioral ecology of birds, and the ecology of invasive plants.
- botanists are investigating molecular plant systematics.
- physiologists are studying temperature regulation and thirst in rats, the role of vasopressin receptors, the regulation of body mass and reproduction in vertebrates, and the electrophysiology of the hippocampus.
- geneticists, cell biologists and molecular biologists are studying receptor cloning, molecular biology of amino acid carriers, and lipid metabolism in yeast.
- zoologists are investigating: interactions between insects, fungi, and grasses; and competition for nesting sites among bird species.

The department has many well-equipped laboratories and a 55-acre nature preserve for both teaching and research, and a well-supplied library of books and current journals. More recent additions to our capabilities include a computer laboratory for statistical analyses and simulation studies, an apotome/fluorescence microscope, diode array spectrophotometers, an automated next generation DNA sequencer, a real-time PCR thermal cycler, scintillation counters, a video image analysis system, a computerized oxygen and carbon dioxide analysis system for metabolism studies, a portable photosynthesis system, equipment for electrophysiological studies, seven computerized polygraphs for physiological measurements, five walk-in and numerous reach-in environmental chambers, new field equipment, two molecular biology laboratories, and facilities for plant and animal tissue culture and gene cloning and amplification.

BIOLOGY

Qualified students can spend a semester at a university abroad or in an internship while pursuing their other studies at Hope College or during participation in one of the college's domestic off-campus programs.

A Bachelor of Science degree in Biochemistry and Molecular Biology is offered jointly by the departments of Chemistry and Biology, and is available for those students who seek a degree at the interface of these two disciplines. A complete description of the requirements for this degree is given on page 43.

BIOLOGY MAJOR: A Hope College biology major must be prepared to meet a variety of future challenges. For that reason the basic requirements are distributed among the diversity of approaches to the study of biology. Students should discuss their individual needs with a member of the Department of Biology as early as possible so that those needs can be met. The General Biology classes (Biol 105 and 106) and laboratory (Biol 107 and 108 or 207 and 208) are referred to as the "core courses in Biology" through the catalog.

Basic major requirements: The B.A. in biology requires completion of at least 28 credits of biology, including the 2 required core biology courses, 1 semester of a 4-credit mathematics course and 1 year of chemistry (major level courses are strongly recommended). The B.S. in biology requires 36 credits in biology including the 2 required biology core courses. Chemistry 314 and 315 may be counted as biology credits for the B.S. degree). Also required are Chemistry 125, 127, 128, 126 (or 131, 132), 221, 231 and 255; 2 semesters of 4-credit courses in mathematics (or one semester of a 4-credit mathematics course and CSCI 160 - Scientific Computer Programming); and 8 additional credits from courses in the natural science departments other than biology and chemistry. Students must have a minimum GPA of 2.0 in biology to graduate with a major.

Required courses: Biology majors desiring either a B.A. or B.S. must take the entry-level courses, General Biology 105/107 and General Biology 106/108. The two General Biology courses provide a comprehensive overview of the basic principles of biology. They stress the central ideas in the biological sciences, such as ecology and evolution, adaptation, structure-function relationships, and the global diversity and unity of life with an emphasis on the process of scientific discovery and investigation. To ensure students are exposed to advanced study in the major areas of biology, at least one course in each of the following areas must be taken: Organismal Biology (Biology 221, 301*, 332*, 340, 370, 374*, 422*, 432*, and 442); Cell/Molecular Biology (Biology 295, 320,335, 356/357, 348/349, 355, 366, 395 (Bioinformatics); Ecology & Evolutionary Biology (Biology 315, 330, 343*, 380*, 421, Professional Development (Biology 395 (Mathematical Biology), 490, 495 (Capstone, Journal Club) and 499. In addition, to ensure students are informed about the important topic of biological diversity, at least one of the courses above with an asterisk is required.

Important Considerations:

1. The core courses in Biology and Chemistry 125, 127, 128 and 126 (or 131 and 132) should be taken in the first year of college if possible.
2. Introductory chemistry must include laboratory. .
3. Students planning to attend graduate, medical or dental schools, or to pursue other biology careers that require rigorous training should take Mathematics 131 and 132; 1 year of physics; and Chemistry 125, 127, 128 and 126 (or 131 and 132), 221, 231, 255 and 256. Biochemistry, statistics, and computer programming are desirable for many biological careers.

BIOLOGY MINOR: The minimum requirement for a biology minor is 20 credits of biology including The core courses in Biology plus 12 more credits selected from other courses in the department. Students must have a minimum GPA of 2.0 in biology to graduate with the minor. If earning a minor for secondary teacher certification, students must have at least 2.5 GPA.

BIOLOGY

TEACHER CERTIFICATION

In partnership with the Hope College Department of Education, the Department of Biology offers a teaching major and minor for certification through the State of Michigan (see pages 100-102 and the Department of Education website.) Majors desiring a B.A. must take a minimum of 30 credits in biology, beginning with the two-course core.

Biology secondary teacher candidates must choose an additional 22 credits. In addition to biology course work, teacher candidates must take one semester of a 4-credit mathematics course and a year of chemistry.

Minors for secondary teacher certification must take a minimum of 20 credits in biology, beginning with the core courses in Biology. An additional 12 credits may be chosen from the same biology department electives as the secondary teacher certification major.

Because of the expectations for high school teaching, BIOL 221, Human Physiology, is strongly recommended for teacher education candidates.

Courses designed for students preparing for careers in the allied health fields. These courses do not count toward a biology major or minor.

103. Introduction to Cell Biology -- A study of the fundamentals of cell biology and genetics. Three lectures and one 3-hour laboratory period per week. Not open to students who have taken Biology 240 or Biology 105/106. Four Credits Staff Fall Semester

104. Organisms and Environments -- This is the second of a two-semester sequence of courses. The combined courses ("Matter and Energy" and Organisms and Environments") will satisfy the natural science laboratory general education requirements only for elementary education teacher candidates. The courses will also cover the content that is important for future educators in an integrated inquiry-based format. The content in this recommended course sequence will flow from the physical science to earth/space science to life science topics that students will find themselves teaching in the future. This course will primarily include content from the life and earth/space science, though due to the interdisciplinary nature of many of the topics, physical science topics will also be addressed where appropriate.

Four Credits Staff Both Semesters

222. Human Anatomy -- A course where the human body is studied from histological and gross anatomical perspectives. Laboratories require dissections, microscope work, and use of computer programs. Three lectures and one 3-hour laboratory period per week. Cross-listed with Kinesiology 200. Four Credits Staff Spring Semester

231. Microbiology for the Allied Health Professions -- A study of selected bacteria, viruses and parasites with an emphasis on host-microbe interactions and microorganisms implicated in human disease. Three 1-hour lectures and two 1.5-hour laboratories per week. Prerequisites: Biology 103, one year of chemistry, or permission of the instructor. Not open to students who have had an advanced microbiology course.

Four Credits Isola Spring Semester

Core courses in biology:

105. General Biology I -- This course includes an overview of ecology emphasizing the ways organisms interact with their physical and biological environment, and the study of animal and

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plant diversity, anatomy and physiology with an emphasis on structure-function relationships and homeostasis. Three lectures per week. *Three Credits Staff Fall Semester*

107. General Biology Laboratory I -- Laboratory experiences designed to complement lecture material in Biol 105. The labs are organized into research experience modules. In this semester, students investigate questions in ecology, animal and plant biology. Taken concurrently with Biol 105. *One Credit Staff Fall Semester*

106. General Biology II -- This course includes the study of cell biology, including cellular structure and function, metabolism, enzyme activity, and energetics, Mendelian and molecular genetics, including discussion and use of modern techniques as a means to answer biological questions, and evolutionary biology, including the relationships between the major taxa, and how the interaction of organisms with their environment drives the evolutionary process. Three lectures per week. Prerequisite: Biol 105. *Three Credits Staff Spring Semester*

108. General Biology Laboratory I -- Laboratory experiences designed to complement lecture material in Biol 106. The labs are organized into research experience modules. In this semester, students investigate questions in cell biology, molecular genetics and evolution. Prerequisite: Biol 105. Taken concurrently with Biol 106. *One Credit Staff Fall Semester*

207. Honors Laboratory in Cells and Genetics -- This research based laboratory course is the first part of a two-semester introductory biology laboratory sequence. The full-year course covers basic techniques in microbiology, molecular biology, genetics, evolutionary biology and computer based bioinformatics analysis of viral genomes through the exploration of Mycobacteriophage diversity. In this first semester, students will focus on various wet laboratory skills in microbiology, molecular biology and genetics. Enrollment is by invited application only. One 3-hour laboratory session and one 2-hour laboratory session per week. *Two Credit Best, Stukey Fall Semester*

208. Honors Laboratory in Cells and Genetics -- This research based laboratory course is the second part of a two-semester introductory biology laboratory sequence. The full-year course covers basic techniques in microbiology, molecular biology, genetics, evolutionary biology and computer based bioinformatics analysis of viral genomes through the exploration of Mycobacteriophage diversity. In this second semester, students will focus on various topics in bioinformatics, comparative genomics, and evolutionary biology. Two 2-hour computer laboratory session per week. Prerequisite: Biol 207 or permission of the instructor. *Two Credit Best, Stukey Spring Semester*

Advanced courses in biology:

221. Human Physiology -- A study of the function and interactions of the various organ systems of the human body. Three lectures and one 3-hour laboratory period per week. Prior completion of Biology 103 or Biology 106 and 108 or the equivalent is recommended before taking Biology 221. Recommended only for students planning to enter an allied health field. *Four Credits Barney, Fraley Fall Semester*

301. General Microbiology -- An introduction to the field of microbiology covering physiological and molecular characteristics of microorganisms (bacteria, archaea, viruses and microbial eukaryotes) in the context of evolution and diversity. Special emphasis will be given to pathogenicity and

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interactions of microbes with the human immune system. Three lectures and two 2-hour laboratories per week. Additional out-of-class hours are required. Prerequisites: both core courses in biology.
Four Credits Best Fall Semester

315. Advanced Topics in Ecology -- A course that deals with the interactions between organisms and their physical and biological environments at an advanced level, emphasizing recent developments and specialized problems. Areas of emphasis (e.g., conservation biology, plant-animal interactions, community ecology, and physiological ecology) as well as course format (lecture-lab, lab only) and credits (1-4) will vary. Prerequisites: both core courses in biology.
One to Four Credits Murray Spring Semester

320. Plant Physiology -- A study of the physical processes, nutrition, metabolism, biochemistry, and growth and development of plants and how these functions are affected by changes in the environment and in responses to other organisms. These plant functions will be examined at the molecular, cellular and organismal levels. Three lectures and one 3-hour laboratory per week. Prerequisites: both core courses in biology and Chemistry 221. (Chemistry 221 may be taken concurrently.)
Four Credits Staff Fall Semester, Odd Years

330. Marine Biology and Biophysics -- An interdisciplinary course focusing on the biology of marine organisms and the physicochemical and geological factors that govern their distribution, abundance, and characteristics. The course covers much of the subject matter of a traditional marine biology course, including a survey of important groups of marine organisms and ecosystems, but it also delves frequently into the ways in which physics informs a deeper understanding of the special challenges of life in the sea and adaptations of organisms to deal with those challenges. Three lectures and one 3-hour laboratory are scheduled per week. Instruction in SCUBA and a field trip to Caribbean coral reef habitats during spring break will be available to students as an option, at extra cost. This course is cross-listed with PHYS 330.
Four Credits Staff Fall Semester, Odd Years

332. Comparative Anatomy of Vertebrates -- An evolutionary study of vertebrate bodies, emphasizing structural adaptations to functional problems imposed by different environments. Laboratory work includes extensive dissections of a variety of aquatic and terrestrial vertebrates. Not open to students who have taken Biology 222. Prerequisites: both core courses in biology.
Four Credits Fraley, Winnett-Murray Spring Semester, Odd Years

335. Neurochemistry and Disease -- In this course, students will explore how the biochemistry of the brain influences nervous system function, specifically in relationship to motor and cognitive processes. Students will initially be introduced to fundamental aspects of neuroscience and biochemistry in a traditional lecture format. After this introduction, students will explore the relationship between altered neurochemical activity and disease states using a case study approach. In the lab, students will be introduced to several neurochemistry techniques and will then be asked to use these tools to complete a novel neurochemistry research project. Neurochemistry and Disease meets three times a week for one hour. In addition, students are required to complete one, 3-hour laboratory each week. Cross-listed with CHEM 335. Prerequisites: There are multiple pathways into the course. Students may take the course if they have 1) completed the core courses in biology OR 2) completed Biochemistry I (CHEM 311) OR 3) completed Introduction to Neuroscience (NSCI 211).
Four Credits Chase Alternate years, Spring Semester

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340. Advanced Topics in Plant Biology -- An in-depth study of specialized topics in botany such as plant anatomy, plant breeding systems, plant molecular systematics, and ecophysiology of plants. Two lectures and one 3-hour laboratory per week. Prerequisites: both core courses in biology.
Four Credits Li Fall Semester, Odd Years

343. Vascular Plant Systematics -- A study of the biology, evolutionary relationships and identification of selected families of vascular plants, and the principles of plant classification. The laboratory will involve field work and concentrate on the local flora. Two lectures and one 3-hour laboratory per week. Additional out-of-class hours are required. Prerequisites: both core courses in biology.
Four Credits Li Fall Semester, Odd Years

348. Advanced Cell Biology -- An advanced study of cell structure, function and regulation of eukaryotic cells. The goal of this course is for students to learn and understand cellular/molecular mechanisms that are essential in the maintenance of cellular homeostasis. The specific topics include cell membrane, cell organelles, cytoskeleton, extracellular matrix and cell cycle. The gene structure and function is also explored. Three lectures per week. Prerequisites: both core courses in biology and Introductory Chemistry or permission of the instructor.
Three Credits Burnatowska-Hledin Fall Semester

349. Advanced Cell Biology Laboratory -- The laboratory course employs an investigative project approach and introduces students to the scientific literature, "research proposal" writing, and latest technologies used to investigate cellular function. The experiments focus on the cancer cell as a model and employ such techniques as cell culture, assays measuring cell proliferation and apoptosis, RNA isolation and microarray analysis, immunocytochemistry, and finally, protein analysis through gel electrophoresis and Western blotting. One 3-hour laboratory per week. Corequisites: to be taken with Biology 348.
One Credit Burnatowska-Hledin Fall Semester

355. Developmental Biology -- A study of the processes involved in the development of animal embryos, including regeneration and metamorphosis. The course integrates the descriptive, comparative and molecular approaches to the study of development. Three lectures and one 3-hour laboratory per week. Prerequisites: both core courses in biology and one year of chemistry, or permission of instructor.
Four Credits Staff Not offered in 2014-15

356. Genetics -- A comprehensive overview of genetics from its classical beginnings, including Mendelian genetics, linkage, chromosomal aberrations and extranuclear inheritance to modern molecular genetics. After a thorough grounding, topical subjects are covered in the last part of the semester, and have included cancer genetics, genetics of behavior, and population genetics. Three lectures a week. The laboratory (1 credit) is optional, and may be taken concurrently with the course. Prerequisites: both core courses in biology.
Three Credits McDonough, Stukey Both Semesters

357. Genetics Laboratory -- Designed to introduce the student to the experimental basis of lecture topics. Investigations include the purification and analysis of DNA, generation and sequencing of recombinant DNA molecules, and *Drosophila* and bacterial genetics. Prerequisites: both core courses in biology, Biology 356 concurrently.
One Credit McDonough, Stukey Both Semesters

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366. Molecular Biology -- An advanced course which examines the role of gene structure, function, and regulation at the molecular level to explain biological processes. Topics include basic processes such as DNA replication, recombination, and regulation of gene expression, as well as an emphasis on experimental design and techniques. The laboratory component of the course uses a project approach to introduce experimental design and molecular biological methods as students clone and characterize a gene. Three lectures and one 3-hour laboratory per week. Prerequisites: both core courses in biology and Chemistry 231. Biology 356 recommended.

Four Credits McDonough Fall Semester

370. Animal Behavior -- An investigation-based study of vertebrate and invertebrate behavior from an evolutionary perspective. Topics include proximate behavioral mechanisms (genetic, developmental and neurological) and ultimate consequences (evolution, ecology and sociology). Two 3-hour laboratories per week plus additional required out-of-class hours. Prerequisites: both core courses in biology. Statistics is strongly recommended.

Four Credits Winnett-Murray Fall Semester, Alternate Years

374. Biology of Insects -- The course is an introduction to the identification, structure, life cycle and behavior of insects. Field aspects will be stressed. Two 3-hour lecture/laboratory periods per week, plus additional required out-of-class hours. Prerequisites: both core courses in biology.

Four Credits Bullman Fall Semester, Odd Years

380. Field Studies in Biology -- A concentrated study of a variety of organisms in their natural habitats. Normally requires field studies or camping trips as long as two to three weeks in duration. In addition study projects and/or papers will be expected. May be repeated for a maximum of 8 credits. Prerequisite: both core courses in biology or permission of instructor.

One to Four Credits Staff May Term/June Term/July Term

390. Independent Study of Biology -- A special course to allow students to study an area of biology not included in the regular curriculum or an in-depth study of a selected biological topic. Prerequisites: both core courses in biology. *One, Two, or Three Credits Staff Both Semesters*

395. Studies in Biology -- Lecture, laboratory or seminar classes in a special topic of biology. Prerequisites: both core courses in biology. *Three to Four Credits Staff*

421. Evolutionary Biology -- A study of special topics concerning the process of evolution and its mechanisms involving both micro and macro evolution. Each year a different special topic is explored. Past examples include evolutionary molecular biology and speciation. Three lectures and one laboratory/discussion per week. Prerequisites: both core courses in biology.

Four Credits Li Fall Semester, Even Years

422. Invertebrate Zoology -- The biology of selected invertebrate animals will be studied with emphasis on their functional morphology, ecology and behavior. Laboratory includes field studies with a weekend trip to southern Indiana. Two 3-hour laboratory/lecture sessions per week, plus additional out-of-class hours. Prerequisites: both core courses in biology.

Four Credits Bullman Fall Semester, Even Years

432. Vertebrate Zoology -- Vertebrate examples are used to investigate a broad range of biological topics including evolution, speciation, historical and modern zoogeography, energetics, behavior, ecology and conservation. Laboratory includes both laboratory exercises and field trips that

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focus on the taxonomy, external morphology, natural history and field identification of local vertebrates. Three lectures and one 3-hour laboratory per week. Additional out-of-class hours are required. Prerequisites: both core courses in biology.

Four Credits Winnett-Murray, Murray Spring Semester, Alternate Years

442. Advanced Topics in Animal Physiology -- An in-depth examination of some aspects of animal physiology such as cardiovascular systems, renal physiology, endocrinology, immunology, or environmental physiology. Three lectures and one 3-hour laboratory per week, or two lectures and two 2-hour laboratories per week. Additional out-of-class hours are required. Not open to students who have taken Biology 221, unless permission is granted by the instructor. Prerequisites: both core courses in biology.

Four Credits Barney, Fraley Spring Semester, Odd Years

490. Independent Research in Biology -- This course is designed to give students majoring in biology a chance to do research in an area in which they have a special interest. Students are expected to attend weekly seminars. Requires formal application and permission of the instructor with whom the student will work.

Normally Two Credits Staff Both Semesters

495. Advanced Topics in Biology -- A special course, sometimes taught as a seminar, which deals with a specific area of biology at an advanced level. Past topics have included environmental genetic theory, the biology of sex, the heart and kidney, cancer biology, ecology of plant-animal interactions, and cholesterol biology. Prerequisites: both core courses in biology or permission of the instructor.

One to Four Credits Staff Both Semesters

499. Internship -- An opportunity to gain practical experience in the work place. Requires formal application and permission of the department chairperson. Prerequisites: both core courses in biology.

Biology Seminars -- A program designed to give biology students and faculty an opportunity to participate in seminars on special topics in biology or areas of current research. Most of the speakers are biologists from outside Hope College. Not for credit. Biology majors are expected to attend.

Biology Laboratory Assistant -- Qualified students are invited to apply for laboratory assistant positions. Selection will be made by the department. Assistants may work in research labs, in teaching labs, as animal and plant care technicians, or as teaching assistants. Not for credit. Assistants receive an hourly wage.

CHEMISTRY/BIOCHEMISTRY

Faculty: Mr. Polik, Chairperson; Ms. Anderson, Mr. Brown, Ms. Burnatowska-Hledin++, Ms. Chase++**, Ms. Dummer, Ms. Eckermann, Mr. Gillmore, Mr. Johnson, Mr. Krueger, Mr. Peaslee+*, Mr. Pikaart, Ms. Sanford***, Mr. Seymour, Mr. Shorb, Ms. Smith, Ms. Stewart, Mr. Valdez, Mr. Wettack.

*Sabbatical Leave, 2014-2015

** Sabbatical Leave, Fall 2014

*** Sabbatical Leave, Spring 2015

++Joint appointment with Department of Biology

The Department of Chemistry is known nationally for its excellent program. In a study of chemistry programs at private four-year colleges published in the *Journal of Chemical Education*, the Hope College Department of Chemistry was recognized as outstanding in the productivity of its research program and for the accomplishments of its graduates. The chemistry program is approved by the American Chemical Society's Committee on Professional Training.

The program provides students with a rigorous introduction to the fields of chemistry and biochemistry in a setting that emphasizes knowledge of current developments in chemistry and experience with modern instruments and laboratory techniques. The chemistry faculty maintains a keen interest in students' professional involvement and scholarly development. The department has an active seminar program which brings students into contact with nationally recognized authorities in chemistry and chemistry-related fields.

The chemistry program places a strong emphasis on faculty-student research. Chemistry majors are encouraged to begin work with a professor on a research project early in their academic program. Research stipends are available to enable many students to work full-time on their projects during the summer. Student research is directed toward professional development and may result in joint authorship of scientific publications and in the opportunity to present research results at a regional or national scientific meeting.

The chemistry major includes sequences of both lecture and laboratory courses designed to establish a fundamental understanding of the major areas of the discipline. Students can elect to complete a chemistry major for a B.A. degree or a more extensive major for a B.S. degree. Students planning to do graduate work in the field or to enter industry should fulfill the requirements of the American Chemical Society's (A.C.S.) Certified Major Program. An A.C.S.-certified B.S. Degree Program in Chemistry with Biochemistry Emphasis is available for students who have interests in chemistry and biology. A B.S. degree in Biochemistry and Molecular Biology is offered jointly by the departments of Chemistry and Biology, and is available for those students who seek a degree at the interface of these two disciplines. A complete description of the Biochemistry and Molecular Biology B.S. degree requirements is given on page 43. Students who intend to enter medical or dental schools or plan a career in secondary education may design their major program according to their specific goals. Since students planning a chemistry major have a number of options, it is essential that they discuss their plans with the chairperson of the department or a chemistry advisor early in their academic program.

CHEMISTRY MAJOR PROGRAMS

BACHELOR OF ARTS DEGREE -- The minimum requirements for a chemistry major are twenty-five (25) credits of science-major chemistry courses, two semesters of physics with laboratory, and Calculus I (Math 131, or Math 125 and Math 126) and II (Math 132). While calculus-based General Physics 121, 141, 122 and 142 are recommended for the B.A. degree and are required for the B.S. degree, students seeking the B.A. degree may wish to consult their academic advisor to discuss if

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College Physics 105, 106, 107 and 108 are appropriate for their program of study. The chemistry courses must include: Chemistry 125, 126 (or 131), 221, 231; six (6) credits of laboratory courses (e.g., Chemistry 127, 128 (or 132), 255, and 256; Chemistry 315, 324, 332, 335, 345 or other laboratory courses may be included in these 6 credits); and two courses selected from Chemistry 311, 322, 331 and 332, or 343. (Chemistry 331 and 332 must be taken together and are considered one course.) A minimum GPA of 2.0 is required for the science-major chemistry courses.

BACHELOR OF SCIENCE DEGREE -- The B.S. degree in chemistry requires thirty-six (36) credits of science major chemistry courses and a total of sixty (60) credits in the natural sciences. A minimum GPA of 2.0 is required for all science- major chemistry courses in the degree. The B.S. degree must include the 32 credits of chemistry, 8 credits of physics, and 8 credits of mathematics that are listed in the following table.

Chem 125 (3) General Chem I	Math 131 Calc I (or Math 125 and Math 126)
Chem 127 (1) Gen Chem Lab I	Math 132 Calc II
Chem 126 (3) General Chem II	Phys 121 Gen Phys I
Chem 128 (1) Gen Chem Lab II	Phys 141 Phys Lab I
Chem 221 (3) Organic Chem I	Phys 122 Gen Phys II
Chem 255 (2) Org Chem Lab I	Phys 142 Phys Lab II
Chem 231 (3) Organic Chem II	
Chem 256 (1) Org Chem Lab II	Strongly Recommended Courses:
Chem 322 (3) Inorganic Chem	Math 231 Multivariable Math I
Chem 331 (3) Analytical Chem	Math 232 Multivariable Math II
Chem 332 (1) Analytical Chem Lab	
Chem 343 (3) Physical Chem I	
Chem 345 (1) Phys Chem Lab I	
Chem 344 (3) Physical Chem II	
Chem 346 (1) Phys Chem Lab II	

Alternatively, Chem 131 and 132, Accelerated General Chemistry and Accelerated General Chemistry Laboratory, may be substituted for the two-semester general chemistry sequence of Chem 125 and 127 plus Chem 126 and 128. Since the material covered in this accelerated one-semester general chemistry course is the same as the material covered in the two-semester sequence, credit for Chem 125 and 127 will be awarded upon successful completion of Chem 131 and 132.

In addition to the courses listed above, a student must complete 4 other credits of 200-, 300- or 400-level lecture or laboratory courses for a total of 36 credits. Suggested courses are listed below.

Chem 256 (2nd credit) Org Chem Lab II	Chem 347 (1) Chemical Modeling Lab
Chem 311 (3) Biochemistry I	Chem 348 (1) Advanced Spectroscopy Lab
Chem 314 (3) Biochemistry II	Chem 421 (3) Struct. Dynam. & Syn. I
Chem 315 (1) Biochem Lab	Chem 422 (3) Struct. Dynam. & Syn. II
Chem 324 (1) Inorganic Lab	Chem 490 (1, 2) Research
Chem 335 (4) Neurochemistry	

For students planning to go to graduate school in chemistry, it is essential to take Mathematics 231 and 232. Depending on the student's background in mathematics, General Physics 121 may be taken in the freshman year or taken no later than the second semester of the sophomore year. College Physics 105, 106, 107 and 108 do not satisfy requirements for the B.S. degree.

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Premedical, pre dental and preveterinary students are advised to take the following courses in chemistry: 125, 127, 126, 128 (or 131, 132), 221, 231, 255, 256, 311, 314, and 315. These students should consult with the Health Professions Advisor as early as possible to insure that their chemistry major meets the specific requirement of their intended profession. Suggested courses to prepare for medical school are given on page 330.

Students interested in chemical engineering should consult with the chairperson of the Chemistry Department and an engineering advisor early in their undergraduate program.

Students who are interested in combined science fields, special programs, or contract curriculums should consult with the appropriate chairpersons as early as possible to learn of opportunities, prospects, and requirements.

THE A.C.S.-CERTIFIED BACHELOR OF SCIENCE DEGREE IN CHEMISTRY--

Hope College is approved by the American Chemical Society to offer an ACS-Certified BS degree in chemistry if the following requirements are met in addition to the 32 credits of chemistry listed in the BS degree requirements above.

Chem 311 Biochemistry I

Chem 324 Inorganic Lab

A student must also take at least two other advanced lecture courses. One must be from:

Chem 314 Biochemistry II

Chem 421 Struct. Dynam. & Syn. I

Chem 422 Struct. Dynam. & Syn. II

The second can be from the previous courses or from:

Chem 335 Neurochemistry

GES 430 Adv. Environmental Geochemistry

In addition to the lecture courses, an ACS-certified major requires that a student have more than 400 contact hours of laboratory experience beyond General Chemistry. Laboratory coursework must include analytical, inorganic, organic, and physical chemistry lab. Research experience may count for up to 84 hours if a student prepares a well-written, comprehensive and well-documented research report.

THE A.C.S.-CERTIFIED BACHELOR OF SCIENCE DEGREE IN CHEMISTRY WITH BIOCHEMISTRY EMPHASIS--

Hope College also offers an A.C.S.-certified B.S. degree with biochemistry option if the following requirements are met in addition to the regular BS degree requirements listed above (with the exception that Physical chemistry II lecture and lab are not required).

Chem 311 Biochemistry I

Chem 314 Biochemistry II

Chem 315 Biochemistry Lab

Three credits of advanced biology, from among Bio 335 (Neurochem), Bio 348 (Cell Bio), Bio 356 (Genetics) or Bio 366 (Molecular Biology)

A student must also take at least one additional advanced lecture courses from the list below:

Chem 335 Neurochemistry

Chem 344 Physical Chemistry II

Chem 421 Struct. Dynam. & Syn. I

Chem 422 Struct. Dynam. & Syn. II

In addition to the lecture courses, an ACS-certified major requires that a student have more than 400 contact hours of laboratory experience beyond General Chemistry. Laboratory coursework must include analytical, biochemistry, organic, and physical chemistry lab. Research experience.

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may count for up to 84 hours if a student prepares a well-written, comprehensive and well-documented research report.

Note: The advanced biology courses have a prerequisite of the core courses in biology

BACHELOR OF SCIENCE DEGREE IN BIOCHEMISTRY AND MOLECULAR BIOLOGY -- The B.S. degree in biochemistry and molecular biology requires completion of selected chemistry and biology courses. The details of this degree can be found on page 43.

CHEMISTRY MINOR

The requirement for a chemistry minor is twenty-one (21) credits of chemistry courses including: Chemistry 125, 127, 126, 128 (or 131, 132), 221, 255, and eight (8) additional credits of science major chemistry courses.

BIOCHEMISTRY MINOR

The requirement for a biochemistry minor is twenty-two (22) credits of chemistry courses including: Chemistry 125, 127, 126, 128 (or 131, 132), 221, 231, 255, 311 and 314. **Note:** the biochemistry minor is not awarded in conjunction with either the B.A. or the B.S. major in chemistry.

TEACHER CERTIFICATION

In partnership with the Hope College Department of Education, the Department of Chemistry offers a teaching major and minor for certification through the State of Michigan (see pages 100-102). These include a 30-credit major and a 21-credit minor in chemistry. The chemistry major must consist of all the courses required for the B.A. degree (including the mathematics and physics courses) and additional upper-level courses to meet the 30-credit requirement. All education students must take a methods course in their major and minor areas of study.

COURSES DESIGNED PRIMARILY FOR STUDENTS NOT MAJORING IN ONE OF THE SCIENCES

101. Introduction to Chemistry -- This course presents selected chemical concepts at an introductory level for students who are not majoring in one of the sciences. Topics include atomic, ionic and molecular properties, bonding, balanced equations, acids and bases, solutions, simple organic structures, polymers, and nuclear chemistry. Laboratory activities support concepts presented in lecture. Lecture, 3 hours per week; laboratory, one 3-hour session per week. Co- or prerequisite: GEMS 100 (Mathematics for Public Discourse), Math 205, or any calculus or statistics course. This course is cross-listed as GEMS 160.

Four Credits Seymour, Staff Spring Semester

103. Introduction to Biological Chemistry -- This course will equip students with analytic and conceptual skills in general, organic, and biological chemistry as they relate to human health and health care. It is particularly focused on the basic chemistry needed by students seeking to enter professional programs in nursing and in a few allied health fields. This course is also suitable for the non-science major student as partial fulfillment of the mathematics and natural science general education requirement. This course does not count toward a major in biochemistry/molecular biology, biology, or chemistry. Lecture, 3 hours per week; laboratory, one 3-hour session per week. Prerequisite: a full year of high school chemistry with laboratory or Chemistry 101 or GEMS 160.

Four Credits Pikaart, Sanford, Staff Spring Semester

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104. Matter and Energy -- Matter and Energy is one of a two-semester sequence of courses. The combined courses ("Matter and Energy" and "Organisms and Environments") will satisfy the natural science laboratory general education requirements only for elementary education teacher candidates. The courses will also cover the content that is important for the future educators in an integrated inquiry-based format. The content in this recommended course sequence will flow from the physical science to earth/space science to life science topics that students will find themselves teaching in the future. This course will primarily include content from physical science and earth/space science, though due to the interdisciplinary nature of many of the topics, life science will also be addressed where appropriate. Chem 104 is intended for students seeking teacher certification. These students will have enrollment priority for this class.

Four Credits Dummer, Staff Both Semesters

COURSES DESIGNED PRIMARILY FOR SCIENCE MAJORS

125. General Chemistry I -- This is the first course in a two-semester sequence of introductory chemistry that is for all students who wish to major in science and who do not have a thorough high-school preparation in chemistry. The material is supplemented by reviewing high school chemistry as needed, and topics are taught at a slower pace than in Chemistry 131. Topics include stoichiometry, states of matter, atomic structure, periodicity, chemical bonding, and geometry of molecules. Lecture, 3 hours per week; discussion, 1 hour per week.

Three Credits Anderson, Eckermann, Krueger, Stewart, Staff Fall Semester

126. General Chemistry II -- This is the second in a two-semester sequence of introductory chemistry that is for all students who wish to major in science and who do not have a thorough high-school preparation in chemistry. Topics include chemical energy, equilibria, kinetics, acids and bases, and chemical reaction types. Prerequisite: a grade of C- or better in Chemistry 125. Lecture, 3 hours per week; discussion session, 1 hour per week.

Three Credits Anderson, Brown, Eckermann, Krueger, Stewart, Staff Spring Semester

127. General Chemistry Laboratory I -- This course provides an introduction to chemical techniques and laboratory procedures. Topics include qualitative analysis, gas laws, colorimetry, spectroscopy, colligative properties, computational modeling and computerized data collection and analysis. Laboratory, one 3-hour session per week (42 lab hours). Pre- or Co-requisite: Chemistry 125.

One Credit Anderson, Dummer, Eckermann, Krueger, Shorb, Stewart, Staff Fall Semester

128. General Chemistry Laboratory II -- This is a continuation of Chemistry 127. Topics include calorimetry, volumetric and potentiometric titrations, reaction kinetics, determination of acid dissociation constants, and computerized data collection and analysis. Laboratory, one 3-hour session per week (42 lab hours). Pre- or Co-requisite: Chemistry 126.

One Credit Anderson, Brown, Dummer, Eckermann, Krueger, Shorb, Stewart, Staff Spring Semester

131. Accelerated General Chemistry -- This one-semester course covers all the general chemistry material normally covered in Chemistry 125 and 126. This will include stoichiometry and inorganic reactions, periodicity and atomic structure, chemical bonding and molecular structure, chemical energy and thermodynamics, reaction kinetics, acids and bases and ionic equilibria. This course is designed for entering students that have a strong high-school chemistry background and good algebra skills. Upon successful completion of this course, credit will be awarded for Chemistry 125 as well. Lecture, 3 hours per week; discussion session, 1 hour per week. Prerequisite: Two years of high-school chemistry and a ACT math score 30 or above (or SAT math score 670 or above).

Three Credit Brown Fall Semester

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132. Accelerated General Chemistry Lab -- This one-semester course covers all the general chemistry material normally covered in Chemistry 127 and 128. This will include qualitative analysis, colorimetry and spectroscopy, colligative properties, titration, calorimetry, spectrophotometric determination of reaction kinetics, atomic absorption, and computerized data collection and analysis. This course is designed for entering students that have a strong high-school chemistry background and good algebra skills. Upon successful completion of this course, credit will be awarded for Chemistry 127 as well. Laboratory, one 3-hour session per week (42 lab hours). Pre- or Co-requisite: Chemistry 131. *One Credit Brown, Wettack, Staff, Fall Semester*

221. Organic Chemistry I -- The basic principles of organic chemistry are introduced through studies of the structures and reactions of carbon compounds. The mechanistic treatment of aliphatic and aromatic chemistry is stressed. Lecture, 3 hours per week; discussion session, 1 hour per week. Prerequisite: a grade of C- or better in Chemistry 126 or 131. *Three Credits Gillmore, Johnson, Sanford, Valdez Fall Semester*

231. Organic Chemistry II -- This is a continuation of Chemistry 221 with emphasis on complex molecules, including those found in biological systems. Lecture, 3 hours per week; discussion session, 1 hour per week. Prerequisite: a grade of C- or better in Chemistry 221. *Three Credits Gillmore, Johnson, Sanford Spring Semester*

255. Organic Chemistry Laboratory I -- This laboratory course stresses modern techniques for analyses of organic compounds and studies of the mechanisms of organic reactions. Infrared spectral analyses and chromatographic separations are introduced. Laboratory, one 5-hour session per week; discussion session, 1 hour per week (84 lab hours). Pre- or Co-requisite: Chem 221. Prerequisite: Chemistry 126 or 131. *Two Credits Gillmore, Johnson, Sanford, Smith, Valdez Fall Semester*

256. Organic Chemistry Laboratory II -- This is a continuation of Chemistry 255 with emphasis on use of the chemical literature in organic syntheses and qualitative organic analysis. Nuclear magnetic resonance spectroscopy and mass spectroscopy are introduced. Laboratory, one 5-hour session per week; discussion session, 1 hour per week. The first 8 weeks of this laboratory (48 lab hours) comprise the 1 credit that is required for a chemistry major. The remaining 6 weeks (36 lab hours) consist of an independent synthetic project and comprise a second optional credit. The two parts of this course must be taken in the same semester. Pre- or Co-requisite: Chem 231. Prerequisites: Chemistry 221 and 255. *One or Two Credits Gillmore, Johnson, Sanford, Smith Spring Semester*

295. Studies in Chemistry -- A lecture and/or laboratory course in a chemical area of current interest. *Three Credits Staff Both Semesters*

311. Biochemistry I -- The biochemistry of proteins, carbohydrates, lipids, enzymes and coenzymes is discussed with an emphasis on the structure/function properties of biomolecules. A background of Biology 106, Biology 240 or equivalent is recommended, but not required. Lecture, 3 hours per week; discussion session, 1 hour per week. Prerequisite: a grade of C- or better in Chemistry 231. *Three Credits Pikaart Fall Semester*

314. Biochemistry II -- The course is a continuation of Chemistry 311 with emphasis on metabolic pathways (lipids, carbohydrates and proteins), regulatory processes, and transfer of genetic information. Lecture, 3 hours per week; discussion session, 1 hour per week. Prerequisite: a grade of C- or better in Chemistry 311. *Three Credits Hledin Spring Semester*

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315. Biochemistry Laboratory -- The laboratory course introduces general protein biochemistry experiments including protein purification, enzyme kinetics, fluorescence, chromatography, electrophoresis and spectrophotometry. Laboratory, one 5-hour session per week; discussion session, 1 hour per week (42 lab hours). This course may be taken during the first half of the spring semester or during the second half of the spring semester. Prerequisite: Chemistry 311.

One Credit Chase, Hledin, Pikaart Spring Semester

322. Inorganic Chemistry -- A detailed examination of covalent and ionic inorganic substances, Lewis acid-base concepts, thermodynamic aspects, coordination chemistry, chemistry of metals and nonmetals, inorganic aspects of aqueous and nonaqueous solvents. Lecture, 3 hours per week. Prerequisite: Chemistry 221.

Three Credits Anderson, Johnson, Stewart Spring Semester

324. Inorganic Chemistry Laboratory -- Laboratory experiments provide an introduction to modern laboratory techniques used in inorganic chemistry. The work stresses synthetic techniques (including the handling of air-sensitive materials in glove boxes and on vacuum lines), the preparation of novel materials of an inorganic and bioinorganic nature, and the study of their chemical, physical, structural, and kinetic properties by modern instrumental techniques. Laboratory, one 3-hour session per week (42 lab hours). Prerequisite: Chemistry 256; Pre- or Co-requisite: Chemistry 322

One Credit Anderson, Stewart Spring Semester

331. Analytical Chemistry Lecture -- Lecture topics include statistics, sampling, chemical equilibrium, titrimetric procedures, spectroscopy, separations and electrochemistry as well as an introduction to modern analytical instrumentation. Lecture, 3 hours per week; discussion session, 1 hour per week. Prerequisites: Chemistry 126, 128, or 131, 132. Corequisite: Chemistry 332.

Three Credits Seymour Both Semesters

332. Analytical Chemistry Laboratory -- Laboratory experiments apply the total analytical process to real samples, including sample collection, chemical workup, wet chemical and instrumental analysis. Methods of analysis include standard volumetric procedures, UV/VIS spectroscopy, atomic absorption, ion selective electrodes, gas chromatography-mass spectrometry, and HPLC, as well as standard methods from various official agencies. Extensive data analysis using spreadsheets. Laboratory, one 3-hour session per week (42 lab hours). Corequisite: Chemistry 331. Chemistry 331 and 332 must be taken during the same semester.

One Credit Seymour Both Semesters

335. Neurochemistry and Disease-- The biochemistry of the brain and how it influences nervous system function, specifically of motor and cognitive processes, will be studied. The relationship between altered neurochemical activity and disease states will be explored using a case study approach. The laboratory component will introduce several neurochemistry techniques and a novel neurochemistry research project. Lecture, 3 hours per week; laboratory, one 3-hour session per week. Cross-listed with BIOL 335. Prerequisites: Either (1) completion of General Biology I and II (BIOL 105 and 106) or (2) completion of Biochemistry I (CHEM 311) or (3) completion of Introduction to Neuroscience (NSCI 211)

Four credits Chase/Staff Spring Semester, Even Years

343. Physical Chemistry I -- The basic principles of physical chemistry are introduced with applications in the chemical and biological sciences. Underlying principles of thermodynamics, equilibrium, and kinetics are developed and applied to solutions, enzymes, spectroscopy, and

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macromolecules from macroscopic and statistical perspectives. Lecture, 3 hours per week; discussion session, 1 hour per week. Prerequisites: Chemistry 126 or 131, Mathematics 132. Pre- or Co-requisite: Physics 121. Mathematics 231 is strongly recommended.

Three Credits Polik Fall Semester

344. Physical Chemistry II -- The quantum description of matter is investigated by studying basic concepts of quantum mechanics, simple quantum models, atomic orbitals, molecular energy levels, spectroscopy, and chemical bonding. Lecture, 3 hours per week; discussion session, 1 hour per week. Prerequisites: Chemistry 126 or 131, Mathematics 132. Pre- or Co-requisite: Physics 122. Mathematics 231 and 232 are strongly recommended.

Three Credits Krueger Spring Semester

345. Physical Chemistry Laboratory I -- Laboratory experiments provide an introduction to modern laboratory techniques used in physical chemistry. The work stresses thermochemistry, kinetics, transport phenomena, data and error analysis, vacuum techniques, the use of instrumentation, and technical report writing in obtaining, analyzing and presenting accurate data from chemical systems. Laboratory, one 3-hour session per week (42 lab hours). Pre- or Co-requisite: Chemistry 343.

One Credit Krueger Fall Semester

346. Physical Chemistry Laboratory II -- Molecular structure and dynamics of chemical systems are studied using Fourier transform infrared and ultra-violet spectroscopy. Spectral interpretation in terms of basic quantum mechanical models is emphasized. Laboratory, one 3-hour session per week (42 lab hours). Pre- or Co-requisite: Chemistry 344.

One Credit Polik Spring Semester

347. Chemical Modeling Laboratory -- Computer modeling exercises provide an introduction to mathematical models used in physical chemistry. The work stresses the development and application of mathematical models to understand and make predictions about the physical properties of chemical systems. Computer laboratory, one 3-hour session per week (42 lab hours). Pre- or Co-requisite: Chemistry 344.

One Credit Staff Spring Semester, Odd Years

348. Advanced Spectroscopy Laboratory -- Modern nuclear magnetic resonance and laser spectroscopy methods are studied. The quantum mechanical and kinetic theory behind the operation of these instruments is studied, and the acquisition of technical proficiency in their use is emphasized. Laboratory, one 3-hour session per week (42 lab hours). Pre- or Co-requisite: Chemistry 344.

One Credit Staff Spring Semester, Even Years

395. Special Topics in Chemistry -- This course may be a lecture or laboratory on a topic in chemistry related to special interests of the faculty or to significant current developments in the field. The content of this course will build in a significant way on concepts *introduced in the core courses required for the B.S. degree.*

One to Three Credits Staff Both Semesters

421. Structure, Dynamics and Synthesis I -- This course provides important coverage of chemical synthesis by building on prior knowledge to critically explore more complex concepts. The course is designed for students who intend to become professional chemists at the B.S. level or who plan on attending graduate school for an advanced degree. Topics include organometallic chemistry, advanced organic synthesis and mechanisms, and selected topics in advanced inorganic chemistry. Lecture, 3 hours per week. Prerequisite: Chemistry 231. Highly recommended: Chemistry 343.

Three Credits Johnson Spring Semester, Even Years

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422. Structure, Dynamics, and Synthesis II -- This course provides important coverage of chemical theory and computation by building on prior knowledge to critically explore more complex concepts. The course is designed for students who intend to become professional chemists at the B.S. level or who plan on attending graduate school for an advanced degree. Topics include molecular symmetry and group theory, computational chemistry, and molecular orbital theory. Lecture, 3 hours per week. Prerequisite: Chemistry 231. Highly Recommended: Chemistry 322 and Chemistry 344. *Three Credits Stewart Spring Semester, Odd Years*

490. Independent Research in Chemistry -- This course provides chemistry majors an opportunity to do research in a field in which students and faculty have special interests. An appropriate report must be submitted to the department chairperson in order for credit to be awarded. Students should contact faculty or the department chairperson to arrange for research with a faculty member (84 lab hours). *One, Two or Three Credits Staff Both Semesters*

499. Internship in Chemistry -- This program provides chemistry training and skill development for the student. This is usually done off-campus and the student must work under the supervision of a qualified scientist. Written reports appropriate to the internship experience are required. Prerequisite: Consultation with chemistry faculty internship supervisor about the internship process, and completion of the "Permission to Register for An Academic Internship" form and/or the "Academic Internship Registration" form available at www.hope.edu/academic/intern/Contacts.htm *One to Two Credits Staff Both Semesters*

Assisting in Chemistry Laboratory -- Upon the recommendation of the chemistry faculty, a limited number of students who have done meritorious work are invited to serve as laboratory assistants. No credit or honor points will be given toward graduation, but a stipend is offered.

Chemistry Seminar -- A weekly series of seminars given by guest lecturers from academic institutions, industry, and government. Lecture topics include research activities and current special topics in all areas of chemistry. The guest lecturers are also available for discussions concerning graduate education as well as career opportunities for chemistry majors. No credit or honor points will be given toward graduation.

Teaching of Science -- See Education 331 (page 108).

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Faculty: Ms. Anderson, Chairperson; Ms. DeWitt-Brinks, Mr. Dibble, Ms. Doshi, Mr. Fortner, Mr. Han, Mr. Herrick, Ms. Jahng, Ms. Johnson, Ms. Johnston, Mr. Korf, Mr. Pocock, Ms. Quist.

Communication studies is one of the fastest growing majors on campus. The Hope College Department of Communication has been recognized by the National Communication Association for its outstanding curriculum and was twice named a "Program of Excellence" by the Central States Communication Association for its curricular program. The curriculum integrates theory and practice and is used as a model by colleges and universities nationwide. Following an extensive external review in 2007, the reviewers commented, "The department has an outstanding faculty, each member of which holds the appropriate terminal degree from a first-class research university. The quality of the faculty is superior when compared to faculty at most small, liberal arts colleges." The Department of Communication is housed in the new, state-of-the-art Martha Miller Center for Global Communication, where students have the opportunity to use video production, journalism, speech and research facilities.

Communication knowledge and skills are essential for personal success and for full participation in a complex and rapidly changing democratic society. Communication competence incorporates a number of learning goals often identified as important by employers and graduate schools. These goals include:

- interacting easily and productively with others;
- thinking critically and solving problems;
- communicating ideas clearly and effectively;
- balancing conflicting viewpoints;
- interpreting quantitative and qualitative data
- working for social justice and change.

Historically, communication theory and practice have been central to education in the liberal arts tradition. In keeping with this tradition, the Department of Communication offers a curriculum designed to enhance understanding of the communication process and refine communication skills. Courses focus on major perspectives for studying communication and on applying communication knowledge to various contexts, including interpersonal relationships, small group interaction, face-to-face persuasive presentations, and print and electronic mass media. Students also have extra-curricular opportunities to work with the *Anchor* (student newspaper), WTHS (student radio) and television programs.

Communication majors at Hope often link their academic programs with other disciplines as they prepare for careers in business, ministry, theatre, law and teaching. Professional plans in journalism, broadcasting, public relations, human resource development, film, corporate communication, public speaking, ministry, advertising, global communication, and government often stem from opportunities provided to communication majors. The nationally-recognized Hope communication curriculum also provides a strong and well-regarded foundation for students planning further study in communication at major graduate institutions.

SOCIAL SCIENCE REQUIREMENT

Communication 101 (The Communication Process) satisfies the Social Science I general education requirement. This course focuses on communication competence – the ability to communicate effectively in relationships and to critically analyze media messages.

Communication 151 (Introduction to Mass Media) satisfies the Social Science II general education requirement. This course is an introduction to the different types of media and the impact of media on society.

COMMUNICATION MAJOR -- The communication major curriculum is designed to provide a

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balanced education emphasizing theoretic understanding and skill development across all significant communication contexts. A student typically enters the program through any one of four introductory courses (101, 140, 151, 160). It is assumed that majors will progress through the course offerings chronologically, from 100-level to 300- and 400-level courses.

A Bachelor of Arts degree with a communication major may be obtained by completing **42 credits** in the Department of Communication according to the following criteria:

Credits required:

100 level: 14 credits

- COMM 101 - Introduction to the Communication Process (4 credits)
- COMM 140 - Public Presentations (4 credits)
- COMM 151 - Introduction to Mass Media (2 credits)
- COMM 160 - Analytic Skills in Communication (4 credits)

200 level: 12 credits with COMM 260 and COMM 280 required

- COMM 210 - Interpersonal Communication (4 credits)
- COMM 220 - Task Group Leadership (4 credits)
- COMM 231 - Communication and Conflict (4 credits)
- COMM 240 – Intergroup Dialogue (4 credits)
- COMM 251 – Multimedia Storytelling (4 credits)
- COMM 255 - Writing for Media (4 credits)
- COMM 257 - Communication for Public Relations (2 credits)*
- COMM 260 - Rhetoric and Public Culture (4 credits)
- COMM 280 - Research Methods (4 credits)
- COMM 290 - Independent Media Project (1-2 credits)*
- COMM 295-Topics in Media Production (e.g., Web design, video advertising, graphics)

*Does not fulfill 200-level major requirement.

300 level: 12 credits with COMM 399 or study abroad required

- COMM 320 - Family Communication
- COMM 330 - Organizational Communication (4 credits)
- COMM 335 - Leadership Skills and Perspectives
- COMM 340 – Intergroup Dialogue Facilitation Practicum (4 credits)
- COMM 352 - Media Production II (4 credits)
- COMM 356 - Advanced Magazine Writing & Production (4 credits)
- COMM 357 - Documentary Theory and Practice (4 credits)
- COMM 360 - The Art and Science of Persuasion (4 credits)
- COMM 371 - Intercultural Communication: Communicating Across Differences (4 credits)
- COMM 372 Gender Communication (4 credits)
- COMM 390 - Independent Study (1-4 credits)
- COMM 395 - Topics in Communication (e.g., Political Communication, Reality TV, Film Criticism) (4 credits)
- COMM 399 - Communication Internship (4 credits)

400 level: 4 credits with COMM 451 or COMM 460 or COMM 463 or COMM 470 required

- COMM 451 - Media Theory (4 credits)
- COMM 460 - Communication Theory (4 credits)
- COMM 463 - Rhetorical Theory (4 credits)

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COMM 470 - Cultural Communication Theory (4 credits)

COMM 480 – Communication Honors (4 credits)**

**Does not fulfill 400 – level major requirement.

FRENCH/COMMUNICATION DOUBLE MAJOR: In addition to on-campus courses in French and Communication, students interested in a double major in French/Communication should consider a semester in Paris or Rennes (France). These programs, administered by the Institute for the International Education of Students (IES) in Paris and the Council for International Education Exchange (CIEE) in Paris and Rennes, will prepare students for a variety of fields including journalism, politics, business, the media, teaching at the high school and college levels.

The programs offer the following special features:

- French Immersion Courses at the IES or the CIEE centers in Paris or Rennes
- A course in communication, upon approval by the Department of Communication, to fulfill one of the two 300-level requirements in Communication (Comm. 395)
- French courses at the local universities
- Housing with families as well as independent housing
- Field trips
- Internships

Students interested in this double major should contact a Communication and a French professor early to be advised on the proper sequencing of courses.

COMMUNICATION MINOR -- The communication minor consists of six regularly offered courses in communication:

COMM 140: Public Presentations

COMM 151: Introduction to Mass Communication

COMM 160: Analytic Skills or COMM 101: The Communication Process

Plus three additional courses at the 200, 300, or 400 level (excluding independent studies and internships), with no more than two courses at any one level for a total of at least 22 credits.

Substitutions, waivers and internships are not allowed in the communication minor.

101. The Communication Process -- This course focuses on communication competence. Readings and exercises explore and develop relational communication skills and media literacy. This course also addresses how filters of self, relationships, culture, gender, race, and ethnicity affect communication processes.

Four Credits Anderson, Dibble, Johnson, Johnston, Quist Both Semesters

140. Public Presentations -- This course introduces students to the theory and practice of public speaking. Topics covered include audience analysis, methods of organizing a speech, the types and uses of supporting material, and the effective use of visual aids. Students will learn how to write and deliver effective informative, persuasive and ceremonial speeches.

Four Credits DeWitt-Brinks, Pocock Both Semesters

151. Introduction to Mass Communication -- This course explores the impact of media in society. The format and function of different types of contemporary media will be introduced

Two Credits Doshi, Han, Jahng Both Semesters

160. Analytic Skills in Communication -- This course seeks to develop the analytic skills involved in effective reasoning and communication. In developing these skills, the course introduces students to various types of arguments, the tests to which each is susceptible and the characteristics of a

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reasonable argument: validity, evidence, and linguistic consistency. Analysis of sample arguments is stressed throughout. The course also considers the ethics of advocacy, and the qualities of a reasonable person.
Four Credits Herrick Both Semesters

210. Interpersonal Communication - Interpersonal communication is the study of dyadic interaction and the creation of meaningful relationships. Much of the focus is on close interpersonal relationships, including romantic relationships. Thus, the course introduces students to a range of topics related to communication in relationships, e.g., perception, uncertainty reduction, social exchange, attraction, falling in and out of love, deception, and communication effectiveness. An overarching goal is for students to be able to apply this material so they can better manage their communication within their own personal and professional interpersonal relationships.
Four Credits Dibble, Johnson, Johnston Fall Semester

220. Task Group Leadership -- This course focuses on understanding and developing communication competence in small groups. This involves learning how to function effectively as part of a team, as well as exercising appropriate leadership. Topics include group development, competitive vs. cooperative climates, decision-making and problem-solving, power resources, and conflict management.
Four Credits Anderson Fall Semester

231. Communication and Conflict -- This course adopts a communication perspective to address the theory, research, and practice associated with the issues of conflict and conflict management. Conflict and its related concepts (e.g., power, constructive/destructive conflict behaviors) will be examined on the many levels at which they occur, to include conflict between individuals, groups, organizations, and nations. Conflicts and disputes at any level are always tied to context; thus a broad range of contexts will be examined. Examples include personal friendships, family relationships, business relationships, and political settings.
Four Credits Dibble Spring Semester

240. Intergroup Dialogue -- Intergroup Dialogue involves learning specific communication skills that guide a group in interaction across cultural identity differences (sex, gender, race, religion, ethnicity, social class, sexual identity, etc.). These skills emphasize understanding over persuasion; dialogue can be understood in contrast to the practices of discussion or debate. This means that group members seek to understand each other without evaluating or judging each other; they learn the process of validating each other without necessarily agreeing with or condoning each other's behavior or beliefs. In addition, participants learn how to communicate their own feelings, experiences and beliefs, without imposing their experience on others. They learn to support each other, yet confront and challenge each others' views. In the process of learning the communication skills of dialogue, participants also learn about the historical and structural inequalities, oppression, privilege and power associated with different social identities. The goal of intergroup dialogue is to increase intergroup understanding, effective collaboration and positive relationships.
Four Credits Johnston Fall Semester

251. Multimedia Storytelling -- This course introduces students to digital multimedia production from theoretical, aesthetic, and practical perspectives. The course aims to familiarize students with the basic tools and processes of multimedia production so that they can communicate their ideas creatively and effectively using various forms of media. The course is divided into seminar and workshop components. In the seminars, students will discover different theoretical approaches to

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media representation that inform the practice of media production. In the workshops, students will gain the practical knowledge required for production, including the use of camera, sound recording, lighting, graphics, non-linear editing, and creating video for the web. All students will undertake a series of exercises which demonstrate their understanding, skills, and creativity.

Four Credits Han Both Semesters

255. Writing for Media-- Students taking this course will develop the writing and reporting skills needed to be a successful media professional in our converging media environment. Fundamental skills such as researching, editing, and developing content such as news and features for various media platforms will be covered along with relevant theories. Students will craft and critique news stories, feature stories, podcasts, and slideshows. In addition, students will learn how to use social media such as Twitter for professional purposes.

Four Credits Doshi Both Semesters

257. Communication for Public Relations -- This course provides an introduction to basic communication practices among a variety of organizations in both the public and private sectors. In addition to the study of public relations theories, students will simulate public relations and management situations using practical experiences and case studies.

Two Credits Pocock Spring Semester

260. Rhetoric and Public Culture -- This course explores the rhetorical strategies, argumentative approaches, and definitional techniques embedded in the texts of popular culture. Contrasting current theories of rhetorical analysis and cultural studies with those of the classical period, the course aims to familiarize students with the rhetorical elements in the symbolic world we inhabit, and to sharpen their critical skills as consumers of persuasive messages. The course will also introduce students to some of the basic qualitative research approaches commonly employed in the field of communication studies, including Burkean analysis, culture-centered criticism, and narrative criticism.

Four Credits Herrick, Spielvogel Both Semesters

280. Research Methods -- This course is an introduction to the social science research process used to study human communication. It provides students with the skills to read, understand, and perform basic communication research. Such skills include conducting a review of literature, designing both quantitative and qualitative methods, calculating and interpreting results, and addressing the implications and ethical considerations of research. Prerequisite: Statistics (Math 210).

Four Credits Dibble, Johnson Both Semesters

290. Independent Media Project (does not fulfill major requirement) -- This course provides an opportunity for communication majors to develop media skills by producing a media project under the supervision of a faculty member. Credit for this course is elective and may not be applied to fulfill the requirements of the major. Students are expected to maintain approximately 4 hours of project work per week for each credit granted. Prerequisites: Communication 255 and 356 or Communication 251 and 352, junior standing, submission of departmental Independent Media Project Application, approval of instructor, and final approval of media project proposal by department.

One to Two Credits Both Semesters

295. Topics in Media Production -- This is a technical course focusing on developing skills in media or new media production.

One to Four Credits Occasionally

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320. Family Communication -- We create families through communication: by sharing meanings with others, socializing children, making decisions, handling conflict, and developing family rituals. This course focuses on the various communication processes that shape families, blending academic and personal perspectives. *Four Credits Anderson, Johnston Spring Semester*

330. Organizational Communication -- This course introduces students to the basic concepts of how communication processes work in organizations. The first section of the course focuses on theories of organizations, including classical theory, humanistic theories, systems theory, cultural theories, and critical theories. The second section focuses on the challenges and misunderstandings that face organizations, such as recruitment and socialization of members, conflict management, and superior-subordinate communication.

Four Credits Anderson Spring Semester

335. Leadership Skills and Perspectives -- This course examines the complex and rich process of leadership in two main ways: 1) by studying the main theories of leadership, including traits, skills, styles, situational and transformational leadership, as well as leadership ethics; and 2) by teaching the essential competencies leaders need to be effective, through personal assessment and group projects. This course helps students develop leadership skills, practice critical thinking, engage the local community and integrate their faith with their understanding of leadership. Junior standing or permission of the instructor required. *Four Credits Anderson Fall Semester*

340. Intergroup Dialogue Facilitation Practicum--The Intergroup Dialogue Practicum is the culmination of the Intergroup Dialogue experience for those students seeking to continue their personal growth in the dialogue process and to enhance their dialogue facilitation skills through practical experience leading intergroup dialogue groups. Intergroup Dialogue involves learning specific communication skills that guide a group in interaction across cultural identity differences (sex, gender, race, religion, ethnicity, social class, sexual identity, etc.).

The course materials are designed to deepen understanding of diversity and social justice in society through reading, dialogue, reflection and practical experience as an intergroup dialogue facilitator. We will explore theory and practice of group dynamics, conflict transformation, consensus-building, restorative justice and peace-building. For six weeks of the semester, students will lead an intergroup dialogue 'course' as part of a regularly offered Hope College course, or for an off-campus organization. The class will guide students in their preparation of weekly dialogue facilitation sessions. Through this hands-on experience, students develop facilitation communication skills, as well as deepen their personal understandings of diversity issues and social processes. The intergroup dialogue facilitation skills developed in this course have many applications in life as a means to promote positive social and personal change among families, friends, and work colleagues, and within communities. This course prepares students to create dialogue in interpersonal situations as well as create formalized dialogue-centered workshops or programs.

Four Credits Johnston Spring Semester

352. Media Production II, Advanced Video Production and Editing -- This course helps students become familiar with issues in media literacy and equips them with advanced video and editing techniques for broadcast-quality production. Students should expect to spend at least three hours per week of self-directed production/practice/research time in addition to the designated class meetings. For the final project, each student will produce a digital video project with a Web presentation that can be distributed widely for media education in high schools and universities. Prerequisite: Multimedia Storytelling or permission of instructor.

Four Credits Han Spring Semester

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356. Advanced Magazine Writing and Production -- This course teaches techniques for advanced magazine features writing, design, and production. Students write different types of magazine features articles, such as the news feature, profile, how-to article, and the review. Over the semester, students create an online campus magazine. Students design the magazine's cover and logo; analyze circulation markets; and demonstrate the magazine by writing, designing, and producing an issue by the end of the semester. In addition, the course develops basic media criticism skills. To this end, students evaluate how journalists gather and present information, considering not only how they perform but also how they might improve. Students also examine legal and ethical issues such as plagiarism and libel. *Four Credits Spring Semester*

357. Documentary Theory and Practice-- This course introduces students to documentary from both theoretical and practical perspectives. By combining theoretical approaches with a series of production exercises, the course encourages students to develop a critical understanding of the analytical, creative, and practical dimensions involved in the representation of human conditions through documentary. Students will learn about different modes and genres of documentary storytelling along with the diverse categories of messages documentary films carry. The course will cover the technical and practical aspects of production to enable students to produce their own projects independently. Students will gain confidence in producing a documentary that is compelling in message, artistic as a visual storytelling, and technologically sound. Prerequisites: Multimedia Storytelling or permission of instructor. *Four Credits Han Fall Semester*

360. Persuasion -- In this course you will learn to enhance your skills as a producer of ethical persuasive messages, and also as a critical receiver of persuasive messages. This course provides a comprehensive theoretical and research-based view of persuasion, social influence, and compliance gaining by analyzing how these concepts operate at both an interpersonal and a social level. You will improve your communication competencies related to effective persuasion in written, spoken and visual channels. You will also learn to identify and analyze persuasive messages to improve your ability to scrutinize and resist the influence of persuasion. We will study the process of persuasion in many different contexts, including: health care, films, advertising, family and friend interaction, news media, government rhetoric, social movements, public information campaigns, politics, and advocacy. *Four Credits Dibble, Johnston Spring Semester*

371. Intercultural Communication: Communicating Across Differences -- This course addresses the social construction of inequality, specifically focusing on how communication processes are the means by which race, class, nationality, culture and ethnicity are created, and are also the means by which individuals can resist personal participation in perpetuating systems of inequality. Through encountering multicultural experiences, interviewing people in different social positions, and engaging in exercises and simulations, we will learn to broaden our self-identities and our understanding of others by learning about the experiences, feelings, and views of people in social situations different from our own. Note: this course is cross-listed with Ethnic Studies and with Women's Studies. *Four Credits Doshi, Johnston Fall Semester*

372. Gender Communication-- Gender Communication explores communication differences related to identity, power, and social constructions of gender. The impact of gender on communication in various contexts will be explored, including: media, educational settings, workplace cultures, family, and personal relationships. The purpose of this course is to increase our

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ability to recognize how we construct meanings associated with sex and gender, how culture and social power shape these meanings, and how media and social institutions perpetuate these meanings. In addition, we will explore whether gender affects verbal and non-verbal communication styles and rituals. This course will include an international connection with college/university peers in another culture. The objectives of this international connection are to gain appreciation for the impact of culture and society on gender identity, and to gain understanding of how gender is performed and communicated cross-culturally. *Four Credits Doshi, Johnston, Spring Semester*

390. Independent Study -- An independent study is a program providing advanced students in communication an opportunity to conduct research in a communication area of unique interest. Prerequisites: junior standing, submission of departmental Independent Study Application, approval of instructor, and final approval of research proposal by department.

One to Four Credits Both Semesters

395. Topics in Communication -- A seminar in a special topic of the discipline offered for majors in the department and other interested/qualified students. The course will focus on a particular aspect of the discipline and reflect theory, research and application to the extent expected for the course level and credits assigned. Topics occasionally offered include Film Criticism, New Media, Black Images in Film, Political Communication, or Advanced Research. Students may enroll in more than one topics course to fulfill major requirements.

Four Credits Both Semesters

399. Communication Internship -- Students secure an internship with an organization, agency, or communication media industry to observe, assist, and assume regular duties, or engage in special projects under the supervision of skilled professionals. In addition to academic coursework, students are expected to maintain approximately 3 hours on the job per week for each credit hour earned. Students desiring a Communication Internship must attend a department specific internship workshop prior to submitting a department specific internship application no later than the fall semester of their junior year. Prerequisites: communication major, junior standing, 2.7 overall GPA, approval of internship application, and approval of internship placement by the Career Development Center and the department.

One to Four Credits Johnson Both Semesters

451. Media Theory: Social Scientific Perspective -- This course is designed to familiarize you with the prominent theories of mass communication from a social scientific perspective. We will address the development of media theories from the early stages to the contemporary models involving digital media. Particular emphasis will be placed on the most notable mass media effects theories on human cognition, emotion, and behavior. Upon completion of the course you should have an extensive understanding of how social scientific theories and research can be used to explain the influence of media on individuals and society and how such effects of the mass media are studied empirically.

Four Credits Jahng Fall Semester

460. Communication Theory -- This seminar considers interpretive and social science theories of communication. These theories concern communication, persuasion, relational development, group processes, media affects, and culture and diversity. Prerequisites: Communication 101, 160, 260, and 280

Four Credits Dibble, Johnston Spring Semester

463. Rhetorical Theory -- This course surveys the history of rhetoric, the oldest of several disciplines making up the field of communication. Public persuasive discourse has exerted an unparalleled influence on the western world's direction and development. Philosophers, politicians,

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lawyers, theologians, poets -- all have tried to determine what takes place when one person sets out to persuade another by the use of symbols, and in particular by means of rational aesthetic and emotional appeals. The tradition of their thought on the subject makes up the discipline known as "rhetoric," a discipline dating back more than 2,000 years, and a topic of study currently undergoing an important renaissance. Prerequisites: Communication 101, 160, 260, and 280.

Four Credits Herrick Spring Semester

470. Cultural Communication Theory -- This seminar examines theories of how power is expressed symbolically and embedded in cultural texts. Students will develop skills in the interpretation and analysis of cultural meaning. Prerequisites: Communication 101, 160, 260 and 280.

Four Credits Fall Semester

480. Communication Honors Course -- The Communication Honors Course is designed to give advanced students an opportunity to explore an area of communication studies in more depth, to gain research experience, and to explore and prepare for possible graduate study. The Honors Course provides an opportunity to engage in a discussion seminar with a small group of students to address a particular communication topic in depth. The Honors Course topic will change each fall. Honors students, as part of this course, will develop an individual research project and submit an abstract of their project to the National Conference for Undergraduate Research or similar undergraduate research venue. Prerequisites: Declared communication major; Comm 160, Comm 260, Junior or Senior status as of fall semester for which you are applying; Major GPA of 3.5 or above; Submission of application by deadline. Note: This course does not fulfill the 400-level major requirement

Four Credits Fall Semester

COMPUTER SCIENCE

Faculty: Mr. McFall, Chairperson, Mr. Cusack, Mr. DeJongh, Mr. Dershem, Mr. Jipping.

Computer science is a dynamically growing discipline. In recognition of this fact, the Department of Computer Science is committed to providing students with a program that includes the basic fundamentals of the field and allows students the flexibility to pursue in depth many of the diverse areas into which computer science is expanding. This is accomplished by providing both instruction in the theoretical principles and experience with a diverse collection of modern hardware and software technologies. The faculty and students of the department cooperatively carry out research in the areas of web technologies, bioinformatics, networking, educational technology, volunteer computer games, combinatorial algorithms, and mobile computing.

COMPUTER RESOURCES

The computing facilities at Hope College give the student an opportunity to obtain a rich variety of experiences. The Department of Computer Science supports a laboratory with a network of 34 workstations, which facilitate work with Microsoft Windows and Linux. These systems provide a window-based user interface, high-resolution graphics, a parallel processing environment, and high-speed computation. They are located in a general student laboratory, a research laboratory, and a unique laboratory-classroom combination. This laboratory-classroom contains 25 Tablet PCs and is used for all computer science classes to incorporate hands-on laboratory experiences. In addition, the departmental facilities provide access to many other types of computing: tablet PCs, handheld computers, and mobile phones. The departmental network is also accessible from residence halls via direct network connection and throughout campus via wireless access. Many personal computers are available for use by students and faculty, and are located throughout the campus in dorms and labs.

THE COMPUTER SCIENCE MAJOR

The department offers major programs that emphasize problem solving and communication skills and allow students the flexibility to design programs suitable for their interests and goals. Each student's major program, designed by the student and a departmental advisor, includes a core of computer science courses, a strong component of courses in some field to which computer science can be applied and a senior project seminar involving research or software development under the supervision of a member of the Hope College faculty. By following an appropriate major program, students may prepare themselves for graduate study in computer science or computer science careers involving applications programming, systems programming, systems and network analysis, computer graphics, web technology, bioinformatics, mobile computing, teaching, or software engineering.

COMPUTER SCIENCE MAJOR REQUIREMENTS

The 300-level courses are divided into three different groups: Computing Foundations (361, 385), Applications (321, 342, 392) and Systems (354, 376). In order to ensure a breadth of student experience, both the A.B. and B.S. degrees require courses taken from multiple groups.

The requirement for an A.B. degree in computer science is a plan of study approved by the department that includes at least 34 credits in computer science courses, not including 140. These 34 credits must include Computer Science 112 or equivalent, 225, 235, 245, 255, 265, and 481, and must include at least 8 credits of 300-level courses. At least one 300-level course must be taken from **two** of the three groups listed above.

The requirement for the B.S. degree in computer science is a plan of study approved by the department that includes at least 40 credits in computer science courses, not including 140. These 40 credits must include Computer Science 112 or equivalent, 225, 235, 245, 255, 265, 470, and

COMPUTER SCIENCE

481, and must include at least 12 credits of 300-level courses. At least one 300-level course must be taken from **each** of the three groups listed above. Mathematics 131, 132, and one 3-credit or 4-credit Mathematics course for which 132 is a prerequisite are required in addition to the 40-credit computer science requirement. A total of 60 credits in the natural sciences must be completed. Mathematics and computer science courses count toward this 60-credit requirement.

COMPUTER SCIENCE MINOR

A minor in computer science consists of a minimum of 20 credits in computer science, including Computer Science 112, 225 and at least 10 credits from courses numbered higher than 225. Computer Science 140 does not count towards a Computer Science minor.

COMPUTER ENGINEERING

Please consult the Department of Engineering about the Computer Engineering Emphasis.

PREREQUISITE POLICY

Many courses in the department have prerequisites listed. A grade of C- or better is required in such courses for the prerequisite to be fulfilled. If a grade below C- has been received, the course requiring the prerequisite may not be taken without the written permission of the instructor and the chairperson of the department.

112. Exploring Computer Science -- This course explores the discipline of computer science by looking at computer science at many levels, from how the computer represents information digitally to how programs are constructed to take advantage of the capabilities of the machine. Students will be introduced to a variety of topics within the field of computer science, including data representation, computer architecture, operating systems and networks.

Two credits Staff Fall Semester

140. Business Computing -- This course introduces students to the computing skills needed in the completion of the Management and Accounting majors at Hope College and to become a successful computer user in a business career. Students learn the fundamentals of operating systems, spreadsheet processing in Microsoft Excel, and querying relational databases using Microsoft Access. This course may not be counted toward a computer science major or minor.

Four Credits Staff Both Semesters

160. Scientific Computer Programming -- An introduction to computers, programming, and methods of scientific problem solving and data reduction. Numerical methods tuned to scientific needs will be introduced. Features of operating systems and file management will be included. Co-requisite: Mathematics 131. Students who have received credit for CSCI 235 may not enroll in CSCI 160 without permission of the department chairperson. *Three Credits Staff Spring Semester*

225. Software Design and Implementation -- An introduction to the techniques and practices of software design and implementation, including top-down design, object-oriented principles, advanced programming concepts, and the use of software development tools. Students will gain substantial experience with the Java programming language. *Four Credits Staff Both Semesters*

235. Data Structures and Software Design -- An introduction to the fundamental data structures of computer science, the design methodologies of software and the basic algorithms for these. Data structures such as stacks, queues, binary trees and priority queues will be included. Software

COMPUTER SCIENCE

design and development methods such as object oriented design, design patterns and basic algorithm analysis will also be covered. Projects utilizing these data structures and design methods will be completed. Emphasis will be placed on the partnership between algorithms and data structures. Prerequisite: CSCI 225. *Four Credits Staff Spring Semester*

245. Programming Language Paradigms -- This course provides an introduction to several different programming language paradigms and their approaches to problem solving. This will include a system level language utilizing memory allocation and pointers, a scripting language, a functional language and a declarative language. Students will develop programs in these languages. Prerequisite: CSCI 225. *Two Credits Staff Fall Semester*

255. Introduction to Algorithms & Discrete Structures -- An introduction to the design and analysis of algorithms along with some of the discrete mathematical structures that are fundamental to the field of Computer Science. This course builds on the data structures topics from CSCI 235 by exploring efficient ways of using them to solve problems. Algorithm analysis topics include best, worst, and average case analysis of iterative and recursive algorithms; asymptotic notation; and solving recurrence relations. Algorithm design techniques include brute force, greedy, divide-and-conquer, dynamic programming, and space/time tradeoff. Discrete structures topics include propositional logic, proof techniques (especially induction), sets, matrices, sequences and summations, and basic combinatorics. Prerequisites: CSCI 235. *Four Credits Staff Fall Semester*

265. Introduction to Computer Organization and Architecture -- This course provides an introduction to the organization of computer hardware and the architecture of a computer's various hardware components. The course will examine hardware from the bottom up, examining gates, circuits, memory and arithmetic/logic unit organization and microprocessor architecture. The course covers the Boolean algebra needed for digital logic design. It also covers assembly language programming. Prerequisites: CSCI 225. *Four Credits Jipping Spring Semester*

295. Studies in Computer Science -- A course offered in response to student interest and need. Deals with topics in computer science that are not included in regular courses. *One, Two, Three, or Four Credits Staff*

321. Applications Programming -- A course in state-of-the-art programming practices. This will include a study of design patterns, and current development tools and techniques. Students work together in teams to design, implement and test substantial applications. Best practices in the development process will be emphasized. Prerequisite: CSCI 112 or equivalent and 235. Offered even years. *Four Credits Staff Fall Semester*

342. Computer Graphics -- An introduction to the concepts, techniques, algorithms, and data structures used in 2D and 3D computer graphics and image processing. Topics include transformations, clipping, windowing, perspective, hidden lines and surfaces, color, shading, and ray tracing. Prerequisite: CSCI 112 or equivalent and 235. Offered even years. *Four Credits Staff Fall Semester*

354. Operating Systems -- This course provides an overview of operating systems, including operating system functions and support functions for operating systems. Students will gain hands-on experience with the Unix operating system. Prerequisite: CSCI 112 and 235 or equivalent, 245 Co-requisite: CSCI 265. Offered even years. *Four Credits Staff Spring Semester*

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361. Programming Language Design & Implementation -- This course provides a study of design and implementation considerations for imperative, object-oriented, functional and declarative programming languages. Students will learn these concepts through hands-on projects building interpreters and compilers for representative languages. Topics include representation of objects and classes, implementation of variable bindings and function calls, lazy evaluation and pattern matching of arguments, and query evaluation. Prerequisites: Computer Science 112 or equivalent, 235, 245. Offered even years.
Four Credits DeJongh Spring Semester

376. Computer Networking -- This course provides a study of computer networking architecture and protocols, using the TCP/IP protocol suite as our primary example. We will study application-level protocols such as electronic mail, remote login, and file transfer. We will learn about network management and interconnecting heterogeneous networks. We will study different types of transmission media and media access protocols. Students will gain experience writing client-server applications and network analysis programs. Prerequisites: CSCI 112 or equivalent, 235 and 245. Offered odd years.
Four Credits Jipping Spring Semester

385. Advanced Data Structures and Algorithms -- Study of classical algorithms of computer science, techniques for algorithm design, and analysis of algorithms. Topics include search tree construction, tree balancing techniques, algorithms from graph theory and computational geometry, string matching algorithms, skip lists and hash tables, and techniques for parallel algorithms. Prerequisites: CSCI 112 or equivalent, CSCI 255. Co-requisite: CSCI 245. Offered odd years.
Four Credits Cusack Fall Semester

392. Database Systems -- This course examines database architecture by examining application design and looking at external, conceptual, and internal levels of databases. We also study the use of database software tools. Topics include the development of queries through query languages; the design of forms and reports; the design and layout of a database; the design and implementation of front-ends; the relational model; protection issues including recovery, concurrency, security, and integrity; distributed database concepts; optimization strategies; storage structures and access methods; and object-oriented databases. Prerequisite: CSCI 112 or equivalent, and 235. Offered odd years.
Four Credits McFall Fall Semester

470. Languages and Machines -- This course examines the theoretical foundations of computer science. It studies the relationship between finite-state machines and various language models. Computability theory is also studied. Prerequisite: CSCI 112 or equivalent and 255.
Offered Odd Years. Two Credits Staff Spring Semester

481. Senior Project Seminar -- Each student will complete a major software or research project, either individually or as a part of a team. Ethical aspects of computer science will be discussed. This course is required of all computer science majors. Prerequisites: CSCI 112 or equivalent and 235 and senior standing.
Two Credits Staff Fall Semester

490. Independent Study and Research in Computer Science -- Independent study or research project carried out in some area of advanced computer science or in the application of the computer to another discipline. This project will be carried out under the supervision of one or more designated staff members. Prerequisite: permission of the chairperson of the department.
One, Two, Three, or Four Credits Staff

COMPUTER SCIENCE

491. Internship in Computer Science -- This program offers the student an opportunity to work on a project or an experience approved by the department as being of significance in computer science. This is usually done off campus and the student will have a qualified supervisor at the site of this experience in addition to a faculty advisor. This course is normally open only to senior computer science majors. Prerequisite: permission of the chairperson of the department or the director of internships. *One, Two, Three, or Four Credits Staff*

495. Advanced Studies in Computer Science -- A course designated for junior and senior computer science majors which covers an advanced topic in computer science. Recent offerings have been web technologies, Java technologies, human-computer interface and computer security. This course may be repeated for additional credit with a different topic. Prerequisite: permission of the instructor of the course. *One, Two, Three, or Four Credits Staff*

DANCE

Faculty: Ms. Graham, Chairperson; Mr. Farmer, Ms. Flinn, Ms. Frazier, Mr. Iannacone, Ms. Powell, Ms. Yetzke.

Assisting Faculty: Mr. Alberg, Ms. Alberg, Ms. Booker, Ms. DeBruyn, Professor Emeritus; Ms. Kiekover, Ms. Veenstra and Guest Faculty.

The Department of Dance is accredited by the National Association of Schools of Dance.

Mission: The dance department provides opportunities for the student to develop artistically, intellectually, physically, and spiritually. This is accomplished through the art of dance, and in adherence to the college's religious and liberal arts philosophies.

Hope's diverse resident and guest faculty, five studios and performance facilities, performance and teaching opportunities and curriculum, divided among modern, contemporary, ballet, jazz, and tap technique and dance theory, contribute to the department's goal of developing well-rounded dancers who are prepared for careers in dance performance, production, education, therapy, medicine, and engineering.

Graduates of the program are currently:

- Dance teachers at colleges and universities
- Dance teachers in public schools K-12 with Michigan State Certification
- Dance teachers in private school programs or studios
- Professional dancers in major metropolitan centers, nationally and internationally
- Students in professional company schools in major metropolitan dance centers
- Managers, founders and artistic directors of dance companies
- Directors of dance for recreational and fitness centers
- Physicians
- Dance therapists
- Dance historians
- Arts media technology
- Pursuing graduate studies
- Arts administrators

Freshmen considering a dance major will meet with the department chair or a dance faculty member early in the academic year in order to plan their curriculum. All freshmen considering a dance major are encouraged to complete as many of the general education requirements as possible during their freshmen year.

Please note that all technique courses may be repeated 2 times for credit.

Students participating in a club or company must simultaneously participate in at least one technique course.

GENERAL EDUCATION COURSES: The following general education course is recommended for all dance students:

- Students taking technique classes for Arts II requirement must take two one-credit classes. They do not have to be in the same dance form.

DANCE MAJORS:

DANCE PERFORMANCE/CHOREOGRAPHY is a 57-credit major in dance. This major requires specialized instruction in dance forms that range from modern/contemporary dance, jazz, tap, and ballet, to sacred dance. The concentration prepares student for professional careers in dance or graduate school.

Required Theory (36.5 credits): Anatomical Kinesiology (221), Introduction to Dance Production I (226), Introduction to Dance Production II (227), Improvisation I (300), Dance Repertory (301), Composition I (305), Creative Dance for Children (310), Dance History Survey (316), 20th Century

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Dance History and Criticism (320), Accompaniment for Dance (330), Dance/Movement Therapy I (360), Laban Movement Analysis and Motif (370), Skills & Prep for Dance Careers (460), Composition II (480).

Performance Technique (21 credits): Students must take a minimum of 2 credits in each dance form (ballet, modern, jazz, tap) plus Historical Social Dance. More credits must be completed to achieve the 21-credit graduation minimum. Movement Fundamentals is highly recommended.

TEACHER CERTIFICATION:

In partnership with the Hope College Department of Education, the Department of Dance offers a secondary track teaching major with a K-12 endorsement in dance through the State of Michigan. A dance minor is also offered in the elementary (grades K-8) and secondary (grades 6-12) programs. Secondary certification through Hope College mandates two areas of endorsement. Thus dance education majors must also choose a teaching minor (other than dance) in order to meet requirements in Hope's teaching education program.

DANCE EDUCATION MAJOR (K-12) is 36-credit major in dance, plus four credits in education course work for meeting the requirements for teacher certification. Dance education/certification prepares students to teach dance performance and improvisation and to explore creative and critical thinking skills with students in kindergarten through 12th grade.

Required Theory (20 credits): Anatomical Kinesiology (221), Improvisation I (300), Composition I (305), Dance History Survey (316), 20th Century Dance History and Criticism (320), Accompaniment for Dance (330), *plus Dance Principles & Methods: Creative Dance for Children (310), Teaching of Dance (315) and Introduction to Dance Production I (226).

Performance Technique (16 credits): Student must take a minimum of one course in each dance form, at appropriate levels, for a total of 16 credits plus Folk, Social and Swing, and Movement Fundamentals are both required.

ELEMENTARY DANCE CERTIFICATION MINOR (K-8) The elementary dance education minor consists of a minimum of 21 credits divided between technique and theory. For course work requirements, please see the Department of Education website www.hope.edu/academic/education/requirements.

SECONDARY DANCE CERTIFICATION MINOR (6-12) The secondary dance education minor consists of a minimum of 25.5 credits divided between technique and theory. For coursework requirements, please see the Department of Education website www.hope.edu/academic/education/requirements.

Students majoring in dance education must contact both the Department of Education and the Department of Dance for advising.

DUAL MAJORS:

Dual majors are available in multiple combinations. Provisions are made through the registrar and the Department of Dance chairperson. The following dual majors are frequently selected:

Dance and a Social Science major.

Example: Dance / Psychology: a preparatory program for graduate school and a career in Dance/Movement Therapy. It consists of a 47.5 credit dance major and the required Psychology course of study. Dance movement therapists work in a variety of therapeutic educational and clinical settings, assisting individual in their emotional, psychological and physical development and well-being.

Dance and a Natural Science major.

Example: Dance / Biology or Chemistry: a preparatory program for graduate or medical school and a career in dance medicine. It consists of a 44.5 credit dance major and fulfillment of the pre-medicine requirement. Students specialize in orthopedic or neurological medicine or physical therapy.

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Example: Dance / Engineering or Physics: a preparatory program for graduate school and a career in dance science. It consists of a 45.5 credit dance major and the required Engineering course of study. In graduate school, students can further analyze movement, learning about the biomechanical and physiological aspects of movement. Careers may focus on injury prevention, care and rehabilitation or technology and dance.

Dance and a Humanities major.

Example: Dance / English or History: a preparatory program for graduate school and/or careers in dance criticism, history, cultural studies or writing. It consists of a 47.5 credit dance major and the required English/History course of study. Students may continue their education or pursue a dance related career writing for a dance or art magazine or other media.

Dance and a Language major.

Example: Dance and French: a preparatory program for graduate school or numerous fields including dance choreography, criticism, history, cultural studies or working with international companies. It consists of a 47.5 credit dance major and fulfillment of French major requirements.

Students who want to pursue a dual major in dance plus one of the above areas of study should meet with the Dance department chairperson and obtain a dance department handbook from the department office or online at www.hope.edu/academic/dance.

Adjudication by resident faculty in the fall of the junior and an exit interview senior years is required for all students majoring in dance. At this time the department will assess the student's academic, creative, and technical ability in the areas of performance, choreography, and pedagogy. Students will be advised as to their potential success as dance majors; faculty will counsel dancers regarding their strengths, weaknesses, and future career opportunities. Additional information concerning the assessment is available from the department chairperson.

All students who have been accepted into the major program are required to participate in two annual dance concerts, and perform in or produce at least two choreographed pieces for the student concerts. Serving as a teaching assistant for a Technique I class as a junior or senior and participation in one musical theatre production are recommended.

DANCE MINOR: The dance minor consists of a minimum of 23.5 credits divided between technique and theory. For course work requirements, please see the Dance Department Student Handbook or go to the Department of Dance website www.hope.edu/academic/dance/handbook.

Required Technique Courses: Modern I and II (120/122,125,127), Jazz I and II (140/142, 145/147), Ballet Novice, Ballet I (160/162), Folk, Social and Swing (110), and Historical Social Dance (114), Tap I (150/152).

Required Theory Courses: Drumming (202), Anatomical Kinesiology (221), Improvisation I (300), Composition I (305), Teaching of Dance (315) -- for teacher certification only, and Dance History Survey (316).

Recommended Theory Courses: Introduction to Dance Production I or II (226 or 227), Dance Repertory (301), Creative Dance for Children (310), and Improvisation II (412). The minimum expectation is that the dance minor will participate in college dance activities for at least two semesters, including auditions for performances.

COURSE OFFERINGS

102. Modern Novice -- An introduction for the student with no dance experience to body movement through dance principles and techniques designed to teach an understanding of rhythm, release, and presentation of basic movement problems. The student will have the opportunity to kinesthetically and intellectually learn through experience. *One Credit Powell Both Semesters*

104. Jazz Novice-- Introduces the student with no previous experience in dance to the basic elements of jazz dance. Basic principles of jazz movement, fundamental technique, rhythm, style, and performance, along with some history of jazz dance and music will be explored through a

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conditioning warm-up, across the floor techniques and center combinations. Movement and music styles may include rudimentary Classical, Swing/Musical Theater, Latin, Disco and Contemporary.

One Credit Flinn Both

Semesters

105. Tap Novice-- Introduces the student with no previous experience in dance to the technical fundamentals of tap dance through a physical, systematic, rhythmically centered study. Participants will have the opportunity to develop a basic mastery of the elements of tap and explore the defining concepts of the dance form, kinesthetically and intellectually learning through experience.

One Credit Frazier Both Semesters

110. Folk, Social, and Swing Dance -- An introduction to folk, social, and swing dance techniques. Special emphasis will be placed on the cultural aspects of the development of these types of dance.

One Credit Booker Both Semesters

114. Historical Social Dance -- Research, reconstruction and execution of representative social dances from historical periods to present time. No prerequisites.

Two Credits Graham Fall Semester

116. Hip Hop -- Introduces the student on the history of Hip-Hop, terminology, movement and rhythm.

One Credit Frazier Both Semesters

120. Modern Dance I -- Education in body movement through dance techniques designed to teach an understanding of rhythm and relaxation and a presentation of basic movement problems.

One Credit Yetzke Both Semesters

122. Modern Dance II -- A continuation of Modern I designed for the student with at least one semester of modern. Purpose of this course is to develop additional technique and basic principles.

One Credit Guest Both Semesters

125. Modern Dance III -- A continuation of beginning modern dance including improvisation to stimulate the imagination and allow for individual exploration of movement expression. Course may be repeated for credit.

One Credit Guest Both Semesters

127. Modern Dance IV -- A continuation of Modern III, emphasis is placed on technique and repertory. Course may be repeated for credit.

One Credit Guest Both Semesters

140. Jazz I -- A study of jazz techniques, free style movement, floor and barre work, and combinations designed for the student with no training in jazz. The purpose of this course is to introduce the beginning student to a wide range of movement and provide a creative means of expression for theatre dance.

One Credit Yetzke Both Semesters

142. Jazz II -- A continuation of Jazz I; designed for the student with at least one semester of jazz. The purpose of this course is to develop understanding of basic principles and technique, and introduce the student to dynamics, styles, and combinations.

One Credit Farmer Both Semesters

145. Jazz III -- A continuation of Jazz II; designed to prepare the student for dance composition and improvisation, with emphasis on improvement of technique, style, and performance.

One Credit Farmer, Guest Both Semesters

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147. Jazz IV-- A continuation of Jazz III; intermediate-advanced level; designed to further develop the student for dance composition and improvisation. Emphasis is placed on technique and the importance of rhythms, dynamics, spatial awareness and projection as means of creating variety in dance. *One Credit Guest Both Semesters*

150. Tap I -- A traditional, basic study of the elements of tap dance designed for the beginning tap dancer. Emphasis is placed on developing the music of the feet through a technically focused, rhythm centered, body aware study. Students will develop a basic mastery of its elements and explore the defining concepts of this dance form. *One Credit Frazier Both Semesters*

152. Tap II -- A continuation of Tap I designed for the experienced tap dancer. It builds upon the technical fundamentals of tap dance through a systematic, rhythmically complex study. Students will develop an expanded mastery of its elements and application of its concepts. Students will explore and learn to apply the rudiments of shading. *One Credit Frazier Both Semesters*

155. Tap III -- This course is designed for the advanced tap dancer. It requires solid technical fundamentals, introduces advanced steps, and emphasizes the stylistic presentation of rhythmically complex phrases. Students begin exploring improvisation to create dynamic phrases based upon their mastery of the elements and concepts of tap. *One Credit Frazier Both Semesters*

157. Tap IV -- A continuation of Tap III, this course requires solid technical fundamentals and a functional advanced step vocabulary. It emphasizes improvisation in addition to the stylistic presentation of rhythmically complex phrases. Students explore compositional principles and create dynamic phrases based upon their mastery of the elements and concepts of tap. *One Credit Frazier Spring Semester*

160. Ballet Novice -- This course is an introduction to and appreciation of ballet vocabulary and its principles of movement. In this course the student will be introduced to and physically experience fundamentals of human movement as they apply to ballet technique. Ballet terminology and history will also be introduced. Designed for the student with no previous experience in any dance form. *One Credit Yetzke Both Semesters*

162. Ballet I -- This course is designed for the student with at least one semester of ballet. The purpose of this course is to continue the development of an understanding of ballet technique and principles. The student will be expected to develop an understanding of ballet technique and theory, focusing on correct placement and fundamental technique. *One Credit Graham Both Semesters*

163. Ballet II -- A continuation of Ballet I, this course is designed for the serious dance student with a minimum of two semesters of ballet. The course develops a deeper kinesthetic understanding of ballet fundamentals and sharpens physical presentation of technique. *One Credit Powell Both Semesters*

165. Ballet III -- This course is designed to continue the process of enlarging and strengthening some areas of ballet technique beyond the novice levels. Emphasis is placed on accurate and consistent execution of technical skills, efficient use of energy, and expressive performance in the context of a contemporary application of the balletic forms. *One Credit Powell Both Semesters*

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167. Ballet IV, Pointe -- This course is designed to further develop ballet performance skills. Pointe work is introduced; a basic understanding of the physics behind pointe will be integrated into course studies, with emphasis placed on a demonstrated understanding of pointe principles. Honing fundamentals of technique through a physical understanding of rhythm, dynamics, spatial awareness, ensemble, and projection will be explored as a means to create variety in ballet performance.
One Credit Powell Both Semesters

170. Movement Fundamentals -- This course emphasized the “how and why” of movement to improve technique and training methods. Through learned movement sequences and improvisation, student will begin to recognize individual structural challenges and detrimental habits that are challenging their progression and start moving to their full potential. Classwork will be both exploratory and analytical. Through moving, observing and writing, students will develop a fuller, richer movement life and better understanding of human anatomy.
One Credit Yetzke Both Semesters

195. Studies in Dance -- Technique and/or Theory -- *One to Two Credits*

202. Drumming -- “Drumming, Percussion and Rhythm for Dance” will familiarize dance students with rhythmic patterns found in various cultures throughout the world. This course provides hands on experience with percussion instruments and drums. The student will learn musical terminology and develop their ability to communicate rhythmic ideas verbally, through notation and through performance.
One-Half Credit Van Lente Spring Semester

221. Anatomical Kinesiology -- The muscle-skeletal system and its action, with special reference to the fields of dance and kinesiology, are studied in detail.
Three Credits Kiekoover Fall Semester

226. Introduction to Dance Production I -- This course is designed to provide the student with an introduction to the technology, practices, and aesthetics of lighting and sound technologies for dance. The student will develop appropriate production vocabulary, plus gain a basic understanding of production elements and the production process. The student will develop a basic knowledge of production equipment and technology for lighting and sound, and improve his/her appreciation for the skills and requirements necessary for successful production. Some attention will be given to video for dance as possible.
Three Credits Mr. Alberg Fall Semester

227. Introduction to Dance Production II -- This course is designed to provide a basic introduction to three areas of production: costumes, stage management and make-up. The student will be introduced to the technology, vocabulary, practices and aesthetics of costume design for dance. In addition, the course will explore the role of the stage manager and house manager as part of the production process. Basic stage make-up for dance will be addressed. The individual will work within a producing group to gain basic theoretical and practical experience.
Three Credits Ms. Alberg Spring Semester, Even Years

295. Studies in Dance -- Technique and/or theory.

300. Improvisation I -- This course is concerned with the development of the ability to create movement spontaneously. The goal for the student will be the use of improvisation as a tool for developing sensitivity and a means of discovering the body's natural movement style, as a

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prelude to Dance Composition. This course may be repeated for additional credit. Prerequisite: experience in at least two dance forms. *One Credit Farmer/Yetzke Both Semesters*

301. Dance Repertory -- A course with an emphasis on learning new techniques from faculty and guest artists through combined movement phrases and by learning dances and/or sections of dances. *Two Credits Iannacone, Guest Spring Semester*

305. Composition I -- An introductory course in the choreographic structure of dance, including problems in space, motion, design, dynamics, and theme. Prerequisite: Dance Improvisation (300). *Three Credits Iannacone Spring Semester*

310. Creative Dance For Children -- An introduction to creative dance for children. Teaching methods will focus on grades K-6. Prerequisite: two credits in dance technique; none for students in teacher education. *Two Credits Flinn Fall Semester*

315. Teaching Of Dance -- Methods, principles and techniques in the teaching of dance, climaxed by a mini-assignment in the public schools, K-12. Open to majors and minors only. *Two Credits Flinn Spring Semester, Odd Years*

316. Dance History Survey -- A survey of the development of humankind through dance from primitive times to the twentieth century, with a special focus on how cultures have influenced the dance throughout history. *Four Credits Graham Fall Semester*

320. 20th Century Dance History and Criticism -- Perspectives on dance in the 20th century including its relation to society, the other arts, criticism and its future directions. Focus will be on ballet, modern, post-modern and social dance trends. Prerequisite: Dance History Survey or permission of the instructor. *Four Credits Farmer Spring Semester*

330. Accompaniment For Dance -- An introduction to musical accompaniment for dance including music theory, sound production techniques and experience in accompanying dance classes. *Two Credits VanLente Spring Semester, Odd Years*

350. Sacred Dance -- An introduction to dance as a means of Christian expression. Historical and scriptural backgrounds will be studied as well as contemporary dance in the church. Prerequisite: permission of instructor. *One Credit Powell*

360. Dance/Movement Therapy I -- An introductory course in dance therapy presenting methods, concepts and techniques used by dance/movement therapists today. *Two Credits Guest Instructor May Term*

362. Dance/Movement Therapy II -- A one week course in dance/movement therapy exploring methods, concepts and techniques used by dance/movement therapists introduced in Dance/Movement Therapy I. *One Credit Guest Instructor May Term*

370. Laban Movement Analysis and Motif-- We move for both function and expression. Dancers and non-dancers alike use movement to communicate. Laban Movement Analysis and Motif (LMA) offers a framework and language for describing movement. Through the lenses of the four LMA

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categories: Body, Effort, Space and Shape, students will observe, analyze and experience movement, bringing clarity and intention to activities and relationships on and off the stage.

Three Credits Yetzke Spring Semester

412. Improvisation II -- An introduction to partnering techniques including lifts, turns, and sustained adagio work. Prerequisite: by permission of instructor only.

One Credit Farmer Fall Semester

460. Skills and Preparation for Dance Careers -- An orientation for those planning a career in dance. Legal, financial, educational, and performance aspects will be covered with a focus on preparing and guiding the individual student to the area in which he/she will be most successful. Prerequisite: seniors and juniors by permission of instructor. Majors only.

Two Credits Graham Spring Semester, Even Years

480. Composition II -- An advanced composition class in which students explore all areas of concert production. Each student will choreograph and produce a piece as a final project. Prerequisite: Dance Composition I.

Two Credits Iannacone Fall Semester

490. Independent Study -- Advanced research in dance history and other studies.

One to Three Credits Graham Both Semesters

495. Advanced Studies In Dance and/or Composition -- Further study for the advanced student in choreography or a particular area of need or interest. Prerequisite: Dance Composition. Dance majors only.

One to Three Credits Graham Both Semesters

For additional information, go to www.hope.edu/academic/dance

ECONOMICS, MANAGEMENT, AND ACCOUNTING

Faculty: Mr. Jackson, Chairperson; Mr. Boumgarden, Ms. Estelle, Mr. Fila, Ms. Geddes, Ms. LaBarge, Mr. Lunn, Mr. McMullen, Mr. Phillips, Mr. Porter, Mr. Smith, Mr. Steen, Ms. Ten Haken, Ms. Vanden Berg, Mr. VanderVeen, Ms. Yamoah. **Assisting Faculty:** Mr. Dykstra, Mr. Haefner, Mr. Iverson.

The Department of Economics, Management, and Accounting seeks to prepare students with the professional skills and academic breadth necessary for leadership and service in the dynamic world of business, economics, and accounting. Both theoretical and applied concepts of economics, accounting, and management are stressed. Economic theory and quantitative skills serve as the cornerstone for advanced work in economics and management. Knowledge of mathematics, strong oral and written communication skills, and basic computer literacy are required, but we also expect our students to appreciate and draw from their knowledge of history, psychology, sociology, philosophy, ethics, politics, the natural sciences, other cultures and languages, and the arts. The demands placed upon professional managers, accountants and economists require that they be competent in the use of the analytical tools of their trades and well-informed about the complex socio-economic environment in which they work.

Students majoring in the department are strongly encouraged to actively participate in domestic off-campus programs in Philadelphia, Chicago, and Washington, D.C.; international programs around the world; internships with local business firms; and independent research projects.

A few distinctive programs within our department include:

- **Yorkshire Honors Semester.** A semester-long overseas program in York, England, in which a professor from our department teaches and directs a cohort of 15-20 students in conjunction with York St. John University.
- **London May Term.** A three-week international interdisciplinary experience in which the city of London and surrounding areas provide opportunities for robust experiential learning.
- **Baker Scholars Program.** Hope College is the only college in the State of Michigan, and one of 33 in the country, to have received a George F. Baker Foundation Grant. This program provides special enrichment and growth opportunities to students who show promise of being exceptional business leaders.
- **Hope College Business Club.** The Business Club focuses on providing students with hands-on experiences such as: networking events, guest speakers, local business interactions, and service opportunities.

The department offers two tracks for accounting majors -- one for general accounting and one for public accounting. Students planning a career in public accounting should complete the 150-hour public accounting track. The department offers all the accounting courses required for taking the Michigan C.P.A. examination. With careful planning, both accounting tracks can be completed in four years; and therefore the cost of completing a graduate program would not be necessary. Any student contemplating taking the C.P.A. exam in a state other than Michigan should consult with his/her advisor no later than the first semester of his/her junior year. Students planning a career in industrial accounting, governmental or not-for-profit accounting, or banking and finance need to complete only the traditional 126-hour program. Internships are available in both private and public sectors.

Approximately 30 percent of the graduates in this department go on to graduate or professional schools in the fields of law, public administration, business administration, and economics. Those who choose to begin their careers upon graduation pursue employment opportunities in a wide variety of fields, in both the public and private sectors.

ECONOMICS, MANAGEMENT, AND ACCOUNTING

MANAGEMENT MAJOR -- The management major is foundational, integrated, relevant, personal, and challenging. See the following required courses, hours, and prerequisites.

<i>Course</i>		<i>Hrs.</i>	<i>Prerequisites</i>
DEPARTMENTAL REQUIRED COURSES:			
Accounting:			
ACCT 221	Financial Accounting	4	None
Economics			
ECON 211	Principles Of Macroeconomics	4	None
ECON 212	Principles Of Microeconomics	4	ECON 211 (C- Or better)
ECON	Economics Elective (<i>300 Level Or Above</i>)	4	Course Specific
Management:			
MGMT 222	Management Perspectives & Theory	4	ECON 211 (C- or better)
MGMT 331	Marketing Management	4	MGMT 222 (C- or better); ACCT 221, ECON 212; And MATH 210*
MGMT 361	Operations Management	4	MGMT 222 (C- or better); ACCT 221, ECON 212; and MATH 210*
MGMT 371	Financial Management	4	MGMT 222 (C- or better); ACCT 221, ECON 212; and MATH 210*
MGMT 401	Management Seminar	4	Management major with senior status or having completed all other requirements
	Approved elective – departmental OR non-departmental (DND elective) OR approved internship OR semester abroad	3-4	Course specific
NON-DEPARTMENTAL REQUIRED COURSE:			
Mathematics:			
MATH 210*	Introductory Statistics	4	None
		43-44	

Courses in workplace writing and business computing are recommended. Courses in communication and additional coursework in liberal arts are also recommended. Students are encouraged to take advantage of internship and other course experiences at The Philadelphia Center and in Chicago, and study abroad programs around the world.

*MATH 311 and 312 also meet this requirement.

ECONOMICS, MANAGEMENT, AND ACCOUNTING

MANAGEMENT/ECONOMICS DOUBLE MAJOR -- The management/economics double major consists of the following required courses, hours, and prerequisites.

<i>Course</i>		<i>Hours</i>	<i>Prerequisites</i>
DEPARTMENTAL REQUIRED COURSES:			
Accounting:			
ACCT 221	Financial Accounting	4	None
Economics:			
ECON 211	Principles of Macroeconomics	4	None
ECON 212	Principles of Microeconomics	4	ECON 211 (C- or better)
ECON 306	Econometrics	4	ECON 211 and 212 & MATH 210*
ECON 311	Intermediate Macroeconomics	4	ECON 211 and 212 & MATH 131
ECON 312	Intermediate Microeconomics	4	ECON 211 and 212 & MATH 131
ECON 401	History of Economic Thought	4	ECON 211, 212 and either ECON 311 or 312
ECON 480	Senior Research Project (offered Spring Term)	4	ECON 306
ECON	Economics elective (<i>300-level or above</i>)	4	Course specific
Management:			
MGMT 222	Management Perspectives & Theory	4	ECON 211 (C- or better)
MGMT 331	Marketing Management	4	MGMT 222 (C- or better); ACCT 221, ECON 212; and MATH 210*
MGMT 361	Operations Management	4	MGMT 222 (C- or better); ACCT 221, ECON 212; and MATH 210*
MGMT 371	Financial Management	4	MGMT 222 (C- or better); ACCT 221, ECON 212; and MATH 210*
MGMT 401	Management Seminar	4	Management major with senior status or having completed all other requirements
NON-DEPARTMENTAL REQUIRED COURSE:			
Mathematics:			
MATH 210*	Introductory Statistics	4	None
MATH 131	Calculus 1	4	None
TOTAL		66	

ECONOMICS, MANAGEMENT, AND ACCOUNTING

*MATH 311 and 312 also meet this requirement.

ACCOUNTING MAJOR -- 126 hrs. Students who wish to major in the area of professional accounting should contact a member of the accounting staff early in their careers, since this program requires a special sequence of courses. See the following required courses, hours, and prerequisites.

<i>Course</i>		<i>Hours</i>	<i>Prerequisites</i>
DEPARTMENTAL REQUIRED COURSES:			
Economics:			
ECON 211	Principles of Macroeconomics	4	None
ECON 212	Principles of Microeconomics	4	ECON 211 (C- or better)
Management:			
MGMT 222	Management Perspectives & Theory	4	ECON 211 (C- or better)
MGMT 331	Marketing Management	4	ACCT 221, MGMT 222, ECON 212, MATH 210*
MGMT 341	Business Law	3	ECON 211 and 212
MGMT 371	Financial Management	4	ACCT 221, MGMT 222, ECON 212, MATH 210*
Accounting:			
ACCT 221	Financial Accounting	4	None
ACCT 222	Managerial Accounting	4	None
ACCT 321	Intermediate Accounting I	4	ACCT 221(C+ or better)
ACCT 322	Intermediate Accounting II	4	ACCT 321
ACCT 333	Accounting Information Systems	4	ACCT 221
ACCT 375	Cost Accounting	4	ACCT 221 and 222
Minimum of 10 hours of 400-level electives in Accounting Required:*			
ACCT 423	Auditing	4	10 ACCT 322 and 333 ACCT 322 ACCT 425 ACCT 322 ACCT 322 ACCT 221 and 222
ACCT 425	Individual Taxation	4	
ACCT 426	Corporate Tax and Research	4	
ACCT 427	Advanced Accounting	4	
ACCT 428	Government and Not-for-Profit Accounting	4	
ACCT 430	Ethics in Accounting	2	
NON-DEPARTMENTAL REQUIRED COURSES:			
Mathematics:			
MATH 210*	Introductory Statistics	4	None
Communication and English:			
ONE of the following is required; both are STRONGLY recommended.			
COMM 140	Public Presentations	4	2-4 63-65 None ENG 113
ENG 214	Business Writing	2	

ECONOMICS, MANAGEMENT, AND ACCOUNTING

Elective Accounting Courses:			
ACCT 361	Accounting Practicum I	4	ACCT 221, 222, and 333
ACCT 362	Accounting Practicum II	4	ACCT 361

*MATH 311 and 312 also meet this requirement.

ACCOUNTING/MANAGEMENT DOUBLE MAJOR -- The accounting/management double major consists of the following required courses, hours, and prerequisites.

<i>Course</i>		<i>Hours</i>	<i>Prerequisites</i>
DEPARTMENTAL REQUIRED COURSES:			
Economics:			
ECON 211	Principles of Macroeconomics	4	None
ECON 212	Principles of Microeconomics	4	ECON 211 (C- or better)
ECON	300-level or above elective	4	Course specific
Management:			
MGMT 222	Management Perspectives & Theory	4	ECON 211 (C- or better)
MGMT 331	Marketing Management	4	MGMT 222 (C- or better); ECON 212; ACCT 221, 222; and MATH 210*
MGMT 341	Business Law	3	ECON 212
MGMT 361	Operations Management	4	MGMT 222 (C- or better); ECON 212; ACCT 221, 222; and MATH 210*
MGMT 371	Financial Management	4	MGMT 222 (C- or better); ECON 212; ACCT 221, 222; and MATH 210*
MGMT 401	Management Seminar	4	MGMT/ACCT Double major with senior status or having completed all other requirements
	Approved elective - departmental OR non-departmental (DND elective) OR approved internship OR semester abroad	4	Course specific
Accounting:			
ACCT 221	Financial Accounting	4	None
ACCT 222	Managerial Accounting	4	None
ACCT 321	Intermediate Accounting I	4	ACCT 221(C+ or better)
ACCT 322	Intermediate Accounting II	4	ACCT 321
ACCT 333	Accounting Information Systems	4	ACCT 221
ACCT 375	Cost Accounting	4	ACCT 221 and 222
Minimum of 10 hours of 400-level electives in Accounting Required:*			

ECONOMICS, MANAGEMENT, AND ACCOUNTING

ACCT 423	Auditing	4	10	ACCT 322 and 333
ACCT 425	Individual Taxation	4		ACCT 322
ACCT 426	Corporate Tax and Research	4		ACCT 425
ACCT 427	Advanced Accounting	4		ACCT 322
ACCT 428	Government and Not-for-Profit Accounting	4		ACCT 322
ACCT 430	Ethics in Accounting	2		ACCT 221 and 222
NON-DEPARTMENTAL REQUIRED COURSES:				
Mathematics:				
MATH 210*	Introductory Statistics	4	None	
Communication and English: ONE of the following is required; both are STRONGLY recommended.				
COMM 140	Public Presentations	4	6	None
ENG 214	Business Writing	2		ENG 113
			83	
Elective Accounting Courses:				
ACCT 361	Accounting Practicum I	4	ACCT 221, 222, and 333	
ACCT 362	Accounting Practicum II	4	ACCT 361	

*MATH 311 and 312 also meet this requirement.

PUBLIC ACCOUNTING PRE-PROFESSIONAL PROGRAM (OPTIONAL) -- 150 HOURS:

Students who wish to pursue the public accounting pre-professional program should contact a member of the accounting staff early in their careers, since this program requires a special sequence of courses.

With careful planning, the 150-hour CPA Program can be completed in just four years. See the following required courses, hours, and prerequisites.

<i>Course</i>		<i>Hours</i>	<i>Prerequisites</i>
DEPARTMENTAL REQUIRED COURSES:			
Economics:			
ECON 211	Principles of Macroeconomics	4	None
ECON 212	Principles of Microeconomics	4	ECON 211 (C- or better)
Management:			
MGMT 222	Management Perspectives &	4	ECON 211 (C-or better)
MGMT 331	Marketing Management	4	ACCT 221, MGMT 222, ECON 212, MATH 210*
MGMT 341	Business Law	3	ECON 211 and 212
MGMT 371	Financial Management	4	ACCT 221, MGMT 222, ECON 212, MATH 210*

ECONOMICS, MANAGEMENT, AND ACCOUNTING

Accounting:			
ACCT 221	Financial Accounting	4	None
ACCT 222	Managerial Accounting	4	None
ACCT 321	Intermediate Accounting I	4	ACCT 221 (C+ or better)
ACCT 322	Intermediate Accounting II	4	ACCT 321
ACCT 333	Accounting Information Systems	4	ACCT 221
ACCT 375	Cost Accounting	4	ACCT 221 and 222
ACCT 423	Auditing	4	ACCT 322 and 333
ACCT 425	Individual Taxation	4	ACCT 322
ACCT 426	Corporate Tax and Research	4	ACCT 425
ACCT 427	Advanced Accounting	4	ACCT 322
ACCT 428	Government and Not-for-Profit Accounting	4	ACCT 322
TOTAL IN DEPARTMENT:		67	
NON-DEPARTMENTAL REQUIRED COURSES:			
Mathematics:			
MATH 210*	Introductory Statistics	4	None
Communications Skills: Both of the following courses are required:			
COMM 140		4	None
ENG 214		2	ENG 113
Computer Science Skills:			
CSCI 140		4	
ADDITIONAL COURSES REQUIRED HOURS		14	
TOTAL REQUIRED HOURS:		81	
Elective Accounting Courses:			
ACCT 361	Accounting Practicum I	4	ACCT 221, 222, and 333
ACCT 362	Accounting Practicum II	4	ACCT 361
ACCT 430	Ethics in Accounting	2	ACCT 221 and 222
<p>ACCT 423, 425, 427 and 428 are REQUIRED by the State of Michigan for those intending to take the CPA exam in Michigan. See your advisor if you plan to take the exam in another state. (Most require 150 hours.)</p> <p>*MATH 311 and 312 also meet this requirement.</p> <p>PUBLIC ACCOUNTING-MANAGEMENT DOUBLE MAJOR-- The public accounting/management double major consists of 94-96 credits; see the following required courses, hours, and prerequisites.</p> <p>Public Accounting/Management Double Major: See the following required courses, hours, and prerequisites.</p>			
<i>Course</i>		<i>Hours</i>	<i>Prerequisites</i>
DEPARTMENTAL REQUIRED COURSES:			
Economics:			
ECON 211	Principles of Macroeconomics	4	None

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ECON 212	Principles of Microeconomics	4	ECON 211 (C- or better)
ECON	300-level or above elective	4	Course specific
Management:			
MGMT 222	Management Perspectives & Theory	4	ECON 211 (C-or better)
MGMT 331	Marketing Management	4	ACCT 221, MGMT 222, (C- or better), ECON 212, MATH 210*
MGMT 341	Business Law	3	ECON 211 and 212
MGMT 361	Operations Management	4	MGMT 222 (C- or better); ECON 212; ACCT 221, and MATH 210*
MGMT 371	Financial Management	4	ACCT 221, MGMT 222, (C- or better), ECON 212, MATH 210*
MGMT 401	Management Seminar	4	PUBLIC ACCT/MGMT Double major with senior status or having completed all other requirements.
	Approved elective - departmental OR departmental (DND elective) OR approved internship OR semester abroad.		
Accounting:			
ACCT 221	Financial Accounting	4	None
ACCT 222	Managerial Accounting	4	None
ACCT 321	Intermediate Accounting I	4	ACCT 221 (C+ or better)
ACCT 322	Intermediate Accounting II	4	ACCT 321
ACCT 333	Accounting Information Systems	4	ACCT 221
ACCT 375	Cost Accounting	4	ACCT 221 and 222
ACCT 423	Auditing	4	ACCT 322 and 333
ACCT 425	Individual Taxation	4	ACCT 322
ACCT 426	Corporate Tax and Research	4	ACCT 425
ACCT 427	Advanced Accounting	4	ACCT 322
ACCT 428	Government and Not-for-Profit Accounting	4	ACCT 322
TOTAL IN DEPARTMENT:		83	
NON-DEPARTMENTAL REQUIRED COURSES:			
Mathematics:			
MATH 210*	Introductory Statistics	4	None
Communications Skills: Both of the following courses are required:			
COMM 140		4	None
ENG 214		2	ENG 113
Computer Science Skills:			
CSCI 140		4	
ADDITIONAL COURSES REQUIRED HOURS		14	
TOTAL REQUIRED HOURS:		97	
Elective Accounting Courses:			

ECONOMICS, MANAGEMENT, AND ACCOUNTING

ACCT 361	Accounting Practicum I	4	ACCT 221,222, and 333
ACCT 362	Accounting Practicum II	4	ACCT 361
ACCT 430	Ethics in Accounting	2	ACCT 221 and 222

ACCT 423, 425, 427 and 428 are REQUIRED by the State of Michigan for those intending to take the CPA exam in Michigan. See your advisor if you plan to take the exam in another state. (Most require 150 hours.)

*MATH 311 and 312 also meet this requirement.

ECONOMICS MAJOR -- The economics major offers a solid preparation for many paths; it is rigorous and analytical, as well as practical and useful. The economics major consists of the following required courses, hours, and prerequisites.

<i>Course</i>		<i>Hrs.</i>	<i>Prerequisites</i>
DEPARTMENTAL REQUIRED COURSES:			
Economics:			
ECON 211	Principles of Macroeconomics	4	None
ECON 212	Principles of Microeconomics	4	ECON 211 (C- or better)
ECON 306	Econometrics	4	ECON 211 and 212 & MATH 210*
ECON 311	Intermediate Macroeconomics	4	ECON 211 and 212 & MATH 131
ECON 312	Intermediate Microeconomics	4	ECON 211 and 212 & MATH 131
ECON 401	History of Economic Thought	4	ECON 211, 212 and either ECON 311 or 312
ECON 480	Senior Research Project	4	ECON 306
ECON	Economics elective (<i>300 level or above</i>)	4	Course specific
ECON	Economics elective (<i>300 level or above</i>)	4	Course specific
NON-DEPARTMENTAL REQUIRED COURSES:			
Mathematics:			
MATH 210*	Introductory Statistics	4	None
MATH 131	Calculus I	4	None
		44	

*MATH 311 and 312 also meet this requirement.

ACCOUNTING MINOR -- The minor requirements for accounting consist of 24 credits of course work. Courses required are: Financial Accounting (Accounting 221), Managerial Accounting

ECONOMICS, MANAGEMENT, AND ACCOUNTING

(Accounting 222), Accounting Information Systems (Accounting 333), and two courses from the following five: Intermediate Accounting I and II (Accounting 321 and 322), Cost Accounting (Accounting 375), Individual Taxation (Accounting 425), and Governmental and Not-for-Profit (Accounting 428). Introductory Statistics (Mathematics 210), or Statistical Methods (Mathematics 311) AND Applied Statistical Models (Mathematics 312) are also required. See specific course for appropriate prerequisite(s). Minimum GPA 2.0.

MANAGEMENT MINOR -- The minor requirements for management consist of 28 credits of course work. Courses required are: Principles of Macroeconomics (Economics 211), Principles of Microeconomics (Economics 212), Financial Accounting (Accounting 221), Management Perspectives and Theory (Management 222), a 300-level management course, and an approved departmental or non-departmental Elective. Also required is Introductory Statistics (Mathematics 210), or Statistical Methods (Mathematics 311) AND Applied Statistical Models (Mathematics 312). See specific course for appropriate prerequisite(s). Minimum GPA 2.0.

ECONOMICS MINOR -- The minor requirements for economics consist of 28 credits of course work. Courses required are: Principles of Macroeconomics (Economics 211), Principles of Microeconomics (Economics 212), Intermediate Macroeconomics (Economics 311), Intermediate Microeconomics (Economics 312), two additional courses in economics, and Calculus I (Math 131). See specific course for appropriate prerequisite(s). Minimum GPA 2.0.

MANAGEMENT/FRENCH DOUBLE MAJOR -- In addition to on-campus courses in management and French, students interested in a double major in management/French should consider a semester or full year in France. These programs, administered by the Institute for the International Education of Students (IES), offer the following special features:

- Management and economics courses available at the local universities
- Management courses available at Negocia, Paris Business School, one of the leading business schools in France
- Selected internships available at IES Paris for students with advanced French language skills
- Housing in local homes
- Field trips connected with the IES programs

Students interested in this double major should contact a management and a French professor early to be advised on the proper sequencing of courses.

ADVISING PROCEDURES -- Upon declaration of a major and approval by the chairperson, the student will be assigned an advisor from the department. Together, they will work out a tentative program for the student to complete the major.

A. Course Offerings -- Economics

200. Economic Themes and Topics -- Exploring "economic ways of thinking" as they apply to a theme or to issues of public concern. The course is designed to fulfill the objectives of the Social Science II General Education requirement and may not be applied toward a management, economics or accounting major. *Two Credits Lunn, Steen Both Semesters*

ECONOMICS, MANAGEMENT, AND ACCOUNTING

211. Principles of Macroeconomics -- An introduction to economic principles and concepts, designed to fulfill the objectives of the college social science requirement and to prepare students for additional work in economics, management, and accounting. The course deals with such topics as supply and demand, markets, money, the determination of national income, employment and the price level, and international trade. The government's role in the economy is examined throughout.

Four Credits Estelle, Phillips, Steen, McMullen Both Semesters

212. Principles of Microeconomics -- An introduction to economic analysis at the microeconomic level which focuses on individual and firm decision-making in a market environment. This course deals with such topics as consumer demand, costs of production and supply, resource allocation, the role of competition in markets, labor and resource markets and the economics of the environment. Prerequisite: Economics 211 with a grade of C- or better.

Four Credits Estelle, Lunn, Phillips Both Semesters

295. Studies in Economics -- A lecture or seminar class on a special topic of economics for majors and non-majors in the discipline. For example, Ethics and Economics of Labor Unions has been offered under this topic number.

Two or Four Credits Staff

302. Monetary Economics -- A study of the role of money, credit, and financial institutions, and the impact of these areas on the general level of output, income and employment. Prerequisites: Economics 211 and 212.

Four Credits Staff

304. Economic Growth and Development -- A study of the factors that influence the growth and development of modern economies with particular emphasis on Third World countries. Attention will be given to theoretical models and to the interplay of social, political and cultural phenomena. Prerequisites: Economics 211 and 212.

Four Credits Phillips

306. Econometrics -- An introduction to the mathematical and statistical tools used in constructing and estimating economic models. Focuses on applications of multivariate regression analysis in the areas of economic forecasting and hypotheses testing. Extensive use of the computer. Prerequisites: Economics 211 and 212, and Mathematics 210 or equivalent

Four Credits Phillips Fall Semester

310. Environmental Public Policy -- This course is an introductory analysis of the economic, scientific and political factors involved in environmental public policy. American environmental management will be viewed in terms of the interplay among economic efficiency, scientific feasibility and the demands of the political process. Topics covered will include federal lands, intergovernmental relations, agency law, comparative institutions, U.S. environmental regulations and technological compliance. This course is team taught by faculty from the Departments of Economics, Geological and Environmental Sciences, and Political Science so that students are exposed to the interdisciplinary nature of environmental public policy issues. Prerequisites: Economics 211 or Political Science 100 and any science course that fills the NSL lab course requirement.

Four Credits Holmes, Lunn, Peterson Spring Semester

311. Intermediate Macroeconomics -- This course examines the important concepts and theories concerning levels of income, employment, interest rates and prices. It enables the student to

ECONOMICS, MANAGEMENT, AND ACCOUNTING

understand the causes of changes in these levels, and to understand the effectiveness of government policies in affecting them. Prerequisites: Economics 211 and 212 and Mathematics 131. *Four Credits Steen Spring Semester*

312. Intermediate Microeconomics -- Intermediate-level treatment of microeconomics concerned primarily with resource allocation decisions under various product and resource market conditions. Implications for business and public policy are emphasized. Prerequisites: Economics 211 and 212 and Mathematics 131. *Four Credits Lunn Fall Semester*

318. International Economics -- This course presents a survey of the fields of international trade and finance with attention given to fundamental theory and present policy and practice. Prerequisites: Economics 211 and 212. *Four Credits Lunn Spring Semester*

320. Financial Economics -- This new course explores the economics of the finance industry. As part of preparing for leadership and service in a global society, learn about various walks of life on 'Wall Street' and elsewhere in the banking world. Look at how money instruments work, and the role of different companies. Participate in off-campus activities with our industry partner. Reflect on money markets from a faith perspective too. Topics include market behavior, trader psychology, banking firms, and special exotic products. The approach is generally non-technical. Prerequisite: Economics 211 and 212. *Four Credits Staff Fall Semester*

358. Management in the British Economy -- This interdisciplinary course explores the culture, politics, and economy of the British along with their values and attitudes toward business. Special attention is paid to unique forms of management and business organizations. This class utilizes an experiential-based learning environment that includes seminars with leaders of business, labor, and government; company visits; and numerous cultural activities that are conducted in London and in various other locations in England. Prerequisite: permission of instructor. *Four Credits DEMA Faculty May Term*

390. Internships in Vocation -- The objective of this course is to help students 1) integrate theory and practice, 2) enhance their self-awareness and social-awareness competencies, and 3) seek their mission in the world. The course is a customized and highly reflective experience involving the professor, the student, and the placement supervisor. Enrollment in the class is dependent upon students finding their own internship placements by working with Hope's Career Development Center. Students will not receive credit for this course and MGMT 391. Prerequisite: permission of instructor. *One, Two, Three or Four Credits Steen, VanderVeen Both Semesters; May, June, and July Terms*

395. Advanced Studies in Economics -- A lecture or seminar in a special topic in advanced economics. For example, Law and Economics will be offered under this number. Prerequisite: permission of instructor. *One, Two or Four Credits Staff*

401. History of Economic Thought -- An introduction to, and critical survey of, the important people and ideas in economic theory. Attention is given to the interaction of economic ideas with the times in which they arose, and the evolution of significant economic doctrines. Prerequisites: Economics 211, 212, and either 311 or 312. *Four Credits Staff Spring Semester*

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402. Industrial Organization/Economics of Strategy -- A theoretical and empirical study of how the organization of markets affects the conduct and performance of firms in those markets. Topics include the determinants of market structure; the impact of market power on pricing, product differentiation, technological change; and managerial strategy. Several specific U.S. industries will be studied, and a strategic analysis of an industry will be performed. Prerequisites: Economics 211 and 212. *Four Credits Lunn Spring Semester*

403. Labor Economics -- Study of the institutional and economic forces which determine wages and employment in labor markets. Economic theory is used to analyze the impact of various policies on the distribution of income. Topics include the economic effects of unions, minimum wage legislation, investment in human capital, discrimination in labor markets, poverty and transfer programs, and the disincentive effects of taxation. This course also examines issues of work and vocation. Prerequisites: Economics 211 and 212. *Four Credits Steen Both Semesters*

410. Public Finance -- Study of the role of government in a market economy. The theory and practice of taxation, expenditure, analysis and government regulation are examined in terms of their impact on economic efficiency and income redistribution. Topics include benefit-cost analysis, environmental pollution, tax reform, healthcare economics, income transfer programs and intergovernmental grants. Prerequisites: Economics 211 and 212 or permission of instructor. *Four Credits Estelle*

480. Senior Research Project -- A capstone course required of all economics majors to develop advanced skills in economic research and writing. A research paper will be prepared in conjunction with an upper-level economics course being taken at the same time. Prerequisites: Econ 311 or 312 and senior standing. Co-requisites: Econ 306. *Four Credits Estelle, Lunn Fall Semester*

490. Independent Studies in Economics -- Independent studies in advanced economics under the supervision of a designated staff member. Prerequisites: advanced standing in the department and permission of instructor. *One, Two, Three or Four Credits Staff Both Semesters*

495. Advanced Studies in Economics -- A lecture or seminar in a special topic in advanced economics. Prerequisites: advanced standing in the department and permission of instructor. *Two or Four Credits Staff Both Semesters*

B. Course Offerings -- Management

150. Introduction to Management -- This course will introduce students to the management principles and processes usually associated with business, but also applicable in other types of organizations. *Two Credits Ten Haken*

222. Management Perspectives and Theory -- Study of modern managerial principles and processes as usually associated with business (but which principles also apply to the management of non-profit organizations such as churches, schools, etc.) through an examination of the functions of planning, organizing, leadership and controlling. Current problems facing businesses are reviewed. Changing patterns of management are discussed. Prerequisites: Economics 211 with a grade of C- or better. *Four Credits Boumgarden, Fila, Jackson Both Semesters*

ECONOMICS, MANAGEMENT, AND ACCOUNTING

295. Studies in Management -- A lecture or seminar class in a special topic of management for majors and non-majors in management.

Two or Four Credits Staff

331. Marketing Management -- This course develops decision-making skills in the context of managing the marketing function in all types of organizations. Simulations and case studies describing actual marketing problems provide an opportunity for the student to develop an appreciation for the types of problems which exist in the real world of marketing; and to develop the skills of analysis and decision-making necessary for success in marketing and other areas of organizations. Topics include marketing opportunity analysis, market segmentation, product policy, promotion, channels of distribution, pricing policy, and the analysis of complete marketing programs. Prerequisites: Management 222 with a grade of C- or better, Accounting 221, Economics 211 and 212, and Mathematics 210 or equivalent.

Four Credits Boumgarden, Fila, Jackson Both Semesters

341. Business Law -- A survey of business law, stressing contracts and including an introduction to sales, agency, negotiable instruments, and partnerships and corporations. Prerequisites: Economics 211 and 212.

Three Credits Dykstra Both Semesters

352. Human Resource Management -- The analytical and applied approach to human resources management for potential human resource professionals, line management, or employees. Traditional personnel and labor relations topics are presented such as the legal environment for management of employees, job analysis, recruiting and selection of employees, performance evaluation, discipline, and labor negotiation. Prerequisites: Management 222 with a grade of C- or better or permission of instructor.

Four Credits Fila, Ten Haken

356. Managing for Environmental Sustainability -- The study of practices usually associated with business, but applicable to other organizations, that create environmentally sustainable outcomes. Prerequisite: permission of instructor.

Four Credits Ten Haken

358. Management in the British Economy -- This interdisciplinary course explores the culture, politics, and economy of the British along with their values and attitudes toward business. Special attention is paid to unique forms of management and business organizations. This class utilizes an experiential-based learning environment that includes seminars with leaders of business, labor, and government; company visits; and numerous cultural activities that are conducted in London and in various other locations in England. Prerequisite: permission of instructor

Four Credits DEMA Faculty May Term

361. Operations Management -- This course examines the management of the conversion process -- converting raw materials, land, labor, capital, and management inputs into desired outputs of goods and services. This will include the study of traditional approaches as well as new contributions from just-in-time practices, constraint theory, total quality management, and statistical process control. The analysis of operational decisions will include strategic, productivity, and ethical considerations. Prerequisites: Management 222 with a grade of C- or better, Accounting 221,

ECONOMICS, MANAGEMENT, AND ACCOUNTING

Economics 211 and 212, and Mathematics 210 or equivalent. *Four Credits Smith Both Semesters*

371. Financial Management -- This course examines financial decision making within the context of public corporations. The concepts of risk, rates of return, time value of money, valuation, and stewardship are utilized to analyze financial decisions involving capital budgeting and capital structure. The analysis of these decisions will include both financial and ethical considerations. Prerequisites: Management 222 with a grade of C- or better, Accounting 221, Economics 211 and 212, and Mathematics 210 or equivalent. Computer Science 140 is recommended.

Four Credits Porter Both Semesters

390. Internships in Vocation -- The objective of this course is to help students 1) integrate theory and practice, 2) enhance their self-awareness and social-awareness competencies, and 3) seek their mission in the world. The course is a customized and highly reflective experience involving the professor, the student, and the placement supervisor. Enrollment in the class is dependent upon students finding their own internship placements by working with Hope's Career Development Center. Prerequisite: permission of instructor.

Four Credits Steen, Staff Both Semesters; May, June and July Terms

395. Advanced Studies in Management -- A lecture or seminar in a special topic in advanced management. Prerequisite: permission of instructor. *Two or Four Credits Staff Both Semesters*

401. Management Seminar -- This seminar in management is intended to challenge participants to evaluate several aspects of management more thoroughly than possible in a traditional classroom setting. Students will work closely with the professor and others to read, evaluate, and discuss topics of critical importance to successful leadership in organizations. Professors may emphasize a management topic of particular interest to them and their professional study. Common components may include: study of classic management readings and materials; Christianity and leadership; vocation and calling as applied to management; personal finance; business ethics; global business; and a written analysis of case studies and other topics. A significant research paper may be required. Prerequisite: senior departmental status or having completed all other requirements in the major.

Four Credits Jackson, Smith, Ten Haken Both Semesters

490. Independent Studies in Management -- Independent studies in advanced management under the supervision of a designated staff member. Prerequisites: advanced standing in the department and permission of instructor.

One, Two, Three or Four Credits Staff Both Semesters

495. Advanced Studies in Management -- A lecture or seminar in a special topic in advanced management. For example, Total Quality Management and Finance Seminar have recently been offered under this number. Prerequisite: permission of instructor.

Two or Four Credits Staff Both Semesters

C. Course Offerings -- Accounting

ECONOMICS, MANAGEMENT, AND ACCOUNTING

221. Financial Accounting -- An introduction to the financial accounting model for business enterprises intended for potential accounting majors, business majors, and others who wish to read, understand, and analyze financial statements. Course includes lecture and discussion. Note: no prerequisites. Completion during freshman or sophomore year highly recommended.

Four Credits LaBarge, VandenBerg Both Semesters

222. Managerial Accounting -- This course is designed to examine the principles, techniques, and uses of financial information which is used by managers to make decisions that positively impact organizational outcomes. Topics include product pricing, break-even analysis and capital budgeting. Course includes lecture and discussion. Note: no prerequisites.

Four Credits Geddes Spring Semester

295. Studies in Accounting -- A lecture or seminar class in a special topic of accounting for majors and non-majors in accounting.

One, Two, Three or Four Credits Staff Both Semesters

321, 322. Intermediate Accounting -- A continuation of the study of financial accounting theory and practice at the intermediate level. It examines the development of accounting standards, the presentation of income and retained earnings, the balance sheet and the statement of cash flows, asset and liability recognition and measurement problems, and accounting for owners' equity. Prerequisites: Accounting 221. Enrollment in 322 is limited to those receiving a passing grade in 321. (321, Fall only; 322, Spring only).

Eight Credits LaBarge, VandenBerg

333. Accounting Information Systems -- A study of the basics of contemporary information systems in both manual and computerized environments. It includes the role of information in the management of business organizations. Prerequisite: Accounting 221.

Four Credits VandenBerg Spring Semester

361, 362. Accounting Practicum -- This course is designed to provide hands-on experience with accounting practitioners. It will provide an opportunity for students to relate the theories and concepts learned in their business and accounting classes to actual practice in an organizational setting. Students are supervised by organizational managers. Although most placements are in the West Michigan area, they can be arranged in any other locations. Students will work in public, industrial or not-for-profit accounting positions in the field. Other requirements include maintaining an analytical journal, writing a final summary paper and participating in discussions. Prerequisites: a minimum of eight credits in accounting and permission of instructor. Accounting 362 (Accounting Practicum II) is a continuation of Accounting 361 (Accounting Practicum I). Enrollment in 362 is limited to the successful completion of Accounting 361.

Eight Credits LaBarge Spring Semester; May, June, July Terms

375. Cost Accounting -- Continuation of the study of cost accounting theory and practice with particular attention given to cost information systems, cost control, planning of profits and costs, and cost and profit analysis. Prerequisites: Accounting 221, 222.

Four Credits Geddes Fall Semester

ECONOMICS, MANAGEMENT, AND ACCOUNTING

395. Advanced Studies in Accounting -- A lecture or seminar class in a special topic in advanced accounting. Prerequisite: approval of chairperson.

One, Two, Three or Four Credits Staff Both Semesters

423. Auditing -- An introduction to basic audit planning and risk assessment, auditing techniques, audit evidence, statistical sampling in auditing, auditing through and around the computer, audit reports and opinions, ethics in auditing, and the legal and regulatory environment. Prerequisite: Accounting 322 and 333.

Four Credits Vanden Berg Spring Semester

425. Individual Taxation -- An introduction to federal tax accounting as it relates to income tax for individuals. Prerequisite: Accounting 322

Four Credits Geddes Fall Semester

426. Corporate Tax and Research -- This course continues the study of taxation from Accounting 425. It emphasizes tax concepts applied to corporations, S corporations, partnerships, limited liability companies, estates, and trusts. It includes skills recommended by the AICPA Model Tax Curriculum such as ethical considerations, team building, and research. Prerequisite: Accounting 425.

Four Credits Geddes Spring Semester

427. Advanced Accounting -- Advanced studies in the theory and practice of accounting for business organization with particular emphasis on corporate combinations, partnerships, and international accounting topics. Prerequisites: Accounting 322.

Four Credits LaBarge Fall Semester

428. Governmental and Not-for-Profit Accounting -- A study of the accounting theory and practice and the applicable professional standards for government and not-for-profit institutions. Prerequisite: Accounting 322.

Four Credits Haefner Fall Semester

430. Ethics in Accounting -- A seminar class. It will familiarize the student with the spectrum of codes of ethics in accounting and provide models for analyzing ethical issues. It includes discussions directed toward identifying and examining a student's own personal and business code of ethics. Prerequisites: Accounting 221 and 222.

Two Credits Staff June Term

490. Independent Studies in Accounting -- Independent studies in advanced accounting under the supervision of a designated staff member. Prerequisites: advanced standing in the department and approval of the chairperson.

One, Two or Three Credits Staff Both Semesters

495. Advanced Studies in Accounting -- A lecture or seminar class in a special topic in advanced accounting. Prerequisite: approval of the chairperson.

One, Two, Three or Four Credits Staff Both Semesters

EDUCATION

Faculty: Ms. Pardo, Chairperson; Ms. Arsenault, Ms. Brondyk, Ms. Cherup, Ms. Cook, Mr. Donk, Ms. Finn, Ms. Griffin, Mrs. Holmes, Ms. Hwang, Ms. Van Duinen, Mr. Yelding.

The Department of Education prepares students to teach in elementary and secondary schools. To fulfill the requirements for graduation and for certification, all students planning on a professional teaching career must complete a major and a minor in an approved academic field along with the professional education course sequence. This sequence introduces the theoretical foundations of creative and responsible teaching and simultaneously provides field experiences for students to put theory into practice. Students complete a minimum of five field placements in area schools prior to student teaching. Throughout the professional sequence, prospective teachers develop increasing competence and confidence in the professional abilities identified by education faculty. These abilities enable a graduate to act as:

- an effective communicator
- a professional collaborator
- a curriculum developer
- a problem solver
- a decision maker
- a scholarly educator

Student-led chapters of national organizations, particularly Council for Exceptional Children and Association of Supervision and Curriculum Development, offer professional development and service opportunities for teacher education students. A student chapter of NAEYC (National Association of the Education of Young Children) will be available soon.

Graduates of Hope's education program teach in public and private K-12 schools around the country and world. Most graduates pursue advanced studies for continuing certification and to complete graduate degrees in special areas of education, such as reading, curriculum development, special education, counseling and administration.

Graduates of our education program are currently serving as:

- classroom teachers in rural, urban and suburban K-12 schools
- special education teachers in categorical, inclusive, or resource classrooms
- teachers overseas
- Peace Corps volunteers
- counselors in elementary and secondary schools
- curriculum coordinators and supervisors
- administrators in area school systems
- college professors

Information contained in this catalog is subject to change, due to mandates by the Michigan Department of Education or the Michigan State Board of Education. Students should consult Department of Education personnel and/or the Department of Education website to ensure that they have received updated information.

ELEMENTARY AND SECONDARY PROGRAMS -- Students planning to teach in the elementary and secondary schools must be formally admitted to the Teacher Education program. Application for admission to the Teacher Education program is generally made following the completion of the introductory courses and field placements. Michigan law, as well as some other state laws, prohibit an individual from obtaining or maintaining a valid certification if the individual has one of many specifically listed criminal convictions. The Hope Education Department will evaluate criminal

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convictions to determine an individual's likelihood of obtaining a teacher certificate and whether the individual will be admitted into the program. Application information can be accessed online on the Department of Education website.

All policies that pertain to the application process to the Teacher Education program, the continuation through the course sequence, the process for assignment to a student teaching placement, and final approval for Michigan certification can be found on the department's website under "General Information Policies and Procedures." These policies and procedures are available electronically on the department's website (www.hope.edu/academic/education/). Students must read this information, must become familiar with all expectations, deadlines and responsibilities, and must comply with policies and regulations stated therein. Failure to do so may cause delays in the student's application process, in entry to courses in the professional sequence and to the student teaching semester.

COMPLETED APPLICATION INCLUDES THE FOLLOWING ITEMS:

1. Program application accessed online through department website
2. Three rating sheets from faculty members (online)
3. Major/minor declaration forms (online)
4. Successful field placement evaluations for Education 221 and Education 226
5. Passing scores on the Michigan Test for Teacher Certification (Professional Readiness Exam)
6. Signed statement of Commitment to the Profession
7. Attendance at two required information sessions: Education Department Orientation, and Chalk & Wire Electronic Portfolio Orientation
8. Cumulative GPA of 2.75/4.0 scale or higher
9. IDS 200 or AES 210 requirement
10. Consent for Criminal Background Check: At the request of local school districts, a criminal background check and fingerprinting are required for student teaching.

After successful completion of all program requirements, graduates will qualify for a teaching certificate from the State of Michigan. Although teaching requirements vary among states, the Michigan certificate, through reciprocal certification agreements, is valid in many other states. Students desiring to teach outside of Michigan should confer with the Department of Education's Director of Certification for specific requirements.

All program requirements must be completed for students to be recommended for a teaching certificate in the State of Michigan. Program requirements include:*

1. Secure formal admission to the Teacher Education program.
2. Complete the Professional Education Sequence which has been established:
 - a). Elementary -- Complete Education 220, 221, 225, 226, 270, 280, 281, 282, 283, 310, 311, 312, 455, 470, 500.
 - b). Secondary -- Complete Education 220, 221, 225, 226, 270, 285, 286, 287, 360, 361, 455, 480 or 485, 500, and methods courses in the major and minor fields.
3. Earn a C+ or better grade in each education professional sequence course in levels 2 & 3 and corresponding field placements.
4. Earn a GPA of at least 2.75 in each of the following areas prior to student teaching: the major course sequence, the minor course sequence, the education sequence, and a cumulative GPA for all college work.
5. Complete the requirements for a major and minor** approved by the Education Department and affirmed by the Michigan Department of Education.

*State of Michigan requirements are subject to periodic change. Students must meet State

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Michigan and Department of Education requirements for teacher certification in effect at the time application is made.

**Specific requirements for all certifiable majors and minors are available on the department website.

- a) Elementary: 1) Teacher candidates select a major in Mathematics, Integrated Science, Social Studies or the English Language Arts. The candidates must also complete a prescribed Planned Program minor consisting of three content areas, as well as course work in Health/Physical Education, World Languages and the Arts; 2) Teacher education candidates who select a Comprehensive major must also declare a Special Education major (Emotional Impairments or Learning Disabilities), a Spanish K-12 major, or an Early Childhood minor.
- b) Secondary: Teacher education candidates select a content or group major and a minor. If an Emotional Impairments or Learning Disabilities major is selected at the secondary level, the candidate must declare an English or mathematics minor (See Education Department website for details).
 1. Earn a C+ or better grade in student teaching.
 2. Satisfy the general requirements for the A.B., B.M., or B.S. degree at Hope College.
 3. Pass the required Michigan Tests for Teacher Certification (MTTC) in appropriate areas.
 4. Hold valid certification in CPR/First Aid at time of application for Michigan teacher certification.

Students are urged to plan their programs carefully and should begin that process early in their college careers. Students should also meet individually with education faculty. Students typically begin the teacher education sequence with Education 220/221 during their freshman or sophomore years and reserve one semester of the senior year for student teaching. Application for student teaching must be made two semesters before the student teaching semester. Information about required courses is available on the department website.

After approval from the Department of Education, students fulfill their student teaching experience in urban, suburban or rural school districts. Some students fulfill this requirement in the Chicago Semester, the Philadelphia Center or in various international settings.

MEETING PROFESSIONAL STANDARDS: All students in education courses must demonstrate that they have met the Interstate Teacher Assessment and Support Consortium (InTASC) as well as the National Education Technology Standards for Teachers (NETS[™]T) in order to be designated as "highly qualified" teachers as required by No Child Left Behind (NCLB) legislation. The Department of Education has selected an electronic portfolio program (Chalk & Wire) that requires students to model core teaching standards, store artifacts and assessments over the course of the certification program. Utilizing this past work, teacher candidates will develop their student teaching professional portfolios to demonstrate they have met these professional standards. Graduates may continue the use of this program as they begin their careers. The Education Department may be contacted for further information.

SPECIAL EDUCATION: The Education Department offers majors in the areas of K-12 Emotional Impairments and K-12 Learning Disabilities. Students follow either the Elementary or Secondary certification track.

K-12 TEACHING SPECIALISTS: In the areas of Art, Music, Kinesiology, Dance, and Spanish, Hope College offers K-12 programs for teaching specialists. Students majoring in Art, Music, Kinesiology and Dance follow the Secondary certification track. Students majoring in Spanish K-12 choose either the Elementary or Secondary certification track.

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DEPARTMENT HANDBOOK: The Department of Education provides each student desiring certification a comprehensive electronic *Handbook* which outlines all program sequences and pertinent Teacher Education program information from the initial application to the department through certification.

Students desiring additional program information should contact the department office or see the department website.

FINDING A TEACHING POSITION: Special efforts are made by the Career Development Center to help teacher candidates secure teaching positions, but the college does not guarantee the placement of graduates in positions. Credentials packets must be completed during the student teaching semester. They are then managed either by the student or by a private online service.

ACCREDITATION: Hope College's Teacher Education programs are approved by the Michigan Department of Education. The Teacher Education Accreditation Council (TEAC) recognizes the Education Department at Hope College as a nationally accredited program. TEAC: One Dupont Circle, Suite 320, Washington, DC 20036 (www.teac.org). This accreditation covers all preparation programs.

STUDENT TEACHING OPPORTUNITIES: In addition to a broad range of local student teaching opportunities, elementary and secondary teacher candidates may apply for off-campus student teaching through The Philadelphia Center; the Chicago Semester Program; Liverpool, UK; Interaction International; and the Rosebud Indian Reservation, South Dakota, (as available). The Education Department website has updated information about off-campus student teaching opportunities.

STUDENT TEACHING AND FIELD PLACEMENT REQUIREMENTS: Students completing requirements for a secondary teaching certificate must have field experiences (inclusive of student teaching) in both the major and minor areas of study, and in both middle and high school

Students completing requirements for K-12 endorsement (special education, dance, music, art, kinesiology, and Spanish) must have field experiences (inclusive of student teaching) at the elementary and secondary levels.

Students who complete requirements for an elementary teaching certificate must also have structured field experiences (inclusive of student teaching) at both the elementary and middle school levels.

All Students must complete three different diverse placements (inclusive of student teaching). A diverse experience is defined as a classroom with at least 20% racial diversity, at least 20% low socioeconomic diversity, and inclusive of students with exceptionalities (disabled or gifted)

LEVEL ONE: INTRODUCTORY COURSES

220. Educational Psychology -- This course focuses on the growth and development of children in all phases, but with special emphasis on social, emotional, and intellectual development. Careful study of the learning process with implications for teaching and the classroom. Students will be introduced to the department's Professional Abilities and the program options. Corequisite: Education 221. *Three Credits Arsenault, Hwang, Both Semesters*

221. Educational Psychology Field Placement -- This field placement component is a corequisite with Education 220, and will provide opportunities for students to work with mentor

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teachers in K-12 classrooms and to interact with children in large and small groups and/or one-to-one to discover the complexities of the teaching/learning process, and to determine if teaching is a career choice.
One Credit Arsenault, Hwang Both Semesters

225. The Exceptional Child -- This course is a study of and accommodations for the person who deviates markedly from the norm – cognitively/mentally, physically, or socially – and requires special attention in regard to his/her educational development or behavior. Recommended to take Education 220/221 prior to Education 225/226. Corequisite: Education 226; Psychology 100 for psychology majors. Cross listed as Psychology 225.

Three Credits Cherup, Finn Both Semesters and May Term

226. The Exceptional Child Field Placement -- This field placement component is a corequisite with Education 225 and provides opportunities for interaction with persons with disabilities, at-risk students, as well as gifted and talented individuals.

One Credit Cherup, Finn Both Semesters and May Term

241. Introduction to Emotional Impairments -- This course provides an introduction for teaching students with emotional/behavior impairments. Definitions and characteristics of an emotional impairment will be emphasized as well as historical, philosophical, etiological, and specific theoretical models identified regarding educating students with emotional/behavioral impairments. Corequisite: Education 242.

Three Credits Arsenault Spring Semester

242. Field Experience: Emotional Impairment -- This field placement provides an opportunity for students to work with individuals with emotional/behavioral impairments and observe how these individuals are serviced in the school setting.

One Credit Arsenault Spring Semester

251. Introduction to Assessment in Special Education -- This course provides the knowledge and skills necessary to be successful in the area of special education assessment. Legal issues, technical understanding of assessment and reliability and validity concerning testing are examined. Investigation and application of appropriate assessment procedures and techniques for students with special needs are explored, and administration of various norm-reference, criterion-reference as well as informal tests are practiced and results written. Current research, state and federal guidelines, and literature resources are reviewed. This course is a prerequisite for Education 352 – Assessment, Prescription and Remediation in Special Education.

Four Credits Finn Fall Semester

253. Introduction to Learning Disabilities -- This course provides the foundation for teaching students with learning disabilities. Definitions and characteristics of a learning disability are emphasized in addition to historical perspectives and special education processes, programs and services at all levels - preschool through high school. In addition to exploring medically related issues, theoretical models and their implications for teaching students with learning disabilities are also addressed. Corequisite: Education 254.

Three Credits Cook Fall Semester

254. Field Experience: Learning Disabled -- This field placement experience provides an opportunity for students to work with students with learning disabilities and observe how they are serviced in the school setting.

One Credit Cook Fall Semester

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258. Observations and Assessment Practices in Early Childhood and Early Childhood Special Education (Birth-age 8) --

This course will introduce teacher candidates to early childhood assessment practices for children birth-age 8, appropriate assessment tools, develop an understanding of responsible assessment and ways to include families and other professionals in the process. In addition, they will enhance their understanding of the IEP/ IFSP requirements and how to adapt assessments strategies for young children with special needs. Furthermore, teacher candidates will have an opportunity to review program assessment by completing a program assessment tool such as the POA, ELLCO, etc. Corequisite: Education 259.

Three credits Griffin Spring Semester

259. Observations and Assessment Practices in Early Childhood and Early Childhood Special Education (Birth-age 8) Field Placement--

This field placement will help teacher candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement and evaluate experiences that promote positive development and learning for all children.

One credit Griffin Spring Semester

260. Social Studies for the Elementary and Middle School Teacher --

This course addresses content topics from U.S. and world history, physical, cultural, and political geography; the structure and functions of local, state, and national government; the rights and responsibilities of citizenship; and principles of microeconomics and macroeconomics according to Elementary Certification Program Standards.

Four Credits Voss Both Semesters

270. Foundations of Education -- This course surveys the historical, philosophical, and social foundations of American education, from Plato to the present, and the political structure that governs the Pre-K-12 education system. When possible, Education 270 should be taken concurrently with either Education 220/221 or Education 225/226. The course is designed as a companion to Education 500, which explores financial, legal, and political issues in contemporary American education, and is taken during the Student Teaching Semester.

Two Credits Vega, Yelding Both Semesters

295. Studies in Education -- This course is designed to allow students at the sophomore and junior level to become involved in studies in special interest areas.

One, Two or Three Credits Pardo Both Semesters

LEVEL TWO: PROFESSIONAL SEQUENCE COURSES

PREREQUISITE: ADMISSION TO DEPARTMENT

280. Literacy I: Reading and Language Arts, Birth to Third Grade -- This course provides an in-depth examination of literacy issues which begin at birth and develop through the third grade. The six language arts (reading, writing, speaking, listening, viewing and visually representing) will be studied in an interactive, integrated manner to guide the prospective teacher through a developmentally appropriate, constructive analysis of emerging literacy. Through the use of children's literature, diagnosis and assessment, reading strategies, phonological awareness, writing and holistic approaches to instruction, the prospective teacher will be encouraged to adopt a flexible

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teaching stance which recognizes the diversity of learning styles and needs in the elementary classroom. Prerequisites: Education 220/221, Education 225/226, Education 270, and admission to the Teacher Education program. Corequisite: Education 281.

Three Credits Donk Both Semesters and May Term

281. Literacy I: Field Placement -- This coordinated, supervised field placement occurs in an appropriate elementary school, Pre-K through grade three.

One Credit Donk Both Semesters and May Term

282. Literacy II: Reading and the Language Arts, Grades 4-8 -- This course focuses on the transitional reader. It is during grades 4 through 8 that the child will become an independent reader in the elementary or middle school classroom. Building on the foundation provided in Education 280, prospective teachers will consider issues surrounding content area reading and the growing use of expository texts, informal and formal assessment, children's literature, and the integrated language arts. Additional attention will be paid to designing and conceptualizing instruction which engages all learners. Prerequisites: Education 280/281, and admission to the Teacher Education program. Corequisite: Education 283.

Three Credits Donk, Stockinger Both Semesters, June Term

283. Literacy II: Field Placement -- This coordinated, supervised field placement occurs in an appropriate elementary or middle school setting, grades four through eight.

One Credit Donk, Stockinger Both Semesters, June Term

285. Literacy in the Content Area -- This course will focus on the integration of reading and the other language arts into content subjects for grades 6-12. Course topics include: uses of literature; reading, writing, listening, speaking, viewing, and graphically representing as tools for diverse learners in content subjects; formal/informal assessment practices and lesson design. Prerequisites: Education 220/221, Education 225/226, Education 270 and admission into the Teacher Education program. Corequisite: Education 286.

Three Credits Van Duinen Both Semesters

286. Literacy in the Content Area Field Placement -- This coordinated, supervised field placement occurs in an appropriate content area middle school or high school classroom. Corequisite: Education 285.

One Credit Van Duinen Both Semesters

287. Classroom Management for Secondary Teachers -- This course will examine critical dimensions of adolescent (ages 12-18) development and identify appropriate instructional structures which create effective middle and high school learning environments. Students will study, analyze, and link classroom and behavior management theories and techniques with issues of instructional design. Prerequisites: Education 220/221, Education 225/226, Education 270, and admission to the Teacher Education program. Taken concurrently with Education 285 or 360.

Two Credits Staff Both Semesters

305. Physical Geography -- This course explores the basic concepts and terms related to the study of physical geography. The characteristics and uses of maps, globes, and other geographic tools and technologies are addressed. The course also identifies the characteristics of landmasses and the physical processes in their development, including the shapes and patterns on the earth's surface, e.g., the atmosphere, the biosphere, the hydrosphere and the lithosphere.

Two Credits Bodenbender Fall Semester

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306. Cultural Geography -- This course examines the geographical and climatic factors that have influenced the social and economic development of global populations. It analyzes the relationship of humans and their environment and explores the nature and complexity of earth's cultural mosaics. It distinguishes the patterns and networks of economic interdependence on the earth's surface with an emphasis on world health, religions, foods, gender relationships, etc.

Two Credits Bultman Fall Semester

310. Elementary Curriculum and Methods (Math, Science, Social Studies) -- This course provides an examination of elementary and middle school curriculum -- its philosophy; organization; methods of curriculum development, including single-subject and integrated designs; and methods of instruction, including emphases on models of teaching, multicultural and gender concerns, instructional modifications for students with special needs, and using technology in the classroom. Recommended for pre-student teaching semester. Prerequisite: Education 280/281 and 282/283 and admission to the Teacher Education program. Corequisite: Education 311.

Five Credits Brondyk Both Semesters

311. Elementary Curriculum and Methods Field Placement -- This field placement occurs in local elementary or middle school classrooms. Students will observe instruction, keep reflective logs, maintain classroom routines and work with individual students, small and large groups. Recommended for the semester prior to student teaching. Corequisite: Education 310

One Credit Brondyk Both Semesters

312. Classroom Management for the Elementary and Middle School Teacher -- This course provides an overview of classroom and behavior management techniques for elementary and middle school teachers in general and special education settings. Course topics will include classroom organization, setting individual and group behavioral expectations, developing and implementing classroom rules and procedures, working proactively with students, and analyzing a variety of behavioral management philosophies. Usually taken with Education 310/311. Special Education majors do not take 312, but rather take Education 356.

Two Credits Arsenault, Griffin Both Semesters

313. Theories of Child Development and Early Childhood Education-- This course introduces teacher candidates to the field of early childhood education where they will get an opportunity to view typical and atypical behaviors of young children. All developmental areas will be covered (physical, adaptive, cognitive, social/emotional, language). Theories that influence young children's development will be reviewed. Teacher candidates will explore national and state organizations/associations that set standards for early childhood programs. Corequisite: Education 314.

Three Credits Griffin Fall Semester

314. Theories of Child Development and Early Childhood Education Field Placement -- In this field placement teacher candidates observe and analyze young children's development and interactions. They keep reflective logs, and work with individual students as well as large and small groups of children.

One Credit Griffin Fall Semester

315. Planning and Implementing Curriculum and Instruction for Early Childhood Education ---- This course introduces teacher candidates to early childhood curriculum models for infants, toddlers, pre-schoolers and primary age children. They will have an opportunity to plan developmentally appropriate large and small group activities, appropriate transitions, behavioral strategies, activities supporting the arts and individual differences through in class assignments and field experiences. Corequisite: Education 316.

Three credits Griffin Spring Semester

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316. Planning and Implementing Curriculum and Instruction for Early Childhood

Education Field Placement-- -- This field placement will help teacher candidates to integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children.

One Credit Griffin Spring Semester

319. Leadership Advocacy, and Administration in Early Childhood Programs-- -- This course will help teacher candidates explore early childhood leadership principles. Social, economic, educational, cultural and political forces affecting early childhood issues will be addressed. Topics including budgets, personnel, professional development, program creation, licensing, curriculum, collaboration, grant writing, building maintenance, nutrition, advocacy, and leadership theories will be covered.

Two credits Griffin Fall Semester

321. Teaching of Social Studies in the Secondary School -- This course is designed to develop the knowledge, skills and theoretical considerations needed to teach social studies in the secondary classroom by providing pre-service teachers with a comprehensive overview of some of the most effective approaches to planning, implementing, managing, and assessing successful and effective learning experiences for students. Using a synthesis of the College, Career, and Civic Life (C3) Framework, Michigan's content expectations, and the Common Core State Standards for Literacy in History/Social Studies, emphasis is placed on the selection and /or design of rigorous and relevant student tasks and appropriate pedagogical scaffolding to support students' engagement in those tasks. Teacher candidates will have multiple opportunities to engage in key pedagogical practices while receiving constructive feedback from both the instructor as well as peers through an instructional coaching model. Prerequisite: Admission to Teacher Education program. Corequisite: Education 322.

Two Credits Bush Fall Semester

322. Teaching of Social Studies in the Secondary School Field Placement -- This field placement occurs in a social studies classroom in a middle or high school.

One Credit Bush Fall Semester

323. Teaching of Mathematics in the Secondary School -- This course addresses methods of teaching mathematics with an emphasis on varied approaches, classroom materials, standards and benchmarks, curriculum changes, and trends in mathematics. Cross listed as Math 323. Prerequisite: Admission to the Teacher Education program. Corequisite: Education 324.

Two Credits Holmes Fall Semester

324. Teaching of Mathematics in the Secondary School Field Placement -- This field placement occurs in a mathematics classroom in either a middle or high school.

One Credit Holmes Fall Semester

331. Teaching of Science in the Secondary School -- This course introduces methods of teaching science at the secondary school level. Emphasis is placed on materials and techniques for the teaching of biology, chemistry, geology, and physics. Classroom management, student diversity, at risk students, cooperative learning in the science classroom, the Michigan Curriculum Benchmarks and Content Standards, student-centered activity-based lesson plans, long-term planning, and safe laboratory practices and techniques are topics included in this course. Prerequisite: Admission to the Teacher Education program. Corequisite: Education 332.

Two Credits Dummer Spring Semester

EDUCATION

332. Teaching of Science in the Secondary School Field Placement -- This field placement occurs in a science classroom in either a middle or high school.

One Credit Dummer Spring Semester

333. Secondary Special Education: Transition from School to Life -- This course is designed to prepare teacher candidates to understand and work with students with disabilities at the secondary level, focusing on transition from school to life. This class provides an overview of historical foundations, legal federal implementations, best practices, programming, and assessments for secondary students in special education, and using these assessments to write the Transition Individualized Education Plan for high school students in Special Education. In addition, information about agencies, self-determination, vocational and post-school planning will be emphasized.

Two Credits Finn, Staff Fall Semester

342. Strategies and Programs for Students with Emotional Impairment/Behavior Disorders -- This course provides a comprehensive study of the unique curricular and programming alternatives for school-aged students with emotional impairments. Emphasis is placed upon identification of students with emotional impairments, as well as issues, solutions, and strategies which are associated with special education programs for this student population. Prerequisites: Education 241/242, and admission to the Teacher Education program.

Three Credits Arsenault Fall Semester

352. Assessment, Prescription and Remediation in Special Education -- This course provides an opportunity for students to apply assessment practices in the field in conjunction with a corresponding field experience. Students move through the assessment process from the selection of testing tools, to the administration of assessments, writing of a case study, and implementation of an Individualized Education Plan within the special education system. Prerequisites: Admission to the Teacher Education program and Education 251. Corequisites: Education 356, 357/358 and 359.

One Credit Cook Spring Semester

356. Classroom and Behavior Management: L.D./E.I. -- This course provides an in-depth study of classroom and behavior management for both general and special education pre-service teachers. It addresses strategies for changing inappropriate student behavior, including the unique needs of students with learning disabilities and emotional impairments and legislative provisions. Prerequisites: admission to the Teacher Education program and Education 241 or 253, and 251. Corequisites: Education 352, 357/358 and 359.

Two Credits Arsenault Spring Semester

357. Field Experience: Learning Disabilities -- This field placement provides an opportunity to integrate information addressed in Education 352, 356 and 359 to special education field placement settings. Emphasis will be on application of assessment, lesson design, classroom and behavior management, and remediation techniques. Prerequisites: Education 241 and 253 and admission to the Teacher Education program. Corequisites: Education 352, 356 and 359.

Three Credits Arsenault, Staff Spring Semester

358. Field Experience: Emotionally Impaired -- This placement provides an opportunity to integrate information addressed in Education 352, 356 and 359 to special education field placement settings. Emphasis will be on application of assessment, lesson design, classroom and behavior management, and remediation techniques. Prerequisites: Education 241 and 251 and admission to Teacher Education program. Corequisites: Education 352, 356 and 359.

Three Credits Arsenault, Staff Spring Semester

EDUCATION

359. Elementary/Middle School: Special Education Instructional Design -- This course focuses on curricular methods and materials appropriate for instruction of students with high-incidence disabilities. Emphasis is placed on the development of programming and lesson planning based on specific objectives for the individual student with a disability. Focus areas include oral language, reading, written language, mathematics, computer-assisted instruction, co-teaching, consultation, and content areas related to teaching strategies. Prerequisites: Education 241 or 253, and 251 and admission to the Teacher Education program. Corequisites: Education 352, 356 and 357/358.

Four Credits Cook, Finn Spring Semester

360. Secondary Principles -- This course is a study of secondary schools, with particular emphasis on principles and practices. The course topics include current issues, lesson and unit design, instructional strategies, assessment, technology, professionalism, educational reform, and working with adolescents. Prerequisite: Education 285/286 and admission to the Teacher Education program. Corequisite: Education 361.

Three Credits Pardo Both Semesters, June Term

361. Secondary Principles Field Placement -- A coordinated, supervised field placement occurs in an appropriate content area middle or high school classroom.

One Credit Pardo Both Semesters, June Term

380. Teaching of Secondary School English -- Cross listed as English 380. Corequisite: Education 381

Two Credits Moreau Both Semester

381. Teaching of English in the Secondary Schools Field Placement -- Cross listed as English 381.

One Credit Moreau Both Semesters

388. The Teaching of Second and World Languages K-12 -- This course focuses on methods of teaching French, Spanish, German, and Latin at the middle school, high school, or college levels. Required of those planning to teach these languages in the secondary school. Prerequisite: Admission to Teacher Education Program. Corequisite: Education 389

Three Credits Johnson Fall Semester

389. The Teaching of Second and World Languages K-12 Field Placement -- This field placement occurs in a foreign language classroom in either a middle or high school.

One Credit Johnson Fall Semester

390. English as a Second Language Practicum -- This course examines the theoretical foundation of ESL/EFL teaching, current issues in ESL/EFL, and provides a guided practical experience in teaching English as a Second Language classes.

Two credits Johnson Both Semesters

420. Family and Child Centered Interventions in Diverse Cultural Contexts -- This course will focus teacher candidates on recommended practices, theoretical perspectives, and current literature regarding young children, birth-8 years of age within the framework of their family, school, and community environments. The impact of cultural, ethnic, linguistic, and socio-economic diversity on development and learning will also be addressed. Teacher candidates will develop insight into the value of parents as educational partners. Corequisite: Education 421.

Three credits Griffin Fall Semester

EDUCATION

421. Family and Child Centered Interventions in Diverse Cultural Contexts Field Placement -- This field placement is taken concurrently with the Family and Child Centered Interventions in Diverse Cultural Context course. Field Placements may be at Women in Transition, Life Services-Parents as Teachers, Community Mental Health, Pathways (formerly Child and Family Services of Western Michigan), etc. *One credit Griffin Fall Semester*

434. Secondary Special Education: Instructional Design -- This course provides a study of theories, programs and strategies relative to adolescence, appropriate for use with students with learning and/or emotional/behavioral problems in the middle or high school setting. Emphasis will be placed on current pedagogical practices designed to meet the needs of secondary level students with disabilities. Prerequisites: Admission to Teacher Education program, Education 333, 352, 356, 357 or 358, and 359. Corequisites: Education 453 and 454. *Two Credits Arsenault, Finn Fall Semester*

453. Computers and Technology: Special Education -- This course provides a study of the ways in which technology can enhance learning not only for students with disabilities, but for all students. Topics include legislative regulations, assistive technologies, universal design for learning, and current issues. Prerequisites: admission to the Teacher Education Program and Education 333, 352, 356, 357 or 358, and 359. Corequisites: Education 434, and 454. *Two Credits Cherup Fall Semester*

454. Current Issues and Trends: Special Education -- This course provides a discussion of issues affecting the field of special education as well as an overview of current research and programs. Prerequisites: admission to the Teacher Education program and Education 333, 352, 356, 357 or 358, and 359. Corequisites: Education 434, 453, and 455. *Two Credits Cook Fall Semester*

488. Cross Cultural Education -- This course provides an opportunity for students to be immersed in a culture while interacting with the residents of the area. They will teach in the schools or work with area agencies. Locations include the Rosebud Reservation in South Dakota and Watts, Los Angeles. *Four Credits Cherup, Cook Kukla, Yelding May Term*

490. Independent Studies in Education -- This course is for prospective teachers who wish to do advanced study in a special interest field. Approval for study must be given by the department chairperson prior to registration. *One, Two or Three Credits Pardo Both Semesters*

LEVEL THREE: PROFESSIONAL SEMESTER

455. Student Teaching Seminar -- The student teaching seminar is a required component of the Professional Semester experience and is taken in conjunction with student teaching. It provides an opportunity to synthesize the student teaching experience and move the student teacher toward the world of teaching at a professional level. Meeting once a week, it offers information on the certification and employment search processes, while also presenting chances to reflect on their experiences and practice. Student teachers also meet with their college supervisors in order to examine their practice in the field. Must be taken concurrently with Education 460, 465, 470, 480, or 485. *One Credit Cook, Yelding Both Semesters*

EDUCATION

456. Early Childhood Student Teaching Seminar -- Taken concurrently with Early Childhood Student Teaching (Birth–age 4) and Student Teaching in the Elementary School. It is designed to provide an opportunity to synthesize the student teaching/internship experience and move the student teacher/intern towards the world of teaching at the lower elementary level and servicing young children in a professional manner. Meeting once a week, it provides an avenue for Early Childhood student teachers/interns to analyze, evaluate and discuss the student teaching/internship experience with others in similar settings, while also offering information on the certification and employment search processes. Student teachers/interns are also given the opportunity to connect with their college supervisors in order to examine and reflect on their practice in the field. Student teachers/interns completing the Early Childhood minor will participate in several Seminar sessions that include all student teachers; at times, however, they will meet specifically with other Early Childhood student teachers/interns. Must be taken concurrently with Education 475.

One credit Griffin Both Semesters

460. Student Teaching, Learning Disabilities -- This field-based, full-semester, clinical experience, supervised by the Department of Education, is done in cooperation with area school systems. The student is placed in a classroom for students with learning disabilities for the purpose of making application of previously acquired knowledge and skills. Must be taken concurrently with Education 455. Prerequisites: completion of Education 310/311 or Education 360/361 and Education 352, 356, 357, and 359 as well as admission to the student teaching program.

Nine to Ten Credits Cook Both Semesters

465. Student Teaching, Emotional Impairments -- This field-based, full-semester, clinical experience, supervised by the Department of Education, is done in cooperation with area school systems. The student is placed in a classroom for students with emotional impairments which provides a vehicle for application of previously acquired knowledge and skills. Must be taken concurrently with Education 455. Prerequisites: Completion of Education 310/311 or Education 360/361 and Education 352, 356, 357, and 359 as well as admission to the student teaching program.

Nine to Ten Credits Cook Both Semesters

470. Student Teaching in the Elementary/Middle School -- This field based, full semester, supervised by the Department of Education, is done in cooperation with area school systems. Students are placed in elementary or middle school classrooms for a full semester's clinical experience in order to develop and demonstrate knowledge and skills necessary to teach. Must be taken concurrently with Education 455. Prerequisites: Completion of Education 310/311/312 and content-area methods coursework, as well as admission to the student teaching program.

Five to Ten Credits Cook Both Semesters

475. Early Childhood Student Teaching (Birth-age 4) -- Taken concurrently with Early Childhood Student Teaching Seminar and Student Teaching in the Elementary School- The Early Childhood student teaching experience will be offered during both the fall and spring semesters at Hope College. All students seeking an Early Childhood Endorsement to their elementary teaching certificate will spend six weeks of the 16 week student teaching experience in a full-day placement in either an infant/toddler program, pre-primary, pre-school or pre-kindergarten setting. Teacher candidates will be supervised and evaluated by the Education Department. The student teaching experience will be done in cooperation with area schools, pre-schools, and infant/toddler programs. Teacher candidates will develop and demonstrate the knowledge, skills and dispositions necessary to teach.

Four Credits Griffin Both Semesters

EDUCATION

480. Student Teaching in the Secondary School -- This field based, full semester, supervised by the Department of Education, is done in cooperation with area school systems. Students are placed in classes matching their major and/or minor areas of study at the middle or high school levels for a full semester's clinical experience. Prerequisites: Completion of Education 360/361, content methods course(s) and admission to the student teaching program.

Ten Credits Cook Both Semesters

485. Student Teaching in the Elementary and Secondary Schools (K-12) -- This field based, full semester, supervised by the Department of Education, is done in cooperation with area school systems. A full semester's clinical experience is provided at both the elementary and secondary levels, enabling students majoring in art, music, dance, kinesiology (physical education), and Spanish K-12 to obtain a K-12 endorsement. Must be taken concurrently with Education 455. Prerequisites: Completion of Education 360/361, contents methods course(s) and admission to the student teaching program.

Five to Ten Credits Cook Both Semesters

500. Perspectives in Education -- This seminar focuses on current critical issues facing K-12 education, including school finance, legal issues, unions, and school contracts.

One Credit Yelding, Staff Both Semesters

ENGINEERING

Faculty: Mr. Veldman, Chairperson; Mr. Abrahantes, Ms. Ipri Brown, Mr. Krupczak, Mr. Misovich, Ms. Peckens, Ms. Polasek, Mr. Smith.

The engineering program at Hope College offers a B.S. degree with a major in engineering that is accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>.

Our program emphasizes small class sizes, the opportunity to carry out research with faculty, and state-of-the-art laboratories. Hope engineering students are often double majors or participants in athletics. At Hope we offer the kind of one-on-one attention that insures that each student reaches his or her potential. Faculty are focused on the success of undergraduate students as our most important goal.

Our engineering curriculum is designed to help students identify and define their interests, and provide the technical background needed to begin work as an engineer or continue on to advanced graduate study. Our approach to engineering education includes challenging coursework in engineering fundamentals in the classroom and laboratory. Other aspects include rigorous study of science and mathematics, and a broad education in the humanities and social sciences. Our innovative engineering design class has appeared in *USA Today*.

The Hope College engineering program has an excellent record of placing students after graduation either in graduate schools or industry. Our recent graduates have taken jobs with such industry leaders as: Intel, Ford, Honda, Pfizer, Lockheed-Martin, and Hewlett Packard. About 50 percent of our students go directly on to engineering graduate schools. Since 1996 half of the Hope engineering students going to graduate school have gone to one of the top graduate engineering schools in the country. These graduate schools include: the Massachusetts Institute of Technology, the University of Michigan, and Stanford University.

MAJOR PROGRAMS

The department offers several different majors designed to meet a variety of students' needs. Students with a possible interest in physics should also see that section.

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The mission of the Hope College Engineering Program is to provide engineering students with a solid foundation in engineering and the underlying mathematics and sciences within the framework of a liberal arts education, and to contribute to the education of other Hope College students.

The professional practice of engineering requires an understanding of analytical methods, design techniques, social and economic influences, and an appreciation for cultural and humanistic traditions. Our program supports these needs by offering each engineering student the opportunity to acquire a broad yet individualized technical and liberal education. At the core of the curriculum is a sequence of mathematics, physics and engineering courses that foster analytical and design skills applicable to a range of engineering disciplines. Elective courses, design projects and undergraduate research opportunities allow students to pursue specific areas of interest. Hope's strong liberal arts core curriculum provides engineering students with critical thinking skills, proficiency in a foreign language, and exposure to a diversity of views and cultures. Graduates of the program are prepared to begin a professional career or continue study in graduate school.

Hope College Engineering Educational Objectives

The goal of the Hope College Engineering Program is to prepare our graduates for professional practice or advanced studies by providing a broad education in engineering fundamentals in a liberal arts environment. Hope College Engineering graduates will:

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1. Be active in engineering practice or find that their engineering background and problem-solving skills were helpful in non-engineering fields such as law, medicine, and business.
2. Continue their career development by engaging in life-long learning that builds upon foundational knowledge acquired as part of their undergraduate education.
3. Find that their undergraduate liberal arts education helped prepare them to contribute to the greater benefit of society.

BACHELOR OF SCIENCE IN ENGINEERING

The Bachelor of Science in Engineering is accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>. The major provides preparation for engineering employment in industry or for graduate study in engineering.

Electrical Engineering Emphasis

For the Bachelor of Science degree with a major in engineering with an electrical engineering emphasis, the major consists of 48 credits including the following courses: ENGS 100, 140, 150, 170, 220, 222, 224, 240, 242, 331, 333, 340, 351, 451, and 452. A minimum of 9 credits must be selected from ENGS 322, 332, 342, 352 or other approved electrical engineering topics courses (ENGS 495). The remaining courses must be selected from other engineering courses, or CSCI 160 or 225.

Mechanical Engineering Emphasis

For the Bachelor of Science degree with a major in engineering with a mechanical engineering emphasis, the major consists of 48 credits including the following courses: ENGS 100, 140, 150, 170, 220, 222, 224, 240, 331, 333, 340, 346, 451, 452, and 361. A minimum of 9 credits must be selected from ENGS 332, 344, 348, 355 or other approved mechanical engineering topics courses (ENGS 495). The remaining courses must be selected from other engineering courses, or CSCI 160 or 225.

Biomedical Engineering – Bioelectrical Emphasis

For the Bachelor of Science degree with a major in engineering with a biomedical-bioelectrical emphasis, the major consists of 48 credits including the following courses: ENGS 100, 140, 150, 170, 220, 222, 224, 240, 331, 333, 340, 351, 451, and 452 and one of the following: ENGS 242, 322, 332. A minimum of 7 credits must be selected from approved biomedical engineering topics courses (ENGS 495). The remaining courses may be selected from other engineering courses, or CSCI 160 or 225. In addition, BIO 221 and NSCI 211 are required.

Biomedical Engineering – Biomechanical Emphasis

For the Bachelor of Science degree with a major in engineering biomedical-biomechanical emphasis, the major consists of 48 credits including the following courses: ENGS 100, 140, 150, 170, 220, 222, 224, 240, 331, 333, 340, 361, 451, and 452 and one of the following: ENGS 332, 344, 346. A minimum of 7 credits must be selected from approved biomedical engineering topics courses (ENGS 495). The remaining courses may be selected from other engineering courses, or CSCI 160 or 225. In addition, BIO 222 and KIN 383 are required.

Chemical Engineering Emphasis

For the Bachelor of Science degree with a major in engineering with a chemical engineering emphasis, the major consists of 48 credits of engineering and must include ENGS 100, 140, 150, 170, 220, 222, 224, 240, 250, 331, 333, 340, 346, 348, 371, 375, 376, 451, 452. In addition, CHEM 343 is required and a chemistry or biochemistry minor must be completed.

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Biochemical Engineering Emphasis

For the Bachelor of Science degree with a major in engineering with a biochemical engineering emphasis, the major consists of 48 credits of engineering and must include ENGS 100, 140, 150, 170, 220, 222, 224, 240, 250, 331, 333, 340, 346, 348, 371, 375, 376, 451, 452. In addition, BIOL 106 and CHEM 311, 343 are required and a chemistry or biochemistry minor must be completed.

Civil Engineering Emphasis

For the Bachelor of Science degree with a major in engineering with a civil engineering emphasis, the major consists of 48 credits of engineering and must include ENGS 100, 140, 150, 170, 220, 222, 224, 240, 331, 333, 340, 346, 355, 360, 451, 452. A minimum of 9 credits must be selected from civil engineering topics courses ENGS 364, ENGS 365, ENGS366, or other approved civil engineering courses (ENGS495).

Computer Engineering Emphasis

For the Bachelor of Science degree with a major in engineering with a computer engineering emphasis, the major consists of 48 credits including the following courses: ENGS 100, 140, 150, 170, 220, 222, 224, 240, 242, 322, 331, 333, 340, 351, 451, 452, and CSCI 265, 376. In addition, a computer science minor must be completed.

Environmental Engineering Emphasis

For the Bachelor of Science degree with a major in engineering with an environmental engineering emphasis, the major consists of 48 credits of engineering and must include ENGS 100, 140, 150, 170, 220, 222, 224, 240, 250, 331, 333, 340, 346, 348, 371, 375, 376, 451, 452. In addition, CHEM 126/128 (or 131/132), 221, 255, 343 and GES 211 are required, and one course selected from GES 430 or 450 is required.

No Emphasis Option

For the Bachelor of Science degree with a major in engineering with no specified emphasis, the major consists of 48 credits including the following courses: ENGS 100, 140, 150, 170, 220, 222, 224, 240, 331, 333, 340, 346 or 351, 451, and 452. An additional 16 credits are required from other engineering courses, or CSCI 160 or 225.

For all emphasis options, two semesters of ENGS 080 are required. A maximum of one credit of internship (ENGS 499) and research (ENGS 490) may be counted toward the major. All engineering majors must select one of the options. In choosing courses within the science division to complete the requirements for the Bachelor of Science degree, students should select PHYS 121, 141, 122, 142, 280, MATH 131, 132, 231, 232, CHEM 125/127 or (131/132), which serve as prerequisites and/or cognates for the engineering major. Students earning a B.S. in engineering must take an additional mathematics or basic science class of at least two credits approved by the student's engineering advisor. In general, approved mathematics or basic science courses are those appropriate for majors in that discipline. Computer programming competence is required. Engineering students are expected to have programming experience by the beginning of the senior year. This requirement may be satisfied by CSCI 160 or 225, or by demonstrating competence on a problem chosen by the department. Twenty-four hours of work at the level of 300 or above must be completed at Hope College.

Students interested in **Aerospace Engineering** should consult with the engineering chairperson as early as possible.

ENGINEERING

BACHELOR OF SCIENCE IN ENGINEERING SCIENCE

The Bachelor of Science in Engineering Science major conforms to the minimum requirements for a Bachelor of Science degree at Hope College and is not accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>. The accredited major can be found on pages 115-116.

The major consists of a total of 36 credits which must include the following courses: ENGS 100, 140, 150, 170, 221, 222, 224, 240, 280, 331, 333, 340, 346 or 351, 451. Credits must be chosen from other engineering courses or CSCI 160, 225. Two semesters of ENGS 080 are required. Other courses may be substituted for the optional or required courses with **prior** approval of the department. A maximum of only one credit of internship and research may be counted toward the major.

In addition, 28 credits in science and mathematics courses are required, including PHYS 121, 141, 122, 142, MATH 131, 132, 231 and 232, CHEM 125 and 127. Two semesters of ENGS 080 also are required. Computer programming competence is required. Engineering students are expected to have had programming experience by the beginning of the senior year. This requirement may be satisfied by CSCI 160 or 225, or by demonstrating competence on a problem chosen by the department.

DUAL MAJORS

In case of a dual major, the engineering courses required are those described above. The additional mathematics and science requirements shall be established by agreement between the student and the department. Recent dual majors have included engineering-dance, engineering-chemistry, engineering-computer science, engineering-English, and engineering-economics.

ENGINEERING MINOR

A minor in engineering consists of 20 credits of engineering courses. It must include ENGS 140, 150, 220, and at least one 300 level course. The remaining courses are to be chosen by the student in consultation with the department chairperson and the student's advisor. The exact courses will depend upon the intended major program of the student. Prior approval of the courses by the department is required.

DUAL BACCALAUREATE IN ENGINEERING

In general, students planning to transfer under a dual baccalaureate program enroll in the same courses that students would who are expecting to earn a degree in engineering from Hope College. If a student enrolls in the usual engineering course pattern, the decision about transferring can be made in the junior year. It is the responsibility of the student to confirm the transferability of credits and the exact nature of the course work required by the engineering school. Early discussions with the engineering chairperson are strongly suggested.

PHYSICS

The fields of engineering and physics are closely related. Similar principles and science concepts are found in both. One is more focused on application and one tends more to the abstract. Students unsure of their specific career goals are encouraged to read about the physics program elsewhere in this catalog.

PREREQUISITE POLICY

Many courses in the department have prerequisites listed. A grade of C or better is required in these prerequisite courses. If this is not the case, then it is the view of the department that the prerequisite has not been fulfilled and the course may not be taken without written permission of the instructor and the department chairperson.

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ENGINEERING COURSES

080. Engineering Seminar -- All students interested in engineering are encouraged to attend departmental seminars. Registered students are required to attend at least 80 percent of the seminars presented. Seminars present topics of current interest in engineering and questions of concern in engineering research. Seminars provide students the opportunity to discuss state of the art engineering advances with speakers actively engaged in the field.

100. Introduction to Engineering -- This course introduces students to the basic principles of engineering and the various disciplines that constitute the field. Major engineering accomplishments are studied from historical, political, artistic and economic viewpoints. Students work in teams to solve engineering design problems and undertake laboratory investigations. Foundations of engineering science including force equilibrium, concepts of stress and strain, Ohm's Law, and Kirchhoff's Voltage and Current Laws are studied. *Four Credits Krupczak Fall Semester*

140. Introduction to Electric Circuits -- This course introduces basic circuit analysis techniques and applies them to resistor networks. Operational amplifiers and circuit applications are also introduced and analyzed. A laboratory is included that will give students the opportunity to apply methods and test out the material learned in lecture. The basic composition of a formal laboratory report will be introduced and practiced. Prerequisite: ENGS 100 or MATH 125 or 131

Two Credits Abrahamtes, Polasek Spring Semester

150. Conservation Principles -- An introduction to chemical engineering calculations, emphasizing the conservation of mass and energy. Systems studied will include batch and continuous processes, and separation processes. Concepts of steady-state and transient balances will be used in process analysis. Prerequisites: MATH 125 or 131 and CHEM 125 or 131.

Two Credits Misovich Spring Semester

170. Computer Aided Design -- An introduction to computer aided design. Students will learn to use a solid modeling design system for the purpose of creating their own designs. Design methods and techniques will be studied through development of increasingly complex devices. Each student is expected to design a device of his/her own choosing, investigate its properties, write a report on it and make a presentation of the design to the class. Prerequisite: MATH 125 or 131.

One Credit Brown Spring Semester

220. Statics -- This course covers the response of rigid objects to applied forces in the special case where the objects are in force equilibrium. Topics include: vector description of forces and moments, free body diagrams, frictional forces, centroids, area moments of inertia, and distributed loads. Application of these topics to the equilibrium analysis of trusses, structures, and machines in two and three dimensions. Prerequisites: MATH 132 and ENGS 100 or PHYS 121.

Three Credits Smith Fall Semester

222. Mechanics of Materials -- An introduction to the fundamentals of mechanics of deformable bodies. Topics include analysis of the stresses and deformations in structures including axial loading of bars, torsion of circular rods, bending of beams, thin-walled pressure vessels, and problems with combined loadings. Additional topics consist of stress and strain transformations and buckling and elastic stability of structures. Corequisite: MATH 231. Prerequisite: ENGS 220.

Three Credits Smith Spring Semester

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224. Mechanics of Materials Laboratory -- A laboratory to accompany Engineering 222, Principles of Engineering Materials. The laboratory investigates the properties of engineering materials by use of standard testing means. Students are expected to analyze the results of tests using packaged software programs and programs that they develop themselves. Student teams will undertake a design project in which they must analyze the mechanical properties of the materials they will use and predict the mechanical behavior of the object they design and build. Corequisite: ENGS 222 and MATH 231. Prerequisites: CHEM 125. *One Credit Smith Spring Semester*

240. Electric Circuits -- This course continues the study of circuit analysis techniques with additional applications to AC circuits. Diodes and transistors are also introduced and circuits containing them are analyzed. A laboratory is included that will give students the opportunity to apply methods and test out the material learned in lecture. Elements of a formal laboratory report will be further developed and practiced. Prerequisite: ENGS 140. *Two Credits Abrahamtes, Polasek Fall Semester*

242. Electronic Devices and Design -- The course examines in detail the design and analysis of analog and digital circuits. Analog integrated circuits include bipolar junction transistor amplifiers, operational amplifiers, and active filters. Generalized Ohm's law is employed to analyze and design active filters. Logic circuit design is presented and digital circuits are analyzed and designed. Prerequisite: ENGS 240 or permission of instructor. Same as PHYS 242. *Four Credits Abrahamtes Spring Semester, Even Years*

250. Process Calculations -- Continuation of ENGS 150. An introduction to chemical engineering calculations, emphasizing the conservation of mass and energy. Systems studied will include batch and continuous processes, complex processes with recycle, processes in which chemical reactions take place, and separation processes. Concepts of steady-state and transient balances will be used in process analysis. Prerequisite: ENGS 150. *Two Credits Misovich Spring Semester*

251. Conservation Principles and Process Calculations -- An introduction to chemical engineering calculations, emphasizing the conservation of mass and energy. Systems studied will include batch and continuous processes, complex processes with recycle, processes in which chemical reactions take place, and separation processes. Concepts of steady-state and transient balances will be used in process analysis. Prerequisites: MATH 125 or 131 and CHEM 125. *Four Credits Misovich*

280. Introduction to Mathematical Physics and Engineering -- A course in mathematical methods. It is cross listed as PHYS 280. A full description may be found there.

290. Independent Studies -- With departmental approval, freshmen or sophomores may engage in independent studies at a level appropriate to their ability and class standing, in order to enhance their understanding of engineering. Students may enroll each semester. Permission of the instructor is required. *One to Three Credits Staff Both Semesters*

295. Studies in Engineering -- A lecture and/or laboratory course in an engineering area of interest. *Two to Four Credits Staff Both Semesters*

322. Logic Circuit Design -- The course addresses switching theory and digital logic devices. Topics covered include: Boolean algebra, algebraic simplification, Karnaugh maps,

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Quine-McCluskey method, multi-level networks, combinational and sequential network design, flip-flops, and counters. Prerequisites: ENGS 240.

Three Credits Abrahantes Spring Semester, Odd Years

331. System Dynamics -- Introduction to the mathematical modeling, analysis, and control of mechanical, electrical, hydraulic and thermal systems. Derivation of governing state (differential) equations. Analysis of the free and forced response of systems by direct analysis and computer simulation. Introduction to the design of feedback control systems including analyzing stability and characterizing system behavior. Includes laboratory component. Corequisite: ENGS 240. Prerequisites: PHYS 121 and MATH 231.

Three Credits Veldman Fall Semester

332. Control Systems -- Design of linear feedback control for dynamic systems. Topics include stability analysis, root locus compensation and design, frequency response techniques, state space and digital controls. The mathematical software MATLAB is used extensively to analyze and simulate control systems. Prerequisite: ENGS 331.

Three Credits Abrahantes Spring Semester

333. System Dynamics Laboratory -- A laboratory to accompany Engineering 331, Dynamic Systems and Controls I. The laboratory investigates the dynamic properties of systems of first and second order mechanical systems. Both linear and rotary systems are investigated. Systems with multiple masses and springs are studied. Controllers are developed and applied to some of the systems. Corequisite: ENGS 331. Prerequisites: PHYS 121 and MATH 231.

One Credit Veldman Fall Semester

340. Applied Thermodynamics -- Thermodynamics is the study of energy and its conversion among various forms, particularly heat and work. Laws of thermodynamics are presented in the context of mass and energy conservation using properties such as internal energy, enthalpy, and entropy. These concepts are then applied to a variety of processes including cyclic processes used for power generation and refrigeration. Prerequisite: ENGS 150. Corequisite MATH 132.

Two Credits Misovich Fall Semester

342. Electricity and Magnetism -- A course in classical electromagnetism. It is cross listed as PHYS 342. A full description may be found there.

344. Mechanical Vibrations -- Free and forced response of single and multiple degree of freedom lumped mass systems, and of continuous bodies. Analytical and numerical methods for solving vibration problems. Applications to the vibrations of mechanical systems and structures, earthquake response of structures. Prerequisites: ENGS 221 and MATH 231.

Three Credits Veldman Fall Semester, Even Years

346. Fluid Mechanics -- The study of fluid mechanics is essential in analyzing any physical system involving liquids and gases. The properties of a fluid and the concepts of fluid statics, the integral and differential analyses of fluid motion, and incompressible flow are presented. Applications of these concepts to various engineering situations, such as propulsion systems, aerodynamics, and piping systems, are examined. Prerequisite: MATH 231 and ENGS 250 or 340.

Three Credits Misovich Spring Semester

348. Heat Transfer -- This course introduces the fundamental concepts of heat transfer. The three modes of heat transfer are addressed: conduction, convection, radiation. Both steady state and time varying situations are considered. The energy balance is applied extensively, and physical and mathematical principles underlying the concepts of heat transfer are presented. Rectangular,

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cylindrical and spherical coordinate systems are used in the analysis. Various aspects of heat transfer phenomena are studied in the laboratory. Prerequisite: MATH 231 and ENGS 250 or 340.

Three Credits Misovich Spring Semester, Even Years

351. Signal Analysis and Communications -- This course will introduce students to the basics of signal modulation and radio frequency analysis and design. The approach is tailored to a careful development of the mathematical principles upon which such systems are based. A wide variety of current communication systems will be presented. The emphasis in this course is the design and analysis of Amplitude Modulation (AM), Frequency (angle) Modulation (FM), and Pulse Width Modulation (PWM), and understanding the differences between these types of modulations. The students will also be introduced to band-pass filters that are extensively used in signal demodulation. Prerequisite: ENGS 331.

Three Credits Abrahantes Spring Semester, Odd Years

355. Structural Analysis -- This course covers the analysis of determinate and indeterminate structures using various techniques. Topics include influence lines, moment-area theorems, conjugate beam methods, analyses of deflections of beams, trusses, and frames, and an introduction to matrix methods in structures. Prerequisites: ENGS 222 and ENGS 224.

Three Credits Peckens Fall Semester, Odd Years

360. Geotechnical Engineering -- This course examines the fundamental topics of geotechnical engineering. Topics include soil classification methods, soil compaction, flow of water in soils, compressibility and consolidation, settlement, shear strength and failure, and applications to foundations. Prerequisites: ENGS 222 and ENGS 224.

Three Credits Peckens Spring Semester, Odd Years

361. Analytical Mechanics -- This course covers classical mechanics. It is cross listed as PHYS 361. A full description may be found there.

364. Steel Structures -- This course examines the design of steel members and connections and their use in buildings and bridges. The course uses relevant design specifications and codes to design tension and compression members, beams, columns, beam-columns, and connections. Prerequisites: ENGS 222 and ENGS 224 *Three Credits Peckens Fall Semester, Even Years*

365. Reinforced Concrete -- This course examines the design of reinforced concrete members and their use in buildings and bridges. The course uses relevant design specifications and codes to analyze the flexural and shear strength of beams, one-way slabs, and columns. Topics also include examining the interaction between reinforcing steel and plain concrete. Prerequisites: ENGS 222 and ENGS 224. *Three Credits Peckens Spring Semester, Even Years*

366. Engineering for Sustainable Development -- This course will examine engineering and its role in sustainable development. The term "sustainable development" is intended to apply to both developed and developing countries. Specific areas of focus will include: energy, food production, drinking water treatment, wastewater treatment, building systems and transportation infrastructure. We will first develop a basic understanding of how each of these major infrastructure systems operate, especially with regards to energy requirements and scale, and then apply basic principles of engineering analysis to explore practical implications for long-term sustainability. In addition to

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traditional numerical analyses, we will also explore social constraints and economic factors which affect sustainability in both developed and developing communities. Prerequisite: ENGS222 and 224
Three Credits Staff Spring Semester

371. Chemical Reaction Engineering -- Determination and application of reaction rate variables, stoichiometry, equilibrium, and kinetics to batch and continuous reactor types. Design calculations for reactors including temperature, fluid flow and heat transfer considerations. Analysis of multiple reactions, chain reactions, biological reactions, and catalytic reactions. Prerequisites: ENGS 250 and junior standing.
Three Credits Misovich Fall Semester, Odd Years

375. Phase Equilibrium and Separations I -- Study of the concepts of thermodynamic phase equilibrium and their application to large-scale separation processes used in industrial practice. Topics studied will include vapor-liquid and liquid-liquid equilibrium, nonideal solution behavior, single and multiple equilibrium stage calculations, distillation, absorption and extraction, binary and multicomponent systems, and equipment design considerations. Prerequisites: ENGS 250 and junior standing.
Four Credits Misovich Fall Semester, Even Years

376. Advanced Thermodynamics and Separations II -- Continuation of study of the concepts of thermodynamic phase equilibrium and their application to large-scale separation processes used in industrial practice. Topics studied will include vapor-liquid and liquid-liquid equilibrium, nonideal gas behavior, diffusion and mass transfer, rate-based continuous contact, distillation, absorption and extraction, binary and multicomponent systems, other separation processes, and equipment design considerations. Prerequisite: ENGS 375.
Three Credits Misovich Spring Semester, Odd Years

451. Introduction to Engineering Design -- Engineers create products, systems, and processes to solve problems and meet social needs. This course introduces students to the art and science of engineering design. Methods and characteristics of the design process appropriate to product design, to system design, or to process design are studied. Exercises are carried out focusing on ethics in the workplace. Students learn oral and written communication skills needed in engineering design and carry out individual product, system, or process design projects focusing on the development of creativity, independent thinking, and the ability to overcome unexpected problems. Prerequisites: Vary by section; see schedule. *Three Credits Misovich or Veldman Fall Semester*

490. Research -- With departmental approval, juniors or seniors may engage in independent studies at a level appropriate to their ability and class standing, in order to enhance their understanding of engineering. Students may enroll in each semester.
One to Three Credits Staff Both Semesters

495. Topics in Engineering -- An advanced topic of engineering will be investigated in detail. The choice of the topic will vary from year to year to provide junior and senior students with the opportunity to study a field outside of the normally prescribed curriculum. Examples of such topics Are: biomechanics, rehabilitation engineering, biomedical instrumentation, and microcontroller electronics. Prerequisite: junior standing in engineering or permission of the instructor.
Two to Four Credits, Staff, Both Semesters

499. Internship in Engineering -- This program provides engineering experience for students and is usually done off-campus under the supervision of a qualified engineer. A written report or oral department seminar presentation appropriate to the internship experience are required. Approval of the chairperson is required.
One Credit Staff Both Semesters

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Faculty: Mr. Schakel, Chairperson; Ms. Bauman, Ms. Burton+, Ms. Childress, Mr. Cho**, Mr. Cole*, Mr. Cox, Ms. Dykstra++, Mr. Gruenler, Mr. Hemenway, Mr. Kenagy, Ms. Kipp, Ms. Lunderberg, Mr. Montaña, Mr. Moreau, Mr. Pannapacker, Mr. Peschiera, Ms. Portfleet, Ms. Sellers+++, Ms. Trembley***, Ms. Verduin. **Assisting Faculty:** Ms. Aslanian, Ms. Clark, Ms. Douglas, Mr. James, Mr. Lewison, Mr. Rappleye, Mr. Smith.

*Sabbatical Leave, Fall Semester 2014

+Leave of Absence, Fall Semester 2014

**Sabbatical Leave, Spring Semester 2015

++Leave of Absence, Spring Semester 2015

***Sabbatical Leave, 2014-2015

+++Leave of Absence, 2014-2015

The program of the Department of English is designed to meet the needs of students who want to pursue the study of English literature and students who want to develop their skills in creative or expository writing. The two strands are closely related and complement each other fully.

Literature enables readers imaginatively to enter and share the stories, feelings, and experiences of other persons. It presents, with beauty and power, perennial human situations and issues – problems of identity, purpose, relationship, and meaning. The study of literature helps students expand their appreciation and understanding of literary works and their knowledge of the literary world. The English major with a literature emphasis is designed for students interested in secondary teaching, graduate school in literature, or careers in such fields as editing and publishing, government service, librarianship, business, law, and the ministry, and students who just love books and want to improve their skills in reading and interpretation.

The study of creative writing enables students to view writing as a process of seeing and re-seeing the world. It helps them learn to value and express their own stories, to reflect on their lives, and to believe they have something of use to put into words. The English major with a creative writing emphasis is designed for students interested in graduate school in creative writing or careers in such fields as editing and publishing, government service, librarianship, business, law, and the ministry, and for students who simply enjoy writing creatively and want to develop their skills further.

While the curriculum provides majors who wish to teach or attend graduate school the specialized courses they need, it also seeks to meet the needs of all students pursuing the broad aims of a liberal education. Courses in literature and writing help develop students' abilities to read, to think, and to express themselves logically, coherently, and imaginatively.

Students considering a major or minor in English should take English 248 as early in their college careers as possible. English 113 or the equivalent is prerequisite to all other writing courses.

MAJORS: Students considering an English major should consult with the department chairperson, or another faculty member in the department, before beginning to take English classes, for help in deciding about the most appropriate course selections. Students preparing for careers in elementary and secondary school teaching should see the section below and consult the Department of Education website for detailed interpretation of major requirements for teacher certification.

A. The English major with an emphasis in literature is a minimum of 9 courses distributed as follows:

1. **English 248. Introduction to Literary Studies.** Students are encouraged to take this foundational course as early in their studies as possible, and certainly before they enroll in 300-level courses.
 2. **English 231. Western World Lit I** or **English 233. Ancient Global Lit.** IDS 171, 173, or 175 may be substituted for English 231 or 233.
 3. Four credits in writing courses numbered above 113, or **English 360. Modern English Grammar**, or **English 375. History of the English Language.**
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4-9. Six four-credit literature courses, numbered 270 and higher. At least three of these courses must be numbered 300 or higher, and at least one must be at the 400 level (**English 480. Introduction to Literary Theory** or **English 495. Advanced Studies**). * In addition, these six courses must fulfill the following distribution requirements:

- At least two of the 4-9 courses is to be in literature pre-1800 (if predominantly British, such as **English 270. British Literature I**, **English 373. Shakespeare**, or a designated 37x or 495 course) or pre-1850 (if predominantly American, such as **English 280. American Literature I** or a designated 37x or 495 course). **English 375. History of the English Language** may count toward this requirement but cannot be counted toward #3 as well.
- At least one of the 4-9 courses is to be in British literature (**English 270. British Literature I**, **English 271. British Literature II**, **English 373. Shakespeare**, or a designated 37x or 495 course).
- At least one of the 4-9 courses is to be in American literature (**English 280. American Literature I**, **English 281. American Literature II**, or a designated 37x or 495 course).
- At least one of the 4-9 courses is to be in American ethnic literature (**English 282. Survey of American Ethnic Literature** or a designated 37x or 495 course).
- **English 359. Internship in English** may be substituted for one of the 5-9 courses, but whenever possible it should be taken as a 10th course.

Students considering GRADUATE STUDY IN LITERATURE should take additional upper-level courses so that their majors will total at least 44 credits and should participate in the departmental Honors Program. They should elect **English 480. Contemporary Literary Theory** and **English 495. Advanced Studies** among their courses for the major, and courses in history and in ancient and modern philosophy as cognate courses.

B. The English major with a creative writing emphasis is a minimum of 10 courses distributed as follows:

1. **English 248. Introduction to Literary Studies**. Students are encouraged to take this foundational course as early in their studies as possible, and certainly before they enroll in 300-level courses.
2. **English 231. Western World Lit I** or **English 233. Ancient Global Literature** IDS 171, 173, or 175 may be substituted for English 231.
- 3-4. Two four-credit literature courses numbered 270 or above; at least one is to be in British literature and at least one is to be in early literature (British pre-1800 or American pre-1850).
5. A four-credit course in American ethnic literature (**English 282. Survey of American Ethnic Literatures**, or a designated 37x or 495 course involving American ethnic literature).
6. A four-credit creative writing course at the 200 or 300 level.
7. A four-credit creative writing course at the 300 or 400 level.
8. A four-credit creative writing course at the 300 or 400 level in genre different from #6.
9. A 400-level creative writing workshop.
10. A culminating course to be chosen from the following: another 400-level creative writing workshop; **English 360. Modern English Grammar**; **English 480. Introduction to Literary Theory**; **English 495. Advanced Studies**; or an internship.

Students considering GRADUATE STUDY IN CREATIVE WRITING should include **English 480. Contemporary Literary Theory** among their elective courses. They should take additional upper-level literature and creative writing courses so that their majors will total at least 44 credits and should participate in the departmental Honors Program.

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TEACHER CERTIFICATION

In partnership with the Hope College Department of Education, the Department of English offers a teaching major and minor for certification through the State of Michigan

C. **The English major for secondary teaching** is a minimum of 36 hours of credit distributed as follows:

1. **English 248. Introduction to Literary Studies.** Students are encouraged to take this foundational course as early in their studies as possible, and certainly before they enroll in 300-level courses.
2. **English 231. Western World Literature I** (four credits), or **English 233. Ancient Global Literature**, (four credits), or **IDS 171 or 173 or 175. Cultural Heritage I** (two credits count toward the major).
 - Students who take ENGL 231 or 233 for their General Education CH1 requirement may take IDS 172 for CH2 and count two of the IDS 172 credits toward the major.
 - Students who take IDS 171 for CH1 may take ENGL 232 or 234 for CH2 and count the four 232 or 234 credits toward the major, or may take IDS 172, 174, or 176 and count two of the IDS 172, 174, or 176 credits toward the major.
 - Students who take IDS 173 for CH1 may take IDS 172 or 176 for CH2 and count two of the IDS 172 or 176 credits toward the major.
 - Students who take IDS 175 for CH1 may take IDS 172 or 174 for CH2 and count two of the IDS 172 or 174 credits toward the major.
 - Students who take ENGL 231 or 233 or IDS 171 or 173 or 175 for CH1 may take IDS 178 (Hist/Phil) to fulfill their CH2 requirement, but no credits from IDS 178 will count toward the major.

3-5. Three or four of the following five courses: **English 270. British Literature I**, **English 271. British Literature II**, **English 280. American Literature I**, **English 281. American Literature II**, **English 282. Survey of American Ethnic Literature.** (Either 281 or 282 may be counted toward 3-7 but not both).

6-7. Elective courses in literature, numbered 270 or higher, as needed to reach the minimum 36 credit requirements.

Note: At least two of 3-7 must be courses dealing primarily with literature before 1850 (flagged DPRE). At least two of 3-7 must be in British literature (DBRL) and at least two in American literature (DAML).

8. **English 375. History of the English Language** or its equivalent, or **English 360. Modern English Grammar or Linguistics 364**
9. A writing course numbered above 113, chosen from **English 213. Expository Writing II**, or **English 279. Writing for Teachers**, or a creative writing course.

English 380. Teaching of Secondary School English and **English 381. Field Placement** are required by the Department of Education for secondary certification but do not count toward the major.

Students preparing for elementary teaching should see the English Language Arts Group Major on the Department of Education website.

MINORS IN ENGLISH:

- A. **The general minor** (minimum of 21 credits) consists of: 1. 248; 2. 231 or 233 (recommended) -- IDS 171, 173 or 175 may be substituted, with two credits counted toward English; 3. a writing course above English 113; 4. 12 credits of literature courses numbered 270 or higher. For further details consult the advisor for English minors, Sarah Baar, Lubbers 338.

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- B. **The secondary teaching minor** consists of a minimum of 24 credits, numbered 200 or above, distributed as follows: 1. 213, 279, or 360; 2. 231 or 233 (four credits) or IDS 171 or 173 or 175 (two credits count toward the minor). For Cultural Heritage II options, see item 2 under the English major for secondary teaching (p.125). 3. 248. 4. 270 or 271; 5. 280 or 281 or 282; 6. electives in literature or writing to bring the total credits to at least 24. In addition to the 24 credit minor, English 380 and 381 are required. For further details, consult the advisor for English minors, Sarah Baar, Lubbers 338.
- C. **The writing minor** consists of a minimum of 18 credits of courses on writing, not including English 113. If arrangements are made in advance, credit toward the writing minor can also be given for internships which involve a significant amount of writing or editing, and for courses in other departments which involve internship-type experience and a significant amount of writing. Students should be aware that the writing minor is not approved for teacher certification by the state. Because of the importance of directed experience in writing, students pursuing this minor are strongly encouraged to write for campus publications, assist with the visiting writers series, and/or work on the staff of the Center for Writing and Research. Further details and advice about course selection, particularly arrangements for securing English credit for internships in other departments, may be obtained from the advisor for English minors, Sarah Baar, Lubbers 338. Courses counted toward a writing minor may not also be counted toward an English major or another English minor.

Students considering CAREERS IN WRITING AND EDITING should take **English 213. Expository Writing II** and **English 360. Modern English Grammar**, and should consider doing at least one internship, either with a local employer or non-profit agency, or as part of an off-campus program. They should consult the Career Development Center or Professor Schakel, the department coordinator for internships, early in their college careers, to begin plans for including an internship in their academic programs.

For other kinds of professional preparation (e.g., business and industry, prelaw, preseminary, foreign service, librarianship) the specific recommendations in English are less prescriptive and students should, with their advisor's help, tailor a program to their own needs. Internship programs are also available for English majors having specific career interests such as journalism, librarianship, and business. The student may work part-time or full-time for a semester or during the summer on such programs, either in Holland or elsewhere. For information, they should consult the Career Development Center or the department chairperson, Professor Schakel.

Intermediate proficiency in a foreign language is valuable for all English majors and is essential for those proceeding to graduate study in the field. Classical Mythology (Classics 250) and courses in philosophy and in American and English history are strongly recommended for all English majors and minors as cognate courses. Individual students will find that off-campus study and/or internships will play important roles in their programs.

HONORS PROGRAM

The departmental Honors Program is intended to challenge majors to go beyond the minimum requirements by taking extra courses, developing an individual reading program, attending department colloquiums, and thinking about literature. In addition, the Honors Program is intended to foster intellectual exchange among students and faculty. Detailed information and application forms are available from the departments interim chairperson, Professor Schakel. Early application, even in the freshman year, is encouraged.

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Academic Support Center

A full description of this no-fee service is located at hope.edu/admin/acadsupport/.

Center for Writing and Research

A full description of this program is located at www.hope.edu/lib/kc/.

English for Non-Native Speakers

102. English for Non-Native Speakers II -- An advanced course designed to increase a student's English proficiency in all skill areas. Sometimes required of foreign students before taking English 113. Three lectures, two laboratories per week. Hours may be increased upon consultation with the chairperson of the Department of English and the instructor. By placement.

Four Credits Fall Semester

Writing

113. Expository Writing I -- A course designed to encourage students to explore ideas through reading, discussion, and writing. The emphasis is on development of writing abilities. The area of exploration varies with individual instructors. Consult department for current list. Typical topics include Questions of Identity, Critical Thinking about the Future, Crime and Punishment, Writing as Intellectual Exploration, Academic Writing, Pop Culture, Stephen King. May be repeated for additional credit, with a different subject matter. Not counted toward an English major or minor.

Four Credits Both Semesters, May, June, and July Term

154. Introduction to Creative Writing: Fiction -- An exploration of the elements of narrative technique. No prior experience in fiction writing is assumed. Investigates characterization, plot, setting, scene, detail, and point of view. English 154 does not count toward the English major with a creative writing emphasis.

Two Credits Spring Semester

155. Introduction to Creative Writing: Poems -- An exploration of the practice of writing poetry. No prior experience in poetry writing is assumed. Investigates a variety of approaches to the composition of a poem and such elements of poetry as image, rhythm, line, sound, pattern, and structure. English 155 does not count toward the English major with a creative writing emphasis.

Two Credits Fall Semester

213. Expository Writing II -- A course designed to further the student's ability to write effective expository prose. For students in any discipline. Prerequisite: English 113 or waiver of English 113 requirement.

Two Credits Both Semesters

214. Workplace Writing -- A course designed to further the student's ability to write the types of expository prose appropriate to business, business administration, and technical fields. Prerequisite: English 113 or waiver of English 113 requirement.

Two Credits Both Semesters

254. Creative Writing: Fiction -- An introduction to the techniques of fiction writing. No prior creative writing experience required. Includes practice in the writing process, point of view, characterization, plot, setting, theme, and voice.

Four Credits Both Semesters

255. Creative Writing: Poems -- An introduction to the practice of writing poetry. Includes a variety of approaches to the composition of a poem as well as the elements of poetry: image, rhythm, line, sound, pattern, form, and structure.

Four Credits Both Semesters

257. Creative Writing: Plays -- An introduction to the art of writing for the stage. Includes work on selected special problems of the playwright: scene, dialogue, structure, and staging. Offered jointly with the Department of Theatre. Alternate years, (Spring 2015).

Four Credits Spring Semester

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258. Creative Writing: Nonfiction -- An introduction to the art of writing the contemporary literary essay. Includes work on style, structure, audience, and critical thinking and reading in essays by a broad range of writers. Topics may include humor, commentary, opinion, personal observation, autobiography, argument, social criticism, occasional essay. *Four Credits Both Semesters*

259. Creative Writing: Satire -- An introduction to the techniques of satire. Designed to sharpen wits and writing skills, to educate and entertain, and to familiarize students with satiric masterpieces and their own potential to contribute to this humorous genre. Alternate years (Fall 2015). *Four Credits*

279. Writing for Teachers -- An introduction to the basic techniques of writing intended especially for prospective teachers. Topics include writing practice, short fiction, poetry, evaluating creative writing, publication, curriculum development, and nonfiction writing. Includes attention to the student's understanding of his or her own writing process. *Four Credits Both Semesters, May Term*

354. Intermediate Creative Writing: Fiction -- Intensive study of and practice with the techniques of fiction. Includes extensive reading in contemporary fiction. Students revise and complete a series of short works or one longer work. Prerequisite: A 200-level writing workshop or equivalent. *Four Credits Both Semesters*

355. Intermediate Creative Writing: Poems -- Intensive study of and practice with the techniques of poetry. Students write and critique poems, discuss poems in light of current issues, and practice selection and preparation of poems for publication. Prerequisite: A 200-level writing workshop or equivalent. *Four Credits Both Semesters*

358. Intermediate Creative Writing: Nonfiction -- Intensive study of and practice with the techniques of the personal narrative essay. Includes attention to style, structure, audience, and critical thinking. Students complete three to four narrative essays and prepare them for publication when appropriate. Prerequisite: A 200-level writing workshop or equivalent. *Four Credits Fall Semester*

359. Internship In English -- A closely supervised practical experience in a professional setting for upper class English majors and minors. Internships may be taken by individual arrangement through the department with a local host company or agency, or as part of The Philadelphia Center, the Chicago Semester, the New York Arts or the Washington Semester programs. At the discretion of the department, up to four credits may be applied toward the student's major or minor requirements; otherwise, the credits (up to a total of eight) will constitute elective credits within the department. The general guideline for credit is 3 hours per week for a fifteen-week semester for each credit. Normally taken on a pass/fail basis. *One to Eight Credits Both Semesters*

360. Modern English Grammar -- A cumulative study of the conventions governing spoken and written Standard English, designed to model creative learning strategies that are easily adaptable for future teachers, and to develop editing and writing skills in addition to mechanical competence. *Four Credits Both Semesters*

389. GLCA Arts Program -- IDS 389 may be awarded up to sixteen credits of English at the discretion of the department. The Great Lakes Colleges Association, Inc. Arts Program, presently based in New York City, involves the student in a full semester study of and involvement in the arts.

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At the discretion of the department, a portion of the credits earned in this semester may be applied toward the student's major requirements. Otherwise, the credits will constitute elective credits within the department.
Sixteen Credits (Maximum) Both Semesters

454. Advanced Creative Writing: Fiction -- A workshop for students with demonstrated ability and commitment to the craft of writing fiction. Students write and edit three or four pieces of fiction. A revised story of publishable quality is expected by the end of the semester. Prerequisites: English 354 or equivalent, a writing sample, and permission of the instructor.
Four Credits Spring Semester

455. Advanced Creative Writing: Poems -- A workshop for students with demonstrated ability and commitment to the craft of writing poetry. Students develop a focused project and complete a 20- to 30-page chapbook. Class sessions spent in critique and discussion of issues pertinent to each student's project. Prerequisites: English 355 or equivalent, a writing sample, and permission of the instructor.
Four Credits Spring Semester

293, 393, 493. Individual Writing Project -- An independent, student-designed writing project culminating in a significant and complete body of creative or expository writing offered to students who have exhausted the regular offering of writing courses in the department. May be repeated for additional credit with a different project. Prerequisite: departmental acceptance of application (forms available in department office).
Two to Four Credits Both Semesters

Literature

231. Literature of the Western World I -- Masterpieces of Western literature through the Renaissance. Meets part of the Cultural Heritage requirement.
Four Credits Both Semesters

232. Literature of the Western World II -- Masterpieces of Western literature since the Renaissance. Meets part of the Cultural Heritage requirement. 231 is not a prerequisite.
Four Credits Both Semesters

233. Ancient Global Literature -- Masterpieces of ancient and medieval literature, with emphasis on the epic tradition in western Europe, Africa, India, China, and the Middle East. Attention is given to the historical, philosophical, and cultural contexts of the literary texts. Meets the Cultural Heritage I requirement.
Four credits Fall Semester

234. Modern Global Literature -- Masterpieces of literature written in English by non-British and non-US writers since 1600, with emphasis on the historical, philosophical, and cultural contexts of the literary texts. Meets the Cultural Heritage II requirement.
Four credits Spring semester

248. Introduction to Literary Studies -- An introduction to college-level study of literature. English 248 explores a variety of texts from different genres. The course is designed to increase students' skill and confidence in reading literature (especially the close reading of poetry and prose), to practice the interpretation of texts through representative contemporary critical methods, and to enhance students' enjoyment of reading, discussing, and writing about literature. Open to all students. It, or an equivalent experience, is required of English majors and minors, and language arts composite majors.
Four Credits Both Semesters

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270. British Literature I -- A historical and cultural study of British literature from the Middle Ages to the late eighteenth century. Focuses on major works and authors (e.g., *Beowulf*, Chaucer, *Sir Gawain and the Green Knight*, Marie de France, Sidney, Spenser, Shakespeare, Donne, Herbert, Milton, Behn, Swift, Pope, Johnson, Austen) and major genres, forms, and literary movements (e.g., epic, romance, the sonnet, devotional poetry, drama, prose, fiction, satire).

Four credits Both Semesters

271. British Literature II -- A historical and cultural study of British and Commonwealth literature from the Romantic Period to the present. Focuses on major works and authors (e.g., Blake, Wordsworth, Wollstonecraft, Keats, Browning, E. Bronte, Shaw, Yeats, Joyce, Woolf, Beckett, Lessing, Achebe, Heaney, Coetzee, Rushdie) and major genres, forms, and literary movements (e.g., poetry, drama, fiction, Romanticism, Victorian Age, Modernism, Post-Colonial Literature).

Four credits Both Semesters

280. American Literature I -- A historical and cultural study of American literature from colonization through the Civil War. Focuses on major works and authors (e.g., Cabeza de Vaca, Bradstreet, Wheatley, Franklin, Irving, Douglass, Poe, Thoreau, Melville, Hawthorne, Whitman, Dickinson, Stowe) and major genres, forms, and literary periods (e.g., autobiography, poetry, short stories, the Enlightenment, Transcendentalism, Sentimentalism).

Four credits Both Semesters

281. American Literature II -- A historical and cultural study of American literature from the Civil War to the present. Focuses on major works and authors (e.g., Twain, Chopin, S. Crane, Cather, W.C. Williams, Stevens, O'Neill, Faulkner, T. Williams, Morrison, Kingston, Brooks, Ginsberg, Rich, Erdrich, Cisneros) and major genres, forms, and literary movements (e.g., essays, poetry, short stories, Realism, Modernism, Postmodernism).

Four credits Fall Semester

282. Survey of American Ethnic Literature-- An historical and cultural study of African American, Asian American, Latino/Latina, and/or Native American Literatures. Focuses on the evolving literary consciousness and cultural heritage of American ethnic writers, and major genres, forms, and literary movements.

Four credits Spring Semester

295. Special Topics -- A topic in literature, writing, or language not covered in the regular course listings and intended particularly for the general liberal arts student. May be repeated for additional credit in a different field of study.

Two to Four Credits Offered Occasionally

371. Historical Connections -- An examination, using a comparative model, of how literature, over time, reflects and records intellectual, perceptual, and aesthetic changes. Recent topics include The Middle Ages and Medievalism; Arthurian Literature; Walt Whitman's America; Jane Austen and Her World; Literature and the American Environment; Donne and Milton; Women on Trial; The House of Gothic; Medieval Romance; Old and Middle English. May be repeated for additional credit with a different topic.

Four Credits Both Semesters

373. Literary Forms and Reformulations -- An examination of how literature interrogates and revises received traditions. By focusing on sequences of works, juxtaposed works, or the works of a single author, it examines imitations, critiques, and transformations within formal literary categories and within canons. Recent topics include Short Story Cycles; Exploring Graphic Novels; From Page to Screen: Contemporary Literature and Film Adaptation; The Liar in Literature; Chaucer's

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Canterbury Tales; War Stories; Telling Lives – Studies in Women’s Autobiographical Prose. Two topics are offered every semester: 1. Shakespeare, 2. Literature for Children and Adolescents. May be repeated for additional credit with a different topic.
Four Credits Both Semesters

375. Language, Literature, and Social/Cultural Difference -- An examination of literary works as cultural artifacts, examining how they not only record and reflect the dynamics of social and cultural difference but also influence or resist change. Under investigation will be conflicts and modifications in cultural identification, how literature draws upon the lives and times of its authors, and how race, class, gender, and other forms of difference generate social and cultural tensions and express and embody them in literature. Recent topics include African Literature; Religion, Race and Gender in the Literature of Antebellum America; Asian American Literature; Romanticism and Revolution; Culture and 19th-Century American Novels; American Autobiography; Sentimental Fictions; Banned Books; Literature in an Anxious Age (1865-2003). May be repeated for additional credit with a different topic. *Four Credits Both Semesters*

395. Studies in English -- An author or authors, genre, or special topic, usually in British or American literature. May be repeated for additional credit in a different field of study.
Two to Four Credits Offered Occasionally

480. Introduction to Literary Theory -- A chronological survey of major 20th-century theoretical approaches to literature. Topics include Formalism and New Criticism, Reader-Oriented Theories, Marxism, Structuralism and Poststructuralism, Feminist, Postmodern and Postcolonialist theories. Strongly recommended to students considering graduate school. Same as French 480. Prerequisite: permission of instructor.
Four Credits Fall Semester

Teaching

380. Teaching of Secondary School English -- A study of and experience in applying methods of teaching grammar, discussion, literature, and composition in the secondary school. Required for Secondary Certification. Does not count toward the English Major. Recommended with an English minor as well as a major. Should be taken after or concurrently with Education 360, and before student teaching.
Two Credits Both Semesters

381. Field Placement -- Must be taken concurrently with English 380. Does not count toward the English Major. *One Credit Both Semesters*

Readings and Research

290, 390, 490. Individual Study -- An individual research project, by arrangement with a professor, investigating some topic in depth and culminating in a paper that demonstrates literary scholarship and independent thought. May be repeated for additional credit, with a different project. Not limited to the senior level. Prerequisite: departmental acceptance of application (forms available in department office).
Two to Four Credits Both Semesters

495. Advanced Studies -- A seminar in a field designated by the instructor. Preparation and presentation of research papers are central to the course. Prerequisite: previous work in or related to the topic of the seminar; students are urged to consult the instructor if they are doubtful about the nature and quality of their previous work. May be repeated for additional credit in a different field of study. Recent offerings include Jane Austen; James Joyce; G.B. Shaw; C.S. Lewis; Novels of the

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American West; Three Southern Writers; Shakespeare's History Plays; Renaissance Poetry; Irish and Scottish Women Writers; Walt Whitman's America; Shakespeare and Marlowe.

Four Credits Spring Semester

299, 399, 499. Readings in Literature -- A tutorial arranged with a professor, often as a way to fill in gaps in knowledge of important authors and works and of major trends and patterns. May be repeated for additional credit in a different field of study. Prerequisite: departmental acceptance of application (forms available in department office).

Two to Four Credits Both Semesters

ENVIRONMENTAL SCIENCES

Faculty: Mr. Bodenbender, Chairperson; Mr. Bultman, Mr. Hansen, Mr. Holmes, Mr. Lunn, Mr. Peaslee, Mr. Peterson, Staff.

Students in the environmental science program use scientific approaches to address environmental problems. When they complete the program, they earn an environmental science minor. The environmental science minor is open to all students regardless of their major, but it is best suited for those who have a strong interest in science or engineering. Students should complete a semester of chemistry before taking courses in environmental science. Chemistry may be taken concurrently with permission of the instructor.

Our ability to modify our environment has increased dramatically over the last century, and we now recognize that many of those modifications have negative consequences. A growing number of scientists are involved in seeking solutions to environmental problems as they work to improve our understanding of the causes, processes, and consequences of environmental change. The "typical" environmental scientist is a specialist in one of the traditional disciplines such as biology, chemistry, geology, physics, or engineering. However, he or she generally has a broad scientific understanding of environmental systems that goes beyond the confines of his or her discipline, including an understanding of how environmental issues affect and are affected by politics and economics. An environmental scientist will often work in a team with professionals from other fields to study and solve environmental problems.

The environmental science minor helps students acquire the background they need to be successful environmental scientists or, for those not majoring in science, to use skills learned in their own major to work closely with environmental scientists. The environmental science minor has the following goals for its students:

Goal #1 *A solid preparation in one of the academic majors at Hope College.*

Goal #2 *An understanding of the perspective this discipline brings to environmental science.* To meet this goal, students are required to take two courses that have been flagged as relevant to environmental science. It is anticipated that in most cases these flagged courses will be within the student's major and will fulfill part of the requirements for this major. Flagged courses for selected majors include:

BIOL 301	(Microbiology)
BIOL 315	(Ecology)
BIOL 343	(Plant Systematics)
BIOL 356	(Genetics)
BIOL 422	(Invertebrate Zoology)
BUS 341	(Business Law)
CHEM 331/332	(Analytical Chemistry and Laboratory)
Chemistry:	Environmental Geochemistry or a second chemistry course chosen in consultation with the chemistry chairperson
ECON 212	(Microeconomics)
ENGS 140	(Introduction to Electric Circuits)
ENGS 150	(Conservation Principles)
ENGS 346	(Fluid Mechanics)
GES 225	(Geographic Information Systems)

ENVIRONMENTAL SCIENCES

GES 430	(Environmental Geochemistry)
GES 450	(Hydrogeology)
MATH 361/363	(Introduction to Probability and Lab)
MATH 362/364	(Mathematical Statistics and Lab)
PHYS 270	(Modern Physics)
PHYS 382	(Advanced Laboratory: students must take a semester which involves radiation)
Political Science	(Two courses chosen in consultation with the Political Science Department chairperson)

Goal #3 *A broad interdisciplinary understanding of environmental science.* Students receiving an environmental science minor are required to take a two-semester interdisciplinary course in environmental science, consisting of **GES 211, Earth Environmental Systems I** (Fall Semester, 3 credits), and **GES 212, Earth Environmental Systems II** (Spring Semester, 3 credits). These may be taken in any order.

Goal #4 *Knowledge of how environmental issues affect and are affected by politics and economics.* Students in the environmental science minor meet this goal by taking **GES 310, Environmental Public Policy** (4 credits). This is an interdisciplinary course taught by faculty in the Natural Science Division, Department of Political Science, and Department of Economics.

Goal #5 *An ability to work in a team with scientists and non-science professionals from other disciplines.* To obtain experience with technical aspects of environmental science, students are required to take **GES 220 - Laboratory Methods in Environmental Science** (2 credits). Students are also required to take **GES 401 - Advanced Environmental Seminar** (2 credits). In this capstone course they work with students and faculty from a number of disciplines to study a local environmental problem.

Goal #6 *An ability to use principles of sustainability when considering environmental problems and solutions.* This is introduced formally in GES 212 and incorporated throughout the minor's other course offerings.

In summary, the environmental science minor consists of:

1. Two flagged courses which may also satisfy requirements for the student's major
2. GES 211 - Earth Environmental Systems I
3. GES 212 - Earth Environmental Systems II
4. GES 220 - Laboratory Methods in Environmental Science
5. GES 310 - Environmental Public Policy
6. GES 401 - Advanced Environmental Seminar

Environmental Science Courses The environmental science minor is administered through the Department of Geological and Environmental Sciences. Descriptions of each of the GES courses listed above are found under the heading of Environmental Science Courses in the Geology section of the catalog, page 147.

ENVIRONMENTAL STUDIES

Faculty: Mr. Bouma-Prediger, Director; Mr. Bodenbender, Mr. Brown, Mr. Hansen, Mr. Holmes, Mr. Lunn, Mr. Nemeth, Mr. Pannapacker, Mr. Peaslee, Mr. Peterson, Mr. Seymour, Ms. Stewart, Ms. Ten Haken, Ms. Winnett-Murray.

The goals of the environmental studies program are to: 1) increase understanding of how the world as a bio-physical system works, foster awareness of the earth's vital signs, and sharpen the ability of students to understand the nature and results of science; 2) encourage a critical understanding of the various historical, political, economic, ethical, and religious forces that have shaped and continue to shape our world; 3) nurture an ecological frame of mind which is willing and able to see things whole and thus resist the narrow specialization that can blind us to the connections between disciplines and bodies of knowledge; 4) cultivate people who have sufficient knowledge, care, and practical competence to live in an ecologically responsible way; 5) provide opportunities for students to explore the connections between environmental issues and different religious and philosophical traditions, and to encourage students who are Christian to reflect on their faith and its vision of shalom.

The **environmental studies minor** consists of a minimum of 20 credits. Eight credits are required in the natural sciences, with courses taken from a particular set of GEMS courses. At least four credits must be met by one of the lab-based GEMS courses. Four credits are required in the social sciences: either Environmental Sociology, Environmental Public Policy, or Managing for Environmental Sustainability. Four credits are required in the humanities: either American Literature and the Environment or Environmental Philosophy and History. The final four credits are part of a senior integration experience: a two-credit research project and a two-credit internship in a local business, non-profit organization, governmental agency, or educational institution. In addition to the courses in the minor, there are a number of general education courses that address various environmental issues and themes and thus may be of special interest for environmental studies students.

The student who minors in environmental studies may major in anything. For students who major in one of the natural sciences, one of the environmental studies GEMS courses may be replaced by other appropriate science courses, with the permission of the program director. For a student who decides to minor in both environmental science and environmental studies, such a double minor does not constitute a major.

REQUIRED COURSES (20 credits)

1. Natural Sciences: choose 8 credits from the following courses

GEMS 152. The Atmosphere and Environmental Change (4 credits)

- a) A study of the atmosphere, weather, local pollution, acid rain, climate change, ozone depletion, storms, droughts, floods
- b) instructors: Hansen and Peaslee
- c) co/prerequisite: GEMS 100. Understanding Our Quantitative World; this requirement is waived for students with Math 131

GEMS 153. Populations in Changing Environments (4 credits)

- a) A study of population growth and dynamics, ecology, evolution, species interactions, biodiversity, conservation
- b) instructor: Winnett-Murray
- c) co/prerequisite: GEMS 100. Understanding Our Quantitative World; this requirement is waived for students with Math 131

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GEMS 157. The Planet Earth (4 credits)

- a) A study of the atmosphere, hydrosphere, biosphere, geosphere and their interactions
- b) instructor: GES staff
- c) co/prerequisite: none

GEMS 160. The Chemistry of Our Environment (4 credits)

- a) A study of matter, thermodynamics, groundwater pollution, chemical manufacturing and recycling
- b) instructor: Brown or Seymour
- c) co/prerequisite: GEMS 100. Understanding Our Quantitative World; this requirement is waived for students with Math 131

GEMS 204. Regional Flora and Fauna (2 credits)

- a) A study of the identification, natural history, and ecological importance of the common plants and animals in the Great Lakes region
- b) instructor: Winnett-Murray
- c) co/prerequisite: none

GEMS 295. Abrupt Climate Change (2 credits)

- a) A study of science and how science knowledge integrates with our own beliefs and values, through an examination of the capacity of the earth's global climate to exhibit rapid and unpredictable change
- b) instructor: Stewart
- c) co/prerequisite: none

2. Social Sciences: choose 4 credits from the following courses

SOC 295. Environmental Sociology (4 credits)

- a) An exploration of the relationship between human societies and the larger natural environment of which they are a part, e.g., the history of resource use, wilderness preservation, pollution, various environmental movements, issues of social justice
- b) instructor: Nemeth
- c) prerequisite: none

GES 310. Environmental Public Policy (4 credits)

- a) An in-depth study of federal lands, intergovernmental relations, agency law, comparative institutions, U.S. environmental regulations, and applied macro-economics
- b) instructors: Holmes, Lunn, Peterson
- c) prerequisites: Econ 211: Macroeconomics, science core

MGMT 356. Managing for Environmental Sustainability (4 credits)

- a) The study of practices usually associated with business, but applicable to other organizations, that create environmentally sustainable outcomes
- b) instructor: TenHaken
- c) prerequisite: none

3. Humanities: choose 4 credits from the following courses

ENGL 375. American Literature and the Environment (4 credits)

- a) An in-depth study of the classic and contemporary texts in environmental literature, e.g., Abbey, Austin, Dillard, Leopold, Lopez, Thoreau, Whitman
 - b) instructor: Pannacker
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ENVIRONMENTAL STUDIES

- c) prerequisites: Cultural Heritage core

ENVR 377. Environmental Philosophy and History (4 credits)

- a) An in-depth study of classic and contemporary texts in environmental philosophy and history, including primary sources by Plato, Aristotle, Descartes, Locke, Thoreau, Berry, Carson, and Leopold, as well as secondary studies by Crosby, Ponting, and Steinberg
- b) instructor: Bouma-Prediger
- c) prerequisites: Cultural Heritage core

4. Senior Integration Experience (4 credits)

ENVR 490. Research Project (2 credits)

- a) An in-depth investigation of some issue or problem of the student's choosing
- b) instructor: environmental studies faculty
- c) prerequisites: all courses in the minor, except the internship

ENVR 499. Internship (2 credits minimum)

- a) A supervised practical experience in a local work setting, e.g., business, non-profit organization, governmental agency, educational institution
- b) instructor: Bouma-Prediger and site supervisor
- c) prerequisites: all courses in the minor, except the research project

II. THEMATICALLY RELATED COURSES IN THE CORE CURRICULUM

IDS 100. First Year Seminar (2 credits)

- a) The topics will vary depending on the section, but the sections with the following instructors focus on environmental themes
- b) instructors: Allis, Bahle, Bodenbender, Bonnema, Bouma-Prediger, Bultman, Hansen, Johnson, Lindell, Mader, Nemeth, Pearson, Peaslee, Peterson, Strouf, Winnett-Murray
- c) prerequisite: none

REL 100. Earth and Ethics (2 credits)

- a) An introductory course that focuses on place, worldviews, state of the planet, cultural analysis, Christian and non-Christian religions, Bible and ecology, ecological virtues
- b) instructor: Bouma-Prediger
- c) prerequisite: none

ENGL 113. Expository Writing (4 credits)

- a) The topics will vary depending on the section, but the sections with the following instructors focus on environmental themes
- b) instructors: Douglas, Gruenler, Peschiera
- c) prerequisite: none

REL 365. Ecological Theology and Ethics (4 credits)

- a) An off-campus May Term course in the Adirondacks of upstate New York that focuses on ecological degradation, basic environmental history, Bible and ecology, earthkeeping themes in theology, ecological virtues, ecological ethics, and wilderness preservation
- b) instructor: Bouma-Prediger
- c) prerequisites: religion core and permission of instructor

IDS 467. God, Earth, Ethics (4 credits)

- a) A senior seminar that focuses on worldviews, the state of the planet, basic environmental science, Bible and ecology, ecological ethics theory, and applied environmental ethics
- b) instructor: Bouma-Prediger
- c) prerequisites: all core completed and senior status

ETHNIC STUDIES

AMERICAN ETHNIC STUDIES

A minor in ethnic studies is designed to introduce students to critical methodologies and scholarly approaches to understanding the diverse historical and cultural issues relating to ethnicity in the United States. At a time when America is becoming increasingly multicultural and when Americans are increasingly aware of the values of multiculturalism, participants in a minor in ethnic studies, both faculty and students, are encouraged to gain and develop skills to research, analyze, and reflect on the heritage of ethnic cultures in America. Such study will develop citizens, participants, and activists who have views of their larger mission in life and who strive daily, both locally and globally, in the pursuit of justice and equality.

A minor in American Ethnic Studies (AES) consists of 24 credits of coursework:

Minor candidates must complete 12 credits of foundational courses, 8 credits focusing on a specific American ethnic group (African American, Asian American, Latina/o American, or Native American) and a 4-credit capstone course (3 credits for an internship or research project and one credit for a capstone seminar). *The capstone seminar course will include both meetings while enrolled for an internship or research project and utilization of assessment documentation from earlier courses intended to assure ongoing communication with each student declaring the minor and facilitation and implementation of the program's assessment process.* Course requirements and options available to minor candidates are as follows:

I. FOUNDATIONAL COURSES (12 credits)

A. Introduction (4 credits required of all minors)

AES 210 - Introduction to Ethnic Studies (4 credits)

This course will address the basic terminology of the field of ethnic studies. Students will learn the meanings and various perceptions of culture, race, ethnicity, social class and gender. They will also develop an understanding of the relationships of all these concepts within both the individual and in society. These concepts will be analyzed through a multidisciplinary approach that examines both the social science and humanities contributions to these constructs. Various ways of thinking and approaches to research methodology will be explored.

B. Social Science (4 credits required from this area)

This requirement introduces students to the study of ethnicity in America from the Social Science perspective. Students may select from the following courses.

SOC 269 Race and Ethnic Relations (2 credits) and PSY 110 Race in America (2 credits)

OR

COMM 371 Communicating Across Difference: Intercultural and Gender Communication

C. Humanities (4 credits required from this area)

This requirement introduces students to the study of ethnicity in America from the Humanities perspective. Students may select from any of the following courses.

HIST 351 Slavery & Race in America 1619-Present: The Struggle Within
HIST 357 United States Cultural History: Ideas of Race, Gender and Class
HIST 251 Revolutionary America: Visionaries, Rebels, and Ruffians
HIST 252 Civil War America: Disruption and Destiny

ETHNIC STUDIES

II AMERICAN ETHNIC GROUPS: IDENTITY AND SOCIAL REALITY (8 credits)

Students will gain an in-depth understanding of the reality of a particular ethnic group in the United States. Students must select one of the ethnic groups represented in A-D below on which they will focus their studies and must select two courses from within the ethnic category.

A. African American Studies

ENGL 375 Religion, Race and Gender in the Literature of Antebellum America

ENGL 375 African American Literature

HIST 351 Slavery & Race in America 1619-Present: The Struggle Within (see Note 1 below)

B. Asian American Studies

ENGL 375 Asian American Literature

ENGL 371 History and the Asian Pacific American Novel

HIST 351 Slavery & Race in America 1619-Present: The Struggle Within (see Note 1 below)

C. Latina/o American Studies

ENGL 375 U.S. Latino Literature

HIST 351 Slavery and Race in America (see Note 2 below)

HIST 364 Ethnic Diversity in Latin America and U.S. History

PSYCH 305 The Psychology of Latino Children

SPAN 344 Modern Hispanic American Literature and Culture

SPAN 443 Colonial Hispanic American Literature

D. Native American Studies

EDUC 488 Cross-cultural Education - Native American Studies

REL 295 Pine Ridge Oglala Lakota

IDS 174 Native American Literature and Culture

HIST 160 U.S. History to 1877

III. CAPSTONE REQUIREMENT (4 credits - 3 for internship or research, one as a capstone seminar)

This requirement can be met in either of two ways:

A. An internship, approved by the AES director, in which students are immersed in a U.S. ethnic minority culture (preferably one involving the minority group emphasis chosen by the student)

OR

B. An extensive research project focusing on one of the ethnic minority groups in the United States (preferably one involving the minority group emphasis chosen by the student). The project can take either an interdisciplinary or disciplinary approach. The project must be approved by the AES director prior to the student beginning any formal research and must adhere to all aspects of the institutions research protocol.

Note 1: Students who selected this course to meet the Humanities requirement in the Foundations section must take the two other courses in this category to fulfill this requirement.

Note 2: Students who selected this course to meet the Humanities requirement in the Foundations section must take two of the other courses in this category to fulfill this requirement.

GENERAL EDUCATION MATHEMATICS AND SCIENCE

GENERAL EDUCATION MATHEMATICS AND SCIENCE

Coordinator: John Krupczak (Engineering)

The general education requirements for natural science are met by taking a minimum of 10 credits in the division, at least four of which must be a lab-based natural science course and at least two of which must be in mathematics. It is anticipated that most students majoring in the natural sciences or mathematics will accomplish this by taking department courses. However, for the students not majoring in natural science or mathematics, GEMS are courses designed to fulfill their natural science general education requirements. The purpose of these courses is to build an understanding of the scientific and mathematical ways of knowing about the world appropriate for an educated person living in a scientific and technical age. GEMS courses fall into three categories: mathematics courses; four-credit, interdisciplinary, laboratory-based science and technology courses; and two-credit topical science and technology courses. Hope College has been nationally recognized for its GEMS program by the American Association of Colleges and Universities and support for these courses has been provided by the National Science Foundation.

Mathematics Courses (GEMS 100-149)

Mathematical thinking and reasoning permeate our society. GEMS mathematical courses are designed to expose students to both the power and limitations of mathematics, particularly of mathematical modeling. Each course will focus on at least one of the two ways in which quantitative information is frequently conveyed: statistics and graphs. These courses are designed to broaden a student's perception of the nature of mathematics as an ongoing endeavor, as well as to give him or her a sense of the historical roots of significant mathematical discoveries. Above all, through these courses students should gain a sense of the aspects of mathematics which make it unique as a "way of knowing."

100. Understanding Our Quantitative World -- This is a two-credit, half-semester course whose main emphasis is on the ability to critically interpret mathematical information commonly found in public discourse and positions of responsibility and leadership. The topics will include simple functions, graphs and their interpretation, and statistics. Examples incorporating mathematical arguments will be taken from a wide variety of fields including social science, sports, finance, environmental issues, education and health. The TI-83 graphing calculator will be required.

Two Credits Staff (Mathematics) Both Semesters

105. Nature of Mathematics -- This is a two-credit, half-semester course whose main emphasis is the discussion and exploration of the "great ideas" in mathematics, particularly those that have occurred in the last 100 years. The format of the course will be primarily discussion and lecture, with some group activities. Topics include mathematical puzzles, patterns within numbers, bar codes and secret codes, the concept of infinity, and chaos and fractals.

Two Credits Staff (Mathematics) Both Semesters

Four-Credit Interdisciplinary Science and Technology Courses (GEMS 150-199)

Natural scientists study the physical world and propose answers to questions which are tested against reproducible direct observations or experiments. All scientific studies share some approaches, which are commonly referred to as the scientific method. However, because there are

GENERAL EDUCATION MATHEMATICS AND SCIENCE

many different approaches employed in answering scientific questions, it is probably more useful to think in terms of scientific methods rather than a single method. The four-credit science and technology courses are interdisciplinary so that students will employ several of these scientific ways of knowing, yet experience the nature of scientific inquiry common to all disciplines. These courses have both laboratory and classroom components, and include out-of-class readings and library-based research.

151. Science and Technology for Everyday Life -- Modern society would not exist without the aid of technology. We depend upon technological devices for communication, food production, transportation, health care and even entertainment. This course focuses on the wide variety of technology used in everyday life. The objective is to develop a familiarity with how various technological devices work, and to explain the basic scientific principles underlying their operation. Topics covered include: the automobile, radio, television, MP3 players, microwave ovens, computers, ultrasound, and x-ray imaging. Concepts from basic science are introduced as they appear in the context of technology. Laboratory projects include construction of simple objects such as radios, electric motors, and a musical keyboard.

Four Credits Krupczak (Engineering) Both Semesters

152. The Atmosphere and Environmental Change -- Storms, droughts, heat waves, and cold snaps make us all aware of how the atmosphere impacts human beings. Recent concerns about the greenhouse effect, climate change, pollution, and ozone depletion have made us more aware of how human beings impact the atmosphere. The subject matter of this course is the effect of the atmosphere on people and of people on the atmosphere. Subjects will include the basics of the atmosphere and weather, local pollution, acid rain, climate change, ozone depletion, storms, droughts, and floods. GEMS 100 (Mathematics for Public Discourse) is a co- or pre-requisite; this requirement is waived for students who have received college credit for Math 126 or Math 131.

Four Credits Hansen (Geol. & Env. Sci.) Fall Semester

153. Populations in Changing Environments -- In this investigation-based course students will explore the biological principles of population growth and dynamics, extinction and evolution, species interactions, biodiversity and conservation. Topics are studied within an environmental context using quantitative and experimental approaches. GEMS 100 is a co- or pre-requisite; this requirement is waived for students who have received college credit for Math 126 or Math 131.

Four Credits Winnett-Murray (Biology) Fall, Every Few Years

154. Stars and Planets -- A survey of planetary geology in our solar system, of stellar formation and evolution, and of galaxies of the physical universe. We will discuss what is known and how the knowledge is obtained. Topics include the telescope, Earth-Moon system, terrestrial and gaseous planets, the Sun, types of stars and their intrinsic properties, the H-R diagram, pulsars, neutron stars, black holes, galaxies, and cosmology. The course will include in-class cooperative assignments, lecture, homework and a laboratory. Various laboratory exercises include building a simple telescope and observing with it, learning and observing the constellations, weather and geology of the planets, observing Jupiter and measuring its mass and the masses of the four brightest moons, observing a cluster of stars and making a H-R diagram, a pulsar model, classification of galaxies, and Hubble's law.

Four Credits Gonthier (Physics) and Bodenbender (Geol. & Env. Sciences)

GENERAL EDUCATION MATHEMATICS AND SCIENCE

155. History of Biology & Lab -- Students will consider the historical development of biological knowledge from ancient times to the present. The lab will offer opportunities to recreate crucial experiments from the past, and we will then consider their historical and philosophical impact. Students will investigate the history of biology from a broad interdisciplinary perspective. While the scope of the course will be broad, it will focus on the development of biology in the 19th century when Darwin, Pasteur, Bernard, Mendel, and others were laying the groundwork of modern biology. Pre-requisite: Completion of four credits of the cultural heritage requirement.

Four Credits Cronkite (Biology) Every Few Years

157. The Planet Earth -- An introduction to the scientific study of the planet on which we live. This course emphasizes the study of the major Earth systems (atmosphere, hydrosphere, biosphere and solid Earth) and the interactions between them. Particular attention is given to the subject of environmental change and the implications for our future. One or two Saturday morning field trips are required. Cross-listed as GES 100.

Four Credits GES Staff Both Semesters

158. Human Biology in Health and Disease -- Despite our differences, each of us has a body that functions to keep us alive. This course examines the structure and function of the human body from investigative and interdisciplinary perspectives. We will consider how the various organ systems work to maintain life and the ways in which the functions of these systems can be compromised by disease. Participants will explore how scientific methods are used to learn about the biology of humans. In addition to more traditional laboratory exercises, teams of students will design, carry out, and report on a laboratory project related to human biology. This course should be well-suited for students majoring in social work and other areas where a general understanding of human biology would be useful, as well as for students interested in learning more about human biology under normal and pathological conditions. *Four Credits Barney (Biology) Spring Semester*

159. History of Science -- This course surveys the history of science from the Renaissance to the present day. In addition to mastering the historical content, students will re-create historic experiments in order to understand scientific theories and methodologies as well as the nature of science itself. The primary objectives of the course are to understand how scientific knowledge expanded and changed over time, individuals developed and practiced the role of "scientist," science influenced social environments, and social and political changes affected science, as well as when science developed as a particular kind of cross-disciplinary exploration of the universe with certain types of questions and methodologies. Cross-listed with History.

Four Credits Hagood Fall Semester

160. The Chemistry of Our Environment -- This course will look at how chemistry, which is the study of matter and its changes at the molecular level, serves as the basis for understanding and predicting how our technological society impacts the environment in which we live. Basic chemical principles will be introduced and serve as building blocks to explain environmental phenomena we encounter in our everyday life. Laboratory investigations of environmental processes, together with case studies of environmental problems, will be used to build an understanding of the molecular nature of the world around us, and how we interact with it. Topics will include: testing for groundwater pollution, chemicals in the home, chemical manufacturing and recycling, and others. Co- or pre-requisite: GEMS 100 (Mathematics for Public Discourse) or Math 205.

Four Credits Brown, Seymour (Chemistry)

GENERAL EDUCATION MATHEMATICS AND SCIENCE

161. Biotechnology and You -- This course will explore basic concepts underlying recent biomedical developments that affect your everyday life and decisions you have to make. Topics will include genetic engineering, cloning, somatic cell research, drug resistance, bioterrorism, etc. The course will focus on interpretation of the scientific information we receive through the media. The laboratory projects will be designed to expose students first-hand to the technologies discussed in class.

Four Credits Burnatowska-Hledin (Biology and Chemistry) Every Few Years

163. How Computers Work -- This course provides an overview of the various layers that make up a modern computer system, including topics such as how computers represent and store information, how the various components of a computer work together to process information, the role of operating systems and computer networks, and basic algorithm design. In the laboratory components of the course, students use common every day applications and computing tasks to help them connect the conceptual with the practical. The course will emphasize the social implications of the technologies that are covered. *Four Credits McFall Fall Semester*

195. -- A course offered in response to student and instructor interest.

Two-Credit Topical Science and Technology Courses (GEMS 200-250)

These courses build on skills acquired in the four-credit laboratory-based science courses to provide a focused experience in scientific inquiry. The two-credit courses are both topical and investigative. Students will be expected to gain a mastery of a scientific topic through hands-on investigations, and to communicate their knowledge through a variety of media. The goal of these courses is to provide models for life-long learning in science and technology by introducing students to how-to techniques for learning and mastering a particular scientific subject through inquiry. These courses meet for half a semester for up to six total hours per week.

201. Evolution of Dinosaurs -- This course investigates the geological record and biology of dinosaurs. It provides an overview of current knowledge about dinosaurs as a framework for answering specific questions about their history, function, ecology, evolution, and portrayal in popular media. Case studies will examine such topics as warm-bloodedness and the evolutionary relationship between dinosaurs and birds. The course will culminate in a symposium where students present the results of library and analytical research.

Two Credits Bodenbender (Geol. & Env. Sciences) First Half of Spring Semester

204. Regional Flora and Fauna -- This course will stress the identification, natural history, and ecological importance of the common plants and animals in the Great Lakes region. Students will be taking field trips to natural areas to learn about the flora and fauna first-hand. Practical aspects of natural history will be stressed such as wildlife watching, tree and wildflower identification, and insect biology. *Two Credits Biology Staff First Half of Fall Semester Every Few Years*

205. The Science of Bread-making -- This course will stress biological principles associated with bread-making. Some of these include: culturing yeast, fermentation, germination, aerobic respiration, and digestion of carbohydrates. Steps in the scientific method will be emphasized. Each student or group of students must conduct a scientific experiment on some aspect of bread-making. The experiment will culminate in a formal write-up and oral presentation.

Two Credits Science Staff

GENERAL EDUCATION MATHEMATICS AND SCIENCE

206. The Night Sky -- The primary goal of this course is to understand the unique features of various astronomical objects in our night sky, such as bright stars, double stars, planetary nebulae, supernova remnants, emission nebulae, globular clusters, and galaxies. Through various hands-on activities, we will understand the day-to-day and annual changes in our night sky. About a third of the course involves field work in which we are able to make observations with the naked eye and by imaging objects using the Harry F. Frissel Observatory. We will learn what a star is by exploring stellar formation and evolution. A large collection of stars form a galaxy like our Milky Way. Yet galaxies fall into different classification groups that have specific characteristics.

Two Credits Gonthier (Physics) Either Semester

295. Topics in Science -- A course offered in response to student and instructor interest. Recent offerings have included Exploring Computer Science (CSCI 112), Human Genetics, Abrupt Climate Changes, and sustainability.

GEOLOGY

Faculty: Mr. Bodenbender, Chairperson; Mr. Hansen, Mr. Peaslee, Mr. Peterson, Staff.

GEOLOGY MAJORS AND MINORS: The geological sciences play a key role in addressing environmental problems, recognizing and mitigating natural hazards, and procuring natural resources. Furthermore, geoscientists make important contributions to human knowledge in fields as diverse as environmental geology, sustainability, oceanography, planetology, geochemistry, geophysics, plate tectonics, and paleontology.

Student-faculty research comprises an important part of the geology program at Hope College. In recent years students and faculty have been engaged in research projects such as:

- understanding ancient environments and fossils at a dinosaur site in Wyoming
- experimental investigations on the remediation of contaminated ground water
- analyzing trace element chemistry of phosphate minerals
- working out the geological history of coastal dunes along Lake Michigan
- making 3D computer models and gigapixel panoramas from digital photos to study dune erosion
- investigating antibiotics and hormones in local ground water and surface water
- uncovering the development of early continental crust in India and Sweden
- documenting the occurrence and abundance of insects in ground water

Traditionally, the training of geologists has included a large amount of field experience. Hope College is ideally situated to study glacial geology, sedimentology, geomorphology, limnology, and environmental issues. To broaden the spectrum of field experience, students commonly take longer trips to examine the geology of other areas such as the Upper Peninsula of Michigan, the Smoky Mountains of Tennessee, and the Ohio River Valley in Indiana and Kentucky. In addition to these trips, each year the regional geology field trip gives students the opportunity to visit and investigate the geology of a North American region. In the past, regional field trips have gone to the Colorado Plateau; Big Bend, Texas; Death Valley, California; Southern Arizona; New Mexico; and the Bahamas. May and Summer trips have taken students to the Adirondack Mountains, the Pacific Northwest, the Black Hills, and the Rocky Mountains of Wyoming.

We are well-equipped for teaching and research. In addition to many student and research petrographic microscopes, the department has a geographic information system (GIS) computer laboratory, X-ray diffractometer, thin section preparation laboratory, ion chromatograph, gas chromatograph, infrared Fourier transform spectrometer, UV-visible light spectrometer, and access to a scanning electron microscope.

The study of the Earth is eclectic so geologists must be competent in the other natural sciences and in mathematics. Accordingly, we encourage strong minors in other sciences and composite majors with chemistry and physics.

The Department of Geological and Environmental Sciences has an established reputation of excellence. Many graduating seniors have gone directly to work in environmental consulting firms, mineral resource companies, or the energy industry, while others have been accepted at some of the most prestigious graduate programs in the country, including the California Institute of Technology, University of Chicago, Harvard, Stanford, Princeton, and various Big Ten universities.

GEOLOGY

BACHELOR OF ARTS DEGREE IN GEOLOGY: The Bachelor of Arts in Geology consists of one of the following sequences of introductory courses:

Introductory Sequence #1 GES 110: Geology in the Field (2 credits) and GES 111: How The Earth Works (2 credits) **or**

Introductory Sequence #2 GES 100: The Planet Earth (4 credits) and GES 111: How The Earth Works (2 credits)

Together with the following courses:

- GES 203: Historical Geology (4 credits)
- 16 total credits of geology courses selected from GES 225, GES 243, GES 244, GES 251, GES 252, GES 320, GES 351, GES 430, GES 450, GES 453 or GES 295.
- GES 341: Regional Field Study (2 credits)
- And one year (8 credits) of ancillary science (Biology, Chemistry, Engineering, Environmental Science, or Physics)

BACHELOR OF SCIENCE DEGREE IN GEOLOGY: The Bachelor of Science in Geology consists of one of the following sequences of introductory courses:

Introductory Sequence #1 GES 110: Geology in the Field (2 credits) and GES 111: How The Earth Works (2 credits) **or**

Introductory Sequence #2 GES 100: The Planet Earth (4 credits) and GES 111: How The Earth Works (2 credits)

Together with the following courses:

- GES 203: Historical Geology (4 credits)
- 24 total credits of geology courses selected from GES 225, GES 243, GES 244, GES 251, GES 252, GES 320, GES 351, GES 430, GES 450, GES 453 or GES 295.
- Two semesters of GES 341: Regional Field Study (2 credits apiece for a total of 4 credits)
- Two years (16 credits) of ancillary sciences (biology, chemistry, engineering, or physics) and one year (8 credits) of mathematics (Calculus preferred). Both years of ancillary science need not be in the same science. Students should choose these courses in consultation with their departmental advisors.
- Students receiving a Bachelor of Science degree are also required to work on an independent research project with a faculty mentor.

GEOLOGY MINORS

A geology minor consists of at least 16 credits, not more than half of which may be numbered 203 or below.

GEOLOGY-CHEMISTRY COMPOSITE MAJOR: For additional information, please refer to page 19.

GEOLOGY-PHYSICS COMPOSITE MAJOR: This was the first composite major established in the sciences at Hope College. Both the geology-chemistry and geology-physics majors have been very successful. Students who graduate with the composite major are in great demand and have been accepted in the top graduate schools in the United States. For additional information, please turn to page 19.

TEACHER CERTIFICATION: In partnership with the Department of Education, the Department of Geological and Environmental Sciences offers a geology/Earth science teaching major and minor through the State of Michigan. The Michigan Certification Code requires that prospective high school teachers complete 30 or more credits of courses in geology for a major and 22 credits in

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geology for a minor. Consult with the Department of Education concerning detailed requirements.

ENVIRONMENTAL SCIENCE MINOR The Department of Geological and Environmental Sciences administers the environmental science minor, which is described in detail on page 133.

Environmental Science Courses

The following five courses count toward the environmental science minor but are not part of the geology minor or geology majors. GES 211, GES 212, GES 220, and GES 401 may be used as ancillary science courses in a geology major.

GES 211. Earth Environmental Systems I -- This is the scientific study of our planet in terms of natural systems and their mutual interaction, with an emphasis on the modification of these systems by human activities. The emphasis in this course is on local-scale environmental problems. Subjects covered include air pollution modeling, fate and transport of water pollution, contaminant toxicology, risk assessment, soil chemistry and soil degradation. Three hours of lecture per week. Prerequisite: Chemistry 125 or 131.

Three Credits Hanson Fall Semester

GES 212. Earth Environmental Systems II -- This is the scientific study of our planet with an emphasis on global environmental problems. Subjects covered include population and demographics, basic ecological principles, biological diversity, extinction, natural resources, sustainability, biogeochemical cycles, climate and climate change, and ozone depletion. Three hours of lecture per week. Prerequisite: Chemistry 125 or 131.

Three Credits Hansen/Bultman/Bodenbender Spring Semester

GES 220. Laboratory Methods in Environmental Science -- This laboratory course accompanies the Earth Environmental Systems I and II courses. This class will introduce laboratory and field methods necessary to investigate the natural systems which comprise our ecosystem, and the effects of human activities on it. Sampling techniques, field identification, and common methods of chemical analysis for environmental study will be emphasized. Three hours of laboratory per week and one hour of discussion. Prerequisite: Chemistry 127 or 132.

Two Credits Staff Spring Semester

GES 310. Environmental Public Policy -- This course is an introductory analysis of the economic, regulatory, scientific, and political factors involved in environmental public policy. American environmental management will be viewed in terms of the interplay among economic efficiency, scientific feasibility, and the demands of the political process. Topics covered will include market forces, federal lands, intergovernmental relations, agency law, comparative institutions, U.S. environmental regulations, and technological compliance. This course is team taught by faculty from the Departments of Economics, Geological and Environmental Sciences, and Political Science so that students are exposed to the interdisciplinary nature of environmental public policy issues. Four hours of lecture per week. Prerequisites: Economics 211 or Political Science 100 and the fulfillment of the college's general education science requirement.

Four Credits Staff/Holmes/Lunn Spring Semester

GES 401. Advanced Environmental Seminar -- This is an interdisciplinary course where students with different academic majors will work in teams to research a local environmental problem. The students will work with faculty members in geological/environmental sciences, biology, chemistry, and possibly other departments in the design of a research project, the collection and interpretation of data, and the making of recommendations. This course is meant to duplicate the process by

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which scientists work to solve actual environmental problems and is intended as a "capstone" experience for environmental science minors. One two-hour group meeting per week. Additional times to be arranged for consultation, field and laboratory work. Prerequisite: GES 220.

Two Credits Hanson/ Staff Fall Semester

Geology Courses

100. The Planet Earth -- This course is an introduction to the scientific study of the planet on which we live. This course emphasizes the study of the major Earth systems (atmosphere, hydrosphere, biosphere, and geosphere) and the interactions between them. Attention is given to the subject of environmental change and the implications for our future. This course is one possible introduction to the geology major. Three lectures and one three-hour laboratory each week. One or two Saturday morning field trips are required. No prerequisites. Cross-listed as GEMS 157. A student may not receive credit for both GEMS 157/GES100 and GES 110.

Four Credits Staff Both Semesters

104. Organisms and Environments -- is the second of a two-semester sequence of courses. The combined courses ("Matter and Energy" and "Organisms and Environments") will satisfy the natural science laboratory general education requirements only for elementary education teacher candidates. The courses will also cover the content that is important for future educators in an integrated inquiry-based format. The content in this recommended course sequence will flow from physical science to Earth/space science to life science topics that students will find themselves teaching in the future. This course will primarily include content from the life and earth/space sciences, though due to the interdisciplinary nature of many of the topics, physical science topics will also be addressed where appropriate. *Four Credits Staff Both Semesters*

110. Geology in the Field -- This course is designed as a "hands-on" alternative to the traditional introductory survey course. Its goal is to give students direct experience with the ways scientists ask and answer questions about the Earth. Almost all of the class time will be spent in the field where students will be trained to make and record observations, develop hypotheses, and test ideas while studying the materials and processes that shape the surface of the planet. This course is one possible introduction to the geology major. One weekend field trip required. No prerequisites. A student may not receive credit for both GEMS 157/GES100 and GES 110.

Two Credits Hansen First Half of Fall Semester

111. How The Earth Works: An Introduction to Plate Tectonics – Plate tectonics is a theory that has revolutionized geology, giving the science its first coherent, widely accepted picture of how the whole Earth works. This course is designed to give students a solid understanding of the basic theory, the evidence on which it is based, and its application to subjects as diverse as earthquakes, volcanoes, mountain ranges, precious metal deposits, the topography of the sea floor, and the history of life. No prerequisites.

Two Credits Bodenbender Second Half of Fall Semester

203. Historical Geology -- This is an introduction to the physical and biological development of the Earth during the last 4.5 billion years. Topics include the formation of the Earth, interpretation of major events in Earth history as preserved in the rock record, and the origin and evolution of life. Three lectures and one three-hour laboratory each week. One weekend field trip is required, as may be one or more Saturday day field trips. Prerequisite: an introductory geology course or permission of instructor.

Four Credits Bodenbender Spring Semester

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225. Introduction to Geographic Information Systems -- This course introduces principles and tools for using a Geographic Information System to display and analyze location-based data, along with instruction on where to find freely available data and how to create new datasets. Concepts will include scale, map projections, raster- and vector-based representations of data, and evaluation of spatial relationships between features. Students will receive hands-on instruction with ArcGIS software to learn how to create and analyze maps of any kind of data with a geographic component. Exercises will focus on analysis of real-world datasets to solve problems of local interest.

Two Credits Staff Spring Semester

243. Mineralogy: Earth Materials I -- This course is an introduction to the paragenesis and crystal chemistry of minerals with emphasis on the rock-forming silicates. Laboratory periods will be devoted to the study of minerals in hand samples, as well as exercises designed to help the student understand physical and chemical properties of minerals. Three lectures and one three-hour laboratory per week. One weekend field trip will be required. Prerequisite: one semester of introductory chemistry (may be taken concurrently) or consent of instructor.

Four Credits Staff Fall Semester, Even Years

244. Petrology: Earth Materials II -- This is a course about mineralogical, chemical, and textural characteristics of igneous, sedimentary, and metamorphic rocks. Their occurrence and petrogenesis will be discussed in terms of rock associations and relevant physical and chemical processes of formation. Laboratory sessions will be devoted to petrographic description, identification, and interpretation of rocks in hand samples and microscope thin sections. A Saturday field trip is

required. Three one-hour lectures and one three-hour laboratory per week. Prerequisite: GES 243

Four Credits Staff Spring Semester, Odd Years

251. Surficial Geology: Earth Structures I -- This is an introduction to the natural processes shaping Earth's surface. Among other topics, weathering, landform and soil development, soil mechanics, the influence of running water, moving ice and wind on Earth's surface, and people's interaction with surficial geology will be stressed. The use of maps and other geographic images will be emphasized in the laboratory and the course will include an introduction to mapping. Three lectures and one three-hour laboratory each week. Two Saturday field trips will be required. No

prerequisites.

Four Credits Hansen Fall Semester, Odd Years

252. Structural Geology: Earth Structures II -- This is a study of the structures formed by rock deformation, stressing geometric techniques and the concept of strain. Geological maps and cross-sections will be emphasized in the laboratory, which will include instruction on their preparation and interpretation. Three hours of lecture and one three-hour laboratory each week. One weekend field trip is required. Prerequisite: GES 251 or permission of instructor.

Four Credits Hansen Spring Semester, Even Years

320. Introduction to Petroleum Geology -- This course is an introduction to the applied sub-discipline of geology called petroleum geology. Emphasis is placed on the scientific strategies and engineering techniques used in the modern energy industry to find, extract, and produce petroleum hydrocarbons. Topics will include depositional environments, subsurface mapping, seismic interpretation, wire-line logging, reservoir characterization, onshore and offshore leasing, and exploration economics. Students will gain experience working individually and on teams in the evaluation of subsurface data and the development of exploration-related strategies.

Four Credits Peterson TBA

GEOLOGY

341. Regional Field Study -- This course is a field investigation of the general geology of an area selected by the instructor. One or more hours of lecture will be held each week prior to study in the field. The entire spring vacation or an extended period in the spring or summer will be spent in the field. Courses may be repeated for credit if fieldwork is conducted in different regions. Prerequisites: GES 111 and either GES 100 or GEMS 157 or GES 110 and the permission of the Instructor.

Two Credits Staff Spring Semester

351. Invertebrate Paleontology -- This is the study of the fossil record of the history of invertebrate life. Topics include changes in diversity during the Phanerozoic, tempo and mode of evolution, functional morphology, systematics, and paleoecology of the major invertebrate phyla. Three hours of lectures and one three-hour laboratory per week. One or more weekend field trips will be required. Prerequisite: GES 203 or consent of instructor.

Four Credits Bodenbender Alternate Years, Fall Semester

430. Environmental Geochemistry -- The principles of physical and inorganic chemistry will be applied to geochemical systems of environmental interest. Element recycling and evaluation of anthropogenic perturbations of geochemical cycles will be examined with a strong emphasis on aqueous chemistry. Laboratory exercises will emphasize computer modeling and the analyses of natural waters by a variety of techniques. Three lectures each week. This is a flagged course for the Environmental Science Minor. Prerequisites: Chemistry 331 or GES 243.

Four Credits Hansen/Peaslee Alternate Years, Spring Semester

450. Hydrogeology -- This is a study of the geological aspects of the water cycle with an emphasis on groundwater. Topics include aquifer testing, groundwater flow, geology of aquifers, water resource management, groundwater chemistry, contamination and remediation. Emphasis is placed on quantitative problem solving. Three hours of lecture and one three-hour laboratory each week. This is a flagged course for the Environmental Science Minor. Prerequisite: consent of instructor.

Four Credits Peterson Alternate Years, Spring Semester

453. Sedimentology -- This is the study of the mineralogy, petrology, occurrence, and stratigraphic associations of sedimentary rocks. Thin section examination, textural analysis, and field investigation of sedimentary rocks and unconsolidated sediments will be performed in the laboratory. Three hours of lecture and one three-hour laboratory each week. One or more weekend field trips will be required. Prerequisite: GES 244 or consent of instructor.

Four Credits Bodenbender Alternate Years, Fall Semester

490. Special Problems -- This course is designed to introduce the student to research. A research problem in an area of special interest will be nominated by the student, and approved by a faculty member who will oversee the research.

One to Three Credits Staff Any Semester

495. Study in Geology -- In this course a professor guides students in scholarly readings and discussions focused on a special area of geologic interest..

One to Two Credits Staff Any Semester

HISTORY

Faculty: Mr. Baer, Chairperson; Mr. Bell, Ms. Gibbs, Mr. Hagood*, Ms. Janes, Mr. Johnson**, Ms. Petit, Ms. Tseng. **Assisting faculty:** Mr. Awad, Mr. Morgan. **Adjunct faculty:** Mr. Bultman, Mr. Swierenga.

** Sabbatical Leave, Fall Semester, 2014

*Sabbatical Leave, Spring Semester, 2015

The word “history” comes from a Greek word meaning “inquiry.” The discipline of history is far more than the compilation of facts. It involves asking questions of various kinds of evidence and using answers to solve problems. Getting valid answers requires students to develop skills of critical thinking and careful evaluation of evidence from a variety of sources—literary, artistic, archeological, oral. History may be the most interdisciplinary of academic disciplines.

Hope’s History Department offers courses that cover the globe and span time from the ancient world to the present day, from pre-colonial Africa and the Greek world to modern China, recent America and World War II. From various perspectives the discipline of history seeks to understand how men and women have lived in different times and places, what they have thought and experienced, and how to use their records that have come down to us.

Students (and their parents) often ask what they can do with a history major. The answer is simple: almost anything. History’s emphasis on critical thinking and writing gives students skills which are transferable to a wide range of fields. Hope history majors have found careers as teachers, lawyers, journalists, physicians, librarians, editors, researchers, museum curators, ministers and in government and foreign service. On a broader scale a list of history majors includes people such as W. E. B. DuBois, Wolf Blitzer, Elena Kagan, Joe Biden, Martha Stewart, Chris Berman, Antonin Scalia, Katherine Hepburn, and five U. S. presidents.

At Hope history can be studied in the classroom, as well as in domestic and foreign off-campus programs. Internships can be arranged; some students have done local history projects that afforded income-earning opportunities.

To accommodate the broad range of interests and career goals of its majors and other interested students, the History Department offers two majors and minors and a formal French/History double major, as well as an honors program.

I. HISTORY MAJOR: A minimum of 36 credits in history is required for a major. The distribution requirement for the 36 credits in history is as follows: History 140, one history course focused mainly on the period before 1500; one course in American history; one course in European history after 1500; one course in Africa, the Middle East, East Asia, or Latin America; and a seminar in history. Students may count no more than three of the following courses toward the major: HIST 130, HIST 131, HIST 160, HIST 161, and either IDS 171 or IDS 172, one course in global history; no more than two two-credit HIST 200 courses, and must take at least 200-level and two 300-level courses. (Historical Snapshots) may be counted toward the major. Students who plan to do graduate work in history are urged to attain reading proficiency in two foreign languages. Majors planning to study mainly the history of areas other than the United States are strongly urged to spend a summer, semester, or year of study in the geographic area of their concentration. A major in classical studies combining work in history, classical languages, art and philosophy courses is available. Please see requirements under the Department of Modern and Classical Languages.

HISTORY

II. HISTORY MAJOR FOR SECONDARY TEACHING: In partnership with the Hope College Department of Education, the Department of History offers a teaching major for certification through the State of Michigan. The history major for certification to teach in secondary schools (grades six-12) consists of a minimum of 38 credits. All students desiring secondary certification must take the following courses: HIST 140, 160, 161, 175 and 495 (16 credits). Students must also take either HIST 130 and 208 or HIST 131 and 207, as well as one American history course flagged for civic engagement (HIST 256, 351, 352, 355 or 357). In addition, they must take at least one course from each of the following areas: European history after 1500, non-Western history and a U.S. history course (either HIST 200, 251, 252, 255 or 261). They must also take EDUC 305, 321 and 322. Students intending to complete this major should consult with the Department of Education as they plan their schedules.

III. FRENCH/HISTORY DOUBLE MAJOR: In addition to on-campus courses in French and History, students interested in a double major in French/History should plan for a semester in Paris, Nantes, or Rennes for a concentration on France, or Dakar (Senegal) for a concentration on Francophone studies. These programs, administered by the Institute for the International Education of Students (IES) in Paris and Nantes, and the Council for International Educational Exchange (CIEE) in Rennes and Dakar (Senegal), will prepare a student for a variety of fields including international law, politics, journalism, the foreign service, business, market research analysis, and teaching at the high school and college levels. The program offers the following special features:

- French Immersion Courses at the IES and the CIEE centers in Paris, Nantes, Rennes, and Dakar
- French courses at the local universities
- Housing in local homes as well as independent housing
- Field trips connected with the IES and CIEE programs
- Internships

The Fine Arts I component in Hope's general education requirements may be fulfilled by taking an art history, OR theatre history OR music history class abroad.

Students planning to fulfill their Cultural Heritage II requirement abroad must take both history and literature abroad. To fulfill Cultural Heritage I they must take on campus either IDS 171 or Phil 230 (Ancient Philosophy). Because classes abroad are usually 3 credit courses, students planning to fulfill their C.H. II requirement abroad must take BOTH History and Literature aboard.

Students interested in this dual major should contact a French and a History professor early to be advised on the proper sequencing of courses.

IV. HISTORY MINOR: The department offers a 20-credit minor. The minimum distribution requirement is as follows: History 140; one course from three of the following categories (one of the course must be a 300-level): pre-1500; American history; European history after 1500; non-western history (Africa, Asia, Middle East, and Latin America); global history. No more than one 2-credit History 200 (Historical Snapshots) may be counted toward the minor. Students may count no more than three of the following courses toward the minor: HIST 130, HIST 131, HIST 160, HIST 161, HIST 207, HIST 208 and either IDS 171 or IDS 172.

V. HISTORY MINOR FOR SECONDARY TEACHING: In partnership with the Department of Education, the Department of History offers a teaching minor for certification through the State of Michigan. The history minor for certification to teach in secondary schools (grades six-12) consists of a minimum of 26 credits. All students desiring a minor for secondary teaching certification must take the following courses: HIST 140, HIST 160, HIST 161, HIST 175 and EDUC 305 (14 credits). They must also take either HIST 130 and 208 or HIST 131 and 207, as well as one American

HISTORY

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IV. HISTORY MINOR: The department offers a 20-credit minor. The minimum distribution requirement is as follows: History 140, one course dealing with a period before 1500, one course in American history, one course in European history after 1500, one course in non-Western history, and one course in global history. No more than one 2-credit History 200 (Historical Snapshots) course may be counted toward the minor. Students may count no more than three of the following courses toward the minor: HIST 130, HIST 131, HIST 160, HIST 161, and either IDS 171 or IDS 172.

V. HISTORY MINOR FOR SECONDARY TEACHING: In partnership with the Department of Education, the Department of History offers a teaching minor for certification through the State of Michigan. The history minor for certification to teach in secondary schools (grades six-12) consists of a minimum of 26 credits. All students desiring a minor for secondary teaching certification must take the following courses: HIST 140, HIST 160, HIST 161, HIST 175 and EDUC 305 (14 credits). They must also take either HIST 130 and 208 or HIST 131 and 207, as well as one American

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History course flagged for civic engagement (HIST 256, 351, 352, 355 or 257) and EDUC 321 and 322. Students intending to complete this minor should consult with the Department of Education as they plan their schedules.

Honors Program--

The Honors Program in History challenges students to enrich the minimum requirements of the major through a focus on vocational discernment. The program recognizes the breadth of options available within the major and supports students in tailoring their co-curricular, academic, and research experiences to meet their vocational and long-term interests. In addition, students who graduate with Honors in History will have demonstrated exceptional academic rigor by maintaining a high GPA in History courses and working with a faculty mentor to complete a Senior Honors Project, the topic and format of which will complement the student's vocational focus. Detailed information is available on the department's webpage.

GENERAL

130. Introduction to Ancient Civilization -- The course will focus on significant developments in history from its Greek origins through the Renaissance. It is designed to introduce the student to the discipline of history and can be used to fulfill part of the cultural heritage requirement. The course is flagged for global learning international. *Four Credits Staff Both Semesters*

131. Introduction to Modern European History -- The course will focus on significant developments in modern European history from the Renaissance to our own time. It is designed to introduce the student to the discipline of history and can be used to fulfill part of the cultural heritage requirement. The course is flagged for global learning international. *Four Credits Staff Both Semesters*

140. History Workshop -- An introduction to historical questions, research and writing through the study of a special topic in depth. Required for history majors, minors and open to other interested students. *Two Credits Staff Both Semesters*

159. History of Science -- This course surveys the history of science from the Renaissance to the present day. In addition to mastering the historical content, students will re-create historic experiments in order to understand scientific theories and methodologies as well as the nature of science itself. The primary objectives of the course are to understand how scientific knowledge expanded and changed over time, individuals developed and practiced the role of "scientist," science influenced social environments, and social and political changes affected science, as well as why science developed as a particular kind of cross-disciplinary exploration of the universe with certain types of questions and methodologies. Flagged for global learning domestic. Cross-listed with GEMS. *Four Credits Hagood Fall Semester*

200. Historical Snapshots -- This course is designed to allow the exploration of some narrow moment in time (such as the 1960s or even the Civil Rights Movement of the 1960s) or some particular historical issue or problem (such as the status of women in the Middle Ages). The content and emphasis of each section is determined by the instructor. Students may repeat the course for credit as topics change. No more than two 2-credit HIST 200 courses may be counted toward the major, and no more than one toward the minor. *Two Credits Staff Both Semesters*

207. World Civilizations I: Prehistory- c. 1500 -- This introductory world history course surveys developments in human civilization in Africa, Asia, the Americas and Europe from prehistory until

HISTORY

about 1500. It employs comparative methods to investigate cultures and societies that developed in different parts of the world, and it examines the ways in which world societies have interacted in the past. It fulfills the Cultural Heritage I requirement and is flagged for cultural diversity and global learning international.

Four Credits Janes Fall Semester

208. World Civilizations II: 1500-Present -- This introductory world history course surveys developments in human civilization in Africa, Asia, the Americas and Europe since 1500. It employs comparative methods to investigate cultures and societies that developed in different parts of the world, and it examines the ways in which world societies have interacted in the past and interact in the present. It fulfills the Cultural Heritage II requirement and is flagged for cultural diversity and global learning international.

Four Credits Janes Spring Semester

AFRICA, MIDDLE EAST, EAST ASIA AND LATIN AMERICA

221. Colonial and Post-Colonial Africa: African Perspectives on Colonialism -- This course explores the colonial experiences of Africans as well as the legacies of European colonial rule in Africa. It highlights the different ways Africans responded to European military conquest and political domination from the mid-1850s to the 1960s. The course also examines how Africans struggled for independence, using specific case studies to show the different paths toward independence. Post-colonial developments in Africa are covered to assess the long-term effects of European activities during the colonial interlude. By emphasizing how Africans shaped colonial encounters with Europeans, the course gives voice/s to the colonized in a variety of contexts across Africa. The course provides students with a window through which to reevaluate the active roles Africans played during the colonial period and have continued to play in shaping events in post-independence African societies. The course is flagged for cultural diversity and global learning international.

Four Credits Janes Fall Semester, Odd Years

225. West African Economy and Society, 18th-20th Centuries: Commerce, Colonialism and Christianity -- The course explores the major economic and social transformations in West Africa from the 18th to the 20th century. In so doing, it will locate West Africa within the wider Atlantic World and examine the interplay of internal and external forces that shaped the region's history from the immediate pre-colonial period to the post-colonial era. The course will cover, among other topics, the slave trade and slavery, West African "slave states," the founding of Sierra Leone and Liberia, the Abolitionist movement, Islamic revolutions and states, the spread of Christianity, West African Colonial intermediaries, the colonial economy, and women and economic development in post-colonial Africa. The course is flagged for cultural diversity and global learning international.

Four Credits Offered when feasible

230. Model Arab League -- Students will be assigned to represent one of the member states of the Arab League. They will study current issues in Middle Eastern politics, economics and society, and concentrate on analyzing the interests and positions of their assigned country. They will then participate in the Michigan Model League of Arab States, a two-day conference at which they will engage in an intercollegiate role-playing exercise, working as a team to represent their assigned country. In the process, they will improve their skills of research, writing, persuasive, public speaking, and interpersonal communication. The course is flagged for cultural diversity and global learning international.

*Two Credits
Awad Spring Semester*

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256. Recent America: From World War II to 9-11 -- This course will focus on the ways the United States changed in the years between World War II and the attacks of September 11. Key questions of this class revolve around the changing power dynamics of the last half of the 20th century: How did the government and military respond to the fact that the United States had become *the* major world power? How did American economic dominance and economic struggles shape the ways Americans saw themselves and their role in the world? How did American men and women of different races, classes, regions, ethnicities and religions understand and shape the meaning of social power? Major topics include: the Cold War; the economic and cultural changes of the 1950s; Vietnam and the rise of protest in the 1960s; the economic and foreign policy challenges of the 1970s; the rise of conservatism in the 1980s, and the challenges of diversity and globalization in the 1990s. This course is flagged for global learning domestic.

Four Credits Petit Spring Semester, Even Years

260. History of Latin America Since 1810 -- This course surveys Latin American history from independence to the present. It examines the social, cultural, economic, and political processes that shaped Latin America. The course pays particular attention to the roots of independence in the colonial order, the legacy of colonialism, the struggle for national identities, U.S.-Latin American relations, and the effects of industrialization, urbanization, and population growth in the 20th century. This course is flagged for global learning international.

Four Credits Hagood Fall Semester, Even Years

263. Colonial Latin American History -- This survey course introduces students to the history of the exploration and colonization of the Spanish and Portuguese dominions in South and Central America from the initial phase of conquest through the consolidation of a colonial regime. The lectures, readings, and discussions offer a broad overview of the European conquests of the region that began in the late 15th century through the 18th-century roots of later independence movements. In addition to a thorough examination of colonial society, the course focuses on the themes of medicine and disease, conquest, religious conversion, and the place of Latin America within the Spanish World Empire. This course is flagged for cultural diversity and global learning international.

Four

Credits Hagood Fall Semester, Odd Years

270. Modern China -- This course offers a narrative history of China from its last imperial dynasty to its modern communist regime. The first three weeks of the course are devoted to the Qing dynasty, or the society, institutions and ways of thought of "traditional" China. The remaining 12 weeks are devoted to 20th century China, which spans the republican and communist eras. Building upon the knowledge acquired in the first third of the course, we will seek to comprehend the making of "modern" China, a process that was often violent and tumultuous. This course is flagged for cultural diversity and global learning international.

Four Credits Tseng Spring Semester, Odd Years

280. Colonizers and Colonized: Perspectives on Modern Imperialism -- The rise and fall of the British Empire provides the focus of this course. British colonial experience is set in a larger context, which traces European, and to a lesser degree, world imperialism from origins to the contemporary era. The purpose of the course is to examine modern imperialism simultaneously from the perspective of the colonizer and colonized, and to evaluate the impact of imperialism on European and Third World societies. Primary focus will be on the experience of Africa and India. This course is flagged for cultural diversity and global learning international.

Four Credits Baer Fall Semester, Even Years

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312. Myth and Culture in Pre-Colonial Africa -- This course is designed to introduce students to the pre-colonial African past, principally through the study of primary and orally transmitted sources.

The use of these sources and their interpretation will be given special emphasis as will the use of biography. Case studies of political change in the 19th century provide a focus for looking at issues such as state formation, the role of technology, the spread of Islam, slavery and European intrusion. This course is flagged for cultural diversity and global learning international.

Four Credits Offered when feasible

321. The Making of Modern Africa -- The course will focus on state formation and cultural developments in Africa during the 19th and 20th centuries. It will use the overarching framework of continuity and change to trace significant political and cultural trends that have had a deep impact on contemporary African nation-states. Although the course will focus mainly on Sub-Saharan Africa, North Africa will not be completely ignored. Special emphasis will be placed on the active role of Africans, both men and women, in shaping the political and cultural developments of their continent despite the obvious impact of European colonialism. The course is flagged for cultural diversity and global learning international. *Four Credits Janes Spring Semester, Even Years*

364. Latino Identities: Ethnic Diversity in Latin American and U.S. History -- This course examines the formation of Latino identities in the western hemisphere from European contact and conquest to today's patterns of economic and cultural globalization. Students will focus on tensions within identity formation in Latin American history linked to the colonial experience and subsequent projects of nationalism, the formation of Latino identity in the United States, the history of Latinos in West Michigan, and understanding their own identity formation as "Americans" against the backdrop of learning about Latino identities. The ability to value others' culture necessarily requires a firm understanding of one's own identity, and the overall goal of the course is to prepare students for roles in a global society by strengthening a sense of their own identity and developing an ability to appreciate the identities of others. This course is flagged for cultural diversity and global learning international. *Four Credits Hagood Spring Semester, Odd Years*

365. Gender and Power in Latin American History -- This course explores the relationship between gender and the power necessary to maintain structures of difference in Latin American history. The course examines how people and institutions constructed, assumed, and contested representations of both femininity and masculinity in a variety of sites. Using case studies, the course details how people and institutions invoked and inscribed popular understandings of gender alongside constructions of race and class. This course is flagged for cultural diversity and global learning international. *Four Credits Hagood Spring Semester, Even Years*

370. Modern Middle East -- A course focusing on historical explanations for the tensions that periodically erupt into war and violence in the Middle East. Concentrations on Islam and the Arabs, Zionism and the Israelis, and the deep American involvement in the disputes. This course is flagged for cultural diversity and global learning international.

Four Credits Gibbs Fall Semester, Odd Years

371. Paris and Shanghai: A Tale of Two Cities -- This course explores the national histories of France and China from the 19th century to our time by following the historical developments of two important urban centers, namely Paris and Shanghai. Special emphasis will be placed upon diplomatic and cultural relations between France and China in the context of 19th-century

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imperialism, the wars and revolutions of the 20th century, and the process of globalization that continues to our day. Attention will also be given to expatriate and immigrant communities in these two cities that reflect the relations between France and China as well as important historical developments of the modern world. This course is flagged for global learning international.

Four Credits Tseng Fall Semester, Even Years

UNITED STATES

100 Level Classes

These classes are the basic surveys for United States History, which cover the major political, economic and social trends and events in the United States from the times of first contact through the late twentieth century. These classes emphasize mastery of the material and introduction to reading primary sources. Readings will be based around textbooks, with other supplemental readings. Evaluation is based on exams, short papers (3-5 pages) and other oral and written assignments.

160. U.S. History to 1877 -- This survey course examines the rise of the American nation from its colonial origins through the Civil War and Reconstruction. The approach is thematic and special emphasis is placed upon the impact of European contact with Native Americans, the establishment and abolition of slavery, the struggle for women's equality, the influence of industrialization, westward movement, the evolution of republican institutions, the Civil War and Reconstruction, and the nation's gradual rise to prominence. This course is flagged for global learning domestic.

Four Credits Johnson Fall Semester

161. U.S. History Since 1877 -- This course surveys U.S. history from Reconstruction to the present. It examines the major social, cultural, political, and economic events that shaped the U.S. after the Civil War, focusing especially on industrialization, Progressivism, WW I, the Great Depression, the New Deal, WW II, the Cold War, the Civil Rights Movement, the Sixties and Reagan Republicanism. Four Credits
Petit Spring Semester

175. Michigan History -- This course is a survey of Michigan History to the present and is primarily designed for students majoring in education. The main objective of History 175 is for students to demonstrate an understanding of the chronology, narratives, perspectives, and interpretations of Michigan history from its beginnings to the present. To this end, students will: examine relationships, including cause and effect, among important events from the era; identify the sequence of these events and describe the setting and the people affected; analyze and compare interpretations of events from a variety of perspectives; and assess the implications and long-term consequences of key decisions made at critical turning points in Michigan history.

Two Credits Hagood Both Semesters

200 Level Classes

These classes engage the political, economic and social trends and events in a specific time period in United States history. Unlike the 100-level surveys, they focus on developing themes as a way to illustrate a particular era in the United States past. These courses will spend more time analyzing primary sources in class, and students will be expected to write short or long papers dealing with primary sources. Students will read approximately 100-125 pages a week, and they will write a 7-10 page research paper, based either on primary sources or historiographical sources.

There will also be exams, short papers and short oral or written assignments.

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251. Revolutionary America: Visionaries, Rebels, and Ruffians -- This course examines the forces, people, philosophies, and events that characterized colonial American society and led to the Revolution of 1776. From those beginnings, the ideals and practical necessities of winning the social, political, and military struggle for independence imposed realities that later affected the nation as it sought to consolidate its victory. The 1787 Constitutional Convention was the culmination of one struggle to establish a nation based upon democratic republican principles, and the beginning of another struggle to ensure that those ideals were applied and enjoyed by all Americans. This course is flagged for global learning domestic.

Four Credits Johnson Fall Semester, Odd Years

252. Civil War America: Disruption and Destiny -- This course spans the years from 1820 to 1877, starting with the Missouri Compromise and progressing through the Civil War and Reconstruction. During this period, as the United States expanded its territorial boundaries, forged a political identity, and further achieved a sense of national unity, sectional rivalries, industrialization, reform movements, and increasingly hostile confrontations over the language and interpretation of the Constitution led to crisis. This course will examine how those factors contributed toward the 1861-1865 Civil War, with subsequent special emphasis being placed upon how the conflict and post-war Reconstruction influenced America's social, political, cultural, and economic development as it prepared to enter the 20th century. This course is flagged for global learning domestic.

Four Credits Johnson Fall Semester, Even Years

255. World War I America: A Nation in Transition -- This course will examine the changes that Americans faced in the first part of the twentieth century, particularly how the First World War shaped United States society. We will examine the relationship between the war and social, economic and political trends in the United States, including industrialization and unionization, the Progressive movement, the freedom struggle of African Americans, women's suffrage, immigration, the Red Scare, and the rise of conservatism in the 1920s. This course is flagged for global learning domestic. *Four Credits Petit Spring Semester, Odd Years*

256. Recent America: The Challenge of Power -- This course will focus on how the United States emerged from World War II as a major world power, how the government of the United States adapted to that new status and how the men and women of various classes, races, regions and religions dealt with the social and cultural changes of the last half of the twentieth century. Major topics include the Cold War and the economic boom of the 1950s, Vietnam and the rise of protest in the 1960s, the economic and foreign policy challenges of the 1970s, the rise of conservatism in the 1980s, and the challenges of diversity and globalization in the 1990s. This course is flagged for global learning domestic. *Four Credits Petit Spring Semester, Even Years*

300 Level Classes

These classes analyze a specific theme in United States history over 100 years or more. They will deal with both historical and historiographical questions about that theme. Students will read 125-200 pages per week and write a substantial research paper of 15-20 pages, as well as have tests and other short assignments.

351. Slavery & Race in America, 1619-Present: The Struggle Within -- This course examines the roles that slavery and race have played in shaping the course of American history. Starting from an overall assessment of slavery's origins in western culture, the course considers the practice of

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slavery and its social, political, and economic influences in North America. Special emphasis is placed upon analyzing how institutional slavery and the concept of race shaped the lives of masters, slaves, and their respective descendants down to the present day. This course is flagged for global learning domestic.

Four Credits Johnson Spring Semester, Even Years

352: Women and Gender in United States History

This class explores two inter-related issues in United States history. The first issue involves the ways women of different classes, races, regions, ethnicities, and religions have made social change happen in the United States. Second, the class will examine how American men and women understood and recreated meanings of manhood and womanhood. This class will cover the period from the Revolutionary Era through the twentieth century and students will examine how historians of women and gender have posed questions and interpreted these issues. Students will also do their own interpretation of primary sources in class discussion and an extensive research paper. This course is flagged for cultural diversity and global learning domestic.

Four Credits Petit Fall Semester, Odd Years

355. United States Foreign Policy, 1898-Present: Power, Promise, and Peril -- This course traces the development of United States foreign policy from the Spanish-American War to the present. In this period the United States emerged as a great world power, assumed center stage during World War II, offset the threat of the Soviet Union during the Cold War, and currently claims title to being the world's lone superpower. Post Cold War conditions have challenged the nation to formulate policies responsive to recent manifestations of threats not yet clearly defined, including the problems of non-state actors and terrorism. This course is flagged for global learning domestic.

Four Credits Johnson Spring Semester, Odd Years

357. U.S. Cultural History -- Spanning the years from the Civil War through the late 20th century, this course examines the ways both ordinary people and elites created, challenged and shaped American culture. Students will consider cultural history on two levels. First, we will explore changes in the ways American men and women of different classes, races, and regions expressed themselves through popular and high culture - including entertainment forms like vaudeville, world's fairs, novels, and movies as well as movements like the Harlem Renaissance and Fundamentalism. Second, we will analyze the influence of cultural ideas on political, economic and social changes, such as fights for African-American and women's rights, the emergence of consumer culture, debates over immigration restriction, economic struggles during the Great Depression, participation in World War II, protests of the 1960s, and the rise of conservatism in the 1980s. This course is flagged for global learning domestic. *Four Credits Petit Fall Semester, Even Years*

361. United States Military History: Rise of a Warrior Democracy -- "Peace through strength," "Uncommon valor was a common virtue," and "In war, there is no substitute for victory." These phrases spoken at various times by different military commanders illustrate the importance America's leaders and citizens have accorded to the U.S. armed forces, issues related to national defense, and the American approach to war-fighting. This course traces the history of the United States military from its colonial origins to the present day. Along with examining the purpose and performance of the military during times of conflict, assessment will be made of its function as a political and socioeconomic institution; its role and effectiveness as an instrument of diplomacy and foreign policy; the extent and limitations of its power within America's constitutional system; its relevance and function during peacetime; the evolution of its strategies and tactics; the impact and application of technology; and the contributions of major figures who built and shaped it into not only

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a force of overwhelming power, but an institutional organ of American society.

Four Credits Johnson Spring Semester Every Third Year

ANCIENT WORLD

210. The Greek World -- This course, which is cross-listed with Classics 210, surveys the major historical developments and literary figures of Greece from preclassical times to the end of the Hellenistic period. Students who enroll for History 210 will write a paper on a historical topic; those who enroll for Classics 210 will write a paper on a literary topic. This course is flagged for global learning international. *Four Credits Bell Fall Semester, Even Years*

215. The Roman World -- This course, which is cross-listed with Classics 215, surveys major historical developments and literary figures from the foundation of the Roman Republic to the fall of the Empire. Students who enroll for History 215 will write a paper on a historical topic; those who enroll for Classics 215 will write a paper on a literary topic. This course is flagged for global learning international. *Four Credits Bell Fall Semester, Odd Years*

285. Women in Antiquity -- This course surveys the status and accomplishments of women in the ancient Mediterranean world, from Egypt to the fall of the Roman Empire. It examines questions of patriarchy, marriage patterns, and attitudes toward women displayed in literature and art. Attention is given to problems of methodology and modern interpretations of ancient sources on this subject. Satisfies cultural diversity requirement and is flagged for global learning international.

Four Credits Bell Spring Semester, Odd Years

EUROPE

205. British and Irish History to 1700 -- A survey of British and Irish civilization from origins to the late 17th century. History 205 will focus on major events, trends and personalities in Britain and Ireland to 1700 by integrating the histories of the various peoples of the British Isles. Using artistic, literary and other historical sources we will concentrate on the evolution of distinct English and Irish forms of law, culture and society; the clash between kings and parliaments; the role of religion within the two cultures; the development of London; and England's stormy relationship with its neighbors—Ireland, Scotland, Wales and the rest of Europe. This course is flagged for global learning international. *Four Credits Baer Fall Semester, Odd Years*

206. British and Irish History Since 1700 -- A survey of British and Irish civilization from the late 17th century to the present. History 206 will focus on major events, trends and personalities in Britain and Ireland since 1700, exploring Britain's rise as a world power in the 18th and 19th centuries and subsequent decline in the 20th and 21st centuries. Using artistic, literary and other historical sources we will concentrate on British and Irish society and culture, the relationship between the two peoples, the invention and evolution of constitutional monarchy, Irish nationalism, the 20th century world wars and the Ulster Troubles. This course is flagged for global learning international. *Four Credits Baer Spring Semester, Even Years*

218. The Middle Ages: Europe, Byzantium and Islam -- Investigate an age of faith, of warfare, of economic and political fragmentation, and of the invention of new institutions. We will begin with the closing years of the Roman Empire and follow political economic and social developments between the fifth and 15th centuries. Major themes in the course include religion, state formation, social structures, everyday life, commerce, war, and intercultural contact. Besides the conventional topics in Western European history, we will examine the decline and fall of the Byzantine Empire and the

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Rise of Islam. This course is flagged for global learning international.

Four Credits Gibbs Spring Semester, Even Years

242. Twentieth Century Europe -- This course examines the changing political, economic, social and intellectual climate from the turn of the century through the 1980s. Special emphasis is placed on the interrelationships between the world of the intellect (literature and philosophy) and the world of politics. The changing social structure of Europe is also considered. This course is flagged for global learning international.

Four Credits Tseng Spring Semester, Even Years

248. Europe in the Age of Reformation -- Transformation of Europe from the crisis of late medieval society to 1648. Emphasis on religious, political, social and economic dimensions of European life in the 16th and 17th centuries, and the response of men and women, rulers and social groups, states and institutions to the new theological and spiritual challenges wrought by the Reformation. This course is flagged for global learning international.

Four Credits Gibbs Fall Semester, Even Years

280. Colonizers and Colonized: Perspectives on Modern Imperialism -- The rise and fall of the British Empire provides the focus of this course. British colonial experience is set in a larger context, which traces European, and to a lesser degree, world imperialism from origins to the contemporary era. The purpose of the course is to examine modern imperialism simultaneously from the perspective of the colonizer and colonized, and to evaluate the impact of imperialism on European and Third World Societies. Primary focus will be on the experience of Africa and India. This course is flagged for cultural diversity. This course is flagged for global learning international.

Four Credits Baer Fall Semester, Even Years

341. World War Two: Collaboration and Resistance -- This course explores one specific dimension of 20th-century history, namely how societies and individuals faced the moral ambiguities caused by the Second World War. We will examine the issue of collective and individual choice in history. For example, to what extent is history determined by larger "forces" and to what extent does human agency shape specific historic developments? Our examples for the moral ambiguities presented by the war will come from several case studies of enemy-occupied territories: Greece, France and China. This course is flagged for global learning international.

Four Credits Tseng Fall Semester, Odd Years

344. Genocide in the Modern World -- The 20th century has been called "The Century of Genocide." This course will examine case studies of 20th-century genocide, selected from the Holocaust, Armenia, Cambodia, Bosnia and Rwanda, and other less-famous examples. We will analyze different definitions of genocide, examine the international legal structures dealing with genocide and crimes against humanity, and investigate the historical context of the varied genocides in the modern world. This course is flagged for global learning international.

Four Credits Gibbs Spring Semester, Odd Years

371. Paris and Shanghai: A Tale of Two Cities -- This course explores the national histories of France and China from the 19th century to our time by following the historical developments of two important urban centers, namely Paris and Shanghai. Special emphasis will be placed upon diplomatic and cultural relations between France and China in the context of 19th-century imperialism, the wars and revolutions of the 20th century, and the process of globalization that

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continues to our day. Attention will also be given to expatriate and immigrant communities in these two cities that reflect the relations between France and China as well as important historical developments of the modern world. This course is flagged for global learning international.

Four Credits Tseng Fall Semester, Even Years

SPECIAL COURSES

295. Studies in European, American, or Non-Western History -- These courses are designed to allow students to study geographic areas, historical periods, or particular issues not normally covered in the formal courses offered in the Department of History. In each course a professor will present lectures in his or her area of particular interest and students will engage in guided reading and research under the professor's supervision.

Two or Four Credits Staff Both Semesters

490. Independent Studies in History -- Designed to provide students majoring in history, and others, with an opportunity to do advanced work in a field in which they have a special interest. Prerequisite: Formal application and departmental approval of proposed study. This designation, with appropriate descriptive title, may be used for Washington Honors Semester credits and study abroad credits. *Variable Credits Staff Both Semesters*

495. Seminar in History -- This course is required of all history majors and is also open to non-majors with a serious interest in learning how to do scholarly research. The course is designed to help students develop advanced skills in historical research and writing. Major emphasis is given to the development of sound research methods and to the use of primary source materials. Each student will be expected to produce a lengthy research paper of scholarly merit and literary quality. Prerequisite: History 140. *Four Credits Staff Both Semesters*

499. History Internships -- This course is a practical experience for students. It enables them to apply the knowledge, research methods, and writing skills acquired in the academically oriented setting to concrete projects such as the Joint Archives, the Holland Historical Trust or an oral history undertaking. Application is made to the chairperson of the Department of History. Supervision and the number of credits earned are determined by the nature of the project. Maximum of four credits can be applied toward the major. *Variable*

INTERDISCIPLINARY STUDIES

Faculty: Mr. Gruenler, General Director; Ms. Robins, Campus Representative, New York Arts Program; Ms. Anderson, Mr. T. Smith, Campus Representatives, The Philadelphia Center; Mr. de Haan, Campus Representative, Chicago Semester; Mr. Yelding, Encounter with Cultures Director; Mr. White, First-Year Seminar Director; Mr. Gruenler, Cultural Heritage Director; Mr. Hagood, Senior Seminar Director.

Living well in our complex world involves questioning "outside the lines." Our future holds increasing, rapid changes. Preparing for that future requires problem solving that goes beyond prefabricated compartments. While courses within academic departments pursue inquiry within traditional categories of expertise, interdisciplinary studies (IDS) courses offer the exciting challenge of integrating knowledge using multiple disciplinary perspectives.

100. First Year Seminar -- These seminars, taught on a variety of subjects and open to first-year students only, focus on ways of knowing, seeing, and evaluating as applied to differing specific topics. Students become actively engaged in these seminars as they read primary texts closely, discuss and write about the issues these texts address, and enhance their skills of self-assessment and reflection. Teachers of these seminars serve as advisors to the students in their classes.

Two Credits Staff Fall Semester

101. Introduction to Visual and Performing Arts -- This course introduces students to the areas of music, art, dance, theatre, creative writing, and cinema and photography. This is accomplished through required attendance at a broad range of exhibitions and evening/weekend performances. In lieu of a course textbook, students are prepared for these events through class conversations with visiting artists and demonstrations of creative techniques. Students' appreciation of the arts and awareness in experiencing them are expanded and evaluated through group discussion and reflective writing assignments.

Four Credits Staff Not Offered 2014-15

160. Arts for the Elementary and Middle School Teacher -- This course provides an integrated approach to a number of topics in visual art, dance, drama, and music with an emphasis on the interrelatedness of these arts. Prospective elementary teachers will expand their knowledge of and appreciation for the creative/expressive arts and will develop instructional approaches which will enhance understanding and appreciation of the arts for children in the elementary and middle schools (K-8). *Four Credits Staff Fall Semester*

CULTURAL HERITAGE

The goals of the Cultural Heritage requirement and ways of fulfilling it are explained in "The Degree Program" (see pages 14-15). Interdisciplinary Cultural Heritage courses enable students to explore relationships among the disciplines of history, literature and philosophy, as well as their connections to the history of religion and the fine arts. Students will consider perennial questions of human life as they study the ways of knowing in multiple humanities disciplines and use them to understand themes and developments in various eras of cultural and intellectual history. Titles of particular sections of each course are given in the course schedule, and descriptions are available on the General Education website and linked to the registrar's website under "Advising."

171. Cultural Heritage I -- Includes all three Cultural Heritage disciplines – history, literature, and philosophy – in the pre-modern period (up to 1500 C.E.). Topics regularly offered include "Real Life and the Good Life from Classical Times to Christian," "Freedom, Justice, and the Good Life," "From Virgil to Dante: Late Antiquity and the Middle Ages." *Four Credits Staff*

INTERDISCIPLINARY STUDIES

172. Cultural Heritage II -- Includes all three Cultural Heritage disciplines – history, literature, and philosophy – in the modern period (after 1500 C.E.). Topics regularly offered include "Authority and the Individual," "Enlightenment, Revolution, and Romanticism," and "Revolutions and Revolutionaries."
Four Credits Staff

173. Cultural Heritage I (Lit/Hist) -- Literature and history in the pre-modern period (up to 1500 C.E.).
Four Credits Staff

174. Cultural Heritage II (Lit/Hist) -- Literature and history in the modern period (after 1500 C.E.). Topics regularly offered include Native American Literature and History."
Four Credits Staff

175. Cultural Heritage I (Lit/Phil) -- Philosophy and literature in the pre-modern period (up to 1500 C.E.). Topics regularly offered include "Classical Mythology and Plato's Republic." (cross-listed with CLAS 250)
Four Credits Staff

176. Cultural Heritage II (Lit/Phil) -- Philosophy and literature in the modern period (after 1500 C.E.).
Four Credits Staff

177. Cultural Heritage I (Hist/Phil) -- History and philosophy in the pre-modern period (up to 1500 C.E.).
Four Credits Staff

178. Cultural Heritage II (Hist/Phil) -- History and philosophy in the modern period (after 1500 C.E.).
Four Credits Staff

200. Encounter with Cultures -- An introduction to cultural diversity, focusing on concepts of race, ethnicity, gender, class, and other forms of cultural identity and difference in contemporary American society. Working with cross-disciplinary theoretical models for understanding cultural identity and interactions between cultures, students will explore their own cultural heritages; and through imaginative literature, autobiography, film, cultural events, and direct intercultural encounters on and off the campus, they will focus on the backgrounds, experiences, and perspectives of several specific American cultural groups, such as African, Asian, Hispanic, Jewish, and Native Americans.
Four Credits

280. Contemporary Issues in Japan -- See listing under May, June and Summer Study Abroad Programs, page 309.

295. Special Topics -- Study of an area of interdisciplinary studies not covered in the regular course listings. Offered as student and teacher interest requires and scheduling permits.
Two to Four Credits Staff

THE ANDREW W. MELLON FOUNDATION SCHOLARS PROGRAM IN THE ARTS AND HUMANITIES

The Andrew W. Mellon Foundation Scholars Program in the Arts and Humanities is an interdisciplinary honors program designed to promote steady progress toward increasing levels of autonomy in research and creative endeavors in the humanities and the arts. It prepares students to embark on postgraduate study and to compete for national and international scholarship and fellowship awards at the highest levels. Admission to the Mellon Scholars Program is competitive; the application process occurs in the second semester of a student's first year at Hope College. For further information, see a full description of the program on page 198.

INTERDISCIPLINARY STUDIES

180. Mellon Scholars: Interdisciplinary Seminar I -- This seminar assumes the possession of the foundational tools of the liberal arts: critical reading, analytical writing, and oral presentation, among others. It seeks to help students further cultivate their proficiency at the use of those tools and link them to the ability to pursue scholarly research with the goal of equipping them to undertake faculty-student collaborative projects. Oriented around a theme by a head teacher from the arts or humanities, the seminar will include a selection of guest professors from Dance, English, Art, History, Modern Languages, Music, Philosophy, Religion, and Theater.

Four Credits Staff Fall Semester

181. Mellon Scholars: Interdisciplinary Seminar II -- This seminar builds on IDS 180 and introduces the use of digital technologies in support of the foundational tools of the liberal arts. It also provides training in presentation skills, scholarly collaboration, and the writing of grant proposals. Oriented around a theme by a head teacher from the arts or humanities, the seminar will include a selection of guest professors from Dance, English, Art, History, Modern Languages, Music, Philosophy, Religion, and Theater. *Four Credits Staff Spring Semester*

390. Mellon Scholars: Junior Tutorial and Project -- Meeting regularly with a faculty mentor, students develop an intellectually coherent course of study and complete a "junior project," a significant work of scholarship that may serve as an example of the student's capabilities in applications for awards, graduate programs, and other opportunities. Students may petition for disciplinary credit in the relevant department, and special arrangements are available for students engaged in off-campus study programs. *Four Credits Staff Both Semesters*

590. Mellon Scholars: Senior Tutorial and Project -- Working with a faculty member (or more than one) on a topic approved by the Mellon Scholars Committee, students produce a substantial work of original scholarship or creative production. Students may petition for disciplinary credit, but IDS 590 may not substitute for departmental capstone courses without the permission of the appropriate department chair. Special arrangements are available for students engaged in off-campus study programs. *Four Credits Staff Both Semesters*

INTERDISCIPLINARY MINORS

Hope offers a number of interdisciplinary minors. Three examples of such programs follow.

Center for Faithful Leadership

The purpose of the Center for Faithful Leadership (CFL) is to empower students to holistically respond to the challenges God places on their hearts. The CFL draws students from a variety of academic disciplines and empowers them through a variety of opportunities that help students experience their faithful leadership potential: integrated learning, student consulting, and entrepreneurship development (see www.hope.edu/leadership and pages 189-190.)

American Ethnic Studies Minor

A minor in Ethnic Studies introduces students to critical methodologies and scholarly approaches to understanding the diverse historical and cultural issues relating to ethnicity in the United States. At a time when America is becoming increasingly multicultural and when Americans are increasingly aware of the values of multiculturalism, participants in a minor in ethnic studies gain and develop skills to research, analyze, and reflect on the heritage of ethnic cultures in America. Such study will develop citizens, participants, and activists who have views of their larger mission in life and who strive daily, both locally and globally, in the pursuit of justice and equality. (Pages 138-139.)

INTERDISCIPLINARY STUDIES

Studies in Ministry Minor

The Studies in Ministry minor is dedicated to preparing students, theologically and practically, for lay ministry positions in churches and para-church organizations. It aims to provide students who have a vocational interest in Christian service with the theological framework, practical experience, spiritual disciplines, and mentoring guidance necessary to embark upon a lifetime of involvement in Christian ministries. Through coursework, year-long internships, and relationships with each other and mentors, students in this program will be prepared for possible future theological education and various entry-level ministry positions in churches and organizations – locally and worldwide. The minor has three different tracks: Youth Ministry, Worship Leadership, and Social Witness. Depending on the courses and track chosen, the minor will comprise 25 to 30 hours, to be distributed across required courses, electives, and an internship. (See page 201.)

INTERNSHIP PROGRAMS

In addition to the programs listed below, Hope College, in cooperation with other groups, offers many other internship and off-campus study opportunities. See "Off-Campus Study Opportunities," page 309; "Domestic Study Opportunities," page 320; and "Internships," page 325.

THE PHILADELPHIA CENTER

The Philadelphia Center (TPC) was founded in 1967 by the Great Lakes Colleges Association and is managed by Hope College. TPC is one of the nation's oldest experiential education programs. Since 1967, TPC has helped more than 6,800 students from 90 colleges and 50 countries discover their personal and professional direction in life. During the last 47 years, over 1,400 Hope students have participated in this program.

Students earn 16 credits (8 internship, 4 City Seminar, 4 Elective) for this 16-week semester-long program. Many of TPC's classes will substitute for specific Hope College core courses and major or minor requirements. Visit Hope's Office of the Registrar for more information.

Mentored internships - With over 800 internship options, TPC offers 32-hour-a-week internship opportunities for almost any major. Students collaborate with TPC's full-time faculty advisors and internship supervisors to create a structured yet individualized learning plan that directs and ensures meaningful experiences in the workplace. To search TPC's internship options, visit our mobile app: www.m.tpc.edu.

Independent living - TPC's guided housing process provides a unique opportunity for students to develop self-reliance and confidence as they live with peers in accommodations they choose, while experiencing the difference and dynamics of city life in Philadelphia.

Academic seminars — At TPC, the experiential seminars and electives incorporate the city as both resource and subject and integrate program components to help students apply their liberal arts education and realize their personal and professional objectives, values, and abilities.

Students from all majors are welcome at TPC. In addition, the following students can fulfill essential requirements at TPC:

Education — Student teachers can complete their certification requirements in Philadelphia's dynamic urban school district. For more information, see www.tpc.edu/internships/education/.

Social Work — Social work majors can fulfill their BSW practicum requirements at TPC. For more information, see www.tpc.edu/internships/social_work/.

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Mellon Scholars — Mellon Scholars can obtain up to two Mellon credits by participating in internships specifically designed to provide relevant digital skills and by taking the Elective course Critical Explorations in the Digital Liberal Arts. For more information, see www.tpc.edu/DLA.

TPC also offers an 8-week summer program designed to accommodate students who are unable to attend the full semester program. TPC will work with students to pre-place them in their internships prior to arrival in Philadelphia. For housing, students have the option of finding their own residence or they can choose TPC's housing option.

For more information about TPC, please visit www.tpc.edu or call 215.735.7300. To apply, please see Linda Koetje, Department of Communication (Martha Miller 107). For more information, students may also contact the following campus representatives: Solde Anderson and Linda Koetje, Department of Communication; Pamela Koch; Department of Sociology and Social Work; and Tom Smith, Department of Economics, Management and Accounting; William Pannacker, English Department.

The following seminars and electives are offered at TPC:

CITY SEMINARS

POWER AND AUTHORITY IDS 353

MARK ANDREW CLARK, Ph.D.

This City Seminar examines the workings of power and authority within the fabric of social relations. By focusing on bodies of knowledge, constructs of place and space, and social group differences, we will explore what power and authority entail, what lends individuals power and authority, how power and authority are made, and how power and authority circulate among individual and group relations. Through observational and written contexts, specifically, we will analyze and critique issues such as organizational structures and systems, social group relations, the business environment, work/city relations, and structural inequity. This seminar explores power and authority from multiple perspectives (structural, systemic, collective, and individual) using various frames of analysis (site, difference, and discourse). The readings are organized around multidisciplinary discourses, sites, and differences.

URBAN POLITICAL AND SOCIAL SYSTEMS, ISSUES AND PRACTICES IDS 354

DEBORAH LEIBEL, M.S.W.

This City Seminar offers an opportunity to critically examine our selves and positions as well as our relationship with others in connection with a variety of urban policies, programs and concerns. Looking at how certain factors affect major urban policies and practices, we will explore their histories, trends, conflicts, controversies, responses, and prospects. Students are encouraged to clarify their positions, challenge conventional assumptions, develop a more comprehensive view based on integration of practical and political concepts and to explore options for action/change as we find meaningful ways to apply new awareness and knowledge. We will look at the political processes that underlie policy and practice concerning issues of social justice and economic human rights. Specifically, we will explore difference and its consequences; how social problems are identified, defined and addressed; the pervasive nature of social inequality; the ways in which systems are structured and function (and in whose interests they operate); and how we might facilitate.

INTERDISCIPLINARY STUDIES

EDUCATION AND DIFFERENCE AT WORK IDS 355

DIANA WATERS, Ed.D.

The last half of the 20th Century and the first decade of the 21st Century have brought drastic change to our ecological, economic, political, industrial/technological, and social landscapes. We have been pressed to change and inspired to hope. In understanding a platform to advance the American agenda, we will examine structural inequality and diversity, particularly as it pertains to race. This course seeks to empower us to decide our individual and collective roles in influencing the attitudes, ideas, and behaviors that will determine the future of our planet. We will investigate education as a representative and driving American institution. We will look at how we are educated in a variety of settings. How and where do we learn? How do these "lessons" support or limit social status and mobility? Who benefits from school? What impact do race, class, gender, and other (but no less important) differences have on school and/or workplace experience? What role does education have in a sustainable society? Is there a place for education in ecological/environmental justice? Social justice? Political empowerment? Cultural equity? Economic stability? Inculcation of values/morality? How can the institution of education support a call to action to address some of today's most pressing problems?

CONVERSATIONS ON CONSTRUCTION OF RACE IN AMERICA IDS 356

DIANA WATERS, Ed.D.

Post 2008 presidential election, the topic of race has taken a front seat in national discourse, but we have no platform by which to further develop the cultural competence of our citizens in order to have more meaningful conversation. This course explores how we come to develop our racial identities and how our racial identities impact our position and relationships in our local communities and global society/ies - particularly in regard to our economic, social and political status. We begin with a look at the historical background of race in America and proceed to examine the continuing consequences and conflict that this history has generated. We will look at race as a social construction and a tool for social organization. We will examine a wide range of representations of the significance of race along with how racial difference is portrayed in film, literature, and the media; how race influences sports, science and the law; and how it is manifested in personal narrative, popular culture and in everyday life. How are these representations bound up with our understanding of race and racial difference? How are our own identities and the ideas of others influenced by the history and representations of race? We will look at how race relations and racism influence policies and procedures, laws, language, social conditioning, and moral codes or values. This is an interactive, seminar-style course. We will use essay, short fiction, film, personal narrative, documentary, museums and lectures as learning activities. Much of our learning will come from our own experiences/interpretations.

Offered on occasion:

ORGANIZATIONAL CULTURES IDS 357

MICHAEL EDMONDSON, Ph.D.

This class examines the culture associated with for-profits, non-profits, government agencies and a variety of other organizations in today's hyper-competitive economy. Doing so provides students with various opportunities to better understand their field placement by identifying, observing, analyzing and judging how the organization in which they are working displays its personality. Students will complete a variety of professional development exercises, discuss readings that focus on specific topics relevant for leaders, managers and others within an organization, present their observations and create a customized plan outlining what type of entity they would like to work for as they launch their careers.

INTERDISCIPLINARY STUDIES

ELECTIVES IDS 360

ABNORMAL PSYCHOLOGY IDS 361

This Elective is a survey of the theories and treatment of the major psychological disorders. Using didactic and experiential approaches, students in this course will be introduced to these disorders as they present in the clinic to treating mental health professionals. Students will be helped to understand the impact of heredity, environment, culture, and economic status on the course of these illnesses and the challenges presented by our current mental health system for obtaining psychological services. Additional topics will include: confidentiality and boundaries in psychological practice, the role of cultural differences on diagnosis and treatment, the impact of the therapists' personality on their ability to work with competence and confidence, and techniques for managing stress and preventing burn-out. This course offers the enthusiastic learner information applicable to their internship settings as well as opportunities for personal and professional growth.

CRITICAL EXPLORATIONS IN THE DIGITAL LIBERAL ARTS: CONTEXT, THEORY AND PRACTICE IDS 369

This course is designed to help students explore the opportunities and challenges of using digital tools in the context of critical inquiry. Students will learn about the traditional foundations of mass media communication, research methods, and storytelling, and be asked to consider their own inquiries in this historical context. Over the course of the semester, students will develop individual projects that pose critical questions, and use digital concepts and technologies to pursue and express their findings. In creating and evaluating their digital "deliverables," students will also be required to consider and account for the practical constraints of technical ability, audience, budget, and schedule. Projects may vary in technical complexity according to students' individual abilities, but will be graded on their depth of analysis, quality of content and aesthetics, and functionality/usability.

EXPLORING RELATIONSHIPS IN FICTION AND FILM IDS 363

This Elective examines our understandings of sex, gender, and sexuality and how they play a part in our developing relations with others. We will use fiction and film as our subject matter and specifically look at the perspectives an individual writer/director demonstrates around gender and sexual representations. With a critical attention to the ways people are culturally classified (heterosexual, bisexual, gay, lesbian, feminist, transgender, queer, etc.), we will investigate the meanings and effects these labels have on individuals and groups, as well as on relationships, generally. Also, we will discuss other topics connected with sex, gender, and sexuality: desire, obsession, possession, objectification, the erotic, exploitation, abuse, subjugation, rape, intimacy, commitment, friendship, and responsibility. Our explorations of these fiction and film texts will attempt to uncover, analyze, and critique our own assumptions, beliefs, behaviors, and practices.

MARKETING MANAGEMENT IDS 364

Marketing in today's dynamic and ever changing global marketplace involves identifying consumer needs and ends with positioning the product or service to satisfy those needs and differentiate it from the ever growing number of competitors. This elective is for students across all majors who are interested in learning how to apply the basics of marketing in today's hyper-competitive market to their own ability to find employment, get accepted into graduate school or launch their own venture. We will also examine how you interact with brands on a daily basis for food, clothing, entertainment and other areas of your life. Additionally, as a college student you need to better understand how to communicate your value to the marketplace. To that end, we will assess personal traits and habits, evaluate professional skills and experiences and then design a customized and impactful personal brand and value proposition.

INTERDISCIPLINARY STUDIES

PRINCIPLES OF FINANCE IDS 365

This Elective is designed to provide the essential elements for understanding corporate financial management and the decision making that it requires. Topics include: time value of money, valuation techniques, risk and return, cost of capital, capital budgeting, capital structure, dividend policy and international financial management. Emphasis is on grasping key concepts and applying that knowledge in solving quantitative problems. Command of basic arithmetic and elementary algebra, ability to think analytically, and familiarity with using a scientific calculator are all essential for doing well in this course.

SOCIAL JUSTICE IDS 366

Twenty-first century America is a nation politically, legally and culturally divided. This Elective offers an opportunity to explore, from the perspective of law and politics, a number of controversial topics, which may be defined within the broad category of "justice". Using the Constitution and the Bill of Rights as a framework, an array of issues will be covered including rights of criminal defendants, inequality, immigration, capital punishment, abortion, right to die, religion and schools, gun control, the wars in Iraq and Afghanistan, and national security and the preservation of civil liberties. Local professionals will occasionally be guest speakers and there will be field trips to relevant sites such as the National Constitution Center and the World Affairs Council. Students will learn how to analyze and brief legal opinions. Active participation in class discussion is encouraged.

SENIOR SEMINAR: VALUES AND VOCATION IDS 494

In this seminar, participants will use readings, discussions, and activities to interrogate the terms *values* and *vocation* in order to help examine and develop personal philosophies of life. We will define, analyze, and critique these and related terms as we come to articulate what they mean to us personally and in relation to Christian or other concepts of life-view and worldview. Students will debate questions of happiness, meaningfulness, fulfillment, and satisfaction as they consider what kinds of people they want to become, how they will contribute to their communities and the larger society, and what they wish to take from their undergraduate education.

SOCIAL JUSTICE IDS 366

This course offers students an opportunity to critically examine, from the perspective of law and politics, a variety of topics which may be defined within the broad category of "social justice." Using the protections afforded by the Bill of Rights as a framework for discussion, a number of controversial issues will be covered including: the rights of criminal defendants, discrimination on the basis of race, gender and sexual orientation, capital punishment, prison conditions, the right to privacy, freedom of expression, and immigration reform.

21ST CENTURY ENTREPRENEURSHIP IDS 367

Entrepreneur comes from the Old French meaning 'to take action.' This elective is for students across all majors who are interested in taking action and starting a business or a non-profit organization. Today's technology allows students to start ventures on-line, with relative ease and with low costs. We will examine the tools available for students to start their venture now, online and as small as possible in order to translate their vision into reality. We will also examine the men and women who have taken action to create businesses, non-profit organizations and other ventures. Additionally, we will also focus on the concept that a small business will only grow as much as a small business owner grows. By examining our personal traits and habits we will gain a deeper understanding of how to achieve and sustain professional growth in today's hyper-competitive and ever changing global economy. As this is an experiential education based course, each student will leave the class with a customized web site they can use as a springboard to launch their venture.

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URBAN ECONOMICS IDS 368

This course examines and applies economic theory to urban and metropolitan issues, focusing primarily on our own laboratory: Philadelphia. Urban Economics deals with the intersection of economics and geography; it adds a spatial/location component to standard microeconomic theory. The goals of the course are to help the student understand: (1) the fundamental workings of an urban economy, (2) economic incentives and public policies influencing the growth or decline of urban economies, and (3) the basis for intelligent discussion of interesting urban and regional economic and social issues. It begins with a classic microeconomic framework showing how the location decisions of utility-maximizing households and profit-maximizing firms, and shows how these decisions cause the formation of cities of different size and shape, and what kinds of patterns, benefits and problems emerge.

THE CHICAGO SEMESTER PROGRAM

The Chicago Semester program offers students a distinctive opportunity to work in a large metropolitan city and to study problems and issues of metropolitan life in a fully accredited, supervised educational program.

Students spend four days a week in an internship related to their academic major and career interest; they also participate in seminars one day per week at the Chicago Semester's Loop Center.

Sixteen credits can be earned through the Chicago Semester program. To achieve this number of credits, most students must take the internship course plus two of the seminars offered. Special internship tracks for student teachers and students majoring in nursing and social work are available. Credit hours for these programs vary.

Over 350 different internships are available to students who participate in the Chicago Semester program. Students with almost any major interest can find work placements suitable to their vocational plans. The range of possibilities includes art centers, banks, churches, drama groups, ecology labs, accounting firms, hospitals, libraries, museums, zoos, financial institutions, futures markets, recreational facilities, and health clubs, to name a few. Work internships are supervised by management personnel at the job site and by Chicago Semester program staff.

Following is a description of the seminars offered at the Center:

I. Core Seminars

Arts in the City -- The Arts and the City seminar is an introduction to the endless variety of art created in and brought to the diverse and vibrant city of Chicago. Students will participate in an arts event each week during the course of the semester, followed by weekly discussions and presentations by visiting artists and academics. Students will engage the arts in various ways including participatory exercises. While selected readings, discussions and writing assignments accompany the course, the focus will be on the engagement of the arts experientially, followed by a critical and informed reflection on the significance of the arts as interpreters of urban culture. This course fulfills the Fine Arts I requirement.

Values and Vocation Seminar -- In this seminar, we will explore from a variety of perspectives the concept of vocation and how it is related to our understanding of the common good. Using sociological, theological, and psychological lenses we will examine the ways in which we discern calling in light of our responsibility to promote the common good. We will also look at the current socio-economic structures that impact work and family life (gender, race, religion, and class) and how they might shape our understanding of vocation. This course completes the Senior Seminar requirement.

Metropolitan Seminar: Urban Planning, and the Development of the Modern City -- This seminar will focus on the evolution and development of the city, with particular emphasis on the

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built environment in Chicago. We will explore the significance of the city's architecture, sculpture, parks, community murals and impacts of city design. The seminar will seek to understand and critique the city's built environment through field trips, guest speakers, readings and class discussions. We will begin by looking at 1909 Burnham Plan for the city, then move to explore the impact of builders of the city such as Frank Lloyd Wright and Mies Van Der Rohe, and also Richard J. Daley. We will then proceed by comparing the built environment downtown with what has or has or has not happened in the neighborhoods and ethnic and racial communities beyond the Loop. At heart is the assumption that humans in the city live, impact and are impacted by their physical urban spaces. The course will address issues of environmental sustainability, aesthetic beauty and the importance of a civic culture that is at its best when it shapes its own environment.

Metropolitan Seminar: Diversity and Inequality in Chicago-- In this seminar, we will spend time observing, learning from, and interacting with diverse urban communities. We will pay particular attention to the intersections of race, class, gender, and ethnicity and how they impact daily life for students as well as Chicago residents. Students will study immigration patterns and race/ethnic relations in Chicago, and listen to community residents to get their perspective on what is happening in their neighborhoods. Furthermore, students will spend time outside of class exploring various communities through visiting churches, museums, neighborhood groups, and attending cultural events. This course completes the Cultural Diversity/Global Learning – Domestic requirement.

Metropolitan Seminar: Religion and Urban America -- This seminar is a survey of religious life in Chicago, including various forms of Christianity, Islam, Hinduism, Buddhism, Judaism and new religious movements. We will explore various religious institutions by attending actual places of worship or attend religious or social gatherings so that students may get a feel for the sacred space of particular religious communities and their social context. Learning activities include participant observation at religious events (services), directed reading, group discussions, guest lectures, panel discussions, and informant interviewing. This course completes the Religion II requirement and the Cultural Diversity/Global Learning – Domestic requirement.

Metropolitan Seminar: Community Building -- This seminar will use the city as a laboratory as we examine the ways in which people come together as citizens to address issues and make change. We will learn some of the language of the field of Community Development and examine its texts. We will learn to use the tools of citizenship as we explore ways to build people, build places and build power. And we will also learn from community leaders and activists who believe that the way to a better, more sustainable and more just city is in their hands and the hands of their neighbors.

WASHINGTON HONORS SEMESTER

Hope College offers an interdisciplinary Washington Honors Semester every spring. Internships are available for all majors since Washington is the seat of the national government. Students have a wide variety of choices. See Political Science 496. Some credits can be applied in other departments as appropriate. For more information, see Professors Beard, Holmes, Polet, Ryden, and Toppen.

THE SENIOR SEMINAR

Senior Seminar is a unique and essential part of a Hope College education. As the milestone of graduation approaches senior students gather in interdisciplinary seminars and forge communities devoted to the exploration of their beliefs and values, worldviews and life goals.

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Students consider carefully the ideas they hold and the perspectives they trust. They may reflect on the course of their lives and envision their future plans, dreams, and sense of calling. In the Senior Seminar, students ponder questions such as: *What is a good life and how do I achieve it? What does it mean to be a lifelong learner? What are my abiding beliefs and convictions and how can I live them out? What is my worldview? How can I make a difference in the world?* Professors from across campus design and offer a range of fascinating and diverse seminars. Faculty guide students as they bring together the life of the mind, the resources of faith, the lessons of experience, and the critical practices of reading and reflection, discussion and writing.

As the historic Christian faith is central to the mission of Hope College, so Senior Seminar explores how Christianity provides vital beliefs, vibrant virtues, and a life-giving worldview. Throughout history and around the globe, believers and admirers, scholars and students have turned to the Christian faith for direction and insight. At the same time, Hope College affirms that faculty and students of the Liberal Arts can find valuable understanding and moral reckoning in all places and among all peoples in this world so loved by God. For this reason, the Senior Seminar often draws on many academic fields, varied forms of artistic expression, and insights from daily life. Indeed, every student, regardless of religious background, is an indispensable member of Hope College and the Senior Seminar. Every student brings to the course intellectual expertise and hard won life lessons. In fact, the Senior Seminar only succeeds when each student identifies deep yearnings, asks hard questions, and renews personal integrity; when everyone both shares and gains wisdom. The examination and discussion of diverse viewpoints helps students to refine their own convictions even as they learn to comprehend, consider, and evaluate perspectives different from their own.

The following objectives animate the Senior Seminar course and experience.

1) Students will articulate and explore...

...Christian ways of knowing and acting, living and learning;

...their commitments and convictions in conversation with the Christian Faith; and

...their understanding of the diverse and life-giving purposes and perspectives by which people live.

2) Students will deepen their ability to discuss their differences openly and sensitively, reasonably and honestly.

3) Students will consider, discuss, and develop their own philosophy of life and write about it in a compelling, coherent, and disciplined manner.

Senior Seminars are four-credit courses. Students may elect from the following courses -- several of which are offered each semester -- to fulfill the requirement. (See also the Values and Vocations Seminar under the Chicago Semester Program above.) Courses should be taken no earlier than May, June or July Terms between the junior and senior year, unless by special permission from the Director of Senior Seminar Program.

402. Christianity and Literature -- Through an examination of a variety of literary statements -- in poems, plays, films, novels, etc. -- this course focuses on a major problem confronting the Christian and Christianity in the contemporary world. Representative variants: "The Human Image," "Crises and Correlations," "The Search for Meaning."
Four Credits deHaan

431. Female, Male, Human -- This course explores the ways in which gender, sexuality, race, and class shape our ideas about God and humankind, our faith, families, work, and lives. It also examines the ways in which assumptions about gender and sexuality are shaped by Christianity, culture, and the family environment.
Four Credits Walter

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432. Do No Harm: Ethics of Health Care -- This course focuses on an in-depth examination of the legal and ethical rights, responsibilities, and obligations of the practicing health care provider in a changing medical environment. We will discuss what it means to "do no harm" with an emphasis being placed on the analysis of what is morally right or good for those in our care. The book for this course focuses on "empowering the student to ask the right questions so they can feel comfortable examining the issues and making appropriate ethical decision."
Four Credits Clarey-Sanford

433. Bringing Hope to Our World -- Bringing Hope to our World is a senior seminar centered on two opposing perspectives on how a Christian can make a difference in our world. One is based on the premise of how can we live in affluence in the West as rich Christians while the world is starving. The other is how can we not appreciate the affluence we have and we should enjoy it as a gift from God. We will explore both perspectives and discuss each. We will also focus on how can we make a difference in God's kingdom regardless of our chosen careers. The case will be made that bringing hope to the poor and marginalized in our world is not just for social workers and missionaries but also for all of us. The format of the course includes discussion, presentation and guest speakers. *Four Credits S. Smith*

434. Writing Every Day Sacred -- This seminar explores creative writing and the sacred in everyday life. Students will explore writing as a spiritual practice. Through various texts and writing original fiction, poetry, memoir and essay students will examine: who am I? where am I going? how should I act along the way? how does the historic Christian faith inform my journey? and ultimately, why am I here? No previous creative writing courses are required, just a willingness to honor a first-person approach to the sacred through creative writing. The life view paper will be a multi-genre collection developed and revised throughout the course.
Four Credits Trembley

438. Models of Christian Spirituality -- This course examines the way in which Christian views of life are formed in the context of lived human experience. Special attention will be given to the many different ways Christians can articulate their understanding of their experience.
Four Credits Everts

440. Roots and Routes: Travel, Writing and Hope in the New Millennium -- This is a course on creative writing, photography, and travel. This course is about local and global concerns, about the creative powers of literature and the restorative powers of the imagination, about the need to wander far on routes both lonely and well traveled and the need to dig roots deep into the dark ground, and about Today and Tomorrow. Take this course if you want to discuss travel, writing, and Hope in the new millennium.
Four Credits Montano

441. What's Worth Remembering? -- This course explores what it means to remember from a variety of perspectives to examine the ways in which remembering influences our understanding of others and ourselves. Memory serves as a window in the course for engaging in reflection and critical examination of our life experiences. The overall goals are for students to discern and articulate their values and to make meaning from their remembered lives.
Four Credits Shaughnessy

452. Education and Christian Ways of Living -- An examination of how Christians think they ought to live, how and why they think they ought to live that way, and how Christian ways of living can and should affect teachers, teaching and learning. Special attention is given to the influence teachers have on the values of their students.
Three Credits Staff

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455. Vocation and Health Care -- This course is designed to explore what it means to think about the meaning of vocation (from the Latin *vocare*, to call) especially in the context of health care. Using the concept of vocation suggests several questions: What would it mean to be 'called' as a care-giver or healer? How would health care be different if one approached it as vocation rather than simply a career? How does theology, spirituality, and ethics become an integral part of the vocation to care for those who are sick? If students do not expect to be working in health care, similar questions can be posed, with the context of their own field and work. When we consider our vocations or callings, we do not only think about jobs. Our life is more than our work, and our sense of calling can inform all of life: our relationships, leisure, citizenship, use of natural resources, and our service to the wider communities we live in. The way we frame our questions and answers will unavoidably draw on the religious or philosophical perspectives we bring, so our topic is inescapably concerned with our worldviews. *Four Credits Hoogerwerf*

457. Christian Thought and the Spiritual Life -- An exploration of the Christian spiritual traditions with an emphasis on the integration of prayer and the encounter with God into everyday life. Representative readings from Protestant, Catholic, and Orthodox sources will investigate characteristic Christian ways of becoming aware of God, of interpreting that awareness, and of shaping our lives in response to it. *Four Credits Perovich*

462. Christian Argument -- This course traces major trends in efforts to attack and defend the Christian faith by means of public argument during the last three centuries. Authors considered include David Hume, Thomas Sherlock, Robert Ingersoll, Bertrand Russell, G.K. Chesterton, C.S. Lewis, and C. Stephen Evans. *Four Credits Herrick*

463. Family, Faith, and Calling -- This interdisciplinary course will explore the intricate relationships and balancing acts between family and work, faith and calling, job and vocation. By applying the Christian ways of understanding stewardship, service, family dynamic, and calling, students will come to recognize and articulate their own personal values and convictions in their responsibilities to God, family, and employer. Readings, journaling, and discussions will help students form reasoned positions on a variety of issues relating to family, faith, and calling in contemporary American society. *Four Credits Folkert, Frens*

464. Faith and Friction in Literature -- With Kafkaesque craftiness, two previous seminar topics--"Faith and Friction in Fiction" and Faith and Friction in Nonfiction"--have metamorphosed into one course that explores many genres: novels, memoirs, short stories, films, and biographies. Scary "F" words--fate, failure, foolishness, fear and friction--meet sacred "F" words--faith, family, friendship, freedom, forgiveness. Students of belief or disbelief examine issues of dogma and doubt, grace and good works, suffering and salvation, relativism and reconciliation. Most writers echo Christian perspectives, but some open doors into the riches of world religions. For every assumption, another challenge appears; for every answer, another question surfaces. *Four Credits Hemenway*

465. Issues in Science and Religion -- A course that considers from a brief historical perspective the issues between modern science and Christianity, particularly as they relate to the issue of origins. We will survey our current understanding of the origin of the universe, including our galaxy and solar system, by considering the most recent big bang theories and our knowledge of the evolution and formation of stars and the origin of life. On the other hand, we will develop an approach to the Scriptures and examine how they inform us on the creation of the cosmos. *Four Credits Gonthier, Hagood*

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466. Religion and Politics in the United States -- This seminar is designed to explore the fundamental questions involving the proper role of religion in American political life. The course is meant to provoke a careful examination of the relation between faith and politics in each participant's life and with regard to his or her choices and decisions. Participants will be expected to examine, reflect upon, analyze, and articulate their own political beliefs, behavior, and commitments in the context of the Christian faith, though faith commitment is neither required nor assumed of any particular student. *Four Credits Staff*

467. God, Earth, Ethics -- In this course we ask questions about God and God's relationship to the earth, about the earth and its well-being, and about our ethical responsibilities as humans to care for the earth. For example, are we in the midst of a growing ecological crisis? If so, why? If creation is groaning, what are the causes? Is religion, and especially the Bible and Christianity, the culprit, as some argue? Why should we care about marmots, sequoias, spotted owls, or old growth forests? And what can and should we do about acid rain, overflowing landfills, holes in the ozone layer, shrinking rain forests, smog? *Four Credits Bouma-Prediger*

468. Change, Complexity and Christianity -- This course explores the rapid changes occurring in our culture, the impact these changes have upon individuals and institutions, and the thinking required to handle these changes. The course emphasizes a wide variety of readings in several fields of study to give an overall awareness of the changes in each discipline. Reaction papers and a life-view paper are required. *Four Credits Portfleet*

471. Dying, Healing and Thriving: Seeking the Good Life -- How do we best deal with disappointment, setback, and suffering on the way to the "good life"? How do we lead robust lives in the shadow of death? Based on literature, film, and student contributions, this seminar explores how people of faith have understood and experienced dying, healing, and thriving. *Four Credits Tyler*

472. Christianity and the Marketplace -- It becomes clearer every day that the problems facing the American economy and American businesses have significant moral and ethical implications. This course will examine how the Christian religion can contribute to an understanding of these problems. Beginning by building a framework to examine the relation between the biblical message and economic activity, the course will then move to examining specific issues, including poverty, ethics in the workplace, the nature and meaning of labor, and the environment. *Four Credits Steen*

473. Exploring Faith and Calling -- This seminar will take an interdisciplinary approach to the related issues of Christian belief and calling – both in terms of faith and career. Readings and discussions are intended to give students the freedom to explore questions about belief and vocation as they see others sorting out belief and truth issues and juxtaposing these with vocation and calling. *Four Credits Baer*

474. Ethical issues in Sport -- This course uses sport as a vehicle to examine significant ethical issues in our world today. Current issues involving sport and ethics will be incorporated into the class discussion as they unfold. Race relations, drug use, violence, HIV/AIDS, religion, gender issues, role models/heroes, and issues concerning athlete income are just some of the topics that will be covered. Engagement in classroom discussions, classroom debates and a life-view paper are required. *Four Credits Kreps*

INTERDISCIPLINARY STUDIES

475. Christian Imagination in C.S. Lewis and J.R.R. Tolkien -- This seminar will take an interdisciplinary approach to studying the differing ways C.S. Lewis and his close friend J.R.R. Tolkien employed imagination to develop Christian themes in their literary works. It will examine what Lewis and Tolkien say about imagination and how they use it in their own works, especially in their use of fantasy writing. At the heart of the course will be Lewis's spiritual autobiography *Surprised by Joy*, which provides an excellent model for the kind of "life values" paper students will write at the end of the course. *Four Credits Schakel*

494/495. Unassigned Senior Seminar -- Topics of varying content, considered from a Christian perspective, and requiring a capstone position paper. An approved Senior Seminar to which no other specific catalog listing has been assigned. Recent examples include: Christianity and the Market Place, Faith Facing Pluralism, Ethical Issues in Sport. *Four Credits Staff*

Readings and Research

490. Individual Study -- An individual research project, investigating some topic in depth and culminating in a paper that demonstrates interdisciplinary scholarship and independent thought. Students who meet the Honors Project eligibility and present a paper that meets the standards established will have the course recorded as an Honors Project. May be repeated for additional credit, with a different project. Not limited to the senior level. Prerequisite: departmental acceptance of application (forms available in department office).

Three to Four Credits Staff Both Semesters

INTERNATIONAL STUDIES

Ms. Annie Dandavati, Director

The Composite Major in International Studies is designed for the student intending to enter a profession in which an international focus is of particular importance. This major will serve as preparation for careers in such fields as International Business, Economics, Government, Law, History, Sociology, the Arts, and work with non-governmental organizations.

The International Studies major consists of 36 credit hours. These include 24 credits of required courses, 12 additional credits in international or globally-related courses, numbered 300 or higher, selected in consultation with the director of the major, and a modern language successfully completed through the second year level (5th semester) or demonstrated equivalency.

Furthermore, it is required that students participate in a semester or year-long international, off-campus program as approved by the director of the major. Credits earned in such programs for similar courses may be substituted for requirements or elective courses at the discretion of the major's director.

MAJOR CORE COURSES

(Five courses required at 4 credits each for a total of 20 credits).

Political Science 151 – Introduction to Global Politics

or

Political Science 251 – International Relations

Sociology 151 – Introduction to Cultural anthropology

or

Religion 280 – Introduction to World Religions

Economics 211 – Principles of Macroeconomics

History 355 – History of U.S. Foreign Policy

or

Political Science 378 – American Foreign Policy

*UBTS 499 – Capstone Seminar in International Studies

*please note = INTS 400 will be taught in the Spring Semester only. Dr. Annie Dandavati will teach this class Spring 2015.

ELECTIVE COURSES: 12 hours of course work (12 credits in courses numbered 300 or higher) in international or globally related courses selected in consultation with the director of the major. These courses may be taken on or off campus and usually will be in the following disciplines: art history, economics, history, modern languages (culture and/or literature courses), philosophy, political science, religion, and sociology. It is strongly recommended that three of these courses be regionally specific to Africa, Asia, Europe, Latin America or the Middle East.

FOREIGN LANGUAGE REQUIREMENT: A modern language successfully completed through the second-year level (5th semester) or demonstrated equivalency.

OFF-CAMPUS STUDY REQUIREMENT: A year or semester overseas study-abroad program.

KINESIOLOGY

Faculty: Mr. Brumels, Chairperson; Mr. Cole, Ms. Dunn, Ms. Frens, Mr. Fritz, Ms. Gruppen, Ms. Kamstra, Ms. Kiekover, Mr. Koberna, Mr. Kreps, Mr. Morrison, Mr. Northuis, Mr. Patnott, Ms. Schmidt, Mr. Schoonveld, Ms. Sears, Mr. Slette, Mr. Smith. **Assisting Faculty:** Ms. Albers, Ms. DeBruyn, Dr. Hulst, Ms. Gagnon, Ms. Karafa, Ms. Kroeze, Mr. Price, Mr. Ricketts, Ms. Skinner, Dr. VanWylen.

The curriculum of the Department of Kinesiology is designed to provide the undergraduate student a strong liberal arts background in addition to a major in physical education, exercise science, or athletic training. Minors in kinesiology, health education, physical education, and exercise science are also offered.

Students currently majoring in the Department of Kinesiology also participate in the following activities:

- assisting as strength and conditioning coaches at High School
- assisting in laboratory experiences
- assessing fitness of college students, community members and athletes
- assisting in directing the intramural program at Hope College
- assisting coaches in collegiate sports
- assisting as instructors in Health Dynamics classes
- working as assistants to physical therapists in local schools, hospitals, and private practices
- serving as camp counselors in scout camps, camps for the handicapped, and church camps
- providing meaningful experiences for children in elementary physical education
- serving as athletic training students in colleges, high schools, clinics, and physician offices
- coaching or serving as assistant coaches in area junior and senior high schools
- working in corporate wellness programs
- teaching fitness in private health clubs and school settings

Graduates of the Department of Kinesiology are leading satisfying careers as:

- athletic trainers in colleges, high schools, sports medicine clinics, professional athletics, hospitals, and industry
- exercise physiologists
- teachers and coaches in colleges and universities
- physical therapists
- occupational therapists
- teachers and coaches in elementary and secondary schools
- directors of hospital wellness programs
- program directors in health facilities
- athletic directors
- personal trainers
- strength and conditioning coaches
- cardiac rehabilitation specialists
- physicians
- physician assistants
- chiropractors
- professors
- pharmaceutical sales
- prosthetics/orthotics

WORK/INTERNSHIP PROGRAM: Opportunities to apply theories and principles developed in the classroom are available for all students planning to major or minor in each of the department's

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programs. A May Term partnership with Holland Hospital provides an intense 150-hour experience in all aspects of physical and occupational therapy. Other internships are also available. Consult the faculty for a copy of the program for your particular area of interest.

HEALTH DYNAMICS: To be liberally educated, students must be knowledgeable about their bodies, proper nutrition, and the benefits of lifelong exercise. All students are required to take Health Dynamics, KIN 140, and are encouraged to do so during one of the first two semesters on campus. This is a two-credit course and fulfills the college general education requirement in kinesiology.

APPLICATION PROCEDURES: Major programs of study are available in three areas: physical education, exercise science, and athletic training. Each major has prerequisite requirements. Consult the department chairperson as soon as possible in your college career. See the department website at www.hope.edu/academic/kinesiology.

ATHLETIC TRAINING MAJORS: The athletic training program is accredited by the Commission on Accreditation of Athletic Training Education. Athletic training majors must take 49 credits within the department plus 24 credits from the Departments of Biology, Psychology, Sociology, and Mathematics. Required courses are Biology 103 and 221; Kinesiology 198, 200, 203, 208, 221, 222, 223, 250, 298, 340, 341, 385, 386, 398, 401, 402, 404, 405, and 498; Psychology 100; Sociology 101 and 333; and Math 210. Entrance into the athletic training major is competitive. Not all qualified applicants may be admitted. Interested students must complete an application form, obtain letters of reference, be interviewed, and meet the technical standards for admission. Admitted students must have a current physical examination and current immunization status (including TB). Application materials are available from the program director and from www.hope.edu/academic/kinesiology.

EXERCISE SCIENCE MAJORS must take a minimum of 39 credits within the department. Required courses are Biology 221; Chemistry 103 (or Chemistry 125/127); Math 210 (or Math 311 and 312); Kinesiology 200, 202, 208, 221, 222, 223, 250, 323, 324, 383, 400, 422, 499 or 299, and one elective from the following list of courses: Kinesiology 301, 308, 325, 326, 340 or 371.

TEACHER CERTIFICATION: In partnership with the Hope College Department of Education, the Kinesiology Department offers two secondary track physical education teaching majors, one in grades K-12 and one in grades 6-12, through the State of Michigan. The department also offers two teaching minors, one in physical education and one in health education in secondary (grades 6-12) programs. In addition, a physical education minor in elementary (grades K-8) programs is also an option for elementary track students. Secondary track certification through Hope College mandates two areas of endorsement; thus physical education teaching majors must also choose a teaching minor in order to meet requirements in Hope's teacher education program.

PHYSICAL EDUCATION MAJORS: The major in physical education consists of a minimum of 36 credits. Candidates for certification in physical education at the secondary level must pass the Michigan Test for Teacher Certification (MTTC - test #644) in physical education. Once a student has declared this as a major field of study and has been accepted into the department, he/she will be given a course/objective matrix prepared by both the Departments of Kinesiology and Education so the student may be intentional about constructing his/her own knowledge base in kinesiology and physical education. Required courses in addition to Department of Education requirements are: Gems 158 or Bio 221 (prerequisite); Kinesiology 160, 201, 222, 223, 301, 330, 344, 345 (for secondary PE majors with K-12 endorsement), 346, 350, and 221 or 383. Two additional activity classes are required.

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FOUR KINESIOLOGY MINORS are available. Students desiring a **General** minor in kinesiology must take at least 20 credits of kinesiology courses at the 200 level or above. Students desiring a general minor in kinesiology are encouraged to consult with the department chairperson to develop a course plan designed to meet their academic and career needs. **Teaching** minors in physical education are also available. A minimum of 25 credits is required. Courses that must be taken for the teaching minor include Kinesiology 201, 222, 223, 301, 344, and 345 or 346; and one of the following classes: Kinesiology 221 or 383. Four activity classes are required as assigned in KIN 201 lab. Consult the kinesiology website, www.hope.edu/academic/kinesiology, for specific details. Students cannot take courses for these minors on a pass/fail basis. **Exercise Science** minors are available. Students desiring an exercise science minor must take a minimum of 23 credits to include 19 credits of exercise science courses in the kinesiology department and four credits from Biology 221. Required courses include Biology 221, Kinesiology 208, 221, 222, and 223. Nine additional credits are required from the exercise science courses listed below, of which no more than three credits may be from Kinesiology 299 or 499: Kinesiology 200, 202, 250, 299, 301, 308, 323, 324, 325, 326, 371, 383, 400, 422 and 499. The **Health Education** minor consists of 22 credit hours. The core courses consist of Kinesiology 140, 203, 208, 251, 351, 451, 453, and 455.

Kinesiology Courses

101-199. Physical Education Activities -- It is recommended that each student continue to carry out the principles set forth in KIN 140 and attempt to meet the guidelines established in this course. Beginning level (101-139) and intermediate level (150-199) physical activity courses are offered. Examples of activities offered include fencing, badminton, conditioning and weight training, racquetball, tennis, swimming, jogging, dance for sport, volleyball, basketball, baseball, softball, bowling, and lifeguard training..

140. Health Dynamics -- This course for all first year students will establish the knowledge of diet, stress management, and exercise as they relate to fitness and health, and will provide an opportunity for the student to personally experience those relationships by putting into effect an individualized program appropriate to the student's needs and interests.

Two Credits Staff Both Semesters, May and June Terms

160. Teaching of Dance for Physical Education -- This course will provide experiences for development of rhythmic movement competency in elementary and secondary school students. This course will include the implementation of appropriate learning experiences to provide for the acquisition of rhythmic movement. This will include square dancing, country line dancing, and Creative dance.

Two Credits Fritz Every Third Semester beginning in the fall of 2014, then Spring 2016

198. Athletic Training Practicum I -- This course provides students with the opportunity to develop competence in a variety of introductory athletic training skills. Specific skills to be developed include, but are not limited to, athletic training room procedures, cryotherapy application, first aid procedures, therapeutic modality operation and application, and upper and lower extremity taping, wrapping, and bracing. Clinical experiences are obtained in the college's sports medicine facilities and will be accompanied by a one-hour seminar each week. Prerequisite: admittance into the athletic training major.

One Credit Staff Both Semesters

200. Human Anatomy -- A course where the human body is studied from histological and gross anatomical perspectives. Laboratories include examination of human cadaver projections, use of models and human specimens, and use of computer programs. Three lectures and one 3-hour

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laboratory period per week. Written permission required to enroll. Contact Lindsey Engelsman, office manager, Dept. of KIN, DeVos 2nd floor. Students also register for a Lab section. Cross-listed with BIOL 222. All students should register under KIN 200 sections.

Four Credits Brumels, Cole, Staff Both Semesters and May Term

201. Introduction to Physical Education -- This course is designed to provide introductory information to physical education major and minor students. The fitness challenge of our age, historical physical education, concepts of physical education programs and supporting professions will be among the topics introduced. A required lab experience (201L) will provide students with skill assessments and practical applications in a variety of physical activities.

Four Credits Schoonveld Fall Semester

202. Introduction to Writing in Exercise Science -- This course is an introduction to resources in exercise science and the various aspects of research within the field. The course will include learning how to use the library to acquire recent research articles, how to read the literature, as well as how to compile the literature into written reviews. The major goal of the course will be to learn how to write and cite the literature within our field. A secondary goal will be to introduce the various career options within the field.

One Credit Sears Both Semesters

203. Health Skills and Enhancement -- This course is designed to give health education minors and other students a current perspective on national and state health issues and concerns such as mental health, tobacco use, alcohol and other drug use, prevention of unintentional and intentional injury, community and environmental health, and personal and consumer health. To address these health problems, students will develop skills such as accessing information, analyzing influences, problem solving and decision making, goal setting, advocating, communicating, and other healthy self-management practices.

Two Credits Gruppen Spring Semester

205. Safety, First Aid, and C.P.R. -- This course provides the student with American Red Cross certification in First Aid: Responding to Emergencies and CPR for the Professional Rescuer. There is a heavy emphasis on "hands-on" laboratory skills.

Two Credits Fritz Both Semesters

207. Sports in Society -- This course will help students investigate the ways they perceive race, gender, class, deviance, violence, the media, economy, and education, all through a magnifying glass called sports. Students will think critically about sports as social constructions and phenomenon to identify and understand social problems and solutions by reflecting on how sports affect the ways people feel, think, and live their lives. Students will find a greater sensitivity to the ways they choose to be consumers, leaders, participants, and change agents in society through sports.

Two Credits Staff Both Semesters

208. Basic Nutrition -- This course is designed to develop student awareness of the nutritional implications of food choices. Students will learn the physiology of ingestion, digestion, and absorption. They will then learn how the nutrients are transported, stored, and used with the body. We will then cover the structure, function, as well as diseases involved with the over-consumption of Carbohydrates, Proteins and Fats. Topics include the history of the current My Plate and Dietary Guidelines, The National School Lunch Program, as well as how to shop effectively in the grocery store. Each student will be required to practically apply all knowledge learned through a three day diet analysis and correction project.

Three Credits Sears Both Semesters, May Term (online)

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221. Anatomical Kinesiology -- The musculoskeletal system and its action is studied in detail, with specialized emphasis given to origin and insertion of skeletal muscles. The primary emphasis of the course is directed toward the health, fitness and medical fields. *Three Credits Slette Fall Semester*

222. Exercise Physiology -- Introduces the specialized knowledge associated with the physiology and biochemistry of exercise and physical conditioning. Additionally, it illustrates the process of the derivation of exercise principles and the application of those principles to health, fitness and/or performance objectives. Kinesiology majors and minors must also take KIN 223 concurrently. Prerequisite: BIOL 221. *Three Credits Patnott Both Semesters and May Term*

223. Exercise Physiology Lab -- Laboratory experience designed to demonstrate physiological principles learned in Exercise Physiology. Taken concurrently with KIN 222. Required for kinesiology majors and minors. *One Credit Staff Both Semesters and May Term*

250. Research Methods in Kinesiology -- This course is an overview of the qualitative and quantitative research approaches specific to the various disciplinary areas in kinesiology. Topics covered include the role of the researcher, research ethics; selecting and developing a research problem; reviewing the literature; developing research hypotheses; writing research proposals; issues in measurement; sources of error, data collection issues; statistical analyses and communicating the results of research. Prerequisite: MATH 210. *Four Credits Dunn Both Semesters*

251. Foundations for Teaching Health Education -- This course provides health education minors with the theoretical, philosophical, practical, and professional foundations of health education. Topics include state-of-the-art information regarding health education definitions and concepts, settings in which health education occurs, standards for students and professionals, professional organizations, basic epidemiology, behavior change theories and models, and professional ethics. *Three Credits Staff Fall Semester*

252. Health and Physical Education for Elementary Teachers -- This course covers health and physical education concepts typically found in elementary and middle school PE/health curricula, and discusses how to teach these concepts to elementary and middle school students. Pre/Corequisite: KIN 140. *Two Credits Kamstra, Smith Both Semesters*

298. Athletic Training Practicum II -- This course provides students with the opportunity to develop competence in a variety of introductory and mid-level athletic training skills. Specific skills to be developed include, but are not limited to, use of various types of rehabilitation equipment, therapeutic modality application and operation, manual therapy, and upper and lower extremity taping, wrapping, and bracing. Clinical experiences are obtained in the college's sports medicine facilities and will be accompanied by a one-hour seminar each week. Students are also assigned as athletic training students to supervised clinical experiences for an individual or team sport. Prerequisite: KIN 198. *One Credit Staff Both Semesters*

299. Internships in Physical Education or Exercise Science -- This program presents opportunities for students to pursue practical work experience in their chosen field of study as it relates to their professional plans. It is expected that the student intern will be a junior or senior with a major or minor in kinesiology. The department expects the student to have completed coursework necessary to carry out the objectives of the internship as well as possess the habits and motivation to be of benefit to the sponsoring agency. An application for the internship must be completed and approved the semester prior to the experience. Prerequisite: Written permission of academic advisor. *One to Three Credits Northuis Both Semesters, May Term or Summer*

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301. Motor Development -- The purpose of this course is to develop student awareness of how motor behavior is developed as a child grows. Special emphasis is given to the study of the acquisition of fundamental motor skills and physical growth and development across the lifespan.

Three Credits Smith Fall Semester, 2014, And Then Every Third Semester There After

305. Instructor's First Aid/CPR -- This course provides health education minors and other students with American Red Cross certification in instructor's training that will allow them to teach and certify students in first aid and CPR. There is a heavy emphasis on how to effectively teach first aid/CPR skills and "hands-on" learning. Prerequisite: KIN 205 or equivalent with permission of instructor. *Two Credits Brumels May Term*

308. Nutrition and Athletic Performance -- A study of the relationship between nutrition and physical performance. Subjects to be covered include, but are not limited to, comparison of contemporary diets for athletes; and the function of carbohydrates, fat, protein, vitamins, and minerals in relation to physical performance. Additionally, various popular ergogenic aids will be discussed. Prerequisites: KIN 208, 222, and 223.

Three Credits Morrison Spring Semester, Even Years

323. Exercise Science and Health -- Designed to familiarize the student with specialized knowledge in exercise science with application to health and fitness, advanced level. Includes pathophysiology of various diseases and the effects of physical activity on each. Prerequisites: BIOL 221, KIN 222, 223.

Three Credits Morrison Both Semesters

324. Fitness Assessment and Exercise Prescription -- The purpose of this class is to provide a well-balanced, integrated approach to the assessment of physical fitness and the design of exercise programs. Prerequisites: BIOL 221, KIN 222, 223.

Three Credits Cole, Northuis Both Semesters

325. Science of Conditioning, Strength and Power -- This class is designed to provide the student with specific knowledge about the development of conditioning programs as well as strength and power training programs. Additionally it will cover the adaptations which occur within the body during strenuous conditioning and resistance training, and how these adaptations relate to improved performance. The laboratory experience stresses advanced techniques of performance-based fitness assessment and prescription. It will also provide time for the student to learn advanced lifting and spotting techniques. Prerequisites: KIN 222, 223.

Four Credits Patnott Fall Semester

326. Children, the Elderly, and Exercise: Fitness and Health -- The purpose of this course is to familiarize the student with the specialized knowledge in exercise science with application to health and fitness benefits and potential risks in children and older adults. Three lectures per week. Prerequisites: BIOL 221, KIN 222.

Three Credits Morrison Spring Semester, Odd Years

330. Principles and Practices of Coaching -- The purpose of this course is to familiarize students who are preparing to become athletic coaches with the special knowledge needed to deal with people. One night class per week.

Three Credits Keps Fall Semester

340. Injury Prevention and Care -- This course provides the student with the knowledge and skills essential for the proper prevention and care of injuries. It is designed primarily for students contemplating careers in athletic training, sports medicine, coaching, and exercise science. Prerequisites: KIN 200.

Three Credits Gruppen Fall 2014

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341. Emergency Management of Injury and Illness -- This course will focus on pre-hospital emergency management for injuries and illnesses commonly seen in athletics and other diverse patient populations. Theoretical and practical information based on current best practices and evidence-based research will be presented to inform and acclimate students responding to various non-life threatening and life threatening trauma, injuries, and illnesses for both pre-existing and acute conditions.
Two Credits Gruppen Fall Semester

344. Basic Methods of Teaching Physical Education and Field Experience -- This course emphasizes task analysis, lesson planning, unit planning, styles of teaching, curriculum models, and behavior management in the physical education setting.
Four Credits Smith Fall Semester, 2014 And Then Every Third Semester There After

345. Methods of Teaching Early Physical Education and Field Experience -- This course is taken after KIN 344 and applies the principles learned and mastered in KIN 344 to the situations encountered in a local elementary school setting. Prerequisite: KIN 344.
Two Credits Fritz Fall Semester*

346. Methods of Teaching Secondary Physical Education and Field Experience -- This course is taken after KIN 344. Emphasis will be placed on development of activity-specific unit planning for the secondary level. Application of material presented in KIN 344 will be required. Practical application by placements in local high school and/or middle school settings will be included in this course. Prerequisite: KIN 344.
Two Credits Fritz Fall Semester*

350. Adapted and Therapeutic Physical Education -- A course designed to introduce students to methods of teaching children with disabilities. The laws and issues regarding individualizing the educational process in physical education are examined. Practical application is included by placement in an adapted physical education setting one hour each week.
Three Credits Smith Spring 2015 And Then Every Third Semester There After

351. Planning Coordinated School Health Programs -- This course provides prospective school health educators with an understanding of the nature, scope, function, and integration of health instruction and other coordinated school health program components. It allows candidates to develop competencies in assessing needs, planning instruction, and evaluating health programs in schools, as well as specific skills related to using technology and advocating for school health programs. Prerequisites: KIN 251.
Three Credits Kamstra Spring Semester

371. Sport Psychology -- The purpose of this course is to gain an understanding of the relationship of human behavior to sport and how sport influences human behavior. Emphasis is given to the theory, research and application in the area of sport psychology. Prerequisite: PSY 100.
Three Credits Schmidt Both Semester

383. Biomechanics -- Initially, basic biomechanical principles underlying efficient movement are explored and applied to fundamental physical skills and sport. The second part of the semester is focused on the biomechanics of musculoskeletal injury. Knowledge of physics will make the course more meaningful, but it is not required. Use of mathematical formulae is limited.
Three Credits Slette Spring Semester

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385. Injury Assessment I -- This course helps students understand the theory and application of various assessment methods used to evaluate injuries of the upper extremity, trunk, and head. It is primarily intended for students in the athletic training education major, but may be of interest to pre-medical and pre-physical therapy students. Prerequisites: KIN 200, BIOL 221.

Three Credits Frens Spring Semester, Even Years

386. Injury Assessment II -- This course helps students understand the theory and application of various assessment methods used to evaluate injuries of the lower extremity and spine. It is primarily intended for students in the athletic training education major, but may be of interest to pre-medical and pre-physical therapy students. Prerequisites: KIN 200, BIOL 221.

Three Credits Koberna Spring Semester, Even Years

398. Athletic Training Practicum III -- This course provides students with the opportunity to develop competence in a variety of mid-level and advanced athletic training skills. Specific skills to be developed include, but are not limited to, aquatic therapy, management of upper and lower extremity injuries, and management of lumbar, abdominal, and chest injuries. Students will also observe surgery. Students are assigned to supervised clinical experiences as athletic training students for an individual or team sport. Students may also be assigned to one or more off-campus clinical affiliations. Students at this level will develop instructional skills by acting as peer-helpers for level I and II students. Clinical experiences are accompanied by a one-hour seminar each week. Prerequisite: KIN 298. *One Credit Staff Both Semesters*

400. Exercise Science Practicum -- This upper-level applied exercise science course helps students apply their knowledge, skills, and abilities in a practical setting. Students spend a minimum of 50 hours using learned practical skills to assess health/fitness in a variety of populations and situations. Increased practice time improves proficiency and enhances confidence in the effective performance of required skills in graduate school and/or the workplace. Prerequisites: KIN 222, 223. Pre/Corequisite: KIN 324

One Credit Morrison, Northuis Both Semesters

401. Therapeutic Modalities -- This course helps students understand the theory and application of various physical medicine devices commonly used in athletic training and sports medicine clinical settings. It is primarily intended for students in the athletic training education major, but may be of interest to pre-medical and pre-physical therapy students. Prerequisites: KIN 200, BIOL 221.

Three Credits Frens Fall Semester, Even Years

402. Therapeutic Exercise -- This course helps students understand the theory and application of exercise methods and manual therapies commonly used in athletic training and sports medicine clinical settings for the rehabilitation of injuries. It is primarily intended for students in the athletic training education major, but may be of interest to pre-medical and pre-physical therapy students. Prerequisites: KIN 200, 222, 223.

Three Credits Frens Fall Semester, Even Years

404. Seminar in Athletic Training Administration -- This course helps students understand the theory and application of managerial skills commonly employed in sports medicine settings. A heavy emphasis on the case method of instruction will help students apply administrative concepts in situations similar to those they will face in professional practice. Prerequisite: KIN 200, 340.

Two Credits Frens Fall Semester, Odd Years

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405. Non-Orthopedic Conditions -- This course is designed to help students gain an understanding of the various non-orthopedic conditions seen in physically active populations. Students will not only learn about common illnesses and their management, but they will also develop basic medical assessment and referral skills. Pharmacologic treatment is covered in this course. The course is primarily intended for students in the athletic training major, but may be of interest to nursing, pre-medical, and pre-physical therapy students. Prerequisites: KIN 340.

Two Credits Frens Spring Semester, Odd Years

422. Regulation of Human Metabolism -- This course focuses on the underlying metabolic events that occur in association with exercise. Skeletal muscle metabolism and substrate delivery are discussed with respect to the intracellular biochemical events involved in regulation of the energy provision pathways. Advanced level. Prerequisites: BIOL 221, CHEM 103, KIN 222, 223, and 250.

Four Credits Dunn Both Semesters

451. Methods of Teaching Health Education I -- This lecture/lab course is designed to help health education minors develop competencies in planning and implementing health instruction and related learning opportunities. Attention focuses on developing the following skills: designing grade-level programs; preparing lesson plans and materials utilizing existing resources; applying primary teaching strategies used in health education; and delivering lessons that synthesize student outcomes, specific content, teaching strategies, student activities, and materials for all student abilities. This course also includes a school-based practicum. Prerequisite: KIN 251 and 351.

Three Credits Kamstra Fall Semester

453. Health Education Methods II & Sexuality Education -- This course provides continued development, methodology, management, administrative, and instructional skills needed to plan and implement a health education program within a school setting. Teacher candidates will begin to explore how to teach sexuality education. Different topics related to sexuality will be discussed by teacher candidates in reflective writing. Students will enhance their understanding of human sexuality with knowledge and skills that will enable them to plan, implement, and evaluate developmentally appropriate instruction related to sexuality education. HIV/AIDS certification will be included in this course. A capstone experience with a certified health educator will allow students to actively teach health. Prerequisite: KIN 251, 351 and 451.

Three Credits Kamstra Spring Semester

455. Measurement and Evaluation in Health Education -- This course provides a forum for developing measurement and evaluation skills relevant to health education in schools. Health education minors will develop competencies related to needs assessment and student/program evaluation, which are aligned with current best practice (performance-based assessment and rubric development) and available resources (State Collaborative for Assessing Student Standards: Health Education Assessment Project). Prerequisite: KIN 351.

Three Credits Fall Semester

490. Independent Study -- This course provides opportunity for the pursuit of an independent research study or in-depth reading in a specific area of interest. Prerequisite: Experience in a research methods course is strongly recommended. departmental approval required prior to registration for this course.

One, Two or Three Credits Staff Both Semesters

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498. Athletic Training Practicum IV -- This course provides students with the opportunity to develop competence in a variety of mid-level and advanced athletic training skills. Specific skills to be developed include, but are not limited to, management of upper extremity injuries, management of cervical, head and facial injuries, and management of dermatologic conditions and other illnesses. Students will prepare for the Board of Certification examination. Students may be assigned supervised clinical experiences as athletic training students for an individual or team sport clinical experience. Students will be assigned to one or more off-campus clinical affiliations. Students at this level will develop instructional skills by acting as peer-helpers for level I, II, and III students. Clinical experiences are accompanied by a one-hour seminar each week. Prerequisite: KIN 398. *One Credit Staff Both Semesters*

499. Special Studies in Exercise Science/Athletic Training -- This class is designed to give senior exercise science students an opportunity to pursue a topic of their choosing in a supervised setting. The project may take one of two forms: 1) laboratory research, or 2) a scholarly project using the library. In both cases a thorough literature review will be required. Prerequisite: permission of instructor. Prerequisite: KIN 250. *One to Three Credits Staff Both Semesters*

LEADERSHIP

Faculty: Mr. VanderVeen, director; Ms. Anderson, Ms. DeVries, Mr. Jackson, Ms. Johnston, Mr. Schoonveld.

The purpose of the Center for Faithful Leadership (CFL) is to transition and transform students. The **Organizational Leadership Practice minor** is one of the opportunities CFL provides. The minor consists of 20 credit hours, including the core courses, substitutes, and activities listed below.

- LDRS 201: Introduction to Leadership (2 credits)
- Two from COMM 335: Leadership Skills and Perspectives, COMM 210: Interpersonal Communication, COMM 220: Task Group Leadership, COMM 330: Organizational Communication (8 credits) or approved substitutes.
- LDRS 291: Leadership and Service I (2 credits) AND LDRS 391: Leadership and Service II (2 credits).
- LDRS 399: Internships in Leadership (4 credits). Students are expected to work through Hope's Career Development Center.
- LDRS 401: Leadership Capstone Seminar (2 credits)
- CFL's coaching program, in which students are mentored (0 credit hours) and mentor others, and enhance their emotional and social intelligence.

In addition to the minor in Organizational Leadership Practice, the Center for Faithful Leadership offers an entrepreneurship program and a student-led consulting program. For more information, please contact the Center for Faithful Leadership or visit its website: <http://www.hope.edu/leadership>.

LEADERSHIP COURSES

LDRS 201: Introduction to Leadership -- Students learn about servant leadership and the transformational perspective of change, and they learn by doing. Students are also challenged to think about leadership from a Christian perspective. Prerequisites: none.

Two Credits VanderVeen, Schoonveld Both Semesters

LDRS 231: Entrepreneurship: -- This is an experiential-based course that introduces student to the heart and mind of the entrepreneur and the process for validating a business idea. Prerequisites: none. *Four Credits VanderVeen Both Semester*

LDRS 299: Internships in Student Leadership Development -- An experience integrating concurrent student leadership experiences with readings and faculty and staff-guided reflections.

One Credit Awad Both Semesters

COMM 210: Interpersonal Communication -- Interpersonal communication is the study of face-to-face interaction and the creation of meaningful relationships. In this course, we will explore and develop five areas of interpersonal communication skill: interpretive competence, self competence, role competence, goal competence, and message competence. Topics include family systems, self identity, intimate relationships, gender issues, power, language, and non-verbal communication.

Four Credits DeVries, Johnston Fall Semester

COMM 220: Task Group Leadership -- This course focuses on understanding and developing communication competence in small groups. This involved learning how to function effectively as part of a team, as well as exercising appropriate leadership. Topics include group development, competitive vs. cooperative teams, decision-making and problem-solving, power resources, and conflict management.

Four Credits Anderson Fall Semester

LEADERSHIP

LDRS 291: Leadership and Service I -- Students learn about transformational and transactional strategies for change.
Two Credits VanderVeen Both Semesters

COMM 330: Organizational Communication -- This course introduces students to the basic concepts of how communication processes work in organizations. The first section of the course focused on theories of organizations, including classical theory, humanistic theories, systems theory, cultural theories, and critical theories. The second section focuses on the challenges and misunderstandings that face organizations, such as recruitment and socialization of members, conflict management, and superior-subordinate communication.

Four Credits Anderson Spring Semester

COMM 335: Leadership Skills and Perspectives -- This course examines the complex and rich process of leadership in two main ways: 1) by studying the main theories of leadership, including traits, skills, styles, situational and transformational leadership, as well as leadership ethics; and 2) by teaching through personal assessment and group projects the essential competencies leaders need to be effective. This course helps students develop leadership skills, practice critical thinking, engage the local community and integrate their faith with an understanding of leadership. Junior standing or permission of the instructor required.

Four Credits Anderson Fall Semester

LDRS 390: Independent Study -- An independent study is a program providing advanced students in leadership an opportunity to broaden their perspectives or intensify study in a leadership area of unique interest Prerequisites: LDRS 201, junior or senior standing, and permission of the center for Faithful Leadership director.
Four Credits VanderVeen Fall and Spring Semesters

LDRS 391: Leadership and Service II -- Students engage in a consulting team project to enhance their problem-defining, solution creating, and interpersonal skills. Students seeking to minor in leadership must complete both LDRS 291 and 391. Prerequisites: LDRS 291

Two Credits McMichael, VanderVeen Spring Semesters

LDRS 399: Internships in Leadership -- Students integrate an internship experience with readings and faculty- and advisor-guided reflections and enhance their cultural, organizational, social, and personal awareness. Enrollment in the class is dependent upon students finding their own internship placements by working with Hope's Office of Career Development Center and the Center for Faithful Leadership. Prerequisites: LDRS 201 or permission of the instructor.

Four Credits deRoo Both Semesters

LDRS 401: Leadership Capstone Seminar -- In this course students continue to make the transition from college to career. Prerequisites: LDRS 201 and senior status.

Two Credits deRoo, VanderVeen Spring Semester

MATHEMATICS

Faculty: Mr. Cinzori, Chairperson; Mr. Bekmetjev, Ms. Edwards, Ms. Holmes, Mr. Koh, Mr. Mann, Mr. Mark Pearson, Mr. Paul Pearson, Mr. Stephenson, Mr. Swanson, Ms. Vance, Ms. Vanderstoep, Mr. Yurk.

Mathematics is the study of patterns, both quantitative and spatial. As such, it is the key to understanding our natural and technical world. Through the study of mathematics, students develop skills in problem solving, critical thinking, and clear, concise writing. The Department of Mathematics offers courses which serve as a fundamental part of a liberal education and as a basis for work in other disciplines. In addition, the department offers a complete major program providing opportunities for a deeper study of mathematics. Mathematics majors pursue a wide range of career options, including work in teaching, business, industry and government service. Many mathematics majors choose to continue their studies with graduate work in mathematics, statistics, computer science or other fields which require significant mathematical background, such as economics or science.

The department also provides opportunities for independent study and research. Collaborative student/faculty research projects have been conducted in the areas of mathematical modeling, chaos theory, dynamical systems, statistics, real analysis, complex analysis, linear algebra, algebra, representation theory, geometry, and bioinformatics. Study abroad opportunities are available in Budapest, Hungary and Aberdeen, Scotland. In addition, majors can study off-campus at a variety of domestic locations such as Oak Ridge National Laboratory.

The Department of Mathematics offers both a Bachelor of Science and a Bachelor of Arts in mathematics. Many of our majors are double majors or minors in areas such as chemistry, physics, computer science, and economics. We also have majors who have a second major or minor in areas such as music and English. About half of our mathematics majors become teachers. We offer a Mathematics Secondary Education Major and a Mathematics Secondary Education Minor for students intending to become middle school or high school mathematics teachers. We also offer a Mathematics Elementary Education Major and a Mathematics Elementary Education Minor for students going into elementary teaching.

BACHELOR OF ARTS DEGREE: The requirement for a Bachelor of Arts degree in mathematics is a plan of study designed in consultation with a departmental advisor, and includes a total of at least 34 credits in mathematics as follows:

- a) MA 280, 331 and 341 must be included;
- b) additional credits chosen from the following courses: MA 126, 131, 132, 231, 232, and all courses numbered above 300 except 323 and 324;
- c) no more than 16 credits from courses numbered 232 and lower shall be counted towards the 34 required credits.

See individual course descriptions for prerequisites.

BACHELOR OF SCIENCE DEGREE: The requirement for a Bachelor of Science degree in mathematics is a plan of study designed in consultation with a departmental advisor, and includes a total of 60 credits of courses from the natural science division, of which at least 39 credits must be in mathematics as follows:

- a) MA 280, 331 and 341 must be included;
- b) additional credits chosen from the following courses: MA 126, 131, 132, 231, 232, and all courses numbered above 300 except 323 and 324;
- c) no more than 16 credits from courses numbered 232 and lower shall be counted towards the 39 required credits.

See individual course descriptions for prerequisites.

MATHEMATICS

MATHEMATICS MINOR: A minor in mathematics consists of at least 19 credits from the following courses: MA 126, 131, 132, 231, 232, 280, and all courses numbered above 300 except 323 and 324. No more than 16 credits from courses numbered 232 and lower shall be counted towards the 19 required credits.

Note: For students desiring an applied focus to their minor (e.g., actuarial studies, statistics, mathematical biology, mathematical modeling, etc.) recommended courses include courses in Calculus (MA 126, 131, 132, 231, 232), Statistics (MA 311/312), Probability (MA 361), Linear Algebra (MA 345), Differential Equations (MA 370) and Numerical Analysis (MA 372). For more specific recommendations for your proposed career, speak with your advisor or a member of the Department of Mathematics.

TEACHER CERTIFICATION

In partnership with the Hope College Department of Education, the Department of Mathematics offers a teaching major and minor at both the elementary and secondary levels for certification through the State of Michigan.

MATHEMATICS SECONDARY EDUCATION MAJOR: The requirement for a Bachelor of Arts degree in mathematics for those intending to become middle school or high school mathematics teachers is a plan of study designed in consultation with a departmental advisor, and includes a total of at least 34 credits in mathematics as follows:

- a) MA 132, 231, 280, 311, 312, 321, 331, 341, and 351 must be included;
- b) additional credits chosen from the following courses: MA 126 or 131, MA 232, and all courses numbered above 300 except 323 and 324;
- c) no more than 16 credits from courses numbered 232 and lower shall be counted towards the 34 required credits.
- d) MA 323 and 324 must also be taken (this counts as education credit, and does not count toward the 34 mathematics credits).

MATHEMATICS SECONDARY EDUCATION MINOR: The requirement for a minor in mathematics for those intending to become middle school or high school mathematics teachers is a plan of study designed in consultation with a departmental advisor, and includes a total of at least 24 credits in mathematics as follows:

- a) MA 132, 231, 280, 311, 312, 321, and 351 must be included;
- b) additional credits chosen from the following courses: MA 126 or 131, MA 232, and all courses numbered above 300 except 323 and 324;
- c) no more than 16 credits from courses numbered 232 and lower shall be counted towards the 24 required credits.
- d) MA 323 and 324 must also be taken (this counts as education credit and does not count toward the 24 mathematics credits).

MATHEMATICS ELEMENTARY EDUCATION MAJOR: The requirement for a major in mathematics with elementary teaching emphasis is a plan for study designed in consultation with a departmental advisor, and includes a total of at least 34 credits in mathematics as follows:

- a) Complete MA 126 or MA 131.
- b) Complete MA 132, 205, 206, 231, 280, 311, 312, 321 and 351.
- c) Complete at least 4 additional credits selected from MA 207, MA 208, and GEMS courses centered on mathematical topics (GEMS 100 or 105).

MATHEMATICS

MATHEMATICS ELEMENTARY EDUCATION MINOR: The requirement for a minor in mathematics with elementary teaching emphasis is a plan of study designed in consultation with a departmental advisor, and includes a total of at least 22 credits in mathematics as follows:

- a) Complete two courses from MA 123, 125, 126, 131, 132 for a total of 8 credits.
- b) Complete MA 205 and 206
- c) Complete either MA 210, MA 311 and 312, or MA 311 and MA 0110 (statistics transfer credit)
- d) Complete at least 4 additional credits selected from MA 207, MA 208, and GEMS courses centered on mathematical topics (GEMS 100 or 105).

Note: a student cannot receive credit for both MA 123 and MA 125, or MA 126 and MA 131.

Mathematics Courses

123. A Study of Functions -- A study of functions including polynomial, rational, exponential, logarithmic, and trigonometric functions. These will be explored in their symbolic, numerical, and graphic representations, and connections between each of these representations will be made. A graphing calculator is required. A student cannot receive credit for both MA 123 and MA 125.

Four Credits Spring Semester

125. Calculus with Review I -- This course covers the material typically taught in the first half of a Calculus I course. The calculus material is supplemented by reviewing topics of high school mathematics as needed. The calculus topics are also taught at a slower pace. Topics include function review, limits and continuity, the concept (and definition) of a derivative, and differentiation rules (product rule, quotient rule, chain rule are included). A student cannot receive credit for both MA 125 and MA 123.

Four Credits Fall Semester

126. Calculus with Review II -- This course is a continuation of MA 125. The topics covered are the topics typically taught in the second half of a Calculus I course. The calculus material in the course is supplemented by reviewing topics of high school mathematics as needed. The calculus topics are also taught at a slower pace. Topics include implicit differentiation, applications of differentiation, L'Hospital's rule, Newton's method, the integral, and applications of integration. A student cannot receive credit for both MA 126 and MA 131. Prerequisite: completion of MA 125 with a grade of C- or better, or permission of instructor.

Four Credits Spring Semester

131. Calculus I -- Topics include functions, limits, continuity, differentiation, integration, and applications of the derivative and integral. A student cannot receive credit for both MA 131 and MA 126. Prerequisite: score of 25 or better on Math ACT, passing score on departmental placement exam, or permission of instructor.

Four Credits Both Semesters

132. Calculus II -- Topics covered include techniques of integration, applications of the integration, sequences, infinite series, power series, introduction to differential equations, and polar coordinates. Prerequisite: completion of MA 126 or MA 131 with a grade of C- or better, or permission of instructor.

Four Credits Both Semesters

205. Mathematics for Elementary and Middle School Teachers I -- A course sequence in mathematics content designed to explore fundamental aspects of the mathematics encountered in grades K-8. First semester topics include patterns, problem solving, geometry, operations with whole numbers, rational and real numbers. Required for all elementary education students.

Four Credits Fall Semester

MATHEMATICS

206. Mathematics for Elementary and Middle School Teachers II -- A continuation of MA 205. Topics include measurement, probability, problem solving, descriptive and inferential statistics. For prospective elementary and middle school teachers only. Prerequisite: MA 205 or permission of the instructor. *Two Credits Spring Semester*

207. K-8 Mathematics Software Applications -- A course designed to deepen understanding of mathematical concepts by exploring several available software packages, including Geometer's Sketchpad and wiki pages. For prospective elementary and middle school teachers only. Prerequisite: completion of MA 205 or permission of instructor.

Two Credits Spring Semester, Odd Years

208. Problem Solving for Elementary and Middle School Teachers -- A course designed to integrate content areas of mathematics with the practice of problem solving. Emphasis will be given to group work, oral presentation and multiple solution methods. For prospective elementary and middle school teachers only. Prerequisite: MA 205 or permission of the instructor.

Two Credits Spring Semester, Even Years

210. Introductory Statistics -- The course begins by exploring statistical inference for one and two variables using a randomization approach, while reviewing basic descriptive statistical techniques. The course then explores the relationship between randomization methods and traditional inference techniques, estimation using confidence intervals and statistical power and its impact on sample design decisions. Throughout the course there is an emphasis on active-learning using group activities and projects, as well as reading and critiquing research from mainstream and peer-reviewed media sources. Activities, projects and hands-on learning activities are conducted using a variety of approaches but make heavy use of the computer and statistical software. A student may not receive credit for both MA 210 and MA 311.

Four Credits Both Semesters

231. Multivariable Mathematics I -- The study of linear algebra and ordinary differential equations. Prerequisite: completion of MA 132 with a grade of C- or better, or permission of instructor

Four Credits Both Semesters

232. Multivariable Mathematics II -- The study of systems of differential equations and multivariable calculus including differentiation, multiple integration, and calculus on vector fields. Prerequisite: completion of MA 231 with a grade of C- or better, or permission of instructor.

Four Credits Both Semesters

280. Bridge to Higher Mathematics: An Introduction to Mathematical Proof -- An introduction to the understanding and creation of rigorous mathematical argument and proof. Topics include properties of the integers, real numbers, and integers modulo n . Additional topics may include mathematical induction, elementary set theory, elementary number theory, recursion formulas, counting techniques, equivalence relations, partitions and cardinality of sets. There will be a heavy emphasis on writing, in particular the writing of mathematical arguments and proofs. Prerequisite: MA 132. *Three Credits Spring Semester*

295. Studies in Mathematics -- A course offered in response to student interest and need. Covers mathematical topics not included in regular courses. Prerequisite: permission of instructor or department chairperson.

One, Two or Three Credits Both Semesters

MATHEMATICS

311. Statistical Methods -- This course has the same content and learning objectives as Math 210 but the material is covered in half the time. The course is designed for students who have a significant prior experience with statistics (e.g., high school statistics course) or calculus. Read the Math 210 course description for course content details. Prerequisite is any one of the following: MA 131, significant prior experience with statistics, or permission of instructor. A student may not receive credit for both MA 210 and MA 311.

Two Credits Spring Semester

312. Applied Statistical Models -- This course provides a survey of statistical methods students would expect to see utilized across disciplines in peer reviewed research. As such, the course focuses on the design and analysis of studies where the research questions involve more than three variables simultaneously. Topics include multiple and non-linear regression, non-parametric methods, general linear models, and multivariate statistical models. The pedagogical approach is similar to that of Math 210 and Math 311. Prerequisite: MA 210 or 311.

Two Credits Spring Semester

321. History of Mathematics -- This course is designed to give mathematics students an opportunity to study the various periods of mathematical development. Attention will be given to the early Egyptian-Babylonian period, the geometry of Greek mathematicians, the Hindu and Arabian contribution, the evolution of analytical geometry since Descartes, the development of calculus by Newton and Leibniz, and non-Euclidean geometry. Some attention will be given to the methods and symbolisms used in problem solving during various periods of time. Prerequisite: MA 132.

Two Credits Fall Semester

323. Teaching of Mathematics in the Secondary School -- Methods of teaching mathematics with emphasis on varied approaches, classroom materials, curriculum changes, and trends in mathematics education. Same as Educ. 323. Prerequisite: admission to the Teacher Education program. Corequisite: MA 324.

Two Credits Fall Semester

324. Teaching Mathematics in the Secondary School Field Placement -- This is a field placement that must be taken concurrently with MA 323. Corequisite: MA 323.

One Credit Fall Semester

331. Real Analysis I -- Study of the real number system, sequences, functions, continuity, uniform continuity, differentiation, and theory of integration. Prerequisite: MA 232 and 280, or permission of instructor.

Three Credits Fall Semester

332. Real Analysis II -- A continuation of MA 331 including functions of several variables, series, uniform convergence, Fourier Series. Prerequisite: MA 331.

Three Credits Spring Semester, Even Years

334. Complex Analysis -- The study of the algebra and geometry of complex numbers, analytic functions, complex integration, series, conformal mapping. Prerequisite: MA 232, or permission of instructor. *Three Credits Fall Semester, Odd Years*

341. Algebraic Structures I -- An introduction to algebraic systems including a study of groups, rings, and integral domains. Prerequisite: MA 232 and 280, or permission of instructor.

Three Credits Fall Semester

MATHEMATICS

342. Algebraic Structures II -- A continuation of MA 341 including a study of topics in fields, Galois theory, advanced linear algebra. Prerequisite: MA 341.

Three Credits Spring Semester, Odd Years

345. Linear Algebra -- The study of abstract vector spaces, matrices and linear transformations, determinants, canonical forms, the Hamilton-Cayley theorem, inner product spaces. Prerequisites: MA 231 and either MA 280 or permission of instructor.

Three Credits Spring Semester, Even Years

351. College Geometry -- A modern approach to geometry for students with some background in calculus and an interest in secondary teaching. Attention is given to the role of axioms in elementary geometry and in the development of other geometries. Prerequisites: MA 280 or permission of instructor. *Three Credits Fall Semester*

361. Introduction to Probability -- This course provides an introduction to both discrete and continuous probability. Topics include conditional probabilities and independence, combinations and permutations, Bayes' theorem, popular discrete and continuous distributions (e.g., binomial, normal, Poisson, exponential), bivariate and multivariate distributions, covariance and correlation, moment generating functions and limit theorems. In addition to serving as preparation for the first actuarial exam, this course also serves as a general introduction to probability for all students interested in applied mathematics. Prerequisite: MA 132. Corequisite: MA 363.

Three Credits Fall Semester, Even Years

362. Mathematical Statistics -- Emphasis on inferential statistics. Estimation, confidence intervals, testing of statistical hypotheses, regression and correlation, analysis of variance, control charts, non-parametric methods. Prerequisite: completion of MA 361.

Three Credits

363. Probability Problem Solving Session -- This course runs concurrent to MA 361 and serves as an opportunity to practice probability problems. This course is required for all students in MA 361. Corequisite: MA 361.

One Credit Fall Semester, Even Years

364. Laboratory for Mathematical Statistics -- This computer-based laboratory uses *Maple* to aid in the learning and understanding of statistical concepts. Corequisite: MA 362.

One Credit

370. Advanced Differential Equations -- Advanced topics in ordinary differential equations including series solutions and orthonormal sets of solutions. Introduction to partial differential equations including the heat equation, the wave equation and the potential equation. Boundary value problems and Fourier Series will also be covered. Prerequisite: MA 232.

Three Credits Spring Semester, Odd Years

372. Numerical Analysis -- Topics may include the study of the source and analysis of computational error, finding the solution of an equation, systems of linear equations, interpolation and approximation, numerical integration and numerical solutions to differential equations. Prerequisite: MA 232.

Three Credits Spring Semester, Even Years

399. Mathematics Seminar -- A course for senior mathematics majors which includes problem solving, student presentations on mathematical topics, mathematical modelling, and discussions on the history and philosophy of mathematics. Attendance at department colloquia also required.

Two Credits

MATHEMATICS

434. Elementary Topology -- A systematic survey of the standard topics of general topology with emphasis on the space of real numbers. Includes set theory, topological spaces, metric spaces, compactness, connectedness, and product spaces. Prerequisite or corequisite: MA 331.

Three Credits

490. Independent Study and Research -- Course provides opportunity for a junior or senior mathematics major to engage in an independent study project or a research project in an area of mathematics in which the student has special interest. Prerequisite: permission of the chairperson of the department. *One, Two or Three Credits Both Semesters*

495. Advanced Studies in Mathematics -- Offered as needed to cover topics not usually included in the other mathematics courses. A student may enroll for either or both semesters. Prerequisite: permission of the chairperson of the department. *One, Two or Three Credits Both Semester*

THE ANDREW W. MELLON FOUNDATION SCHOLARS PROGRAM IN THE ARTS AND HUMANITIES

Advisory Committee: Mr. Pannacker, director; Ms. Anderson, Ms. Andre, Mr. Bandstra, Mr. Bell, Mr. Perovich, Ms. Graham, Mr. Gruenler, Ms. Heath, Ms. Hronchek, Mr. Jipping, Ms. Larsen, Ms. Randel Mr. Rankine, Ms. Robins, Ms. VanDuinen.

The Andrew W. Mellon Foundation Scholars Program in the Arts and Humanities promotes students' intellectual engagement within and across the disciplines, through original research that combines traditional scholarly methods, creative production, experiential education, and the digital liberal arts. Working independently or in teams, with the support of faculty mentors, students build the skills needed to plan, develop, and undertake significant projects of research or artistic creation, and to carry them through to completion. Mellon Scholars emerge from the program with knowledge and experience that will serve them well in postgraduate study, law school, medical school, and in competition for national and international scholarship and fellowship awards at the highest levels. They also should be prepared to enter a workforce that expects a combination of critical thinking, research, writing, speaking, initiative, creativity, collaboration, and the ability to work effectively with digital technology. Students are encouraged to apply academic skills to real-world problems, and to acquire experiences that will enable them to explore their values, skills, and interests in the workplace.

Admission to the Mellon Scholars Program is competitive. Applications from prospective Mellon Scholars are solicited from first- and second-year students at the beginning of the spring semester, and admission to the program is announced prior to fall registration.

The Mellon Scholars Program formally begins with the two-semester, Interdisciplinary Seminar, taken in the sophomore or junior year. Following the seminar, Mellon Scholars engage in intensive academic research in the arts and humanities, which may include individual study with a faculty mentor; upper-division courses enhanced with some individual study; participation in a faculty-led team research project; off-campus study at The Philadelphia Center or Newberry Library; or a course that supports the integration of technology and the liberal arts. Through these experiences, Mellon Scholars complete significant works of scholarship or creative performance grounded in academic research that may serve as examples of the student's capabilities in applications for awards, graduate programs, and other opportunities. Throughout the program, Mellon Scholars seek ways to adopt new and emerging digital technologies for the development, dissemination, and preservation of their work. They also present their projects at public events such as the Annual Celebration of Undergraduate Research and Creative Performance, the Arts and Humanities Colloquia, Posters on the Hill, and the National Conference on Undergraduate Research.

The Mellon Scholars Program offers support for student-faculty collaborative summer research projects, conference travel, and other student-faculty development opportunities. For more information about these opportunities and the program, please contact the director or visit www.hope.edu/academic/Mellon.

COURSE OF STUDY

The Mellon Scholars Program consists of 24 credits. Normally, work undertaken for the program coincides with General Education and required coursework for an arts or humanities major or minor. In the first year of the program, the sophomore or junior year, students take 8 credits (4 credits each

THE ANDREW W. MELLON FOUNDATION SCHOLARS PROGRAM IN THE ARTS AND HUMANITIES

semester) of IDS 180-181, the Interdisciplinary Seminars. Normally, participation in IDS 180 and IDS 181 confers Fine Arts I and Cultural Heritage II (IDS 174), General Education credits, respectively; however, students who have taken courses for those credits prior to enrolling in the program may petition the director for alternate arrangements. In addition to IDS 180-181, Mellon Scholars must complete four additional 4-credit experiences from the following menu of options:

- “Mellonized” course. Students enroll in an upper-division course, meet with the professor regularly in order to engage more deeply with the topic, and produce a substantial final project (i.e., a 20-page research paper or the negotiable equivalent in writing and digital or creative production).
- Team project. Students enroll in an individual study in the most appropriate discipline (by permission of the chair) and work on a Mellon-sponsored cross-cohort project such as “Digital Holland,” “Spanish Women Surrealists,” or “Reconciliation in Post-Conflict Africa.” (Descriptions of those and other ongoing projects are available on the Mellon Scholars Program web page.)
- Individual Study. Students register for an individual study in the appropriate discipline and produce a substantial final project (i.e., a 20-page research paper or the negotiable equivalent in writing and digital or creative production). Students may complete up to 8 credits of IDS 390, the Junior Tutorial and Project (4 credits per semester in the junior year), and up to 8 credits of IDS 590, the Senior Tutorial and Project (4 credits per semester in the senior year). Students may apply for departmental credit for IDS 390 and 590; however, Mellon Scholars may not substitute the IDS 590 for other departmental capstone courses without the permission of the appropriate department chair.
- A course in any department that supports the integration of technology and the liberal arts (e.g., “Web Design”). For Mellon credit, the course must be approved in advance by the program director.
- The Philadelphia Center: “Digital Liberal Arts in the Workplace.” Students receive credit for one or two 4-credit Mellon experiences for coursework and project development in the context of an internship at a cultural institution such as Independence National Historic Park, the Rosenbach Museum and Library, or the American Philosophical Society.
- The Newberry Library, Chicago. Students receive credit for three 4-credit Mellon experiences for the development of a substantial project in the context of a major research library.

Students entering the program as juniors may enroll in one of those additional experiences concurrently with the Interdisciplinary Seminar. In all cases, the submission of a completed project is necessary for the conferral of Mellon credit.

Mellon Scholars are expected to present their work at the Celebration of Undergraduate Research, and participate in regular, announced colloquia as a condition of continuation in the program, unless they are studying off-campus or have a bona fide conflict. Participation in the program is indicated by the “Mellon Scholars” designation on academic transcripts.

INTERDISCIPLINARY SEMINAR IN THE ARTS AND HUMANITIES

IDS 180. Mellon Scholars: Interdisciplinary Seminar I -- This seminar assumes the possession of the foundational tools of the liberal arts: critical reading, analytical writing, and oral presentation,

THE ANDREW W. MELLON FOUNDATION SCHOLARS PROGRAM IN THE ARTS AND HUMANITIES

among others. It seeks to help students further cultivate their proficiency at the use of those tools and link them to the ability to pursue scholarly research with the goal of equipping them to undertake faculty-student collaborative projects, independent research and creative production, and engagement with digital technology for scholarly purposes. The seminar will include a selection of guest professors from Dance, Art, Music, and Theater.
Four Credits Staff Fall Semester

IDS 181. Mellon Scholars: Interdisciplinary Seminar II -- This seminar builds on IDS 180 emphasizes the use of digital technologies in support of the foundational tools of the liberal arts. It also provides training in presentation skills, scholarly collaboration, and the writing of grant proposals. The seminar will include a selection of guest professors from English, History, Modern Languages, Philosophy, and Religion.
Four Credits Staff Spring Semester

JUNIOR TUTORIAL AND PROJECT

IDS 390. Mellon Scholars: Junior Tutorial and Project -- Meeting regularly with a faculty mentor, students develop an intellectually coherent course of study and complete a "junior project," a significant work of scholarship that may serve as an example of the student's capabilities in applications for awards, graduate programs, and other opportunities. Students may petition for disciplinary credit in the relevant department, and special arrangements are available for students engaged in off-campus study programs.
Four Credits Both Semesters Staff

SENIOR TUTORIAL AND PROJECT

IDS 590. Mellon Scholars: Senior Tutorial and Project-- Working with a faculty member (or more than one) on a topic approved by the Mellon Scholars Committee, students produce a substantial work of original scholarship or creative production. Students may petition for disciplinary credit, but IDS 590 may not substitute for departmental capstone courses without the permission of the appropriate department chair. Special arrangements are available for students engaged in off-campus study programs.
Four Credits Both Semesters Staff

STUDIES IN MINISTRY

Faculty: Director; Mr. McCoy, Mr. Bouma-Prediger, Mr. Brouwer, Mr. Husbands, Mr. Lindell, Mr. Ortiz, Mr. Tyler.

The studies in ministry minor is dedicated to preparing students, theologically and practically, for lay ministry positions in churches and Christian organizations. It aims to provide students who are discerning a call to Christian ministry with the theological framework, practical experience, spiritual disciplines, and mentoring guidance necessary to embark upon a lifetime of involvement in Christian ministries. Through coursework, year-long internships, and relationships with each other and mentors, students in this program will be prepared for possible future theological education and various entry-level ministry positions in churches and organizations -- locally and worldwide.

This program will prepare students for such ministries as: youth ministry; worship leadership; community development, missions, and social agencies; lay ministry within the church; and, where appropriate, future seminary training and theological education.

The studies in ministry minor is grounded in a belief in the Triune God, and in a belief that we are called to love others as God has loved us. Thus its goals are (1) to help students explore Christian ministry as vocation; 2) to equip students for Christian ministry by nurturing a community of learners who can love, think, discern, serve, and pray together; 3) to foster the development of a theological framework for ministry; 4) to encourage students to develop spiritual disciplines that will sustain a lifetime of discipleship and service; 5) to provide all students with the opportunity to begin a lifelong love of theology and commitment to the church; 6) to serve the church by providing women and men who have been trained to lead and serve in many different aspects of Christian ministry.

The minor has three different tracks: Youth Ministry, Worship Leadership (with two sub-tracks: pastoral and musical), and Social Witness. Depending on the track and courses chosen, the minor will comprise 25-30 credit hours, to be distributed across required classes, electives, and an internship. Before applying for acceptance into the minor, students are required to take a prerequisite course: a two-credit introductory course (MIN 201, Foundations for theology and Ministry). The introductory course is designed to help provide students with a common language for thinking about theology and ministry, as well as to help them in their discernment process as they decide whether to pursue this minor. Students must have taken it to be eligible to apply for acceptance into the Studies in Ministry minor. (Details of the application process will be provided during MIN 201. Applications are reviewed each spring semester).

All students accepted into the minor are required to take one of the following Religion courses: REL 241, REL 261, REL 262, or REL 263; a capstone seminar course sequence; and an internship. The four-credit capstone sequence will meet across one school year—two courses of two credits each. It will, in most cases, be taken at the same time as students are doing their required internship. The four to eight credit internship will require six to twelve hours per week of involvement with a ministry or organization throughout one school year, depending on the number of credits selected. Summer internships are also possible.

In addition, each of the three tracks within the minor has one required concentration course and one or two elective courses, depending on the track.

Each student will be matched with a mentor for the duration of the student's involvement in the minor. Mentors will be chosen in conversation with students, the coordinator of mentoring and internships, and the director of the minor.

Required Courses for All Tracks

Prerequisites:

MIN 201 Foundations for Theology and Ministry (2 credits)

Required Courses:

STUDIES IN MINISTRY

One of the following Religion courses: REL 241 Introduction to History of Christianity (4 credits), REL 261 Faith Seeking Understanding (4 credits), REL 262 The Prayer, the Creed, the Commandments (4 credits), or REL 263 Perspectives on Christ (4 credits)

MIN 371 Theology of Ministry I (2 credits)

MIN 372 Theology of Ministry II (2 credits)

MIN 398 Internships in Ministry I (2-4 credits)

MIN 399 Internships in Ministry II (2-4 credits)

Required Courses by Track

YOUTH MINISTRY (26-30 required credits)

For specific training in youth ministry settings, whether in churches or para-church organizations.

Additional required course:

REL 325 Theology of Youth Ministry (4 credits)

In addition to the required courses, students must take 8 credits of flagged courses, 4 credits from each block. Please note that some of these courses have prerequisites.

Block A:

PSY 230 Developmental Psychology (4 credits)

PSY 280 Social Psychology (4 credits)

SOC 233 Sociology of the Family (4 credits)

SOC 281 Sociology of Popular Culture (4 credits)

SOC 365 Sociology of Education and Childhood (4 credits)

Block B:

COMM 140 Public Presentation (4 credits)

COMM 210 Interpersonal Communication (4 credits)

COMM 220 Task Group Leadership (4 credits)

COMM 320 Family Communication (4 credits)

LDRS 201 Intro to Leadership (2 credits) **and**

LDRS 291 Leadership & Service I (2 credits)

WORSHIP LEADERSHIP (25-29 required credits)

For specific training in music and/or pastoral leadership within worshipping communities, whether traditional or contemporary. Selection requirements and track expectations will differ depending on whether a student is more interested in musical or pastoral leadership.

Additional required courses:

MIN 321 Theology of Music and Worship (4 credits)

MUS 328 Music in the Church (3 credits; note: this course is offered every other fall semester)

In addition to the required courses, students must take 4 credits of flagged courses. Flagged courses differ by sub-track. Please note that some of these courses have prerequisites.

Pastoral sub-track:

COMM 140 Public Presentation (4 credits)

COMM 210 Interpersonal Communication (4 credits)

LDRS 201 Intro to Leadership (2 credits) **and**

LDRS 291 Leadership & Service I (2 credits)

PSY 280 Social Psychology (4 credits)

THEA 110 Acting for the Non-Major (2 credits) **and**

THEA 130 Oral Interpretation of Literature (2 credits)

Musical sub-track:

4 credits of music courses, to be determined on a case-by-case basis depending on skills and interests of student.

STUDIES IN MINISTRY

SOCIAL WITNESS (26-30 required credits):

For specific training in community development work, social agencies, or mission work, whether national or international.

Additional Required Course:

MIN 323 Theology of Social Witness and Mission (4 credits)

In addition to the required courses, students must take 8 credits of flagged courses, 4 credits from each block. Please note that some of these courses have prerequisites.

Block A:

COMM 140 Public Presentation (4 credits)

COMM 210 Interpersonal Communication (4 credits)

COMM 371 Intercultural and Gender Communication (4 credits)

LDRS 201 Intro to Leadership (2 credits) **and** LDRS 291 Leadership & Service I (2 credits)

PSY 280 Social Psychology (4 credits)

Block B:

HIST 221 Colonial and Post-Colonial Africa: African Perspectives on Colonialism (4 credits)

HIST 260 History of Latin America Since 1810 (4 credits)

POL 151 Introduction to Global Studies (4 credits)

POL 262 Latin American Politics (4 credits)

POL 305 African Politics (4 credits)

POL 348 Race and American Politics (4 credits)

PSY 110 Race in America (2 credits) **and** SOC 269 Race and Ethnic Relations (2 credits)

REL 281 Introduction to World Religions (4 credits)

REL 366 World Christianity (4 credits)

SOC 356 Social Movements (4 credits)

SOC 365 Sociology of Education and Childhood (4 credits)

WS 160/POL 160 Global Feminisms (4 credits)

STUDIES IN MINISTRY COURSES

201. Foundations for Theology and Ministry -- This course explores the relationship between Christian theology and ministry. Basic theological concepts and doctrines will be introduced and studied in terms of their relationship to Christian worship, discipleship, and proclamation. The importance of worship, the Church, Christian theology, Christian spirituality, and contemporary culture for the practice of ministry will be explored. This course is a prerequisite for applying to the Studies in Ministry minor. *Two Credits*
McCoy Spring Semester

321. Theology of Worship and Music -- This course will explore the unique role that music plays in the spiritual growth of a Christian disciple and in a corporate body of believers. We will consider how different types of music may be more or less appropriate for the various movements of worship (exaltation, celebration, confession, supplication, intercession, remembrance) and how the pious practices of the faith intersect with our ordinary and mundane lives by studying the movements of worship in the church calendar, with particular emphasis given to the sacraments and the Trinity.
Four credits McCoy Fall Semester

323. Theology of Social Witness and Mission--

An introduction to the intercultural dimension of the church's life and mission, including insights drawn from cultural anthropology, communications theory, mission history, biblical hermeneutics,

STUDIES IN MINISTRY

and mission theology. Special attention is given to developing a theology of cultural plurality with implications for witness, conversion, and ministry. *Four credits Brouwer Fall Semester*

325. Theology of Youth Ministry--

This course will offer an examination of contemporary youth culture and adolescent religious development with a view to developing a faithful Christian ministry to young people, as well as to developing skills to analyze aspects of culture and the ministry of the church.

Four credits Lindell Fall Semester

371. Theology of Ministry I -- This course is the first part of a two-part course sequence designed to help integrate the different classroom, experiential, and spiritually nurturing components of the Studies in Ministry minor within a theological framework for Christian life and ministry. Taken concurrently with students' required internship, in most cases, the course will provide opportunity for reflection upon both students' ministry experience and the theological underpinnings for ministry.

Two credits McCoy Fall Semester

372. Theology of Ministry II -- This is the second course in a two-part course sequence designed to help students integrate the different classroom, experiential, and spiritually nurturing components of the Studies in Ministry minor within a theological framework for Christian life and ministry. The end result of this course will be the development by each student of a theology and philosophy of ministry that can help to frame and sustain his or her current and future life of ministry.

Two credits McCoy Spring Semester

395. Studies in Ministry -- An experimental lecture or seminar course designed as a one-time or trial offering. May be repeated for credit.

Two to four credits Staff Both Semesters

398. Internships in Ministry I -- A closely supervised practical experience in a church, para-church ministry, community development organization, or other relevant setting. This experience will involve nine hours a week of supervised involvement with the ministry or organization for a full academic year. The internship includes regular meetings with an on-site supervisor and bi-weekly meetings between student and mentor, as well as the creation of a Learning Covenant by each student. *Two to Four credits McCoy Fall Semester*

399. Internships in Ministry II -- This course is a continuation of 398. See the course description above for more information.

Two to Four credits McCoy Spring Semester

MODERN AND CLASSICAL LANGUAGES

Faculty: Chairperson, Ms. André; Mr. de Haan, Ms. Dorado, Ms. Fernández, Mr. Forester, Ms. Hamon-Porter, Ms. Johnson, Ms. Kallemeyn, Ms. Larsen, Mr. Maiullo, Ms. Mulder, Mr. Nakajima, Mr. Woolsey.
Assisting Faculty: Mr. Awad, Ms. Carrasco de Miguel, Mr. Cunningham, Mr. DeGrau-Amaya, Ms. Shih.

The Department of Modern and Classical Languages seeks to provide undergraduate students communicative competence in a second language, greater understanding of and appreciation for other cultures, insight into the human experience of other peoples, intellectual development through enhanced cognitive and analytical skills, and the integration of these experiences with liberal arts into a world view which encompasses the historic Christian faith. Instruction is offered in Arabic, Chinese, Dutch, French, German, Greek, Japanese, Latin, Russian and Spanish. Some courses are designed primarily to increase fluency in speaking, reading and writing, and understanding speakers of the second language. Others stress the patterns of life and thought and the great works of literature written in that language.

Since appreciation of other cultures and fluency in the use of another language is greatly enhanced by maximum immersion in the culture and constant challenge to use the language, the department offers many opportunities in which language students may participate:

- apprentice teachers in beginning language program
- language clubs
- the presence of native speaking assistants in French, German, Japanese, and Spanish, Chinese
- French, German, and Spanish language houses in which native speaking students provide conversational leadership and tutoring
- co-curricular activities, such as, foreign films, lectures, and field trips
- semester or year abroad or summer programs, in target language countries

- tutoring opportunities at the college and in the community of Holland
- practical experience through local or international internships

All departmental faculty have traveled and studied abroad. Ten are natives of countries other than the United States.

Alumni of Hope have integrated their foreign language major or minor into a great variety of careers in business, communications, journalism, international studies, and international affairs.

MAJOR AND MINOR PROGRAMS

The department offers major programs in Classics (Classical Studies, Greek and Latin), French, German, Japanese Studies Composite, and Spanish; and academic minors in Classics (Classical Studies, Greek and Latin), French, German, Japanese, Russian, and Spanish. The major programs are designed to meet the needs of students with a wide variety of career interests. Specific requirements for each major and academic minor will be found preceding the listing of the course offerings for each language.

GENERAL EDUCATION

All French, German and Spanish courses fulfilling the language component of the Cultural History and Language Requirement are based upon an oral proficiency approach which combines classes taught by the faculty with review and reinforcement sessions conducted by undergraduate apprentice teachers.

The course offerings and the descriptions of major and academic minor programs follow under these headings:

MODERN AND CLASSICAL LANGUAGES

Classics (Classical Studies, Greek and Latin), page 206

Arabic, page 210

Chinese, page 210

Dutch, page 211

Education, page 100

English As a Foreign Language, page 127

French, page 212

German, page 218

Japanese, page 221

Linguistics, page 224

Russian, page 224

Spanish, page 225

CLASSICS: Classical Studies and Classical Languages

Mr. Bell, Mr. Maiullo, Staff.

In the college curriculum, "Classics" primarily refers to the cultures of the ancient Mediterranean, with special focus on Greece and Rome. Classicists are interested in how the peoples of these cultures and civilizations have inspired traditions that have shaped the world from the medieval cultures of Christian Europe and the Islamic Middle East to today's America.

The Greeks give us Homer's *Iliad* and *Odyssey*, political ideas of freedom and democracy, the beautiful poetry of the tragic hero, intellectual foundations of science and philosophy, and some of the most striking art and architecture the world has ever seen. The Romans give us the political development of republican thinking and practice, technological developments, terrific comedies, stoic philosophy and an extraordinary empire within which Christianity had its origins.

Classics is a multidisciplinary enterprise. Language study is necessary to help us think like, for example, a Roman, but work in Classics involves attention to many fields -- history, philosophy, religion, art, and theatre among them. Since the classical Mediterranean world included lands on three continents (Africa, Asia, Europe), Classics is very much a multicultural endeavor.

A few Classics majors go on to careers as high school Latin teachers or college professors of Classics. Most majors and minors, however, regard Classics as a way to acquire a well-rounded education and a lifelong ability to see beyond the busy surface of the world around us. Law, ministry, and medicine are common professions of our graduates, but others do everything from Bible translation to work in the banking industry.

Courses in Latin are available every semester, and the department also offers courses in Greek regularly. Hebrew is sometimes offered.

Overseas study is available in Greece, Turkey, and Scotland.

MAJOR IN CLASSICAL STUDIES: Students select courses based on their own interests and in accord with these general guidelines:

12 credits in an ancient language. At least 4 credits of these must be completed on-campus.

12 credits in CLAS courses or more ancient language(s).

8 credits in courses focused on the ancient world. On-campus options include English 231, History 130, Philosophy 230, Political Science 341, Theatre 301, and many offerings in the IDS 170s (Cultural Heritage I): for example, IDS 175. Homer's *Iliad* and *Odyssey* or IDS 171. Tragedy, Comedy, Democracy.

Total: 32 credits.

MODERN AND CLASSICAL LANGUAGES

MINOR IN CLASSICAL STUDIES: Students select courses based on their own interests and in accord with these general guidelines:

- 8 credits in an ancient language.
- 12 credits in CLAS courses or more ancient language(s).
- Total: 20 credits.

LATIN

TEACHER CERTIFICATION: In partnership with the Hope College Department of Education, the Department of Modern and Classical Languages offers a teaching major and minor in Latin for certification through the State of Michigan. Students planning to teach a foreign language at the secondary level must meet all requirements of Education Department upon being formally admitted to the Teacher Education program in addition to those of the language department (see the Education Department and Modern and Classical Languages websites).

LATIN EDUCATION MAJOR: Requirements for the 30 hour Latin teaching major are:

- 26 credits in Latin at the 300-level or above (see major requirements).
- 4 credits of Linguistics (LING 364).
- 4 credits of Teaching World Languages K-12 (EDUC 388/389). *This course is considered pedagogy and is not part of the 30 hour major.*

LATIN EDUCATION MINOR: Requirements for the 20 hour Latin teaching minor are:

- 16 credits in Latin at the 300-level or above.
- 4 credits of Linguistics (LING 364).
- 4 credits of Teaching World Languages K-12 (EDUC 388/389). *This course is considered pedagogy and is not part of the 20 hour minor.*

CLASSICAL STUDIES

CLASSICS (CLAS)

All CLAS listed & cross-listed courses are in English. There are no prerequisites.

210. The Greek World -- This course, which is cross-listed with History 210, surveys the major historical developments and literary figures of Greece from preclassical times to the end of the Hellenistic period.

Four Credits Bell Fall Semester, Alternate Years

215. The Roman World -- This course, which is cross-listed with History 215, surveys major historical developments and literary figures from the foundation of the Roman Empire to the fall of the Empire.

Four Credits Bell Fall Semester, Alternate Years

250. Classical Mythology -- This course which is cross-listed with IDS 175, introduces students to the sacred tales of the Greeks and Romans through ancient art and literature. Much attention is also given to the afterlife of the myths in the postclassical world, from Renaissance painting to the cinema.

Four Credits Staff Spring Semester, Alternate Years

MODERN AND CLASSICAL LANGUAGES

280. Practicum in Classics -- Practical experience in various contexts such as teaching Classics at the elementary level. The number of credits granted will be determined by the number of hours involved per week. This course may be repeated for credit. Prior permission of instructor and chairperson required.

Credits to be Arranged Both Semesters

285. Women in Antiquity -- This course, which is cross-listed with History 285 and Women's Studies 285, surveys the status and accomplishments of women in the ancient Mediterranean world, from Egypt to the fall of the Roman Empire. It examines questions of matriarchy, marriage patterns, and attitudes toward women displayed in literature and art. Attention is given to problems of methodology and modern interpretations of ancient sources on this subject.

Four Credits Bell Spring Semester, Alternate Years

295. Studies in Classical Literatures and Cultures -- This course is designed to allow a professor to teach in an area of special interest and experience. Prerequisite: permission of instructor.

Two to Four Credits Both Semesters

495. Studies in Classical Literatures and Cultures -- This course is designed to allow a professor to teach in an area of special interest and experience. Prerequisite: permission of instructor.

Two to Four Credits Both Semesters

499. Internship in Classics -- This course provides supervised practical experience in anthropology, archeology, paleography, numismatics and epigraphy. Normally junior status and the completion of at least a Classics minor are prerequisites. Although ordinarily taken in conjunction with an existing off-campus program, students working together with faculty may make individual arrangements with a local host institution or organization. Following consultation with the off-campus coordinator, each applicant for this internship is required to submit a proposal describing in detail the program to be pursued, including the materials which will be submitted; a time schedule for submitting evidence; and the criteria for performance evaluation. If possible, proposals should be finalized prior to the semester in which the internship will occur. The number of credits to be determined in consultation with instructor and chairperson. This course may be repeated for credit. Approval of the chairperson is required. *Both Semesters*

CLASSICAL LANGUAGES

GREEK

171. Ancient/Biblical Greek I -- An introduction to the language spoken and written first in the ancient Greek world and later throughout the eastern Roman Empire. Students learn the elements of Greek grammar and vocabulary that are found in authors from Homer to the New Testament, with special emphasis on the latter. For students with no previous study of Greek.

Four Credits Staff Fall Semester

172. Ancient/Biblical Greek II -- A continuation of Greek 171. Prerequisite: Greek 171.

Four Credits Staff Spring Semester

271. Greek III -- A continuation of Greek I and II, with reinforcement of grammar and vocabulary. Selected readings from the Gospels and a number of Classical authors. Prerequisite: Greek 172, or equivalent.

Four Credits Fall Semester

MODERN AND CLASSICAL LANGUAGES

280. Practicum in Greek -- Practical experience in the language in various contexts such as teaching Greek at the elementary level. The number of credits granted will be determined by the number of hours involved per week. This course may be repeated for credit. Prior permission of instructor and chairperson required.
Credits to be Arranged Both Semesters

371. Greek Prose -- A course which focuses on reading and interpreting literary prose texts. Representative topics include Herodotus on the Persian Wars, some dramatic Athenian court cases, Thucydides' observations on the causes and course of the great war between Athens and Sparta, and Plato's perceptions on the life and teachings of Socrates. Since the topic will vary each time the course is offered in a four-year period, this course may be repeated.

Two Credits Staff At Least Once a Year

372. Greek Poetry -- The great works of Greek verse are the subject of this course. Representative topics include the heroes, gods and goddesses of Homer's epics, the tragic dramas of Sophocles and Euripides, and the sometimes very personal musings of the Lyric poets. Since the topic will vary each time the course is offered in a four-year period, this course may be repeated.

Two Credits Staff At Least Once a Year

490. Special Authors -- Material covered to vary, depending upon the needs and desires of those who elect the course. Prerequisite: Greek 271, or permission of instructor.

Two or Four Credits Staff Both Semesters

495. Studies in Greek Language and Literature -- A course designed to allow a professor to teach in an area of special interest and experience. Prerequisite: permission of the instructor.

Two or Four Credits Both Semesters

HEBREW

171. Biblical Hebrew I -- An introduction to classical Biblical Hebrew as found in the Hebrew Bible, the Old Testament of the Christian Bible. For students with no previous study of Hebrew. (Cross-listed with Religion 171)

Two or Four Credits Bandstra

LATIN

171. Latin I -- An introduction to the language of the ancient Romans. After the fall of Rome, Latin remained the language of the liberal arts; until far into the modern era, the sounds of Latin were heard in every classroom, in every subject from biology to religion. This course places us in the shoes of centuries of college students, as the active use of Latin in the classroom helps us understand the ancient Roman world – as well as our own.

Four Credits Staff Fall Semester

172. Latin II -- A continuation of Latin 171. Prerequisite: Latin 171.

Four Credits Staff Spring Semester

271. Latin III -- Basic Latin grammar and vocabulary are systematically reviewed as students are introduced to the writings of some selected authors, representing the range of literature composed in Latin from antiquity to the modern world. Prerequisite: Latin 172, or placement.

Four Credits Staff Fall Semester

280. Practicum in Latin -- Practical experience in the language in various contexts such as teaching Latin at the elementary level. The number of credits granted will be determined by the number of hours involved per week. This course may be repeated for credit. Prior permission of instructor and chairperson required.

Credits to be Arranged Both Semesters

MODERN AND CLASSICAL LANGUAGES

371. Latin Prose -- A course which focuses on reading and interpreting literary prose texts. Representative topics include the speeches Cicero delivered against Catiline, Sallust's essays on the corruption of the Republic, and life in Nero's Rome, whether seen through the eyes of the historian Tacitus, or in the pages of Latin's oldest novel. Since the topic will vary each time the course is offered in a four-year period, this course may be repeated.

Two Credits Staff At Least Once a Year

372. Latin Poetry -- Masterworks of Latin verse are the subject of this course. Representative topics include the comic plays of Plautus, Roman love poetry, Vergil's *Aeneid* (perhaps the most influential book, after the Bible, of Western civilization), and the tragedies of Seneca. Since the topic will vary each time the course is offered in a four-year period, this course may be repeated.

Two Credits Staff At Least Once a Year

373. Medieval and Neo-Latin -- A look to the literature written in Latin since late antiquity. Representative topics include Jerome's translation of the Bible, tales from medieval Ireland, John Calvin's *Institutio*, African Voices (Latin poetry composed by ex-slaves), and contemporary Latin. Since the topic will vary each time the course is offered in a four-year period, this course may be repeated. *Two Credits Staff At Least Once a Year*

490. Special Authors -- Material covered to vary, depending on the needs and desires of those who elect the course. Prerequisite: Latin 271, or permission of instructor.

Two or Four Credits Both Semesters

495. Studies in Latin Language and Literature -- A course designed to allow a professor to teach in an area of special interest and experience. Prerequisite: permission of instructor.

Two or Four Credits Both Semesters

ARABIC

Mr. Awad

ARAB 101. -- This introductory language course develops reading, speaking, listening, writing, and cultural skills in Arabic. The course includes technology such as DVD materials for listening comprehension, companion website for video and audio drills, and stresses communication in formal (written) and spoken (colloquial) Arabic. Students will be able to communicate with beginning skills to native Arabic speakers. Students meet three times per week with the instructor and once a week in Drill class. *Four Credits Awad*

ARAB 102. -- Prerequisites: Arabic 101 or permission of instructor. This course further develops reading, speaking, listening, writing, and cultural skills with added emphasis on the meaning of phrases, sentences, short readings, and compositions. The course includes DVD materials, companion website, and stresses communication skills in formal and spoken Arabic. Students will reinforce their reading, comprehension, speaking, and writing skills with greater accuracy. Students meet three times per week with the instructor, and once a week in Drill class. *Four Credits Awad*

CHINESE

Ms. Shih

101. Chinese I -- A course for beginners of Chinese. The primary goal of this course is to acquire the basic skills necessary to begin communicating in Chinese. The secondary goal of gaining insight

MODERN AND CLASSICAL LANGUAGES

in the Chinese language world comes by means of performing the language with an understanding of cultural and contextual appropriateness. Emphasis is placed on four language skills: listening, speaking, reading and writing, with a primary focus on oral communication. Class meets two evenings per week. Conducted both in Chinese and English.

Four Credits Shih Fall Semester

102. Chinese II -- A continuation of Chinese I. This course is designed to continue to develop appropriate communicative skills in the Chinese language world. Emphasis is placed on all four language skills: listening, speaking, reading and writing, with a primary focus on oral communication. Conducted primarily in Chinese. Prerequisite: Chinese I, placement or equivalent.

Four Credits Shih Spring Semester

201. Chinese III - Intermediate Chinese -- A continuation of Chinese II. Further study of basic Chinese grammar and continued study of the Chinese writing system, with equal emphasis on speaking and reading. In this course, writing simple essays in Chinese will also be introduced. This course helps students to develop more advanced linguistic skills, to expand on vocabulary and expressions appropriate to different occasions, and to systematically review previously studied materials. The textbook used for the class is Integrated Chinese Level One Part II.

Four Credits Shih Fall Semester

202. Chinese IV - Intermediate Chinese -- A continuation of Chinese III. This course completes the study of basic Chinese grammar and gives further study of the Chinese writing system, with continued emphasis on both speaking and reading. In this course, we continue improving skills required for writing essays in Chinese. This course helps students to further expand their vocabulary bank, to communicate in Chinese on wider and deeper topics, and also to get a greater insight into Chinese language and culture. The textbook used for the class is the second half of Integrated Chinese Level One Part II. *Four Credits Shih Spring Semester*

DUTCH

Mr. de Haan.

101. Dutch I -- A course for beginners in Dutch language study. The primary objective is to enable the student to acquire beginning communicative Dutch. An important secondary objective is to help the student develop significant insights into the culture of the Netherlands and other areas of the world where Dutch is spoken. All four language skills -- listening, speaking, reading, and writing -- are stressed. Conducted primarily in Dutch.

Four Credits de Haan TBA

102. Dutch II -- Continuation of Dutch I, building upon the communication skills acquired there. The emphases upon learning to understand spoken Dutch and using it actively are continued, while reading and writing skills are stressed somewhat more than in the first semester. Prerequisite: Dutch I, equivalent, or placement.

Four Credits de Haan Spring Semester

GLOBAL FRENCH STUDIES

Ms. Hamon-Porter, Mr. Guernsey, Ms. Larsen, staff.

MAJOR: A major program designed for the student who wishes to acquire a thorough linguistic preparation combined with an extensive background in French and Francophone cultures and literatures. Linguistic proficiency and cultural competency are essential to this program for they will

MODERN AND CLASSICAL LANGUAGES

prepare the student for advanced studies at the graduate level, for secondary level teaching, or for other forms of employment in which linguistic skills and cultural knowledge are useful.

The Global French Studies Major consists of a minimum of 28 credits of courses numbered 280 or higher. The major must include a minimum of two 400-level class seminars. Students who study in France or in a Francophone country for **one** semester should plan on taking two 300-level classes before leaving and two 400-level class seminars upon their return. Students who study in France or in a Francophone country for **two** semesters may take only one 400-level class seminar upon their return and be excused from the second 400-level class seminar. A maximum of 12 credits in French from off-campus study may be applied toward the major.

Students wishing to pursue graduate level study in French literature are advised to take French 493, or English 480 (Introduction to Literary Theory), during their senior year. They may also apply for the French Honors Program.

FRENCH EDUCATION MAJOR

TEACHER CERTIFICATION: In partnership with the Hope College Department of Education, the Department of Modern and Classical Languages offers a teaching major and minor in French for certification through the State of Michigan. Students planning to teach a foreign language at the secondary level must meet all requirements of the Education Department upon being formally admitted to the Teacher Education program in addition to those of the language department (see the Education Department and Modern and Classical Languages websites).

FRENCH EDUCATION MAJOR: Requirements for the 32 hour French teaching major are:

- 28 credits in French numbered 311 and above (see major requirements).
- 4 credits of Linguistics (LING 364).
- 4 credits of Teaching World Languages K-12 (EDUC 388/389). *This course is considered pedagogy and is not part of the 32 hour major.*

Teacher candidates are required to spend at least one semester in a French-speaking country. They are also required to pass an oral proficiency exam at the advanced low level prior to graduation, which they are advised to take directly after returning from their study abroad semester.

FRENCH EDUCATION MINOR: Requirements for the 20 hour French teaching minor are:

- 16 hours in French numbered 311 and above (see major requirements).
- 4 credits of Linguistics (LING 364).
- 4 credits of Teaching World Languages K-12 (EDUC 388/389). *This course is considered pedagogy and is not part of the 20 hour minor.*

Teacher candidates are required to pass an oral proficiency exam at the advanced low level prior to graduation. Study abroad for a minimum of eight weeks in a French-speaking country is strongly recommended to enhance the teacher candidate's fluency in the language as well as further his/her chances of successfully passing the oral proficiency exam. If French education minors choose to study abroad, they are advised to take the oral proficiency exam directly after returning from their study abroad experience.

FRENCH-SPEAKING CULTURE AND SOCIETY MINOR: The minor has two options: Option I, Global French Studies; Option II, French-Arabic Studies. In Option I, the student completes a minimum of 28 credits. Of those credits, 12 must be numbered 280 or higher. The student may opt for a 4 credit May-June Internship at the Nibakure Children's Village in Rawanda which may replace one 300 level course.

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In Option II (French-Arabic Studies), the student completes a minimum of 28 credits. Of these credits, 24 must consist of French 101, 102, 201, 250, 343 or 344 and one 300-level course abroad, or 343 and 344; 4 credits must consist of a minimum of one course of Arabic 101.

In addition to on-campus courses in French and Arabic, students interested in Option II should plan for a semester in Morocco or in Tunisia. These programs, administered by the Institute for the International Education of Students (IES) and the Council for International Educational Exchange (CIEE) in Rabat and the School for International Training (SIT) in Tunis, will prepare a student for a variety of fields including International Law, Politics, Journalism, The Foreign Service, Business, Market Research Analysis, Teaching at the High School and College Levels, and Humanitarian Outreach Organizations (NGO). The programs offer the following special features:

- Courses in French, English, and Arabic Immersion at the IES, CIEE, and SIT centers in Rabat and Tunis
- French courses at the local universities
- Housing in local homes as well as independent housing
- Field trips connected with the IES, CIEE, and SIT programs
- Internships

FRENCH MAJOR/ART HISTORY MAJOR: In addition to on-campus courses in French and Art History, students interested in French/Art History should plan for a semester in Paris, Nantes, Rennes, or Dakar (Senegal). These programs, administered by the Institute for the International Education of Students (IES) in Paris and Nantes, the Council for International Educational Exchange (CIEE) in Rennes, and SIT in Dakar, will prepare a student for a variety of fields including graduate work in art history, practicing fine artists, sculptors, painters, printmakers, photographers, graphic design, art gallery management and museum work, publishing, and teaching at the high school and college levels. The program offers the following special features:

- French Immersion Courses at the IES, CIEE, or SIT Centers in Paris, Nantes, Rennes, and Dakar
- French courses at the local universities
- Housing in local homes as well as independent housing
- Field trips connected with the IES, CIEE or SIT programs
- Internships

Students interested in this double major should contact a French and an Art History professor early to be advised on the proper sequencing of courses.

FRENCH MAJOR/COMMUNICATION MAJORS: In addition to on-campus courses in French and Communication, students interested in a French/ Communication should consider a semester in Paris or Rennes (France). These programs, administered by the Institute for the International Education of Students (IES) in Paris and the Council for International Education Exchange (CIEE) in Paris and Rennes, will prepare students for a variety of fields including journalism, politics, business, the media, teaching at the high school and college levels.

The programs offer the following special features:

- French Immersion Courses at the IES or the CIEE centers in Paris or Rennes
- A course in communication, upon approval by the Department of Communication, to fulfill one of the two 300-level requirements in Communication (Comm. 395)
- French courses at the local universities
- Housing with families as well as independent housing
- Field trips
- Internships

Students interested in this double major should contact a Communication and a French professor

MODERN AND CLASSICAL LANGUAGES

early to be advised on the proper sequencing of courses.

FRENCH MAJOR/DANCE MAJOR: In addition to on-campus courses in French and Dance, students interested in French/Dance should plan for a semester in Paris. This program, administered by the Institute for the International Education of Students (IES) in Paris, will prepare a student for a number of fields including dance choreography, criticism, history, anthropology, writing, and/or working for an international dance company. The program offers the following special features:

- Courses at the IES center in Paris and the Ecole de danse du Marais, one of the leading dance schools in Paris
- Housing in French homes
- Field trips connected with the IES program

Students interested in this dual major should contact a French and a dance professor early to be advised on the proper sequencing of courses.

FRENCH MAJOR/HISTORY MAJOR: In addition to on-campus courses in French and History, students interested in French/History should plan for a semester in Paris, Nantes or Rennes for a concentration on French, or Dakar (Senegal) for a concentration on Francophone studies. These programs, administered by the Institute for the International Education of Students (IES) in Paris and Nantes, and the Council for International Educational Exchange (CIEE) in Rennes and Dakar (Senegal), will prepare a student for a variety of fields including international law, politics, journalism, the foreign service, business, market research analysis, and teaching at the high school and college levels. The program offers the following special features:

- French Immersion Courses at the IES or the CIEE centers in Paris, Nantes, Rennes, or Dakar
- French courses at the local universities
- Housing in local homes as well as independent housing
- Field trips connected with the IES and CIEE programs
- Internships

Students interested in this dual major should contact a French and a History professor early to be advised on the proper sequencing of courses.

FRENCH MAJOR/MANAGEMENT MAJOR: In addition to on-campus courses in French and Business/Economics, students interested in French/Management should consider a semester or full year in Paris or in Nantes. This program, administered by the Institute for the International Education of Students (IES), offers the following special features:

- Management and Economics courses available at the local universities
- Management courses available at Negocia Business School in Paris and in Nantes, one of the leading business schools in France
- Selected internships available at IES Paris or IES Nantes for students with advanced French language skills
- Housing in local homes
- Field trips connected with the IES programs

The Fine Arts I component in Hope's general education requirements may be fulfilled by taking an art history, OR theatre history OR music history class abroad.

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Because classes abroad are usually 3 credit courses, students planning to fulfill their Cultural Heritage II requirement abroad must take both history and literature abroad. To fulfill Cultural Heritage I they must take on campus either IDS 171 or Phil 230 (Ancient Philosophy).

FRENCH HONORS PROGRAM

The French Honors Program challenges majors to attain a wider knowledge and a deeper understanding than is required for the major, in terms of reading, writing, and thinking about French and francophone culture, history, literature, and the arts. Students select and discuss supplementary reading materials with the faculty member in whose courses they are registered; they research and write more extensive papers; they attend the French Cultural Studies Colloquium presentations and participate in the French co-curricular program. Information and application forms are available on Hope's French website.

101. French I -- An introductory course teaching beginning communicative skills and enabling the student to develop cultural insights into the French-speaking world. Emphasis is on class participation through authentic video and audio materials, short readings and compositions. Students meet four times per week with the instructor.

Four Credits Hamon-Porter, Staff Fall Semester

102. French II -- Further development of basic communicative skills with added emphasis on conversational practice, short readings and compositions. Students meet three times per week with the instructor and once a week in Drill class. Conducted primarily in French. Prerequisite: French I, equivalent, or placement.

Four Credits Hamon-Porter, Staff Both Semesters

201. French III - French Language and Culture -- Continuation of French II. This course uses film segments to develop listening, speaking, reading and writing skills, and to address contemporary cultural topics such as the family, French college students, employment, leisure activities, and the arts. Students meet three times per week with the instructor and once a week with the French language assistant. Conducted primarily in French. Prerequisite: French II, equivalent, or placement.

Four Credits Guernsey, Larsen, Staff Both Semesters

For French 201 and every course higher, a grade of C+ or better is required in order to proceed to the next course in the sequence.

250. French IV - Advanced French Language and Culture -- Through grammar review, conversation, and the study of French and francophone cultures and writers, students will gain increased communicative competency and cultural knowledge of French-speaking global communities in North Africa (Algeria), Europe (Switzerland), West Africa (Senegal), the Pacific (New Caledonia), and the Antilles (Guadeloupe/Martinique). Students meet three times per week with the instructor and once a week with the native French assistant.

Four Credits Hamon-Porter, Guernsey, Larsen, Staff Both Semesters

280. Practicum in French -- Practical experience in the French language in various contexts such as teaching French at the elementary level, translating, or using French skills in business. The number of credits granted will be determined by the number of hours involved per week. This course may be repeated for credit, but a maximum of two credits from French 280 may be counted as part of a French major or minor. Prior permission of instructor and chairperson required.

Credits to be Arranged Both Semesters

MODERN AND CLASSICAL LANGUAGES

295. Studies in French Language and Literature -- A course designed to allow a professor to teach in an area of special interest and experience. Prerequisite: permission of instructor.

Four Credits Staff Both Semesters

311. French Grammar and Phonetics -- Advanced written and oral drill in idiomatic French, combined with an intensive grammar and phonetics review for greater fluency of expression. Oral-aural work, class discussions, regular laboratory assignments, Conducted entirely in French. Prerequisite: French 250 with a grade of C+ or better, placement or equivalent. Alternate Years.

Four Credits Guernsey Fall Semesters

313. French Conversation -- Through authentic videos and CDs, articles from French newspapers and magazines, poems, short stories, and French internet sites, skits and oral presentations, students will increase their vocabulary, improve their communicative ability, and review grammar when needed. Topics will include daily life in France, current events, the media, the new technologies, the environment and the French popular culture (visual arts, graphic novels, music and films). Conducted entirely in French. Prerequisite: French 250 with a grade of C+ or better, placement, or equivalent. *Four Credits Staff May Term*

341. Introduction to French Culture and Society -- Introduction to French culture and society from the Middle Ages to the present. Possible topics include the role and accomplishments of past and contemporary French women and the visual arts through the study of architecture and paintings from the era of the Cathedrals to abstract art. Materials are drawn from historical accounts, literary works, and artistic production of the different periods. Documentary videos and films are an integral component of this course. Conducted entirely in French. Prerequisite: French 250 with a grade of C+ or better, placement, or equivalent. Alternate years, 2014-15.

Four Credits Hamon-Porter Fall Semester

342. French Society from the Revolution to the 21st Century -- A topics-oriented introduction to the intellectual, social, historical, and artistic developments in French society from the 18th to the 21st century. Topics for the course will include one of the following: Paris, Myth and Reality; French Novels and Films. Conducted entirely in French. Prerequisite: French 250 with a grade of C+ or better, placement, or equivalent. Alternate years, 2015-16.

Four Credits Larsen Fall Semester

343. Contemporary France -- In this course, students will familiarize themselves with cultural, linguistic, and social trends and policies in contemporary French society. Topics include the provinces of France, religion, immigration, the family, politics, and education. A wide variety of sources from historical accounts and newspaper articles to literary works and recent French films, will enable students to sharpen their understanding of current events and become discerning readers of French and international news. Prerequisite: French 250 with a grade of C+ or better, placement, or equivalent. *Four credits Hamon-Porter, Larsen Spring Semester*

344. Francophone Cultures -- A study of aspects of Francophone cultures. Topics include language and communication; marriage, and gender roles; immigration (Europe, Africa, Canada, Vietnam, and the Caribbean); cultural and religious practices, and the arts. Materials are drawn from novels, short stories, plays, newspapers, films, music, and video documentation. Conducted entirely in French. Prerequisite: French 250 with a grade of C+ or better, placement, or equivalent. Alternate years. *Four Credits Guernsey Spring Semester*

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345. French Life Writings -- An investigation of autobiography through reading, analysis, and discussion of life writings from France and francophone countries. Representative authors include Apollinaire, Colette, Delerm, Nothomb, Sartre, Sarraute, Duras and Brisac. Emphasis is on the development of critical analysis of texts and of writing abilities through students' research and own autobiographical essays. Conducted entirely in French. Prerequisite: French 250 with a grade of C+ or better, placement, or equivalent. Alternate years.
Four Credits Staff Fall Semester

380. French House Practicum -- A conversation practicum for students who are residing at the French House. Cultural and language-oriented activities will form part of the practicum, directed by the native assistant under an instructor's supervision. This course may be repeated for credit, but a maximum of one credit may be counted as part of a French major or minor. Prerequisite: French 102 or equivalent. *One-Half Credit Hamon-Porter Both Semesters*

399. Internship in French -- This course provides supervised practical experience in international business, media, education, or government. It is taken in conjunction with an existing off-campus program. Following consultation with the off-campus program director, each applicant for this internship is required to submit a proposal describing in detail the program to be pursued, including the materials which will be submitted; a time schedule for submitting evidence; and the criteria for performance evaluation. This course does not substitute for a 400-level class seminar.
Four to Eight Credits Both Semesters

441. The Francophone Experience -- This topics-oriented course explores francophone culture of French-speaking societies in Africa, Asia, the Middle East, and the Americas. Topics for the course will include one of the following: Francophone Culture and society of Africa and the Caribbean; The Francophone Experience: From Vietnam to Quebec; Francophone Culture: Lebanon and the Maghreb. These topics will cover issues such as decolonization, the search for cultural, religious, and linguistic identity; the clash between modernity and tradition; and the situation of women. Readings will be selected from the works of Bey, Carrier, Césaire, Chédid, Fanon, Djébar, Condé, Schwartz-Bart, Hébert, Oyono, and Zobel. Prerequisites: two 300-level courses in French with a grade of C+ or better, placement, or equivalent. Alternate years, 2015-16.

Four credits Hamon-Porter, Guernsey, Larsen

443. Early Modern French Studies -- A course on the literary, historical, socio-political, economic, and artistic developments in French society from the Renaissance period to the French Revolution. Topics include one of the following: The Birth of the French *Arts de Vivre*; Faith and Politics in Early Modern France; Great French Queens, Nuns, Warriors, and Artists from the Renaissance to the 18th Century; Ideas and Censorship in Pre-Revolutionary France. Prerequisites: two 300-level courses in French with a grade of C+ or better, placement, or equivalent. Alternate years, 2014-15.

Four credits Hamon-Porter, Larsen

444. Contemporary French Cultural Studies -- This is a topics-oriented course that explores issues and texts central to 20th century French culture. Topics include one of the following: Modern French Life Writings; "Voyage, voyages": travel as exploration and introspection; France and the French: the French "Art de Vivre." The course may be repeated for credit with a different topic. Prerequisites: two 300-level courses in French with a grade of C+ or better, placement, or equivalent. Alternate years, 2015-16. *Four Credits Staff*

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490. Special Problems in French -- Individual study under the direction of an instructor in one of the following areas: literature, civilization, or language methodology. A maximum of four credits may be counted toward the major. Prerequisites: one 400-level French course with a grade of C+ or better and permission of department chairperson.

Two or Four Credits Staff Both Semesters

493. Senior Research Project -- An independent study designed to help students going to graduate school to develop advanced research skills and culminating in a thesis or equivalent project. Limited to the senior level. Prerequisites: one 400-level French course with a grade of A- or better and permission of department chairperson.

Three or Four Credits Staff Both Semesters

495. Studies in French Culture -- A course designed to allow a professor to teach in an area of special interest and expertise. Prerequisites: two 300-level courses in French with a grade of C+ or better, placement, or equivalent. Alternate years.

Four Credits Guernsey, Larsen

GERMAN

Mr. de Haan, Mr. Cunningham, Mr. Forester.

MAJORS: The German major is an integrated program of language, literature and culture courses leading to linguistic competence, a basic knowledge of German literature and a high level of cultural awareness. This major is for students considering careers in which German language proficiency and cultural awareness are desired, as well as those seeking employment in secondary education or preparing for advanced literary or linguistic studies at the graduate level. It also provides a stimulating program of study for those simply interested in German language and culture.

The major consists of 32 credits of German courses. These must include German 201 and 202 (or equivalent by examination or transfer), and 6 other courses numbered 280 or higher, including a minimum of two 400-level courses. Normally this would include the following: German 311, 375, 325 or 333, 313, 355, 464, and one of 452, 455, 470 and 475.

TEACHER CERTIFICATION: In partnership with the Hope College Department of Education, the Department of Modern and Classical Languages offers a teaching major in German for certification through the State of Michigan. Students planning to teach a foreign language at the secondary level must meet all requirements of the Education Department upon being formally admitted to the Teacher Education program in addition to those of the language department (see the Education Department and Modern and Classical Languages websites).

GERMAN EDUCATION MAJOR: Requirements for the 32 hour German teaching major are:

- 28 credits in German at the 300-level and above (see major requirements).
- 4 credits of Linguistics (LING 364).
- 4 credits of Teaching World Languages K-12 (EDUC 388/389). *This course is considered pedagogy and is not part of the 32 hour major.*

Teacher candidates are required to spend at least one semester in a German-speaking country. They are also required to pass an oral proficiency exam at the advanced low level prior to graduation, which they are advised to take directly after returning from their study abroad semester

ACADEMIC MINOR IN GERMAN: A minor consists of a minimum of 28 credits, of which 12 must be numbered 280 or higher.

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Majors and minors are strongly encouraged to complement their German major/minor with courses from other departments. Among recommended courses are: Economics 402; Education 305 and 384; History 131 and 240; Philosophy 373; Theatre 304.

101. German I -- Introduction to the German language and the cultures of Germany, Austria and Switzerland where German is spoken. Students will work towards practical proficiency for real-world use of German at work or when traveling.
Four Credits Cunningham Fall Semester

102. German II -- Continuation of German I with continued emphasis on practical real-world use of German as well as extensive coverage of the cultures of the German-speaking countries. Prerequisite: German I, equivalent, or placement.
Four Credits Cunningham Spring Semester

201. German III -- Continuation of German II. This course focuses equally on language and culture, with particular emphasis on multicultural Germany, former East Germany and the immediate post-WWII period. This course is excellent preparation for study abroad. Students meet three days a week in class and one day a week in a tutorial with a native German assistant for focused conversation practice. Conducted in German. Prerequisite: German II, equivalent or placement.

Four Credits Forester Fall Semester

For German 201 and every course higher, a grade of C+ or better is required in order to proceed to the next course in the sequence.

202. German IV -- Continuation of German III. The cultural focus for this course is Germany as a social state, Austria, Switzerland and a brief survey of German cultural history. The course is designed to provide students extensive practice with real-world German, and form an introduction to more formal cultural concepts to prepare students for study abroad and further study of German at the college/university level. Conducted in German. Prerequisites: German 201, placement, or equivalent, and a grade of C+ or better in German 201.

Four Credits Forester Spring Semester

280. Practicum in German -- Practical experience in the German language in various contexts such as teaching German at the elementary level, translating, or using German skills in business. The number of credits granted will be determined by the number of hours involved per week. This course may be repeated for credit but a maximum of two credits from German 280 may be counted as part of a German major or minor. Prior permission of instructor and chairperson required.

Credits to be Arranged Both Semesters

295. Studies in Germanic Language and Literature -- A course designed to allow a professor to teach in an area of special interest and experience. Prerequisite: permission of instructor.

Two or Four Credits de Haan Both Semesters

311. Blogs and Biographies -- Practical writing skills focused on personal self-expression in narrative form. We read various personal narratives, both in book form as well as blogs and other web-based sources, and practice language skill through sustained writing on topics of personal interest. Part of the course involves email/blog exchanges with German students on various cultural topics. The course is designed to be solid preparation for study abroad as well as practicing and perfecting essential German language skills. Conducted entirely in German. Prerequisite: German 202, placement, or equivalent.

Four Credits Forester Fall Semester

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313. German for Business -- Introduction to the essential vocabulary and style specific to German commercial transactions, as well as to the basic workings of the German economy. Students familiarize themselves with the German used in commerce and economics, industry and labor, import and export, transportation systems, communication, banking, marketing, management-labor relations, and Germany's role in the European Union. Students develop reading, listening, speaking and writing skills using contemporary economics and business texts and conventions. Conducted in German. Prerequisite: German 202, placement, or equivalent. *Four Credits Staff*

325. German Cinema -- A survey of recent German films including comedies, dramas and films addressing current social issues. Particular emphasis is placed on vocabulary development, learning about current German culture and viewing and responding to films. Conducted in German. Prerequisite: German 311, equivalent or placement. *Four Credits de Haan Fall Semester*

333. German Theatre -- Creation and production of a German play. Students write/edit and stage a play in German, developing proficiency in the language through readings by several authors, such as Friedrich Durrenmatt and Bertolt Brecht, including theoretical writings on the theater. This play will be performed publicly. Conducted in German. Prerequisite: German 202, placement, or equivalent. *Four Credits*

355. Germany Live -- Building on the current explosion in e-mail, the World Wide Web and cyberspace, this course will introduce students to Germany through these electronic media. Students will become familiar with many aspects of contemporary German life and culture, such as politics, music, current events, through text, audio, video and other media on-line through the Internet. The capstone of the course will be a group project in which students actually build a functioning German-language Web site focused on a particular aspect of German culture and life. Conducted in German. Prerequisite: German 202, placement or equivalent. *Four Credits Forester*

375. Introduction to German Meisterwerke -- This survey of the most significant works of German Literature serves as an introduction to the study of literature in the German language. We will examine and analyze poetry, drama, and Novellen by a variety of authors and learn approaches to secondary literature. Conducted entirely in German. Prerequisite: German 202, placement, or equivalent. *Four Credits Staff Spring Semester*

380. German House Practicum -- A conversation practicum for students who are residing in the German House. Cultural and language-oriented activities form part of the practicum, directed by the native assistant under the supervision of an instructor. May be repeated for credit but a maximum of one credit of German 380 may be counted as part of a German major or minor. Prerequisite: German 102, placement, or equivalent. *One-Half Credit de Haan Both Semesters*

452. The Germanic World Today: From Weimar to Wiedervereinigung -- A study of 20th century German culture, including economic, political, sociological, and creative forces and their influence on the German speaking world. Conducted in German. Prerequisite: at least 2 courses at the 300 level, placement, or equivalent. *Four Credits*

455. Germanic Civilization: Myth and Mythology -- A study of origins, development, and significance of Germanic civilization, exploring creation and doomsday mythology, tribal life, courtly society, Minnesang, Hildegard von Bingen, Barbarossa, Luther, Faust, Zarathustra, Grimm

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Brothers, Marx, Spengler, Wagner, and Nazi mythology. Prerequisite: at least 2 courses at the 300 level, placement, or equivalent. *Four Credits*

464. The German Language Yesterday and Today -- An introduction to the history and development of the German language from runes (tribal times) to the present. Topics covered include the relationship of German to English and other European languages, changes in the German language, German dialects and a contrastive analysis of German and English geared to future language teachers. Course conducted in German. Prerequisite: at least 2 courses at the 300 level, placement, or equivalent. *Four Credits*
Forester

470. Individual and Society in the German Novelle -- A study of major authors of the 19th century (Droste-Huelshoff, Moerike, Stifter, Storm, Keller, Meyer, Fontane), who developed the Novelle, a uniquely German narrative, used extensively to present significant social changes. Conducted entirely in German. Prerequisite: German 375, placement, or equivalent. *Four Credits* *de Haan*

475. German Literature From the Weimar Republic to the Present -- A study of representative works by major modern German authors (Brecht, Boell, Grass, Frisch, Duerrenmatt, Handke, and writers from the former East Germany). Prerequisite: German 375, or permission of instructor. *Four Credits* *Staff*

490. Special Problems in German -- Individual study under the direction of an instructor designated by the chairperson of the department in one of the following areas: literature, language, civilization, or methodology. This course may be repeated upon consultation with departmental faculty advisor; a maximum of eight credits may be counted toward the major. Prerequisites: one 400-level course in German and prior permission of instructor and department chairperson. *Two or Four Credits* *de Haan* *Both Semesters*

495. Studies in German Language and Literature -- A course designed to allow a professor to teach in an area of special interest and experience. Prerequisite: permission of instructor. *Two or Four Credits* *de Haan* *Both Semesters*

499. Internship in German -- This course provides supervised practical experience in international business, media, education, or government. Normally junior status and the completion of at least a German minor are prerequisites. Although ordinarily taken in conjunction with an existing off-campus program, students working together with faculty may make individual arrangements with a local host institution or organization. Following consultation with the off-campus coordinator, each applicant for this internship is required to submit a proposal describing in detail the program to be pursued, including the materials which will be submitted; a time schedule for submitting evidence; and the criteria for performance evaluation. If possible, proposals should be finalized prior to the semester in which the internship will occur. The number of credits to be determined in consultation with instructor and the chairperson. May be repeated for credit but a maximum of two credits from German 499 may be counted as part of a German major or minor. Approval of the chairperson is required. *Both Semesters*

JAPANESE

Mr. Nakajima, Ms Nakajima, Mr. Mizuta

JAPANESE STUDIES COMPOSITE MAJOR: Students may also pursue a Japanese Studies Composite Major by combining courses taken at Hope with a variety of off-campus study

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opportunities. Such a major would be an integrated program of language and culture leading to fluency in the language, a high level of understanding of and experience in Japanese culture, as well as a specialized field of study of the student's own choosing. This major will permit the student to prepare for other forms of employment in which a knowledge of Japanese and familiarity with Asian culture may be required. The Japanese Composite Major consists of a minimum of 36 credits of work divided between Japanese language study (a minimum of 24 credits) and courses from the Departments of History, Philosophy, Political Science, and Religion and May Term in Japan program (a minimum of 8 credits), which are currently taught on a regular basis. (Among recommended courses are, HIST 295. Japanese History and Culture, POL 303. Asian Politics, and special courses taught by the Meiji Gakuin exchange professor). A maximum of 16 credits in Japanese with a grade of C+ or better from off-campus study may be applied to the major, with prior approval by the Japanese section head.

ACADEMIC MINOR IN JAPANESE: A Japanese minor consists of a minimum of 24 credits taken at the college level and approved by the chairperson. Of these, 8 must be in courses numbered 280 or higher and up to 8 may be taken in a department other than Modern and Classical Languages, e.g., History, Philosophy, Political Science, Religion or other disciplines. A typical pattern of courses might be: Japanese 101, 102, 201, 202, 301; IDS 280 (May Term in Japan program). Majors and minors are strongly encouraged to complement their Japanese major/minor with courses from other departments.

101. Japanese I -- A course for beginners of Japanese. The primary goal of this course is to acquire the basic skills necessary to begin communicating in Japanese. The secondary goal of gaining insight into the Japanese language world comes by means of performing the language with an understanding of cultural and contextual appropriateness. Emphasis is placed on four language skills: listening, speaking, reading and writing, with a primary focus on oral communication. Class meets four days per week. Laboratory work is also required. Conducted both in Japanese and English. *Four Credits Nakajima Fall Semester*

102. Japanese II -- A continuation of Japanese I. This course is designed to continue to develop appropriate communicative skills in the Japanese language world. Class meets four days per week. Laboratory work is also required. Emphasis is placed on all four language skills: listening, speaking, reading and writing, with a primary focus on oral communication. Conducted primarily in Japanese. Prerequisite: Japanese I, placement or equivalent. *Four Credits Nakajima Spring Semester*

201. Japanese III -- A continuation of Japanese II. The objective of this course is to further expand communicative skills in Japanese with cultural and contextual appropriateness. Class meets four days per week. Laboratory work is also required. Prerequisite: Japanese II, placement or equivalent. *Four Credits Nakajima Fall Semester*

For Japanese 201 and every course higher, a grade of C or better is required in order to proceed to the next course in the sequence.

202. Japanese IV -- A continuation of Japanese III with added emphasis on reading and writing skills. Class meets four days per week. Laboratory work is also required. Prerequisites: Japanese III, placement, or equivalent, and a grade of C or better in Japanese 201. Conducted primarily in Japanese. *Four Credits Nakajima Spring Semester*

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280. Japanese - Practicum in Japanese -- Practical experience in the Japanese language in various contexts such as teaching Japanese culture at the elementary level or using Japanese skills in business. The number of credits granted will be determined by the number of hours involved per week. This course may be repeated for credit. Prior permission of instructor and chairperson required. *Credits to be Arranged Both Semesters*

295. Intro to Japanese Culture and History -- An overview of Japanese culture and history from ancient to modern times. This course takes an in-depth look at the modern Japanese scene first, including business, society, education, politics, and religion; and, secondly, moves into historical Japan. The course consists of lectures, presentations, multi-media and some practical Japanese lessons. No prerequisites. Conducted in English. Alternate years.

Four Credits Nakajima May Term

299. Apprentice Teaching Internship -- A practical and contractual internship in assisting the beginning level of Japanese classes. Enrollment by selection.

No credit Nakajima Fall Semester

301. Advanced Japanese I -- This course is designed to develop more advanced communicative skills with emphasis placed upon acquiring greater proficiency in performing the language in a culturally appropriate manner. Conducted in Japanese. Prerequisites: Japanese 202 or equivalent.

Four Credits Fall Semester

302. Advanced Japanese II -- A continuation of Advanced Japanese I. This course is designed to expand on the communicative skills acquired in the sequence of Japanese I-IV and Advanced Japanese I. The secondary objective is to provide the student with a basic skill of translation. Prerequisites: Japanese 301 or equivalent.

Four Credits Spring Semester

399. Apprentice Teaching Internship -- A practical and contractual internship in assisting the beginning level of Japanese classes. Enrollment by selection.

No Credit Spring Semester

490. Special Problems in Japanese -- Individual study under the direction of an instructor designated by the chairperson of the department in one of the following areas: literature, language, civilization or methodology. This course may be repeated upon consultation with departmental faculty advisor; a maximum of eight credits may be counted toward the major. Prerequisite: prior permission of instructor and department chairperson.

Two to Four Credits Nakajima Both Semesters

495. Studies in Japanese Language and Translation -- A course designed for advanced students of Japanese. The primary object of this course is to enhance speaking, listening, reading, writing and translation skills in the higher level. Students are required to take the Japanese Language Proficiency Test instituted by the Japanese Ministry of Education at the end of the semester. The secondary objective is to provide the student with an advanced skill of translation and understanding of business in Japan. Conducted entirely in Japanese. Prerequisite: Japanese 302 or equivalent. *Two to Four Credits Both Semesters*

499. Internship in Japanese -- This course provides supervised practical experience in international business, media, education or government. Normally junior status and the completion of at least a Japanese minor are prerequisites. Although ordinarily taken in conjunction with an existing off-campus program, students working together with faculty may make individual arrangements with a local host institution of organization. Following consultation with the off-campus coordinator, each applicant for this internship is required to submit a proposal describing in detail

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this program to be pursued, including the materials which will be submitted; a time schedule for submitting evidence; and the criteria for performance evaluation. If possible, proposals should be finalized prior to the semester in which the internship will occur. The number of credits to be determined in consultation with instructor and the chairperson. This course may be repeated for credit. Approval of chairperson required.

Both Semesters

LINGUISTICS

Woolsey.

364. Introduction to Descriptive Linguistics -- An introduction to the science of general and descriptive linguistics, with a consideration of the problems of the phonemic, morphemic and syntactical analysis of language. This course fulfills the linguistics requirement for French and Latin teaching majors and minors, and German teaching majors. Instructor approval required for Spanish majors and minors. *Four Credits Woolsey*

RUSSIAN

Mr. de Haan.

101. Russian I -- A course for beginners of Russian. The primary objective of this course is to enable the student to acquire the basic skills necessary to begin communicating in Russian. The secondary objective is to begin to give the student insight into the Russian language world. Emphasis is placed on all four language skills: listening, speaking, reading, and writing. Conducted in English and Russian. *Four Credits Staff*

102. Russian II -- A continuation of Russian I. This course is designed primarily to continue to develop the acquisition of a comfortable communication knowledge of Russian. A secondary objective is to expand the student's insight into important features of Russian society. Emphasis on all four language skills: listening, reading, speaking, and writing. Conducted primarily in Russian. Prerequisite: Russian I, placement, or equivalent. *Four Credits Staff*

201. Russian III -- Continuation of Russian II with greater emphasis on reading. Culture will also be studied in additional depth. Prerequisite: Russian II, equivalent, or placement. *Four Credits Staff*

For Russian 201 and every course higher, a grade of C+ or better is required in order to proceed to the next course in the sequence.

202. Russian IV -- Continuation of Russian III with greater emphasis on writing. Cultural history will be touched on through the medium of short stories in Russian. Prerequisites: Russian III, placement, or equivalent, and a grade of C or better in Russian 201. *Four Credits Staff*

295. Studies in Russian Language and Literature -- A course designed to allow a professor to teach in an area of special interest and experience. Prerequisite: permission of instructor. *Two to Four Credits Staff Both Semesters*

SPANISH

Mr. Agheana, Ms. André, Ms. Dorado, Ms. Fernández, Ms. Johnson, Ms. Kallemeyn, Ms. Mulder, Mr. Woolsey.

MODERN AND CLASSICAL LANGUAGES

MAJOR: This major program is designed for the student who wishes to acquire a thorough linguistic preparation combined with an extensive background in Hispanic literature and culture. This major will permit the student to prepare for advanced literary studies, for secondary level teaching, or for other forms of employment in which a knowledge of Spanish and familiarity with Hispanic culture are required.

The Spanish Major consists of 32 credits of courses numbered 321 or higher and must include Spanish 321, 322, 341, either 342 or 344, 462, one 400-level literature course (normally 441, 443, or 494), and eight credits of electives. Linguistics 364 or Spanish 462 is required. Students who study in a Spanish-speaking country must take one 400-level course upon their return. A maximum of 12 credits in Spanish with a grade of C+ or better from off-campus study may be applied to the major, with previous approval by the Spanish section head.

TEACHER CERTIFICATION: In partnership with the Hope College Department of Education, the Department of Modern and Classical Languages offers a teaching major in Spanish for certification through the State of Michigan. Students planning to teach Spanish at the secondary level only or in grades K-12 must meet all requirements of the Education Department upon being formally admitted to the Teacher Education program in addition to those of the language department (see the Education Department and Modern and Classical Languages websites).

SPANISH EDUCATION MAJOR: Requirements for the Spanish teaching major are:

- 32 credits in Spanish at the 300-level or above (see major requirements).

Note: It is recommended that students planning to be certified in Michigan take another literature course as one of their electives toward the 32 hour major.

- 4 credits of Teaching World Languages K-12 (EDUC 388/389). *This course is considered pedagogy and is not part of the 32 hour major.*

Teacher candidates are required to spend at least one semester in a Spanish-speaking country. They are also required to pass an oral proficiency exam at the advanced low level prior to graduation, which they are advised to take directly after returning from their study abroad semester.

ACADEMIC MINOR IN SPANISH: The non-teaching Spanish Minor consists of 20 credits of courses numbered 321 or higher and must include Spanish 321, 322, 341, and eight credits of electives at the 300 or 400 level.

121. Spanish I -- A course for beginners of Spanish. The primary objective of this course is to enable the student to acquire beginning communicative skills in Spanish. The secondary objective is to help the student develop insights into the Spanish language world. Emphasis is placed on all four language skills: listening, reading, speaking and writing. Class meets four days per week. Laboratory work is also required. Conducted primarily in Spanish.

Four Credits Kallemeyn Both Semesters

MODERN AND CLASSICAL LANGUAGES

122. Spanish II -- This course is designed primarily to continue the development of a comfortable communicative knowledge of Spanish. A secondary objective is to expand students' insight into important aspects of Hispanic culture. Emphasis on all four language skills: listening, reading, speaking and writing. Class meets four days per week. Laboratory work is also required. Conducted primarily in Spanish. Prerequisite: Spanish 121, equivalent or placement.

Four Credits Carrasco de Miguel Both Semesters

124. Intensive Beginning Spanish -- An accelerated and thorough study of materials currently being taught in Spanish 121 and 122. Spanish 124 is aimed at students who have had at least two years of Spanish in high school and may need a more extensive review of topics covered in Spanish 121 than the current Spanish 122 offers, or students who are highly motivated beginners and have had experience in another foreign language. Students who complete Spanish 124 will have completed the second language requirement in general education and will be prepared to enroll in Spanish 221. *Four Credits Johnson Both Semesters*

221. Spanish III -- A thorough review of structures learned in the first year with added emphasis on reading and writing skills, as well as the study of the culture in greater depth. Class meets four days per week. Conducted primarily in Spanish. Prerequisite: Spanish 122, equivalent, or placement.

Four Credits Mulder Both Semesters

For Spanish 221 and every course higher, a grade of C+ or better is required in order to proceed to the next course in the sequence.

222. Spanish IV -- This course is designed to continue the development of the student's language skills and cultural knowledge. Emphasis is placed on reading and writing skills and an extensive grammar review. Conducted in Spanish. Prerequisites: Spanish 221 with a grade of C+ or better, placement, or equivalent.

Four Credits Woolsey Both Semesters

280. Practicum in Spanish -- Practical experience in the Spanish language in various contexts such as teaching Spanish at the elementary level, translating, or using Spanish skills in business. The number of credits granted will be determined by the number of hours involved per week. May be repeated for credit but a maximum of two credits from Spanish 280 may be counted as part of a Spanish major or minor. Prior permission of instructor and chairperson required.

Credits to be Arranged Both Semesters

295. Studies in Hispanic Language and Literature -- A course designed to allow a professor to teach in an area of special interest and experience. Prerequisite: permission of instructor.

Three or Four Credits Staff Both Semesters

321. Spanish V - Advanced Grammar and Conversation -- A course designed to bring the student to a high-intermediate/low-advanced level of competency in Spanish in listening, reading, speaking, and writing as defined by the ACTFL (American Council on the Teaching of Foreign Languages) Guidelines. Conducted entirely in Spanish. Prerequisite: Spanish 222 with a grade of C+ or better, placement, or equivalent.

Four Credits Dorado, Woolsey Both Semesters

322. Spanish VI - Advanced Grammar and Composition -- This continuation of Spanish V is designed to bring the student to an advanced level of competency in all four skills as defined by the ACTFL Guidelines. Conducted entirely in Spanish. Prerequisite: Spanish 321 with a grade of C+ or better or equivalent.

Four Credits André, Dorado, Fernández Both Semesters

MODERN AND CLASSICAL LANGUAGES

325. Spanish Conversation -- A course designed to develop aural and oral competency in Spanish. Conducted entirely in Spanish. May be repeated for credit but may be counted only once as part of Spanish major or minor. Prerequisite: Spanish 222 with a grade of C+ or better or equivalent. *One Credit Dorado Both Semesters*

341. Introduction to Literature -- In this transition course from language to literature, students become familiar with the key literary terms for further studies in Hispanic literature. Readings represent different time periods and various literary genres and reinforce grammatical structures, linguistic content, and general familiarity with current Spanish usage. Conducted in Spanish. Prerequisite: Spanish 322 with a grade of C+ or better or equivalent.

Four Credits André, Dorado, Fernández Both Semesters

342. Modern Spanish Literature and Culture (or equivalent) -- A survey of Spain from 1808 to the present. Through film and literature, the course explores the cultural production and representations of the historical, social, political and economic experiences Spain experienced during those years, as well as the rich and varied cultural heritage of the country. Prerequisite: Spanish 341 with a grade of C+ or better or equivalent.

Four Credits Dorado Spring Semester Every Year

344. Modern Hispanic American Literature and Culture (or equivalent) -- A study of Hispanic American literature and cultural production from the wars of independence until the present (XIX and XX centuries). Politics and important historical events are discussed through the analysis of literary texts and most representative works of the corresponding period (other sources such as documentary videos, newspapers, and films are considered). Students are exposed to a wide variety of literary genres ranging from narrative, drama, poetry, essay, etc. Conducted in Spanish. Prerequisite: Spanish 341 with a grade of C+ or better or equivalent.

Four Credits André Fall Semester Every Year

380. Spanish House Practicum -- A conversation practicum for students who are residing in the Spanish House. Cultural and language-oriented activities form part of the practicum, directed by the Spanish native assistant under the supervision of an instructor. May be repeated for credit but a maximum of one credit of Spanish 380 may be counted as part of a Spanish major or minor. Prerequisite: Spanish 222 with a grade of C+ or better, placement, or equivalent.

One-Half Credit Dorado Both Semesters

421. Business Spanish -- This course is designed to give advanced-intermediate and advanced level students a solid foundation in business vocabulary, basic business and cultural concepts, and situational practice necessary to be successful in today's Spanish-speaking world. It is assumed that students have already mastered the fundamentals of Spanish grammar and that they control the general vocabulary needed for basic communication. Conducted entirely in Spanish. Prerequisite: Spanish 341 with a grade of C+ or better or equivalent. Alternate years, 2012-13.

Four Credits André TBA

441. Medieval and Golden Age Spain (or equivalent) -- A survey of Medieval and Golden Age Spain as expressed in literary selections of Spanish prose, poetry, and theater. Cultural and literary topics include the Reconquest, religious ideals, courtly love, mystical poetry, and the social crises during the Hapsburg reign. Emphasis on reading, writing, and conversational skills. Materials are also drawn from films and videos. Conducted in Spanish. Prerequisite: Spanish 342 or 344 with a grade of C+ or better or equivalent. Alternate years.

Four Credits Agheana Spring Semester

MODERN AND CLASSICAL LANGUAGES

443. Pre-Columbian/Colonial Hispanic American Literature (or equivalent) -- A study of colonial Hispanic American literature from pre-Columbian works and the chronicles of encounter, through the 19th century literary manifestations of political and cultural (in)dependence. Possible topics include the cultural heritage and identity of both the colonizer and the colonized; the concept of historicism; canonical genres and their adaptations; Center vs. Periphery; discourse, counterdiscourse and the marginalized voice; criollismo; the relationships of socioeconomic progress and literary development and (in)dependence, etc. Students are exposed to a wide variety of literary genres ranging from narratives to dramas, poetry and essays, as well as pertinent historical background information. Conducted in Spanish. Prerequisite: Spanish 342 or 344 with a grade of C+ or better or equivalent. Alternate years.

Four Credits Fernández Fall Semester

462. Spanish Linguistics -- A course for advanced students of Spanish. The primary objective of this course is to approach the grammar of Spanish in a way which is most useful for those who will teach Spanish to native speakers of English. It is a course in Applied Linguistics where the knowledge of the structure of the Spanish language is discussed and supported by the study of both Spanish and English. Fields dealt with include: Phonetics and Phonology, Morphology, Syntax, Semantics, Second Language Acquisition, and Language and Culture. This course counts both as the Linguistics requirement and as an elective. Conducted in Spanish. Prerequisite: Spanish 341 with a grade of C+ or better or equivalent.

Four Credits Woolsey Both Semesters

490. Special Problems in Spanish -- Individual study under the direction of an instructor designated by the chairperson of the department in one of the following areas: literature, language, civilization, or methodology. May be repeated for credit but a maximum of two credits from Spanish 490 may be counted as part of a Spanish major or minor. Prerequisite: prior permission of instructor and department chairperson.

Three or Four Credits André, Dorado, Fernández Both Semesters

494. Literature Seminar -- A course in advanced literary studies whose topic varies from year to year depending on the interests of students and the on-going research interests of Spanish faculty at any given time. Emphasis on critical thinking and writing of well-developed papers. Recommended for students planning on graduate studies in Spanish. Conducted entirely in Spanish. Prerequisite: Spanish 342 or 344 with a grade of C+ or better or equivalent. Alternate years.

Four Credits André, Dorado, Fernández

Fall Semester

495. Studies in Spanish Language and Literature -- A course designed to allow a professor to teach in an area of special interest and experience. Prerequisite: Permission of instructor.

499. Internship in Spanish -- This course provides supervised practical experience in international business, media, education, or government. Normally junior status and the completion of at least a Spanish minor are prerequisites. Although ordinarily taken in conjunction with an existing off-campus program, students working together with faculty may make individual arrangements with a local host institution or organization. Following consultation with the off-campus coordinator, each applicant for this internship is required to submit a proposal describing in detail the program to be pursued, including the materials which will be submitted; a time schedule for submitting evidence; and the criteria for performance evaluation. If possible, proposals should be finalized prior to the semester in which the internship will occur. The number of credits to be determined in consultation with instructor and chairperson. As part of a major or minor, this may be counted as an elective for 4 credits. Approval of the chairperson is required.

André, Dorado, Fernández, Woolsey Both Semesters

MUSIC

Faculty: Mr. Clark, Mr. Coyle, Mr. Craioveanu, Ms. Dykstra, Mr. Hodson, Ms. Hornbach, Mr. Kim, Mr. Le, Mr. Lewis, Ms. Randel, Mr. Richmond, Mr. Southard. **Assisting Faculty:** Mr. Aschbrenner, Ms. Claar, Mr. Clapp, Ms. Corbató, Mr. DeBoer, Mr. Erskine, Mr. Hoats, Mr. Hoyer, Mr. Hyde, Ms. Hyde, Ms. Kolean, Mr. Lockwood, Mr. Malfroid, Mr. Martin, Mr. Peterson, Ms. Pilon, Mr. Puccini, Mr. Schekman, Mr. Secor, Ms. Sooy, Ms. Southard, Mr. Spencer, Ms. Straus, Ms. Strouf, Mr. Talaga, Mr. VanLente, Ms. Waldvogel, Ms. Wolfe.

Hope's Department of Music believes that music can make the world a better place. The department is committed to increasing the awareness of the importance of music to society and encouraging spiritual growth and understanding. The mission of the Department of Music is to affirm and promote the understanding that musical experience, both sacred and secular, enriches and ennobles the human spirit. To fulfill this mission, the department has adopted two goals:

- To enable students to become influential leaders in the areas of teaching, performing, research, and worship; and to assist them in becoming professionally successful in their chosen fields;
- To cultivate an enduring appreciation of music and its positive impact upon the human condition by providing significant musical experiences to the college community and beyond.

The Department of Music is accredited by the National Association of Schools of Music.

The Department of Music offers both the Bachelor of Arts with a Major in Music, and the Bachelor of Music degrees. The goals and objectives of these two degrees are somewhat different, but both are designed to provide a strong basis for the study of music.

The Bachelor of Arts degree with a Major in Music is a liberal arts degree which provides the student with basic professional training in music while providing a large number of elective choices, both music and non-music. These electives address the needs and interests of the particular student. This degree is the best choice for a student who is planning a second major outside of music, or desires a combination of study areas that do not merge well with any of the Bachelor of Music curricula. The emphasis of the Bachelor of Arts degree with a Major in Music is on broad coverage of music rather than heavy concentration on any single segment. It emphasizes a broad program of general education rather than intense specialization.

The Bachelor of Music degree is a professional music degree that prepares students for professional music involvement, graduate work in music performance, music teaching at the elementary or secondary level, or a combination of these pursuits. The General Education requirements for this degree are reduced in order to accommodate the depth and breadth of music study expected for this degree. Curricula are structured to provide the highest possible professional development in technical, analytical, historical, and pedagogical areas of the major. Students working toward the Bachelor of Music degree may major in performance, jazz performance, vocal music education, or instrumental music education.

In partnership with the Hope College Department of Education, the Department of Music offers a teaching major for certification through the State of Michigan. The curricula leading to the Bachelor of Music in Vocal Music Education degree, or the Bachelor of Music in Instrumental Music Education degree, include substantial coursework through the Department of Education. Either degree (vocal or instrumental) leads to K-12 certification upon the student gaining Michigan provisional teacher certification. Students work closely with advisors within the Departments of Music and Education as they plan their coursework.

In addition, the Department of Music offers a minor in music, as well as the opportunity for any interested student on campus to enroll in a wide variety of music courses, performance study, and/or ensemble participation.

Students enrolled in the music program at Hope College engage in a wide variety of experiences outside the classroom:

MUSIC

- many are directing choirs in area churches
 - several are teaching private instrumental lessons
 - some have organized combos and play in area night spots
 - several instrumentalists play in area symphony orchestras
- Graduates of the Department of Music are currently serving as:

- teachers at major universities
- hornist in the New York Philharmonic Orchestra
- teachers in various elementary and secondary schools
- leading baritone in a prominent Eastern opera company
- cellist in a French orchestra
- staff accompanist at a major university
- keyboardist and assistant conductor for Broadway production of *Lion King*
- stage director for Metropolitan Opera Company
- leading contralto with Lyric Opera of Chicago

MAJOR: Students who wish to major in music, following either the Bachelor of Music or the Bachelor of Arts degree programs, should start work in the department in their Freshman year, following the suggested schedule closely. If possible, students should indicate their preference in the application for admission to Hope College. Formal application for majoring takes place at the end of the first semester of study.

Students pursuing the Bachelor of Music degree are also assessed at the end of the fourth semester for entrance to upperclass work.

Students who plan to complete the Bachelor of Music degree in addition to another degree must complete the full B.A./B.S. General Education requirements. Students intending to complete a dual degree in music must consult with the chairperson of the Department of Music, and must expect their studies to require nine or ten semesters of course work.

The departmental standard for progressing through the music curriculum requires that students receive a minimum grade of C in all courses within the major and minor. If that standard is not met, the student must repeat the course in order to complete the requirement.

MINOR: The requirements for the optional music minor are as follows:

Music 080	four semesters
Music 111, 112	8 credits
Music 113, 114	2 credits
Music 197-198 or 297-298 or 397-398	2 credits
Music 102	2 credits
Choice of one Music History Course:	
Music 104, 105, 321, 324, 326, 328	3 or 4 credits
One applied instrument chosen among	
Music 161-181	4-6 credits
Ensemble chosen among Music 115, 116, 117, 120, 130, 133, 135, 140, 150	0-2 credits

TOTAL: **23 or 24 credits**

MINOR IN JAZZ STUDIES: The requirements for the optional minor in jazz studies are as follows:

Music 080	four semesters
Music 111, 112	8 credits
Music 113, 114	2 credits
Music 361	3 credits

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Music 179: Jazz Piano	4 credits	
Music 102	2 credits	
Music 105	4 credits	
One applied Jazz instrument chosen from Music 164, 167, 168, 171, 176, 179, 180, 182	4-6 credits	
Ensembles chosen from Music 135 and 160: Jazz Chamber Ensemble	0-2 credits	
TOTAL:		29 credits

EMPHASIS IN MUSIC THEORY AND HISTORY

Music majors may elect to declare an Emphasis in Music Theory and History. The Emphasis consists of 12 credits of elective courses in music theory and history at the 300 level or above, beyond the requirements for the music major. No more than eight credits of the Emphasis may be chosen from either music theory or music history courses.

BACHELOR OF MUSIC IN PERFORMANCE

General Education Curriculum: First-Year Seminar; Expository Writing; one course in Mathematics; Science I; Cultural Heritage I and II -- fulfilled by taking Music 321 and Music 324 or 326; Health Dynamics; Basic Studies in Religion, plus one upper level course in Religion; Second Language -- one course at the second semester level; Social Science -- one 4-credit course from the Departments of Communication, Psychology, Sociology, or the Departments of Economics, Management and Accounting, or Political Science; Senior Seminar (IDS 400-level course).

Electives: 5-13 credits -- must include one course from the following: IDS 171; English 231, 232; History 130, 131; Philosophy 230, 232.

Basic Musicianship: Concert Attendance, eight semesters (Music 080); Perspectives in Music (Music 102), World Music (Music 104), Theory I, II, III and IV (Music 111, 112, 211, 212), Aural Skills I, II, III and IV (Music 113, 114, 213, 214), Eurhythmics (Music 201, 202), Keyboard Skills (Music 197-198, 297-298, or 397-398), Music Literature Before 1700 (Music 321), History and Literature of the Symphony (Music 324) or History and Literature of Opera (Music 326), Orchestration (Music 341), Conducting Techniques (Music 345), Seminar in Music (Music 491), plus courses in Literature and Pedagogy of the principal applied area. Diction courses (Music 347, 348 and 349) are required for voice majors.

Performance: 24 credits in Applied Major Area (choose one from Music 161-168, 171-175, 177, 179-181); 4 credits in Applied Minor Area for organ and piano majors only; 4 credits in ensembles. Students are required to enroll in an ensemble each semester.

TOTAL CREDITS = 126 credits

BACHELOR OF MUSIC IN VOCAL MUSIC EDUCATION

General Education Curriculum: First-Year Seminar; Expository Writing; IDS 200; one course in Mathematics; Science I; Cultural Heritage I and II -- fulfilled by taking Music 321 and Music 324 or 326; Health Dynamics; Basic Studies in Religion, plus one upper level course in Religion; Second Language -- one course at the second semester level; Social Science -- fulfilled by taking Educational Psychology/Field Placement (Ed 220, 221); Senior Seminar (IDS 400-level course).

Basic Musicianship: Concert Attendance, seven semesters (Music 080); Perspectives in Music (Music 102), World Music (Music 104), Theory I, II, III and IV (Music 111, 112, 211, 212), Aural Skills I, II, III and IV (Music 113, 114, 213, 214), Eurhythmics (Music 201, 202), Keyboard Skills

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(Music 298*), Music Literature Before 1700 (Music 321), History and Literature of the Symphony (Music 324) or History and Literature of Opera (Music 326), Seminar in Music (Music 491). *Placement in Keyboard Skills Courses is by department exam. MUS 197, 198, and 297 are prerequisites for MUS 298. There is a separate departmental exam fee for each course. Please check with the Registrar's Office for the current exam fee.

If you are placed in MUS 198, then, upon successful completion of MUS 198 and the payment of the departmental exam fee (fee for 1 course), you will also be awarded the official credit for MUS 197 (1 credit) on your transcript.

If you are placed in MUS 297, then upon successful completion of MUS 297 and the payment of the departmental exam fees for both MUS 197 and MUS 198 (fee for 2 courses), you will be awarded the official credit for MUS 197 (1 credit) and MUS 297 (1 credit) on your transcript

If you are placed in MUS 298, then upon successful completion of MUS 298 and the payment of the departmental exam fees for MUS 197, MUS 198 and MUS 297 (fee for 3 courses), you will be awarded the official credit for MUS 197 (1 credit), MUS 198 (1 credit) and MUS 297 (1 credit) on your transcript.

Performance: 14 credits in one Applied Music instrument and a minimum of 4 credits in ensembles. Students are required to enroll in an ensemble in each of 7 semesters. In addition, non-voice majors are required to have at least four semesters of private studio voice. Music Education majors are expected to perform a recital either in the junior or senior year with a minimum of 30 minutes of music. Exceptions may be made on an individual basis and must be approved in advance by the head of the music education in consultation with the Department Chair and studio teacher. A student may not perform his/her recital during student teaching - no exceptions.

Music Education (Secondary certification, K-12 endorsement): Elementary Music Methods (Music 300), Instruments of the Band and Orchestra I (Music 337), Instruments of the Band and Orchestra II (Music 338), Conducting Techniques (Music 345), Advanced Choral Conducting (Music 355), Secondary Choral Methods (Music 376).

Professional Education Courses (secondary certification): Educational Psychology/Field Placement; Exceptional Child/Field Placement; Secondary Reading; Secondary Principles and Methods; Perspectives in Education; Student Teaching Seminar; Student Teaching in the Elementary and Secondary Schools (K-12).

TOTAL CREDITS = 132-133 credits

BACHELOR OF MUSIC IN INSTRUMENTAL MUSIC EDUCATION

General Education Curriculum: (Same as above program)

Basic Musicianship: Concert Attendance, seven semesters (Music 080); Perspectives in Music (Music 102), World Music (Music 104), Theory I, II, III and IV (Music 111, 112, 211, 212), Aural Skills I, II, III and IV (Music 113, 114, 213, 214), Eurhythmics (Music 201, 202), Keyboard Skills (Music 298*), Music Literature Before 1700 (Music 321), History and Literature of the Symphony (Music 324) or History and Literature of Opera (Music 326), Seminar in Music (Music 491).

If you are placed in MUS 198, then, upon successful completion of MUS 198 and the payment of the departmental exam fee (fee for 1 course), you will also be awarded the official credit for MUS 197 (1 credit) on your transcript.

If you are placed in MUS 297, then upon successful completion of MUS 297 and the payment of the departmental exam fees for both MUS 197 and MUS 198 (fee for 2 courses), you will be awarded the official credit for MUS 197 (1 credit) and MUS 297 (1 credit) on your transcript

If you are placed in MUS 298, then upon successful completion of MUS 298 and the payment of the departmental exam fees for MUS 197, MUS 198 and MUS 297 (fee for 3 courses), you will be

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awarded the official credit for MUS 197 (1 credit), MUS 198 (1 credit) and MUS 297 (1 credit) on your transcript.

Performance: 14 credits in one Applied Music instrument; minimum of 4 credits in ensembles. Students must participate in an ensemble in each of 7 semesters. One semester of ensemble participation for credit must be a vocal ensemble. Wind/percussion majors are also required to enroll in the Concert Band on a secondary instrument for at least one credit. Music Education majors are expected to perform a recital either in the junior or senior year with a minimum of 30 minutes of music. Exceptions may be made on an individual basis and must be approved in advance by the head of the music education in consultation with the Department Chair and studio teacher. A student may not perform his/her recital during student teaching - no exceptions.

Music Education: Elementary Music Methods (Music 300), String Methods (Music 333), Woodwind Methods I and II (Music 336, 340), Brass Methods (Music 339), Percussion Methods (Music 346), Conducting Techniques (Music 345), Advanced Instrumental Conducting (Music 356), Secondary Instrumental Methods and Administration (Music 370).

Professional Education Courses: (Same as vocal music education program)

TOTAL CREDITS = 136-137 credits

All students pursuing the Bachelor of Music degree must participate in ensemble work each semester. When the principal instrument is voice or a band/orchestral instrument, the student must enroll in a large ensemble (Music 115, 116, 117, 120, 130, 133, 135, 140, 150) each semester. Music education majors are excused from this requirement during the semester of student teaching. Students whose principal instrument is piano, organ or guitar must fulfill their ensemble credits through enrollment in any of the large ensembles listed above. During semesters of degree study when they are not enrolled in a large ensemble for credit, they may enroll in Music 160 or fulfill the ensemble participation requirement by accompanying in the Department of Music in conjunction with course requirements for Music 177 or 179.

BACHELOR OF MUSIC IN PERFORMANCE (JAZZ)

General Education Curriculum: (Same as Bachelor of Music in Performance)

Basic Musicianship: Concert Attendance, eight semesters (Music 080); Perspectives in Music (Music 102), World Music (Music 104), Theory I, II, III and IV (Music 111, 112, 211, 212), Aural Skills I, II (Music 113, 114), Keyboard Skills (Music 197, 198), History and Literature of the Symphony (Music 324) or History and Literature of Opera (Music 326), Seminar in Music (Music 491), Jazz Literature and Pedagogy (Music 365).

Performance: 24 credits in Applied Major Area (choose one jazz instrument from Music 164, 167, 168, 171, 176, 179, 180, 181); 4 credits in ensembles (choose from Music 135 and 160: Jazz Chamber Ensemble). Students are required to participate in an ensemble each semester.

Jazz Studies: Survey of Jazz (Music 105), 6 credits of Jazz Piano (Music 179), Jazz Theory and Improvisation I (Music 361), Jazz Styles and Analysis (Music 363), Jazz Composition and Arranging I (Music 366).

Electives: 14 credits chosen from the following courses: Counterpoint (Music 315), Music Literature before 1700 (Music 321), Orchestration (Music 341), Conducting Techniques (Music 345), Jazz Theory and Improvisation II (Music 362), Jazz Composition and Arranging II (Music 367), Recording Arts and Techniques (Music 368).

TOTAL CREDITS = 132 credits

BACHELOR OF ARTS WITH A MAJOR IN MUSIC

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General education requirements are the same as general education requirements for all other Bachelor of Arts programs (see The Degree Program, General Education Requirements, pages 8-17).

Electives (non-music): 12-24 credits

Electives (music): 0-12 credits

Basic Musicianship: Concert Attendance, six semesters (Music 080); Perspectives in Music (Music 102), Theory I, II, III and IV (Music 111, 112, 211, 212), Aural Skills I, II, III and IV (Music 113, 114, 213, 214), Eurhythmics (Music 201, 202), Keyboard Skills (Music 197-198, 297-298, or 397-398), Music Literature Before 1700 (Music 321), History and Literature of the Symphony (Music 324) or History and Literature of Opera (Music 326), Seminar in Music (Music 491).

Performance: 8 credits in Applied Major Area (choose one from Music 161-181); 4 credits in ensembles. Enrollment in applied music must occur in consecutive semesters, and enrollment in ensemble must be concurrent with applied study.

TOTAL CREDITS = 127 credits

GENERAL INTRODUCTORY COURSES:

080. Concert Attendance -- Attendance at selected departmental recitals (Thursdays, 11:00 a.m.) and other music events, totaling ten per semester. Four semesters required for music minors, six for B.A. Music, seven for B.Mus. Vocal and/or Instrumental Music Education, eight for B.Mus. Performance and Performance (Jazz). Pass/Fail. *Zero Credits Staff Both Semesters*

101. Introduction to Music -- Introduction to the art of listening to music, emphasizing European and American art music from the Middle Ages through the present, with selected examples from jazz, popular, and world music traditions. The course will build tools for active listening and basic musical analysis, but not musical notation or performance skills. In addition to hearing pieces of music as timeless as works of art, students will explore connections between music and its cultural context. *Four Credits Staff Both Semesters*

102. Perspectives in Music -- An introduction to the historical development of music and the skills necessary in listening to major works of all periods. *Two Credits Hornbach Spring Semester*

104. World Music -- Introduction to the sounds and social activities of musical traditions from around the globe, with emphasis on the musics of West Africa, Japan, Eastern Europe, the Middle East, and North America. Students will develop listening skills and basic vocabulary for describing music, with opportunities for active participation in music-making. The course will explore the evolving roles of music in myth, religion, politics, and economics; the formation of class, ethnic, and gender identities; and the processes of globalization. Required cultural diversity course for all music majors. *Four Credits Randel Both Semesters*

105. Survey of Jazz -- The purpose of the course is to introduce the students to the art of jazz and its related cultural and historical developments. The course will examine the music and its significant figures in a forum that is sensitive to the ethnic and societal underpinnings at the heart of the music. Emphasis will also be placed on the cognitive listening skills necessary to better understand and appreciate this unique American art form. By nature of the topic and its content, this course fulfills a four-credit cultural diversity requirement. *Four Credits Coyle, Talaga Both Semesters*

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THEORETICAL/HISTORICAL/PEDAGOGICAL COURSES:

111. Theory I -- This course is the first of four core courses in music theory. The course will include a thorough grounding in music fundamentals and an introduction to diatonic harmony, species counterpoint, musical form, and composition.
Four Credits Staff Fall Semester

112. Theory II -- This course is the second of four courses in the music theory core. The course will continue the study of diatonic harmony, form, species counterpoint, and composition begun in Theory I and will also introduce chromatic harmony and modulation. Prerequisite: C average or better in MUS 111.
Four Credits Staff Spring Semester

113. Aural Skills I -- Required for music majors and minors, this course is designed to equip students with a systematic method of aural perception. The course includes drills, sight singing and melodic and rhythmic dictation. Completion of Music 111 or concurrent enrollment required.
One Credit Wolfe Fall Semester

114. Aural Skills II -- A continuation of Music 113, adding dictation in several parts. Prerequisite: C average or better in Music 113. Completion of Music 112 or concurrent enrollment required.
One Credit Wolfe Spring Semester

Placement in the appropriate level of Keyboard Skills is by audition and advisement at the beginning of each semester. Students pursuing majors within the Bachelor of Music degree must successfully pass the appropriate piano proficiency exam. Enrollment in Keyboard Skills or Music 179 is required each semester until the exam is passed. After the exam is passed, remaining Keyboard Skills courses required for the degree may be waived by petition to the chairperson of the Department of Music.

187. Folk-Style Guitar Methods -- Open to all students. The student shall learn basic major, minor and 7th chords, strumming and finger picking techniques, bar chords and how to read tablature. These techniques, using folk song repertoire, will be used to accompany the singing voice. Complete in one semester.
Two Credits Malfrid Both Semesters

197. Beginning Keyboard Skills -- Designed for students with little piano background; beginning repertoire, scales, studies are covered, as well as elementary harmonization, improvisation and other functional skills.
One Credit Strouf Fall Semester

198-01. A continuation of 197 -- Prerequisite: C average or better in Music 197.
One Credit Strouf Spring Semester

201. Eurhythmics -- A course designed to teach musical rhythm through body movement. Linear and contrapuntal rhythms as well as small forms are studied in physical movement through space in order to develop aural awareness, physical and mental alertness, rhythmic coordination, fluidity and expressivity.
One-Half Credit Aschbrenner Fall Semester

202. A continuation of 201 -- Prerequisite: C average or better in Music 201.
One-Half Credit Aschbrenner Spring Semester

211. Theory III -- This course is the third of four courses in the music theory core. The course will continue the study of chromatic harmony, form, and composition begun in Theory II, and will do so in the context of the analysis of longer musical excerpts and complete pieces. Prerequisite: C average or better in MUS 112.
Four Credits Hodson Fall Semester

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212. Theory IV -- This course is the fourth course in the music theory core. The course will focus entirely on 20th- and 21st-century post-tonal music and appropriate theoretic and analytic models. Prerequisite: C average or better in MUS 211.
Four Credits Hodson Spring Semester

213. Aural Skills III -- A continuation of Music 114. Prerequisite: C average or better in Music 114. Completion of Music 211 or concurrent enrollment required.

One Credit Wolfe Fall Semester

214. Aural Skills IV -- A continuation of Music 213. Prerequisite: C average or better in Music 213. Completion of Music 212 or concurrent enrollment required.

One Credit Wolfe Spring Semester

295. Studies in Music -- A lecture or seminar class in a special topic offered at the sophomore level.

Two to Four Credits Staff

297. Intermediate Keyboard Skills -- Practical piano training for students who evidence a degree of proficiency. Deals with harmonization, improvisation, transposition, and sight reading techniques. Prerequisite: placement by instructor, or C average or better in Music 198.

One Credit Clark Fall Semester

298. Keyboard Skills -- Continuation of course 297. Prerequisite: C average or better in Music 297.

One Credit Clark Spring Semester

300. Elementary Music Methods -- A practical presentation of how to teach music to school children, using singing, instruments, and movement. Students will present music lessons in a practicum setting, exploring current trends in pedagogy. Required for both instrumental and vocal music education majors. Prerequisite: sophomore standing in music education or permission of instructor. *Four Credits Hornbach Fall Semester*

315. Counterpoint -- A study of the basic techniques of eighteenth century counterpoint using a modified species approach. Prerequisites: C average or better in Theory IV.

Three Credits Lewis Spring Semester

321. Music Literature Before 1700 -- Survey of Western music from the time of the ancient Greeks through the 17th century, including music of the church, court, and theater. Composers to be studied include Hildegard of Bingen, Machaut, Dufay, Josquin, Palestrina, Monteverdi, and Lully. Prerequisite: Music 101, Music 102 or consent of instructor. Music 211 is also a prerequisite.

Four Credits Randel Spring Semester

324. History and Literature of the Symphony -- This course traces the history of the symphony as a musical genre, from its beginnings in the early 18th century through the 20th. Through close study of several major works, students will gain a deeper understanding of the conventions of symphonic form as established in the 18th century, and adapted by later composers. In addition, students will develop a broad understanding of the changes in musical style during this period, and their relationship to historical, social, and political events. Repertoire will include works by Haydn, Mozart, Beethoven, Schubert, Schumann, Mendelssohn, Brahms, Mahler, Bruckner, Webern, Stravinsky, Copland, and Shostakovich. Either Music 324 or 326 must be completed for any music major curriculum. Prerequisite: Music 101, Music 102, or consent of instructor. Music 211 is also a prerequisite, or may be taken concurrently. *Four Credits Randel Fall Semester, Even Years*

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326. History and Literature of Opera -- This course traces the history of opera as a musical genre, from its beginnings in the early 17th century through the 20th. Through close study of several major works, students will gain a deeper understanding of the conventions of various operatic forms, and of approaches to combining music with drama. In addition, students will develop a broad understanding of the changes in musical style during this period, and their relationship to historical, social, and political events. Repertoire will include works by Monteverdi, Handel, Gluck, Mozart, Rossini, Wagner, Verdi, Strauss, Berg, Gershwin, and Glass. Either Music 324 or 326 must be completed for any music major curriculum. Prerequisite: Music 101, Music 102, or consent of instructor. Music 211 is also a prerequisite, or may be taken concurrently.

Four Credits Randel Fall Semester, Odd Years

327. Organ Literature -- A survey of the various periods of organ composition, with emphasis upon the study and performance of representative works.

Two Credits Lewis Fall Semester, Odd Years

328. Music in the Church -- A study of the nature and meaning of Christian worship; the legacy of temple and synagogue worship; early Christian worship; the worship of the Roman Church; Reformation liturgies; a study of hymnology and a survey of the great music of the church, including the development of the anthem and oratorio.

Three Credits Lewis Fall Semester, Even Years

329. Piano Pedagogy I -- Introduces methods and materials used in teaching elementary and intermediate piano for private and class instruction at all age levels. Observation, analysis and supervised student teaching in both the private lesson and classroom are included. Students other than majors may register upon consent of the piano staff.

One Credit Clark Fall Semester, Even Years

330. Piano Pedagogy II -- Continuation of Piano Pedagogy I.

One Credit Clark Spring Semester, Odd Years

331. Piano Literature I -- A survey of piano literature from 1700 to the present day, including listening to and performing representative works. Required of piano performance majors and strongly recommended for music education majors whose principal instrument is piano.

One Credit Le Fall Semester, Odd Years

332. Piano Literature II -- Continuation of Piano Literature I. Required of piano performance majors and strongly recommended for music education majors whose principal instrument is piano.

One Credit Le Spring Semester, Even Years

333. String Methods -- A course in the fundamentals of playing and teaching string instruments. Designed primarily for the major.

One Credit Staff Spring Semester, Even Years

334. Organ Pedagogy -- A study of methodologies for teaching organ, from the beginning through advanced levels. The course may contain individualized practicum experience. Required for B.M. Organ Performance majors.

Two Credits Lewis Spring Semester, Even Years

335. Violin/Viola Pedagogy, Literature -- A course designed to provide advanced knowledge of the history and repertoire of the violin and viola, the art of teaching the violin and viola, and the appropriate orchestral literature.

Three Credits Craioveanu Fall Semester, Odd Years

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336. *Woodwind Methods I* -- A course in the fundamentals of playing and teaching woodwind instruments. Required for instrumental music education majors.

One Credit Staff Fall Semester, Even Years

337. *Instruments of the Band and Orchestra I* -- A course in the fundamentals of playing and teaching the instruments of the band and orchestra, focusing on woodwinds and strings. Required for vocal music education majors.

One Credit Southard Fall Semester, Even Years

338. *Instruments of the Band and Orchestra II* -- A course in the fundamentals of playing and teaching the instruments of the band and orchestra, focusing on brass and percussion. Required for vocal music education majors.

One Credit Southard Spring Semester, Odd Years

339. *Brass Methods* -- A course in the fundamentals of playing and teaching brass instruments. Required for instrumental music education majors.

One Credit Staff Spring Semester, Odd Years

340. *Woodwind Methods II* -- Continuation of course 336.

One Credit Staff Fall Semester, Even Years

341. *Orchestration* -- Principles of scoring and transcription for small and large ensembles based on an understanding of the properties of the instruments of the orchestra. Students will acquire an increased awareness of instrumental timbres through live demonstrations and recordings. Final projects employ Finale and/or Sibelius software.

Three Credits Piippo Fall Semester, Odd Years

345. *Conducting Techniques* -- A practical study of the fundamentals of conducting.

Two Credits Richmond Fall Semester

346. *Percussion Methods* -- A course in the fundamentals of playing and teaching percussion instruments. Required for instrumental music education majors.

One Credit Secor Fall Semester, Odd Years

347. *Diction for Singers I* -- A study of the International Phonetic Alphabet and the principles of singing in English and Italian. Recommended for students enrolled in Music 181 (Applied Voice Lessons). Required for B.Mus. vocal performance majors.

One Credit Dykstra Spring Semester

348. *Diction for Singers II* -- A study of German diction for singing, incorporating the International Phonetic Alphabet and standard principles for singing in German. Required for B.Mus. vocal performance majors.

One Credit Dykstra Fall Semester, Even Years

349. *Diction for Singers III* -- A study of French diction for singing, incorporating the International Phonetic Alphabet and standard principles for singing in French. Required for B.Mus. vocal performance majors.

One Credit Kim Fall Semester, Odd Years

350. *Service Playing* -- Instruction in anthem and oratorio accompaniment, conducting from the console, and improvisation. Prerequisite: one and one-half years of organ. Recommended for organ majors.

Two Credits Lewis Spring Semester, Odd Years

351. *Voice Literature* -- Required for B. Mus. voice performance majors, recommended for vocal music education majors. A survey of standard solo voice literature. Guided independent work will

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require approximately 2-3 hours weekly outside of class. *Two Credits Spring Semester, Odd Years*

352. Voice Pedagogy -- Required for B. Mus. voice performance majors and strongly recommended for vocal music education majors. The physiology and functioning of the singing voice, and approaches to developing healthy vocal technique in solo singers, including sample student teaching and classroom analysis. *Two Credits Fall Semester, Even Years*

353. Literature and Pedagogy -- A course designed to provide advanced knowledge of the history and repertoire of the specified instrument, the art of teaching the specified instrument, and the appropriate orchestral literature. Offered for the following instruments: flute (353-01), oboe (353-02), clarinet (353-03), saxophone (353-04), bassoon (353-05), horn (353-06), trumpet (353-07), trombone (353-08), percussion (353-09), harp (353-10), cello (353-11), guitar (353-12). The course/section corresponding to the primary instrument is required for Bachelor of Music in Performance majors in these instruments. *Three Credits Staff On Demand*

355. Advanced Choral Conducting -- A course designed to further the study of conducting technique begun in Music 345, with special attention to choral music. Required for vocal music education majors. *Two Credits Richmond Spring Semester*

356. Advanced Instrumental Conducting -- This course is designed to further the study of conducting technique begun in Music 345, with special attention to band and orchestral music. Required for instrumental music education majors. *Two Credits Southard Spring Semester, Odd Years*

361. Jazz Theory and Improvisation I -- The purpose of the course is to introduce the student to the art of jazz improvisation. Through the study of jazz theory, composition, history, solos and piano, the student will acquire a basic knowledge of jazz improvisation. *Three Credits Talaga Fall Semester*

362. Jazz Theory and Improvisation II -- The purpose of the course is to continue the skill building process established in Music 361. This course will introduce the student to advanced techniques and practices of jazz improvisation. The course will cover tune/solo analysis as well as developing a more definitive concept of chord/scale relationships. Contemporary performance practices will be discussed, including the use of synthetic scales and free improvisation. Prerequisite: Music 361. *Three Credits Talaga Spring Semester*

363. Jazz Styles and Analysis -- The course offers students the opportunity to study the stylistic traits of the seminal figures in jazz history. This process is intended to enrich the musical growth of each student in a manner that will facilitate the development of a personal mode of study that will sustain itself for years to come. Immersed within the historical context of jazz, the student will gain an understanding for the lineage of improvisational developments. *Three Credits Hodson On Demand*

365. Jazz Literature and Pedagogy -- This course is designed for the student to develop and demonstrate an understanding of the basic materials, systems, and philosophies related to the teaching of jazz. The course will place an emphasis on the pedagogy and literature of teaching jazz at the secondary and college levels. *Three Credits Coyle On Demand*

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366. Jazz Composition and Arranging I -- The purpose of the course is to acquaint the student with the notational practices, common practice instruments, basic theoretical and technical skills, and historical stylistic perspectives necessary to begin successfully arranging and composing for the jazz combo. The course is designed to develop arranging and/or compositional skills in the jazz idiom through the study of jazz orchestration and harmonic and melodic practices. Upon completing the reading, listening, and score analysis assignments, students will score several mini-charts as well as a final fully realized composition. All music will be performed and recorded.

Three Credits Talaga Fall Semester

367. Jazz Composition and Arranging II -- The purpose of the course is to continue the skill building process established in Music 366. The course will acquaint the student with the notational practices, common practice instruments, basic theoretical and technical skills, and historical stylistic perspectives necessary to begin successfully arranging and composing for the large jazz ensemble. The course is designed to develop arranging and/or compositional skills in the jazz idiom through the study of jazz orchestration and harmonic and melodic practices. Upon completing the reading, listening, and score analysis assignments, students will score several mini-charts as well as a final fully realized composition. All music will be performed and recorded.

Three Credits Talaga Spring Semester, Even Years

368. Recording Arts and Techniques -- The course serves as an introduction to the art of recording. A familiarity will be gained with the instrumentation and techniques utilized in the capturing and reproduction of sound. The physics and concepts involved with the many aspects of sound and sound reproduction will be discussed. Additionally, the concepts and techniques involved in analog, digital and MIDI technology will be essential components of the course. Students will receive hands-on training in the recording arts laboratory and piano/technology laboratory.

Two Credits Erskine Fall Semester

370. Secondary Instrumental Methods and Administration -- The purpose of this course is to develop techniques and skills for teaching instrumental music in the secondary School. This course addresses: teaching instrumental performing groups, creating concept lesson plans, choosing appropriate literature, building public relations. Other topics include school music performances, discipline, recruitment, evaluations, budgeting, non-performance classes, and political/social issues pertinent to the music classroom. Required for all instrumental music education majors

Four Credits Southard Fall Semester, Odd Years

376. Secondary Choral Methods -- This course provides an in-depth study of how to teach secondary choral music. Students develop and exercise teaching skills in the choral conducting context. Students reflect on their own teaching by intentionally examining pedagogy, materials, and personal resources. Students develop a philosophical basis for teaching; explore teaching as imagination; examine relevant developmental, social, and vocal issues in the secondary choral classroom; and experiment with various teaching transactions, including vocal warm-ups, sight-reading, teaching from the keyboard, and rehearsal of repertoire. Required for vocal music education majors. *Four Credits Hornbach Spring Semester*

393. Studies in Music Theory -- Advanced studies at the upperclass level in music theory analysis, focusing on a particular analytic technique, musical parameter, critical approach, or repertoire. Topics vary from year to year. Prerequisite: Grade of C or better in Music 212. May be repeated for credit.

Two to Four Credits Hodson On Demand

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394. Studies in Music History -- Advanced studies at the upperclass level in music history, focusing on a particular period, composer, critical approach, or repertory. Topics vary from year to year. Prerequisites: Grade of C or better in Music 102 and Music 212 or permission of instructor. May be repeated for credit.

Two to Four Credits Randel Spring Semester

397. Keyboard Skills for Piano and Organ Students -- Open to students whose major instrument is piano or organ, or who possess comparable keyboard skill. Emphasis on harmonization, score reading, sight-reading transposition, and improvisation. May be taken twice for credit.

One Credit Clark, Le, Lewis Fall Semester

398. Keyboard Skills for Piano and Organ Students -- A continuation of Music 397. Prerequisite: C average or better in Music 397. May be taken twice for credit.

One Credit Clark, Le, Lewis Spring Semester

490. Independent Study -- This course is designed to give students majoring in music an opportunity to do research in a field of Music History or Theory in which they have a particular interest. The student will submit a formal application which must be approved by the music chairperson. *Variable credits Staff Both Semesters*

491. Seminar in Music -- A required capstone music course designed to allow students to investigate specialized topics in music, including historical, analytical, and pedagogical. Each student designs and carries out an independent project culminating in a 20-page senior paper, and public presentation of the project. Prerequisites: Music 321 and either Music 324 or 326, or concurrent enrollment. *Two Credits Randel Fall Semester*

493. Studies in Music Theory -- Advanced studies at the senior level in music theory analysis, focusing on a particular analytic technique, musical parameter, critical approach, or repertory. Topics vary from year to year. Prerequisite: Grade of C or better in Music 212. May be repeated for credit.

Two to Four Credits Hodson On Demand

494. Studies in Music History -- Advanced studies at the senior level in music history, focusing on a particular period, composer, critical approach, or repertory. Topics vary from year to year. Prerequisites: Grade of C or better in Music 102 and Music 212 or permission of instructor. May be repeated for credit.

Two to Four Credits Randel On Demand

495. Studies in Music -- A lecture or class in a special topic for music majors.

Variable Credits Staff

APPLIED MUSIC COURSES

Applied Music courses are available to all students, from beginners to advanced, contingent upon space in the studio or class. Private or class instruction is by advisement of the faculty, depending upon the student's degree of preparation. All students are required to take a performance jury at the end of each semester.

The first jury for students enrolled concurrently in Music 111 and applied study will constitute an entrance evaluation for the music major or minor. These students must submit the major or minor declaration form to the evaluating faculty at the jury. Results of the evaluation will be communicated to the student by the end of the drop/add period in January.

In partial fulfillment of music major requirements, seniors majoring in performance will give a full length recital. Students majoring in music education will give at least a half recital in a semester

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other than the student teaching semester. Instrumental music education majors must include a chamber work (performed with at least two other instruments) on the required recital. All juniors majoring in performance will give either a partial or full recital, the length to be at the instructor's discretion. Other recitals may be approved by the respective performance area.

For study on the primary instrument, music education majors must enroll in the applied course section designated for music education majors. Students in these sections enroll for two credits of applied instruction but receive a 60-minute lesson weekly. In all other cases, two credits of applied instruction provide 30-minute lessons weekly, while three credits provide 60-minute lessons weekly.

Lessons in Applied Music will not be made up unless students notify the instructor a reasonable time in advance of their absence. Private lessons falling on legal and special holidays will not be made up.

All Applied Music students are required to fulfill practice time requirements. The Applied Music teacher will establish the exact requirements. Students pursuing the music major or minor with piano or organ as the primary instrument are required to accompany in the Department of Music during each semester of applied study, unless exempted by the Head of the Keyboard Area. Two-credit courses are open to all students, including non-music majors. Three-credit courses are intended for performance majors, or open to others by permission of instructor.

APPLIED MUSIC -- PRIVATE INSTRUCTION

Beginning piano and voice students should enroll in beginning class instruction or in Music 179-51 (piano, pending audition) or Music 181-51 (voice, pending audition). Students may enroll directly for study in any other instrument.

Course Numbers/Areas of Study:

161 Flute; 162 Oboe; 163 Clarinet; 164 Saxophone; 165 Bassoon; 166 Horn; 167 Trumpet; 168 Trombone; 169 Baritone; 170 Tuba; 171 Percussion; 172 Harp; 173 Violin; 174 Viola; 175 Cello; 176 String Bass; 177 Organ; 178 Harpsichord; 179 Piano; 180 Guitar; 181 Voice; 182 Jazz Voice.

APPLIED MUSIC -- CLASS INSTRUCTION:

186. Classical Guitar Class, Beginning -- Open to all students. A classical (nylon-string) guitar is required. The student shall learn the elements of notation, holding position, left and right hand techniques, the notes in the first position, and be able to play early preludes and etudes. A foundation course for further private study.
Two Credits Malfroid Both Semesters

190. Piano Class, Beginning -- Open to all students who are beginning piano study, with the exception of piano majors to whom it is closed entirely. Limited to four credits total.
Two Credits Kolean, Kraft, Strouf Both Semesters

192. Beginning Voice Class-- MUS 192 is intended for students with little or no prior singing experience. This course will focus on understanding and improving vocal technique, sight-singing, creating healthy practice habits, gaining confidence in front of a group, and acquiring a personal appreciation for the art of singing.
Two Credits Pilon Both Semesters

195. Small Group Voice -- Prerequisite - MUS 192 Beginning Voice Class or by audition. This course will focus on improving a singer's vocal technique, sight singing, and performance practices. Each student will work on solo literature and will have the opportunity to perform.
Two Credits Pilon Both Semesters

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INDIVIDUALIZED INSTRUCTION:

188. Applied Composition; 189. Applied Computer Music

ENSEMBLES -- CHORAL AND INSTRUMENTAL

All students participating in Department of Music ensembles must enroll in the appropriate course either for credit or for zero credits.

115. Chapel Choir -- The Chapel Choir is an ensemble of approximately 60 voices. Membership is open to sophomores, juniors and seniors by audition. The choir is dedicated to the performance of the finest sacred and secular choral music of the past five centuries. This ensemble participates in Christmas Vespers concerts and presents numerous on and off campus concerts during the year including an annual spring break tour. Auditions are held in April for the following year's membership. *One Credit or Zero Credits Richmond Both Semesters*

116. College Chorus -- The Chorus is open to all students without audition. Choral literature spanning five centuries is rehearsed twice weekly. The Chorus participates in the annual Christmas Vespers concerts with the Chapel Choir in the fall semester and presents its own concert in the spring semester. *One Credit or Zero Credits Richmond Both Semesters*

117. Women's Chamber Choir -- The Choir is open to all women by audition. The ensemble explores choral literature for treble voices. *One Credit or Zero Credits Wolfe Both Semesters*

120. Orchestra -- By audition, offers music majors and non-majors alike the opportunity to perform major works from the standard orchestra repertoire. Members are assigned parts as appropriate. The core members of the Hope College Orchestra constitute the Hope College Symphonette, which tours both nationally and internationally, and performs at the Christmas Vespers. *One Credit or Zero Credits Piippo Both Semesters*

130. Wind Ensemble -- An ensemble of 35-50 players open to music majors and non-majors by audition, which performs standard band literature as well as utilizing the concept of one player per part. Performs two-three concerts per semester on campus as well as tours every other year. *One Credit or Zero Credits Southard Both Semesters*

133. Concert Band -- A full band open to all students, the Concert Band rehearses and performs standard repertoire and allows Music Education students to work on secondary instruments and rehearsal techniques. The Concert Band is open to community musicians. Wind, brass, and percussion Music Education majors are expected to participate every semester starting sophomore year. String Education majors are expected to participate starting their junior year. *One Credit or Zero Credits Southard Both Semesters*

135. Jazz Arts Collective -- The Jazz Arts Collective is the premier large jazz ensemble at Hope College. The Collective places a creative focus on ensemble communication and improvisation. Comprised of a rhythm section and flexible melodic instrumentation, this select group performs compositions and arrangements from across the full spectrum of music. The Collective's repertoire ranges from the great historical jazz composers such as Duke Ellington and Charles Mingus, to works by modern jazz masters like Vince Mendoza, Jim McNeely and John Hollenbeck. The group also frequently performs commissions, works by emerging young composers, and originals by Hope College faculty and students. The ensemble also collectively reinterprets and re-imagines the music from the 20th century classical repertoire. *One Credit or Zero Credits Coyle Both Semesters*

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140. Collegium Musicum - Vocal -- The Collegium is a chamber ensemble open to all students by audition. Annual performances include a Madrigal Dinner in December featuring music from the Medieval, Renaissance and Baroque periods. Auditions are held during the first week of each semester. Collegium will also serve as a conducting practicum for all vocal music education majors the semester after they successfully complete MUS 355, Advanced Choral Conducting.

One Credit or Zero Credits DeBoer Fall Semester

155. Opera Workshop -- A workshop involving stage movement, acting and singing in the context of opera or musical drama. All students will participate in scenes or full productions.

One Credit or Zero Credits Dykstra Spring Semester

160. Chamber Ensembles -- Various faculty coach chamber ensembles in both jazz and classical repertory.

One-Half Credit or Zero Credits Staff Both Semesters

NEUROSCIENCE

Faculty: Mr. Barney (Director), Ms. Chase, Mr. Ludwig, Ms. Schmidt; **Associated faculty:** Ms. Burnatowska-Hledin, Mr. Fraley, Ms. Garrett, Ms. Hwang, Ms. Hernandez Jarvis*, Mr. Perovich, Ms. Polasek, Mr. Shaughnessy, Ms. Trent-Brown, Ms. Winnett-Murray, Ms. Walter, Ms. vanOyen Witvliet.
*Sabbatical Leave, Spring 2015

Neuroscience is one of the fastest growing interdisciplinary fields of study, combining biology, chemistry, computer science, psychology, physics, mathematics, and philosophy. The neuroscience program at Hope College is founded on one of its greatest strengths, its research program, and promotes the process of discovery and inquiry-based learning. The program is designed to meet the following objectives:

1. Students will obtain an understanding of the fundamental principles of neuroscience.
2. Students will obtain an appreciation/understanding of the interdisciplinary aspect of neuroscience.
3. Students will be able to develop hypotheses, design experiments, carry on these experiments and interpret data for a question related to a neuroscience problem.
4. Students will discuss ethical issues related to scientific research.
5. Students will be able to access, read and gain insight from reading the primary neuroscience literature.

The neuroscience minor is structured on the existing disciplinary course infrastructures, thus allowing students to tailor their own specialized program to match their interests. The minor consists of a total of 23 credit hours, including four core neuroscience courses listed below and flagged courses from multiple disciplines.

The core courses will consist of:

NSCI 211 Introduction to Neuroscience: a sophomore-level introductory course and lab (4 credits)

NSCI 411 Advanced Neuroscience Research I: a senior-level capstone research course (4 credits)

NSCI 412 Advanced Neuroscience Research II: a senior-level post-capstone writing course (3 credits)

In addition to the core courses, students are required to take 12 credits of flagged courses, only 8 of which may be taken in the student's major department and satisfy the requirements for the student's major. These courses include:

BIOLOGY

BIO 221 Human Physiology (4)

BIO 335 Neurochemistry and Disease (4)

BIO 348 Advanced Topics in Cell Biology (4)

BIO 355 Embryology (4)

BIO 370 Animal Behavior (4)

BIO 442 Advanced Topics in Animal Physiology (4)

CHEMISTRY

CHEM 335 Neurochemistry and Disease (4)

ENGINEERING

ENGS 140 Introduction to Electrical Circuits (2)

ENGS 240 Electrical Circuits (2)

ENGS 351 Signal Analysis and Communications (3)

MATHEMATICS

MATH 395 Mathematical Biology (4) in years when Neuroscience is in the syllabus

PHILOSOPHY

PHIL 325 Philosophy of Mind (4)

NEUROSCIENCE

PSYCHOLOGY

- PSY 310 Practical Aspects of Memory (4)
- PSY 320 Physiological Psychology (4)
- PSY 340 Cognitive Psychology (4)
- PSY 370 Behavior Disorders (4)
- PSY 395 Learning and Learning Strategies (4)

NURSING

- NURS 320 Pathophysiology (4)
- NURS 325 Psychiatric Mental Health Theory and Practicum (3)

Important Considerations:

1. Students with majors outside of psychology are strongly encouraged to take PSY 100 (Introduction to Psychology) to fulfill their Social Science I General Education Requirement. This class will prepare them for the upper-level flagged courses offered through the psychology department.
2. Students with 1) majors outside of biology and 2) who are interested in taking a flagged course in biology are strongly encouraged to take BIO 221 Human Physiology as their flagged course.
3. Students can receive credit for taking BIO 221 or BIO 442, but not for both classes.
4. Students must take NSCI 411 and NSCI 412 in the same academic year.
5. Students should attempt to take as many of their flagged courses as possible prior to enrolling in NSCI 411.

NEUROSCIENCE COURSES

211. Introduction to Neuroscience -- An introduction to the interdisciplinary field of neuroscience that explores concepts fundamental to the field. After an initial overview of the field of neuroscience and a philosophical reflection on the mind, students will learn the basics of molecular, cellular, anatomical, and systems neuroscience. Students will then explore more complex behavior and cognitive topics including motivation and reward, memory, learning, attention, language and consciousness. Two, 1.5-hour class sessions and one, 3-hour laboratory/discussion section each week. Prerequisites: none.

Four Credits Barney, Chase, Fraley, Ludwig, Schmidt Spring Semester

411. Advanced Neuroscience Research I -- This is an interdisciplinary course in which students with different academic majors work together as a team to complete a self-designed neuroscience research project. The project will be directly related to a general neuroscience theme which will be chosen by the instructor. This course serves as the capstone course in the neuroscience minor program where students are expected to read and discuss the primary literature, write a formal research proposal, and design and conduct a semester-long research project. One, 3-hour lab session and three, 1-hour discussion sessions per week.

Prerequisites: NSCI 211.
Four credits Neuroscience Staff Fall Semester

412. Advanced Neuroscience Research II -- This is the second in a series of two capstone research courses in which students with different academic majors work together to complete a self-designed neuroscience research project. In this course, student continue to examine the primary neuroscience literature, complete the remaining experiments and data analysis for the research project that was initiated in NSCI 411, and finally, write a formal, scientific journal-style manuscript which summarizes the research that was completed over the two-semester course sequence. Two 1.5-hour discussion session per week. Prerequisite: NSCI 211 and NSCI 411.

Three Credits Neuroscience Staff Spring Semester

NURSING

Faculty: Ms. Garrett, Chairperson; Ms. Bertolone, Ms. Bouws, Ms. Dunn, Ms. Dykstra Goris, Ms. Garrett**, Ms. Vincensi, Ms. Voskuil, Ms. Walter, Ms. Weeda.

Department of Nursing Mission: The Hope College Department of Nursing will provide a baccalaureate nursing program of excellence within the context of the Christian faith that is recognized for its innovation in the preparation of professional nurses. Faculty will establish a collaborative teaching-learning environment to promote critical thinking, scholarship and professional development. Students will engage in the scholarly art and science of nursing and provide multi-dimensional, compassionate and culturally sensitive care for individuals, families, groups, and communities.

Nursing Program Outcomes: Upon completion of the program, the Hope College Department of Nursing graduate will:

1. Provide value-based nursing care within the context of the Christian faith.
2. Engage in the roles of the professional nurse to promote the optimal health of persons across the lifespan.
3. Practice evidence-based professional nursing care using critical thinking to provide safe, quality patient care.
4. Utilize the nursing process to provide complex, multi-dimensional, holistic care.
5. Engage in effective intra-professional and inter-professional communication and collaboration to advocate for the optimal health of persons.
6. Assume accountability for planning and/or providing community-based nursing care for individuals, families, groups, communities, or populations.

Nursing is an altruistic, scholarly profession that focuses on the practice of holistic, multi-dimensional care to promote the optimal health of people. The goal of the department is to prepare professional nurses with essential knowledge, competencies, attitudes, and values necessary for effective nursing practice.

Students enrolled in the nursing program engage in a wide variety of practicum nursing experiences. Students have learning experiences in a fully equipped nursing laboratory and media center. Practicum experiences occur in acute care and community sites. These sites include, but are not limited to, DeVos Children's Hospital, Holland Hospital, Spectrum Health, Zeeland Community Hospital, Pine Rest Christian Mental Health Services, Berrien County Health Department, and Ottawa County Health Department. The research practicum will occur in the location where the research study is taking place. Students are responsible for their own transportation for practicum experiences.

Upon completion of all requirements, a Bachelor of Science in Nursing (BSN) is awarded. The graduate is eligible to take the licensing examination (NCLEX-RN[®]) in any state to become a registered nurse (RN). Students should be aware that the State Board of Nursing reviews the records of all graduates who have completed a nursing program to determine eligibility to take the NCLEX. The State Board of Nursing retains the right to deny a graduate permission to complete the licensure examination (NCLEX) if he or she has been convicted of a crime.

The Hope College Nursing Program is approved by the Michigan Board of Nursing (P.O. Box 30018, Lansing, MI 48909). The Hope College Nursing Program is also approved by the Illinois Board of Nursing (100 W. Randolph St., Chicago, IL 60601) to utilize the following facility in collaboration with the Chicago Semester internship program: University of Illinois Chicago Medical Center. The baccalaureate degree in nursing at Hope College is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202-887-6791.

NURSING MAJOR

The nursing major can begin as early as fall of the sophomore year. A student who wishes to

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pursue a degree in nursing should begin prerequisite courses in the freshman year. If possible, students should indicate their interest in nursing on the application for admission to Hope College. A secondary admission to the nursing major is required. Application to the nursing major is generally done in the spring semester of the freshman year to begin nursing courses in the fall of the sophomore year or application can be made in the fall of the sophomore year to begin nursing courses in the spring of the sophomore year. Exceptional high school graduates are eligible for pre-acceptance into the nursing major. For further information, contact the Department of Nursing.

The nursing application includes a nursing program student admission application form and two professional references, one of which must be from a Hope College professor. Students are also required to take a standardized pre-nursing exam and complete a pre-nursing essay, both in a proctored computer setting. Students will be charged a fee for the pre-nursing exam. Consideration is given to cumulative grade point average, grade point average in prerequisite courses, ACT and SAT scores, pre-nursing exam score, and the essay score.

Applications will be accepted at any time. Items described above must be received by the Department of Nursing by **February 1** or **October 1** of each year to receive a response prior to registration for the following semester.

Information concerning admission criteria, procedures, application forms, and a sample program plan are available in the Department of Nursing or on the nursing website (www.hope.edu/academic/nursing). All nursing major applicants must be accepted at Hope College and be in good standing. The nursing major declaration is completed after acceptance to the nursing program.

To be eligible for admission to the nursing program, students must have successfully completed one of the required natural science courses. At the time of program application, students must also be enrolled or have completed an additional required natural science course and one required social science course. To be eligible for admission to the nursing major, a minimum overall cumulative grade point average of 3.2 is required and a minimum grade of C (2.0) is required in each of the prerequisite courses. Admission is selective and completion of prerequisite courses does not assure acceptance into the nursing major. Preference will be given to a student who has completed a minimum of 12 Hope College credits. Students desiring to transfer to Hope College for the nursing major will be considered on a space- available basis after being admitted to Hope College.

Acceptance into the nursing program and continuation in the nursing program are contingent on passing a criminal background (fingerprint) check and drug screening. Students will be charged a fee for the background check and drug screening.

BACHELOR OF SCIENCE IN NURSING

The B.S.N. degree requires 39 credits as prerequisite or corequisite courses. Additionally, there are 49 required credits in nursing. A minimum of a C (2.0) is required for the nursing courses and the prerequisite or corequisite courses, and an overall GPA of 2.5 must be achieved throughout the program to meet nursing major graduation requirements. A student can fail or withdraw for academic reasons from only one non-nursing prerequisite/corequisite course one time. A student can fail or withdraw for academic reasons from only one nursing course one time. If a student fails or withdraws from a prerequisite, co-requisite or nursing course due to academic reasons a second time, he/she must withdraw from the nursing major and would no longer be eligible for the nursing major. Any prerequisite, corequisite or nursing course for which a student receives a grade of less than a C (2.0) must be repeated. A student must withdraw from the nursing major if the cumulative GPA is less than 2.5, and the student would no longer be eligible for the nursing major.

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Prerequisite and Corequisite Courses (39 credits):

Biology 103	Introduction to Cellular Biology (4)
Biology 221	Human Physiology (4)
Biology 222/Kinesiology 200	Human Anatomy (4)
Biology 231	Microbiology (4)
Chemistry 103	Introduction to Biological Chemistry (4)
Kinesiology 208	Introduction to Nutrition (3)
Mathematics 210	Introductory Statistics (4)
Psychology 100	Introduction to Psychology (4)
Psychology 230	Developmental Psychology (4)
Sociology 101	Sociology and Social Problems (4)
English 113	Expository Writing (4)

The Hope College general education requirements have some adaptations.

General Education Courses:

IDS 100	First Year Seminar (2)
Kinesiology 140	Health Dynamics (2)
Religion 100	Religion I only (2)
Arts	Arts I only (4)
Cultural Heritage	At least one course will be interdisciplinary. Cultural Heritage I & II are needed (8)
Second (Foreign) Language	(Numbered courses 102, 122, 172)
Senior Seminar (4)	

At least four credits must be designated as cultural diversity. (Sociology 101 will meet this requirement.)

Social Science, Mathematics and Natural Science requirements are met through the nursing prerequisite and corequisite courses.

Students who plan to complete both the Bachelor of Science in Nursing (B.S.N.) degree and another Bachelor of Science or Bachelor of Arts degree must complete the full B.S./B.A. general education requirements.

NURSING MAJOR COURSES

Evidence of the following items is required for nursing major courses:

1. health and immunization reports
2. American Heart Association BLS for Health/Care provider CPR card
3. health insurance

Students must have their own transportation for practicum experiences. Students will be required to purchase a nursing uniform and equipment for lab and clinical experiences. Students will be charged a fee for membership in the Student Nurses Association and for required NCLEX preparation tests. A Nursing Department Student Handbook is available for all policies and procedures.

The **required 49 credits of nursing courses** include the following with an asterisk (*). Any deviation from the listed prerequisite or corequisite courses must be approved by the instructor.

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***210. Introduction to Professional Nursing** -- A course that introduces the student to fundamental principles of professional nursing within a Christian context. It includes nursing theory, critical thinking, professional nursing roles, community-based nursing, nursing process, and holistic nursing care for individuals, families, groups, and communities. Prerequisites or corequisites include admission to the nursing major. Open to non-nursing majors by permission of the chairperson.

Two Credits Bouws Both Semesters

***222. Basic Skills Laboratory** -- This course will develop introductory healthcare psychomotor skills through laboratory practice. Application of selected skills may occur in the community setting. Laboratory, one 3-hour session per week and 3 hours of independent study/skills practice per week for a half semester. Prerequisites or corequisites include Biology 222 and admission to the nursing major. Open to non-nursing majors by permission of the chairperson.

One Credit Smith Both Semesters

***242. Advanced Skills Laboratory** -- This course will develop advanced professional nursing psychomotor skills through laboratory practice. Laboratory, one 3-hour session per week and 3 hours of independent study/skills practice per week for a half semester. Prerequisites include admission to the nursing major and Nursing 222. Not open to non-nursing majors. Prerequisites or corequisites include Biology 222.

One Credit Smith Both Semesters

***255. Health Assessment** -- This course presents the process of health assessment for individuals, families, and communities. Physical, psychological, social, spiritual, and cultural assessment skills and techniques are developed, focusing on lifespan application. This course is a combination of theory and applied experiences in the laboratory and community. Theory, one hour per week; laboratory, three hours per week. Prerequisites or corequisites include Biology 221 and 222, PSY 100, Nursing 210, and admission to the nursing major. Open to non-nursing majors by permission of the chairperson. *Two Credits Voskuil Both Semesters*

***260. Pharmacology** -- A study of drugs and their interactions with individuals across the lifespan. A focus will be placed on roles of the professional nurse and other health professionals in using a problem solving process in the promotion of optimal health. Prerequisites or corequisites include admission to the nursing major, Biology 103, 221, 222 and 231, and Chemistry 103. Open to non-nursing majors by permission of the chairperson.

Three Credits Weeda Spring Semester

295. Studies in Nursing -- A special theory, seminar, or practicum course in a specific study in nursing. Pre-requisites include admission to the nursing major, Nursing 210, or permission of department chairperson. Other possible prerequisites depending on the study selected.

One to Four Credits Fall or Spring Semester; May, June, or July Term

***310. Special Topics in Professional Nursing** -- This course will explore selected topics common within nursing practice including lab/diagnostic testing, care of patients with chronic illnesses, interprofessional collaboration, end of life care, and care of patients with addictive disorders. Topics will be examined with a focus on the provision of culturally competent care for individuals across the lifespan. This course will analyze the professional nursing roles performed in the provision of evidence-based care within the context of the Christian faith. Prerequisites include Nursing 210, 222, 242, 255, and 260 and Sociology 101. Prerequisites or corequisites include Nursing 320, Kinesiology 208 and Psychology 230. *Three Credits Weeda Fall Semester*

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***315. Family Health Nursing Theory and Practicum** -- This course provides an opportunity to apply concepts of evidence-based health care for families living in the community. Students will learn how to utilize and implement the nursing process as it pertains to families. Emphasis will be placed on health promotion, health education and disease prevention with community-based healthy families. A focus will be placed on developing partnerships with families for their health care. This course is a combination of theory and practicum experiences. Theory, 7 hours per semester; practicum, 21 hours per semester. Prerequisites include admission to the nursing major, Nursing 210, 222, 242, 255, 260, 310 and one other nursing theory and practicum course.

One Credit Staff Spring Semester

***320. Pathophysiology** -- A study of the progression of physiologic dysfunction in disease processes across the lifespan. Etiology, predisposing/risk factors, pathogenesis and clinical manifestations will be discussed in relation to alterations in health. Prerequisites include admission to the nursing major, Biology 103, 221, 222 and 231, and Chemistry 103. Open to non-nursing majors by permission of the chairperson.

Four Credits Garrett Fall Semester

***325. Psychiatric Mental Health Nursing Theory and Practicum** -- This course provides an opportunity to apply concepts of evidence-based psychiatric nursing care. Emphasis will be placed on utilizing a variety of nursing roles in the provision of care to promote or restore optimal mental health. This course is a combination of theory and practicum experiences. Theory, two hours per week; practicum, twelve hours per week for a half semester. Prerequisites include admission to the nursing major and Nursing 210, 222 and 255, PSY 100 and 230, and SOC 101. Prerequisites or corequisites include Nursing 242, 260, and 310.

Three Credits Walter Both Semesters

***335. Maternity and Women's Health Nursing Theory and Practicum** -- This course provides an opportunity to apply concepts of evidence-based maternity and women's health nursing care for the woman from menarche through post-menopause. Emphasis will be placed on utilizing a variety of nursing roles in the provision of care to promote or restore optimal health in the childbearing family. This course is a combination of theory and practicum experiences. Theory, two hours per week; practicum, twelve hours per week for a half semester. Prerequisites include admission to the nursing major and Nursing 210, 222 and 255; prerequisites or corequisites include Nursing 242, 260, and 310, PSY 100 and 230, and SOC 101.

Three Credits Fynaardt, Weeda Both Semesters

***345. Pediatric Nursing Theory and Practicum** -- This course provides an opportunity to apply concepts of evidence-based pediatric nursing care for the neonate through the adolescent. Emphasis will be placed on utilizing a variety of nursing roles in the provision of care to promote or restore optimal health. This course is a combination of theory and practicum experiences. Theory, two hours per week; practicum, twelve hours per week for a half semester. Prerequisites include Nursing 210, 222, 242, 255 and 260, and at least one nursing theory and practicum course. Prerequisites or corequisites include Nursing 310 and 320.

Three Credits Bertolone Both Semesters

***365. Adult Nursing Theory and Practicum** -- This course provides an opportunity to apply concepts of evidence-based adult nursing care. Emphasis will be placed on utilizing a variety of nursing roles in the provision of care to promote or restore optimal health. This course is a combination of theory and practicum experiences. Theory, two hours per week; practicum, twelve hours per week for a half semester. Prerequisites include Nursing 210, 222, 242, 255, 260, 310, and 320 and at least one nursing theory and practicum course.

Three Credits Dykstra Goris Both Semesters

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***380. Nursing Research** -- A study of the nursing research process, with a focus on its integral relationship to nursing theory and practice. The professional nursing roles in critically evaluating, utilizing, and participating in nursing research will be emphasized. Prerequisites include ENG 113, Math 210 or 311, Nursing 210, 222, 242, 255, 260, 310 and 320, and at least one nursing theory and practicum course.
Four Credits Dunn Spring Semester

***385. Gerontological Nursing Theory and Practicum** -- This course provides an opportunity to apply concepts of evidence-based gerontological nursing care. Emphasis will be placed on utilizing a variety of nursing roles in the provision of care to promote or restore optimal health. This course is a combination of theory and practicum experiences. Theory, two hours per week; practicum, twelve hours per week for a half semester. Prerequisites include Nursing 210, 222, 242, 255, 260 and 310.
Three Credits Bouws Both Semesters

***418. Nursing Research Practicum** -- Practical experience with the nursing research process through collaborative participation in ongoing nursing research. Students will choose from a variety of health care research studies dependent on the theory/practicum courses completed. Practicum, three hours per week. One credit required for nursing major. Additional credits optional. Course can be repeated for additional credit with permission of the chairperson. Prerequisites include Nursing 380, and at least one nursing theory and practicum courses.
One Credit Dunn, Garrett, Vincensi Both Semesters

***420. Community Health Nursing Theory and Practicum** -- This course provides an opportunity to apply concepts of evidence-based and population-based community health care. An emphasis is placed on improving health of a community with a priority on health promotion, disease prevention, and health protection. This course is a combination of theory and practicum experiences. Theory, two hours per week; practicum, twelve hours per week for a half semester. Prerequisites include Nursing 210, 222, 242, 255, 260 and 310. Prerequisites or corequisites include Nursing 315 and at least two nursing theory and practicum course..
Three Credits Vincensi Both Semesters

***465. Advanced Adult Nursing** -- This course provides an opportunity to analyze advanced concepts of caring for the complex, hi-acuity adult client. Emphasis will be placed on exploring the provision of evidenced-based nursing care for adults with multi-system dysfunction to promote or restore optimal health. This is a half-semester theory course. Prerequisite or corequisite: NURS 365 and 385. *One Credit Staff Both Semesters*

***480. Nursing Management and Transitions** -- An in-depth examination of issues essential to nursing leadership and management roles and professional practice. An emphasis will be placed on integration of critical thinking skills and management skills necessary for providing evidence-based practice in a variety of health care settings. Prerequisites include at least three nursing theory and practicum courses.
Two Credits Dunn Both Semesters

***486. Clinical Reasoning in Nursing** -- A comprehensive examination of clinical reasoning in nursing. This course will provide a critical review of specialty content areas, with a focus on critical thinking skills. It will include in-depth preparation for the Nursing National Council Licensure Examination for Registered Nurses (NCLEX-RN). Students must reach a benchmarked score on an NCLEX-RN practice exam or complete remediation work as part of this course. Prerequisites or corequisites include NURS 480 and 488. *Two Credits Garrett Both Semesters*

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***488. Nursing Internship** -- This internship, supervised by the Department of Nursing, is done in cooperation with a health care agency. Students will select an area of clinical interest to apply previously acquired knowledge and to develop competencies and skills necessary for the beginning roles of the professional nurse. This course will be composed of practicum experience for a seven-week period. The student will have approximately 24 hours per week of clinical experience while being mentored by a professional nurse. Students may have the option to have their nursing internship as a part of the Chicago Semester program. Prerequisite: Nursing 480, co-requisite includes NURS 486. *Four Credits*
Scheerhorn Both Semesters

490. Independent Study in Nursing -- This course provides an opportunity for in-depth study in an area of special interest in nursing. Prerequisites or corequisites include 200 and 300 level nursing courses or permission of department chairperson. *One to Four Credits Both Semesters*

495. Advanced Studies in Nursing -- A special theory, seminar, or practicum course in a specific advanced study in nursing. Prerequisites include 200 level nursing courses and at least three nursing theory and practicum courses. Other possible prerequisites depending on the study selected. *One to Four Credits Dunn Fall Semester*

PHILOSOPHY

Faculty: Mr. Mulder, Chairperson; Mr. Allis, Mr. Dell'Olio, Mr. LaPorte, Mr. Perovich, Assisting Faculty: Mr. Bassett.

'Philosophy' comes from two Greek words meaning 'love of wisdom.' This may still be the best short definition of philosophy. The trouble with it, of course, is that it expresses an ideal, and an ideal whose meaning is vague. What, after all, is 'wisdom;' and in what does wisdom consist? Is wisdom like knowledge? Science? Practical knowledge? Yes -- and no. Perhaps the best way to describe this 'love of wisdom' would be to say that it is the desire to find out what is real and true, to try to understand, and to seek to live better lives as a consequence of this. But how shall this exploration proceed? What is it to 'understand'? And what's involved in a better life? These are themselves among the fundamental questions of philosophy. They lead us to issues in the theory of reality, the theory of knowledge, moral and political philosophy, and aesthetics.

Philosophy is a kind of "calling," a kind of "vocation." It is not primarily a career, a profession, a job. It is a calling to anyone who wishes to take life reflectively and thoughtfully, rather than just acting on prevailing assumptions, habits, and prejudices. This is not to say that in thinking philosophically we need to separate ourselves from worldly activities; rather it is to say that we have the opportunity to bring critical judgment to bear upon the practices of social, political, religious, scientific, artistic, and business life with a view toward reform and improvement. But philosophy is first of all an exploring and a deepening of one's own self.

MAJORS AND NON-MAJORS

Students can pursue their goals through a concentration in philosophy or through any number of combinations of courses short of a major. Others will want to make the history of philosophical thought and its special fields of inquiry the core around which their overall education is built and will become majors. Still others will want to combine a philosophy major with a major in some other field. Recent fields combined with philosophy in joint majors include:

- Art, Biology, Business, Chemistry, English, History, Mathematics, Political Science, Psychology, Religion, Social Work.

Hope College philosophy majors can be found

- doing graduate work in philosophy at major universities
- practicing pediatric medicine in Grand Rapids
- practicing law at Southeastern Michigan Poverty Law Center
- pursuing careers in medicine, law, business, and human services
- teaching philosophy in colleges
- being a hospital chaplain in Yuma, Arizona
- teaching in high schools
- serving as president of a theological seminary
- engaging in computer science research
- pastoring churches of various denominations
- serving as an executive of a major denomination

GENERAL REQUIREMENTS FOR THE MAJOR IN PHILOSOPHY

200 -- Informal Logic (2 credits) or 201 -- Formal Logic (4 credits)

450 -- Capstone Seminar in Philosophy

One course from List II, one from List III, and one from List IV (See course listings.) (12 credits)

At least one other elective (at least 4 credits)

Total Credits Required: 24 minimum in philosophy

Note: Only one cross-listed course (4 credits) offered by another department may count toward the major.

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GENERAL REQUIREMENTS FOR THE MINOR IN PHILOSOPHY

A minimum of 16 credits from Department of Philosophy courses, following these guidelines:

200 -- Informal Logic, 201 -- Logic, or Communication 160 -- Analytic Skills in Communication

Three courses from among List II, List III, and List IV (See course listings.) (courses must be taken from at least two different Lists). (12 credits)

Total Credits Required: 16 minimum in philosophy

Note: Only one cross-listed course (4 credits) offered by another department may count toward the minor.

HONORS PROGRAM

The departmental Honors Program challenges majors to go beyond the minimum requirements of the major in order to acquire a deeper and broader philosophical training and is designed to be of special interest to students considering graduate studies in philosophy. The requirement for entry into the Honors Program is a GPA of 3.5 in Philosophy or Departmental Consent. Graduating with Honors in Philosophy requires completion of 32 credits in the major, attendance at department sponsored events such as the Inquiring Minds Discussion Group and the Philosophy Speaker Series, and completion of two programs of independent reading or an Honors Thesis. Detailed information and application forms are available from the department chairperson.

MAJORS AND MINORS IN PHILOSOPHY can complement and enrich other areas of study in a way that makes good sense of a student's vocational perspective. Specific examples of courses which might appeal to students with particular interests include the following:

1. PRESEMINARY STUDENTS

230. Ancient Philosophy; 320. Knowledge and Belief; 331. Philosophy of Religion; 345. Ethics; 370. Metaphysics

2. PRELAW STUDENTS

201. Logic; 341. Ancient and Medieval Political Thought; 342. Modern Political Thought; 343. Twentieth Century Political Thought; 345. Ethics; 375. Philosophy of Law

3. PREMEDICAL STUDENTS

245. Applied Ethics; 331. Philosophy of Religion; 345. Ethics; 360. Philosophy of Science

4. FUTURE EDUCATORS IN LITERATURE AND THE ARTS

331. Philosophy of Religion; 373. Aesthetics; 380. Existentialism; 385. Postmodernism

5. FUTURE SOCIAL SCIENTISTS AND PSYCHOLOGISTS

245. Applied Ethics; 320. Knowledge and Belief; 325. Philosophy of Mind; 341. Ancient and Medieval Political Thought; 342. Modern Political Thought; 360. Philosophy of Science; 373. Twentieth Century Political Thought

NOTE: 200 and 300 level courses do not have any special prerequisites. All are welcome.

I. FUNDAMENTALS OF PHILOSOPHY

195. Topics in Philosophy -- A half-semester course designed to introduce students to a selected significant topic and to applications of philosophical methods for critical reflection upon it. Recommended as a good introduction to philosophical thinking, but not required nor can it substitute for any of the courses on lists II, III, or IV for the major or minor. Past topics included "Sexual Ethics," "Animal Rights," "Liberal Democracy and Islam" and "Philosophy of Race."

Two Credits Staff When Feasible

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200. Informal Logic -- An introduction to and examination of some of the basic forms of reasoning and argument we use in everyday life, and then an exploration of applications of these kinds of reasoning to current events and philosophical arguments.

Two Credits Staff Spring Semester 2015, First Half of Semester

201. Logic -- The study of the structure of reasoning. This course will introduce students to techniques for recognizing, formalizing, and evaluating the logical structures of arguments. Students will be taught symbolic languages, how to translate English arguments into those languages, and proof and testing procedures using the languages. This course will, along with introducing students to the rudiments of logic, explain how logic is employed in the articulation and solution of problems in various subdisciplines of philosophy. (Not recommended as an introduction to philosophy but, given its usefulness as a basis for many other courses, it should be taken early by philosophy majors and minors.)*Four Credits Perovich Fall Semester 2014*

II. KNOWLEDGE AND REALITY

320. Knowledge and Belief -- "All men by nature desire to know," says Aristotle in his *Metaphysics*. This famous quote raises numerous questions. What is knowledge? Why do we want it? How do we know when we have it? This course will examine these and related questions, such as "Can we be certain of anything?" "What are the sources of knowledge?" "Is scientific knowledge easier to attain than moral or religious knowledge?" Cross-listed with Religion. *Four Credits LaPorte Alternate Years*

325. Philosophy of Mind -- Philosophy of mind deals with very basic questions of who we are. What is the relation between our minds and our bodies in general and our brains in particular? What are the characteristics of the mind that make us (or seem to make us) unique? The course will explore such issues as dualism and materialism, the problems of sensation and of intentionality, computer models for the mind, the nature of human action, and freedom of the will. (Counts toward fulfillment of requirements for the neuroscience minor.) *Four Credits Perovich Alternate Years*

331. Philosophy of Religion -- A study of the nature and theory of religion, including the following topics: the nature and existence of God; the concept of faith; the nature of religious experience and religious language; and the theory of religious pluralism. Cross-listed with Religion. *Four Credits Mulder Spring Semester 2015*

360. Philosophy of Science -- An examination of several philosophical issues raised by the physical and biological sciences, their history and the technological developments they generate. Topics include: what science is, whether its development is rational and progressive, how the meaning of scientific concepts is to be understood. *Four Credits LaPorte Alternate Years*

370. Metaphysics -- An examination of foundational philosophical issues about the nature of reality and the subject of ontology or what sorts of things are in the world. Examples of topics to be discussed include necessity and possibility, causation, free-will and determinism, personal identity, the mind-body problem, universals, and the relationship between language and reality. *Four Credits LaPorte Alternate Years*

III. VALUES AND THE HUMAN CONDITION

241. Philosophies of India and Tibet -- An introduction to the philosophical traditions of India and Tibet focusing primarily on the classical texts of these traditions -- the *Vedas*, *Upanishads*, *Bhagavad-Gita*, and the Hindu and Buddhist *Sutras* -- as well as the systems of thought they

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produced. Many of the ideas we will consider will have spiritual as well as philosophical significance. Issues to be explored include the nature of the divine, ultimate reality, the self, happiness, ethics, the just society, knowledge, and spiritual liberation. We will also consider more recent representatives of these traditions, such as Mohandas Gandhi of India and the contemporary political and spiritual leader of the Tibetan People, the Dalai Lama. Comparisons to Western philosophical and religious conceptions will be made where appropriate.

Four Credits Dell'Olio Alternate Years

242. Philosophies of China and Japan -- An introduction to the philosophical traditions of China and Japan. While these philosophies continue to influence the world view of contemporary East Asia, we will be mostly concerned with the classical thought of these traditions. The philosophies to be considered include Confucianism, Neo-Confucianism, Taoism, Legalism, the Yin-Yang and Five Elements School, and Chinese Buddhism, as well as Shinto and forms of Japanese Buddhism, including Zen Buddhism. Throughout the course, we will consider comparisons to Western philosophical and religious thought where appropriate.

Four Credits Dell'Olio Alternate Years

245. Applied Ethics -- An introduction to the application of philosophical theories on ethics to concrete ethical questions. Possible topics include: euthanasia, abortion, professional (e.g., medical or business) ethics, human cloning, just war theory, military ethics, sexual ethics, animal rights, duties to the poor, and so on. Each instance of the course will begin with a brief discussion of philosophical theories on ethics and utilize these theories in the treatment of the topics to be discussed.

Four Credits Mulder Alternate Years

343. Twentieth Century Political Philosophy -- The theory of the liberal democratic state in the 20th century. Attention to such central concepts as capitalism, socialism, communism, freedom, equality, justice. Readings from Lenin, Mussolini, Hayek, Rawls, Nozick, Habermas, against the background of Locke and Marx. Cross-listed with Political Science.

Four Credits Allis Alternate Years

345. Ethics -- An examination of the nature and point of ethics through a consideration of major classical and contemporary ethical theories and ethical issues. Examples of theories to be considered include the ethics of duty, utilitarianism, divine command theory, natural law theory, virtue ethics and feminist perspectives on ethics. Examples of issues to be considered include the relationship between religion and morality, moral relativism, anti-theory in ethics, and different views of what it is to live a good human life. Attempts to apply different ethical theories to practical moral problems stemming from everyday life will also be examined.

Four Credits Bassett Fall Semester 2014

373. Aesthetics -- An investigation of some of the philosophical issues raised by the arts: What is art? What is beauty? How is art to be understood, appreciated and evaluated? In what way can works of art be said to possess meaning or truth? What is the role for the arts in our lives? Both historical and contemporary views will be studied and an attempt will be made to explore how philosophical ideas apply to productions drawn from many different artistic fields.

Four Credits Perovich Alternate Years

375. Philosophy of Law -- What is law, and what gives law the obligatory force it has? In this course we will investigate such issues as the nature of law, the relation of law to morality, and problems with interpreting and applying the law, especially the Constitution. Cross-listed with Political Science.

Four Credits Allis Alternate Years

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377. Environmental Philosophy -- An in-depth study of classic and contemporary texts in environmental philosophy and history, including primary sources by Plato, Aristotle, Descartes, Locke, Thoreau, Berry, Carson, and Leopold, as well as secondary studies by Crosby, Ponting, and Steinberg. Cross-listed with Environmental Studies. *Four Credits Bouma-Prediger When Feasible*

380. Existentialism -- A study of selected works of Kierkegaard, Nietzsche, Heidegger and Sartre. Themes include: the question of being and human being; faith and reason; subjectivity and objectivity; freedom and responsibility; authenticity and autonomy; and human possibilities. *Four Credits Allis Alternate Years*

385. Postmodernism -- Postmodernism has been characterized more as a "mood" than a set body of doctrine, a "constellation" of concerns that has arisen in the aftermath of World War II and the Holocaust. Postmodern concerns challenge central tenets of Enlightenment rationalism regarding the self, knowledge, language, logic, reality, and power. The "roots" of postmodern thinking in the work of Nietzsche, Freud, and Heidegger will be explored, along with such thinkers as Lyotard, Foucault, Derrida, Rorty, and Habermas and feminist challenges to Enlightenment rationality. *Four Credits Dell'Olio Alternate Years*

IV. THE HISTORY OF PHILOSOPHY

230. Ancient Philosophy -- Western philosophy from its beginning to the Middle Ages, including such figures as Socrates, Plato, Aristotle, Plotinus, and St. Augustine, through a study of primary texts. Partial fulfillment of the Cultural Heritage requirement. *Four Credits Staff Both Semesters*

232. Modern Philosophy -- An introduction to the developments in European philosophy from Descartes to Kant. Authors to be studied include Descartes, Spinoza, and Leibniz, Locke, Berkeley, and Hume, and Kant. Issues to be explored include knowledge and skepticism, appearance and reality, the existence of God, and the nature of the human mind. Partial fulfillment of the Cultural Heritage requirement. *Four Credits Staff Both Semesters*

237. World Philosophies I -- An introduction to philosophy in a global context. We will consider the classical philosophical traditions of Greece and Rome, India, China, and Japan. We will be mostly concerned with the great texts of these philosophical traditions and what they have to say about humanity's perennial questions: What is real? Who am I? What can I know? What is happiness? What is justice? What is the nature of the Divine? How should I live? We will attempt to understand the answers offered to these questions by the great minds and texts of these traditions with some attention to each tradition's cultural and historical context. We will also compare and contrast the answers provided by each tradition with an eye to what each one has to offer us today for our own quest for wisdom. Partial fulfillment of the Cultural Heritage Requirement. *Four Credits Dell'Olio Spring Semester 2015*

341. Ancient and Medieval Political Thought -- We will examine such thinkers as Plato, Aristotle, Cicero, Augustine, Aquinas, Hobbes, Descartes and Machiavelli on such issues as: human nature, the good life, the role of government, the relation between the individual and the government, the meaning of freedom, the need for social order. We will also investigate how modern political thought differs from ancient and medieval views. Cross-listed with Political Science. *Four Credits Polet Alternate Years*

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342. Modern Political Thought -- We will examine such thinkers as Machiavelli, Hobbes and Locke on the rise of modern democracy; the ideas surrounding the American and French Revolutions; and the challenges to liberal democracy put forward by Rousseau and Marx on such issues as: human nature, the good life, the role of government, the relation between the individual and the government, the meaning of freedom, the need for social order. We will also investigate how modern political thought differs from ancient and medieval views. Cross-listed with Political Science. *Four Credits Polet Fall Semester 2014*

395. Philosophical Greats -- This course is devoted to the thought of one great thinker or set of thinkers in the philosophical tradition. Attention will be given to major "canonical" figures (such as Aristotle or Kant) and other figures based on student interest as well as the representation of underrepresented groups in the philosophical tradition. Readings will be drawn from the primary texts as well as the secondary scholarship on each thinker. *Four Credits Staff When Feasible*

V. SPECIAL STUDIES

295. Studies In Philosophy -- A lecture or seminar class in a special topic of philosophy. *Two or Four Credits Staff*

450. Capstone Seminar in Philosophy -- A topical seminar dealing with significant thinkers, issues and approaches within philosophy. For philosophy majors, the seminar serves as a capstone course within the major. The topic of the seminar for Fall 2013 is "God and Morality." While the topics of the seminar vary, it is the goal of the course to provide appropriate opportunities for students to exercise the skills needed for reading philosophy and for thinking, writing and interacting with others philosophically. Philosophy majors will complete their major portfolios as part of the required work for the course. Prerequisite: permission of the instructor. *Four Credits LaPorte Fall Semester 2014*

490. Independent Study -- Prerequisite: departmental approval of a student-proposed project prior to enrollment in the course. Such a project might be an internship; but in any case it would include a significant piece of philosophic writing. (See also under General Academic Regulations, statement about Honors Independent Study or Research.) A student intending to enroll in 490 should *plan ahead* to study with the professor whose expertise and interests most clearly correspond to the student's interests and intentions. *Two, Three or Four Credits Staff Both Semesters*

495. Topical Seminars -- Seminars in topics not ordinarily offered in the department curriculum, focusing upon philosophic writing and the critique of papers in class. Prerequisite: permission of the instructor. *Four Credits Staff When Feasible*

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Faculty: Mr. Remillard Chairperson; Mr. DeYoung, Mr. Gonthier, Ms. Hampton*, Ms. Mader*, Mr. Veazey.
*Sabbatical Leave 2014-2015

The Department of Physics offers several majors. The course structure allows students to tailor their programs to their main interests. Opportunities for research participation are available to all students at all class levels during both the academic year and the summer. Students are presently engaged in:

- nuclear physics experiments on the Hope accelerator
- theoretical astrophysics investigations
- material analysis with scanning electron microscopy (SEM) and atomic force microscopy (AFM)
- heavy ion physics experiments at national laboratories
- surface analysis using alpha particle beams from the Hope accelerator
- chemical analysis using proton beams from the Hope accelerator
- superconductivity
- microwave science
- electrochemistry
- nanoscale science

Laboratories provide students with opportunities to test fundamental concepts and apply theory in practical applications. In addition, research programs and internships enable students to work along side faculty members and working professionals. In the department, the primary physics research laboratories are: a 1.7 million volt Van de Graaff pelletron tandem accelerator, a scanning electron microscope, atomic force microscope, a nuclear physics laboratory, a superconductivity/microwave laboratory, and an electrochemistry/nanoscale laboratory. There is extensive computer support. Students and faculty are also involved in research programs at national laboratories and NASA Goddard Space Flight Center. Students are strongly encouraged, as early as possible, to become involved in one of the research programs of the faculty members. Summer stipends for such activity are often available.

MAJOR PROGRAMS

The department offers several majors designed to meet a variety of students' needs. Students with a possible interest in engineering should also see that section.

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Program for students interested in post-graduate professional work in physics, astronomy, medicine, biophysics, chemical physics, materials physics, radiation physics, environmental physics, medical physics:

Bachelor of Arts Degree -- A minimum of 27 credits in physics courses numbered 121 and higher including 121 and 122, 141, 142, 270, 280, 281, and 382. In addition, 6 credits from courses numbered 340 or higher are required. Two semesters of PHYS 080 (Seminar) are required. In addition, MATH 232 and an additional laboratory science course, designated for science majors, in chemistry, biology, or geology are required. Computer programming competence is expected by the beginning of the junior year. This requirement may be satisfied by CSCI 225, 245 or by demonstrating competence on a problem chosen by the department.

Bachelor of Science Degree -- A minimum of 36 credits in physics including 121 and 122, 141, 142, 270, 280, 281, and two semesters of 382. In addition, three courses selected from PHYS 342, 361, 362, 372, and 380 are required. Two semesters of PHYS 080 (Seminar) are required. In

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addition, 24 credits of courses in mathematics, computer science, and science are required, including MATH 232 and a laboratory science course, designated for science majors, in chemistry, biology, or geology. Computer programming competence is expected by the beginning of the junior year. This requirement may be satisfied by CSCI 225, 245 or by demonstrating competence on a problem chosen by the department. For those planning graduate work, MATH 334, 361 or 370, and other physics courses, and research are recommended.

Honors Designation: In order to encourage students to go beyond the minimum requirements for graduation, students completing additional requirements will have an Honors Designation added to their transcripts. Students must fulfill the requirements for a B.S. in physics, and take an additional 6 credits of physics. Physics 342, 361, 362, and 372 must all be taken. In addition, one summer and two semesters (for one credit each term) of research work must be done with a Hope faculty member, and the research work must be documented in written form and submitted to the *Journal of Undergraduate Research in Physics* or another appropriate peer-reviewed journal. An additional semester of a laboratory based science majors course outside of physics is required, and a mathematics course beyond the required calculus sequence is required. The minimum GPA in physics courses is 3.6.

DUAL MAJORS

In case of a dual major, the physics courses required are those listed above. The additional mathematics and science requirements shall be established by agreement between the student and the department. Recent dual majors have included physics-mathematics, physics-computer science, physics-geology, physics-chemistry, and physics-philosophy.

STUDENTS PREPARING FOR SECONDARY EDUCATION

In partnership with the Hope College Department of Education, the Department of Physics offers a teaching major and minor for certification through the State of Michigan. This includes a 30-credit major and 20-credit minor leading to a Bachelor of Arts degree. A listing of the requirements can be found on the education website. Students interested in teaching physics at the secondary level should begin working with the Department of Education as early as possible.

PHYSICS MINOR

A minor in physics consists of 20 credits. Physics 121, 122, 141, 142, 270, and at least one 300-level course are required. The remaining courses are to be chosen by the student in consultation with the department chairperson. The exact courses will depend upon the intended major program of the student. Approval of the courses by the department chairperson is required.

ENGINEERING

The fields of physics and engineering are closely related. Similar principles and science concepts are found in both. One is more focused on application and one tends more to the abstract. Students unsure of their specific career goals are encouraged to speak with the chairpersons of each department.

HEALTH PROFESSIONS -- Medicine, Dentistry, Physical Therapy, Veterinary Medicine

Students considering one of the health professions may enroll either in Physics 105, 106, 107, 108, or Physics 121, 122, 141, 142. Consultation with your advisor about the appropriate course is strongly advised. Students who may pursue graduate work in the sciences should take Physics 121, 122, 141, 142.

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PREREQUISITE POLICY

Many courses in the department have prerequisites listed. A grade of C- or better is required in these prerequisite courses. If this is not the case, then it is the view of the department that the prerequisite has not been fulfilled and the course may not be taken without written permission of the instructor and the department chairperson.

SCIENCE MAJOR ORIENTED COURSES

080. Seminar -- All students interested in physics and engineering are encouraged to attend departmental seminars. Registered students are required to attend at least 80 percent of the seminars presented. The purpose of the seminars is twofold. One is the presentation of fields of current interest and questions of concern for researchers so that students can learn the content of and approaches to research. The other is to provide students contemplating further study at the graduate level with opportunities to discuss with speakers the programs at their institutions. In this manner, students can make better informed decisions on the course of their further education. Prerequisite for registration: junior standing. *Zero Credits Both Semesters*

104. Matter and Energy -- One of a two-semester sequence of courses, along with "Organisms and Environments." The combined courses will satisfy the natural science laboratory general education requirements only for elementary education teacher candidates. This course is cross-listed with CHEM 104. A full description may be found there. *Four Credits Both Semesters*

105. College Physics I -- This is an algebra-based course which provides a rigorous examination of the following physical phenomena and systems: 1) mechanics (forces, kinematics of motion, conservation of energy and momentum, collisions, and rotational systems), 2) oscillating systems and springs and 3) selected topics from molecular physics and heat (physics of solids and fluids, thermal physics and thermodynamics). Corequisite: Physics 107 or 141. Prerequisite: Mathematics 123 or the equivalent. *Three Credits Fall Semester*

106. College Physics II -- A continuation of College Physics I, Physics 105. This course is algebra-based with an accompanying laboratory. It provides a rigorous examination of the following physical phenomena and systems: 1) electricity and magnetism, 2) geometric optics, 3) physical optics and waves and 4) atomic and nuclear physics. Corequisite: Physics 108 or 142. Prerequisites: Physics 105 and Mathematics 123 or the equivalent. *Three Credits Spring Semester*

107. College Physics Laboratory I -- The laboratory is designed to accompany Physics 105. Basic laboratory skills are developed. Students use modern instrumentation methods to explore and analyze scientific measurements. This laboratory is a great introduction to the use of computers in the collection and analysis of data. Students will be able to study quantitatively, and in detail, many of the mechanical systems which are presented in Physics 105. Corequisite: Physics 105. *One Credit Fall Semester*

108. College Physics Laboratory II -- A continuation of Physics 107, College Physics Laboratory I. The laboratory accompanies Physics 106. The topics of electricity and magnetism, electrical circuits, optics, radiation and quantum effects are explored. Physical phenomena are studied and measured at a more advanced level, including techniques currently employed in modern physics. A major goal of the course is to develop skills in the measurement of physical phenomena. Corequisite: Physics 106. Prerequisite: Physics 107. *One Credit Spring Semester*

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111. Introduction to Physics -- This course is an introduction to the field and practice of physics for those intending or considering a major in physics. It focuses on the topic of spectroscopy in atomic spectra, stellar astrophysics, molecular spectroscopy, and proton induced x-ray emission. Students will also learn laboratory skills, writing skills, problem-solving skills, and presentation skills. Mathematics 131 or 125 must accompany or precede this course. *Two Credits Fall Semester*

112. Introduction to Modern Physics -- This course is an introduction to modern physics for the student who enters Hope College with advanced placement but weaknesses in the area of modern physics. The material covered includes interference and diffraction, wave nature of light, particle nature of light, wave nature of matter, introduction to quantum mechanics, and atomic and nuclear structure. Prerequisites: Advanced Placement credit for Physics 122. Mathematics 132 must accompany or precede this course. *Two Credits Fall Semester*

121. General Physics I -- The course is calculus-based and designed for students desiring professional science careers. It provides a rigorous examination of the following physical phenomena and systems: forces, conservation of momentum, energy (kinetic, potential, chemical, and thermal), fields, thermodynamics, and statistical mechanics. Corequisite: Physics 141. Mathematics 131 or 126 must accompany or precede this course. *Three Credits Both Semesters*

122. General Physics II -- A continuation of General Physics I, Physics 121. The course is calculus-based with an accompanying laboratory. It is designed for students desiring professional careers in science. The course provides a rigorous introduction to the following topics: 1) electricity and magnetism, 2) geometric optics, 3) physical optics and waves, 4) atomic and nuclear physics. Corequisite: Physics 142. Prerequisite: Physics 121 (permission of instructor required if Physics 121 grade is below C-). Mathematics 132 must accompany or precede this course. *Three Credits Both Semesters*

141. Physics Laboratory I -- The laboratory is designed to accompany Physics 121. Basic laboratory skills are developed. The use of modern instrumentation in physical measurements is explored. Students gain experience in using computers to analyze scientific measurements. Topics covered include forces, conservation of momentum, conservation of energy, oscillation systems, and rotational motion. Corequisite: Physics 121 or 105. *One Credit Both Semesters*

142. Physics Laboratory II -- A continuation of Physics 141, Physics Laboratory I. The laboratory accompanies Physics 122. Physical phenomena are studied and measured on a more advanced level. Topics in electrostatics, radioactivity, modern physics, optics, electricity and magnetism, resonance, and electrical circuits are explored. A major goal of the course is to develop skills in the measurements of physical phenomena. Corequisite: Physics 122 or 106. *One Credit Both Semesters*

270. Modern Physics -- A first course in the quantum physics of atoms, molecules, solids, nuclei, and particles. Topics include special relativity, the structure of the nucleus, the Schrodinger wave equation, one electron atoms, angular momentum, spectra, transition rates, and quantum statistics. Applications to atoms, molecules, nuclei, conductors, semiconductors, superconductors, and elementary particles will be discussed. Experiments as well as theory will be examined. Prerequisites: Physics 122 and Mathematics 132. *Four Credits Fall Semester*

280. Introduction to Mathematical Physics and Engineering -- Mathematical methods applicable to physical systems are studied. These include effective use of MAPLE, modeling with ordinary

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differential equations, vector calculus, Fourier Analysis, and common differential equations. Special attention is given to physical examples from multiple areas to show the generality of the techniques. Mathematics 232 must accompany or precede this course. *Two Credits Spring Semester*

281. Intermediate Laboratory -- This course focuses on developing experimental skills. These include experiment planning, research, analysis, error propagation, writing, and presenting. A series of short exercises are done first to develop the background in these areas and then experiments are done where these skills must be correctly applied. Typical laboratory experiments will include the Cavendish experiment, index of refraction of a gas with an interferometer, and determining the ellipticity of a large outdoor courtyard. Prerequisite: Physics 270. *Two Credits Spring Semester*

290. Independent Studies -- With departmental approval freshmen or sophomores may engage in independent studies at a level appropriate to their ability and class standing, in order to enhance their understanding of physics. Students may enroll each semester. Permission of the instructor is required. *One or Two Credits Both Semesters*

295. Studies in Physics -- A lecture and/or laboratory course in a physics area of current interest. *Two to Four Credits Both Semesters*

330. Marine Biology and Biophysics -- An interdisciplinary course focusing on the biology of marine organisms and the physicochemical and geological factors that govern their distribution, abundance, and characteristics. This course is cross-listed with BIOL 330. A full description may be found there. *Four credits Spring Semester, Alternate Years*

342. Electricity and Magnetism -- A course in classical electromagnetism with the development and application of Maxwell's equations as the central focus. Topics include electromagnetic fields, boundary value problems, dielectric and magnetic materials, radiation, and energy and momentum of the electromagnetic field. Prerequisites: Physics 280 and Mathematics 232. *Four Credits Spring Semester*

352. Optics -- Topics covered concern both geometrical and physical optics. The approach involves matrix formulation, computer formulation, Fourier analysis as it relates to Fresnel and Fraunhofer diffraction, interference, polarization matrices and holography. The relevance of these topics to modern day optical information processing and physical devices is considered. Prerequisite: Physics 280. *Three Credits Spring Semester*

361. Analytical Mechanics -- This course covers Newtonian mechanics, linear and nonlinear oscillations, calculus of variations, Lagrangian and Hamiltonian dynamics, and motion in noninertial frames of reference. The course builds upon the topics covered in general physics and makes extensive use of the methods learned in Introduction to Mathematical Physics. The course acquaints students with mathematical and computer techniques in solving complex problems. These more formal methods empower students with skills necessary to make the transition from introductory to advanced physics and engineering. Prerequisites: Physics 280 and Mathematics 232. *Four Credits Fall Semester*

362. States of Matter -- The prominent states of matter are examined from classical and quantum mechanical points of view. An overview of thermodynamics and statistical mechanics is given. Effects of Bose-Einstein and Fermi-Dirac statistics are detailed for gases, liquids and solids. Slightly

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degenerate perfect gases, electrons in metals and Bose-condensation, viewed as a first order phase transition, are discussed. Applications are made to such systems as plasmas, semiconductors, white dwarfs, and neutron stars. Special emphasis is given to superfluids, superconductors, and the Josephson effect. Alternate years. Prerequisites: Physics 270 and Mathematics 232. Physics 280 must accompany or precede this course.

Four Credits Spring Semester, Alternate Years

372. Quantum Theory -- A detailed study of the mathematical and physical foundations of quantum mechanics. Topics include the Schrodinger wave equation, one-dimensional potentials, operator methods in quantum mechanics, the Heisenberg representation of operators, the three-dimensional Schrodinger equation, angular momentum, the hydrogen and helium atoms, matrix methods in quantum mechanics, time independent and time dependent perturbation theory, radiation of atoms, and scattering theory. Prerequisites: Physics 270, 280 and Mathematics 232.

Four Credits Fall Semester, Alternate Years

380. Mathematical Physics and Engineering II -- This is a continuation of Physics 280, Introduction to Mathematical Methods in Physics and Engineering. Additional mathematical methods, primarily for physics, are considered, including complex analysis, numerical methods, probability and statistics, additional special functions, and more partial differential equations. Prerequisite: Physics 280. *Two Credits Fall Semester*

382. Advanced Laboratory -- This laboratory builds on the skills learned in Physics 281 and combines experiments from both classical and modern physics. Extensive use of the computer is made in the analysis of data from experiments. Detailed error analysis of each experiment is required. In any given semester the selected topics are drawn from experiments such as gamma detection, Millikan oil drop, alpha spectroscopy, accelerator operation, Cavendish, Rutherford scattering, and neutron activation. Two hours of lecture and seven hours of laboratory. Required for physics majors and may be taken more than once for credit. Prerequisites: Physics 270 and 281, and Mathematics 232. *Two Credits Fall Semester*

490. Research -- With departmental approval students may engage in independent studies at a level appropriate to their ability and class standing, in order to enhance their understanding of physics. Students may enroll in each semester. *One or Two Credits Both Semesters*

495. Advanced Studies in Physics -- A lecture or seminar in an area of special interest or experience. Department chairperson's approval required.

Three or Four Credits Both Semesters

POLITICAL SCIENCE

Faculty: Ms. Dandavati, Chairperson; Ms. Beard, Ms. Boone, Mr. Holmes, Mr. Polet, Mr. Ryden, Mr. Toppen. Assisting Faculty: Mr. Allis.

The academic program of the Department of Political Science seeks to provide students with a systematic understanding of government, political behavior and political institutions at the local, state, national, and global levels. To accomplish these goals, students majoring in political science take coursework across the primary fields of political science – Political Theory, Comparative Government, American Politics, and International Relations. In addition to in-class instruction, the department seeks to provide students with rich opportunities for hands-on and experiential encounters with political processes in the United States and abroad. For example, the Washington, D.C., Honors Semester Program is an interdisciplinary program that enables students to intern in the nation's capitol and allows them to meet and interact with key political and governmental officials. Other Hope students intern or work in governmental and political offices in Holland, Grand Rapids, or Lansing.

The political science major provides a broad-based training for those who might wish to work in government or the private sector, pursue careers in law, teach political science, or do graduate work in political science. Political science students who supplement their study with appropriate electives in other disciplines may also be equipped for eventual careers in journalism, public relations, industry, small business, personnel administration, and many more. Hope College political science majors have taken part in such varied activities as:

- directing the campus radio station
- meeting with prominent campus visitors such as Jennifer Granholm, George H. W. Bush, Gerald Ford, Elizabeth Dole, Terri Lynn Land, John Engler, John McCain, Robert Kennedy Jr., Peter Hoekstra, Bill Huizenga, Rick Snyder, Rick Santorum.
- organizing a "get-out-to-vote" campaign among college students
- serving as youth chairpersons of county, congressional district, and state political party committees
- managing political campaigns

Graduates of the Department of Political Science have enjoyed such satisfying careers as:

- members of the Michigan House of Representatives and the U.S. House of Representatives
- assistant Presidential Press Secretary
- professor of International Relations at a major American university
- senior partner in a nationally prominent law firm
- juvenile rehabilitation officer
- budget analyst for a metropolitan transit system
- campaign management specialist with his own consulting firm
- Deputy Assistant Secretary of the U.S. Department of State
- assistant to the Mayor of Washington, D.C.
- executive director of state and congressional district party organizations
- state and national legislative staff person
- city manager
- pastor in the Reformed Church in America
- VP/Chief of Staff for the Chief Executive Officer of the New York Stock Exchange.
- Sr. Policy Consultant, Blue Cross and Blue Shield Association.
- Michigan Secretary of State

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SOCIAL SCIENCE REQUIREMENT: Students who are interested in fulfilling the college social science requirements have the option of taking Political Science 100 or 151.

GENERAL PROGRAM FOR MAJORS (for students enrolling at Hope in the fall of the 2007-08 academic year or later): The program for political science majors, consisting of not fewer than 32 classroom credits in the department, is designed to provide broad-based training for those who might wish to work in government or the private sector, pursue careers in law, teach political science, or do graduate work in political science. To assure a good balance of course work, majors are required to complete POL 100, 151, 242, 251, and at least one elective course (4 credits) in each of the following: Political Theory, American Government, and Comparative Politics. In addition to the classroom coursework requirements, each major must also complete a 4-hour experiential/internship course. Finally each major must complete the Capstone Seminar.

MINOR IN POLITICAL SCIENCE: A minor in Political Science consists of a minimum of 20 credits in Political Science. Students must complete at least one 4 credit survey course (100 level). The remaining 16 credits should include courses from both the "American" and "International" offerings of the Department.

TEACHER CERTIFICATION

In partnership with the Hope College Department of Education, the Department of Political Science offers a secondary teaching minor for certification through the State of Michigan. Requirements for the 24-credit minor in political science can be found on the education website.

100. Introduction to American Politics -- This course provides an introduction to American political institutions. Topics surveyed include the U.S. Constitution, parties and elections, Congress and the Presidency, the impact of interest groups and the media, and public policy debates on such issues as U.S. foreign policy, social issues, economic policy, and more.

Four Credits Booke, Polet, Ryden Both Semesters

110. Topics in Political Science -- This eight-week course is offered to fulfill the General Education Social Science II requirement. It provides a brief introduction to issues, debates, and challenges in political life. Themes and course activities will vary depending on the instructor.

Two Credits Beard, Booke, Polet, Toppen Both Semesters

151. Introduction to Global Politics -- This is an introductory survey course in the study of Global Politics. It will focus on the twin themes of Globalization and Democratization. While critically examining these dominant phenomenon, students will examine the roles of security for governmental and non-governmental actors, human rights, the environment, ethnic conflict, role of religion in politics and culture, international political economy, and movements for change.

Four Credits Dandavati, Beard, Toppen Both Semesters

160. Global Feminisms -- The purpose of this course is to examine the politics of women's location in various parts of the world. It will examine women both in emerging and developing countries. We will look at many different perspectives and viewpoints that determine women's status in society today. Students will become familiar with various/alternative views of women specifically in the third world.

Four Credits Dandavati Once A Year

201. Political Geography -- This course confronts traditional topics such as geopolitical regions and spatial dimensions of political behavior. The course has an integrative character and requires

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basic knowledge about international affairs, global locations, and current events. Available to Political Science majors and minors, International Studies majors, and to candidates for teacher education. *Four Credits Holmes Fall Semester*

212. Parties, Interest Groups & Elections -- This course involves a study of the organization and functions of contemporary political institutions such as parties and interest groups, as well as the nominating and electoral processes. Special attention is given to the presidential selection process.

Four Credits Ryden Fall Semester, Even Years

221. State and Local Government -- The course examines the major constraints on state and local governments in making public policy, examines the institutions of state and local government, analyzes several public policy areas, and studies municipal and metropolitan governments. Students who are interested in pursuing careers in state and local government should also take Political Science 235 (Public Administration) and Political Science 391 (Internship in local government or state government). *Four Credits Ryden Fall Semester, Odd Years*

235. Public Policy and Administration -- This course is an introduction to the underlying principles of government management at the federal, state, and local levels. Students who are interested in careers in government should also take Political Science 294 (Government in Washington) or 391 (Internship in Local or State Government) or a Washington Honors Semester internship (392-01, 392-02, 393-01, 393-02). *Four Credits Beard Spring Semester, Odd Years*

237. The Judicial Process -- This course examines the fundamentals of the American judicial process, with an emphasis on courts as political institutions and on the political forces which shape and determine judicial behavior and legal outcomes. Special attention is devoted to the criminal justice and civil litigation systems, and the role of the Supreme Court in American life.

Four Credits Ryden Spring Semester, Odd Years

242. Research Methods -- This introductory course deals with research methods and approaches to the study of politics which teach the basic skills needed for political science research. These include library research, approaches to political science, and computer usage. This course aims to insure that students have a basic core of skills related to their major. Pre-requisite Pol 100 or 151.

Four Credits Beard, Booke Both Semesters

251. International Relations -- This course is an introduction to, and an examination of, the major problems confronting the peoples and nations of the modern world. Units include modernization, ideologies, military power management, diplomatic games, and international law and organization. Material on the international political economy also is covered.

Four Credits Dandavati, Holmes Both Semesters

262. Latin American Politics -- The purpose of this course is to familiarize the student with the politics and culture of Latin America and in the process provide a base of knowledge from which analyses and comparisons can be made. The course is essentially comparative in orientation. The primary focus is on understanding problems of economic and political development and studying institutions such as the state, the military, and the Church in order to provide a basis for identifying similarities and appreciating differences within Latin America itself. We will build on these broader issues by focusing on the political, socio-economic and cultural realities of particular countries in the

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region. We will also evaluate alternative frameworks for social, political and economic change, and democracy within the continent as a whole and individual countries in particular.

Four Credits Dandavati Once A Year

274. The Practice of Law & Legal Advocacy -- The U.S. is a nation of lawyers, with the highest ratio of lawyers per capita of any country. Little of significance happens without lawyers having a hand in it. This course introduces students to the realities of the legal profession and its role in American society. In addition to interacting with panels of lawyers from a variety of backgrounds, students also will engage in the art of legal advocacy through participation in a moot court simulation, presentations on contemporary legal controversies, and short writing projects.

Four Credits Ryden Not Offered 2014

301. Religion and Politics -- This course offers a survey of key issues arising at the intersection of religion and politics. The first part of the course will survey the variety of Christian responses to engaging the political order, with special attention paid to the American context. The second part of the course will examine the interplay between Christianity and policy alternatives, paying close attention to the behavior of political and social groups. Finally, the course will examine the increase of religious pluralism and its effect on American politics and jurisprudence.

Four Credits Booke, Ryden Fall Semester, Odd Years

303. Asian Politics -- This course will focus on the economic, political, social, and cultural processes in Asia with a particular emphasis on China, India, and Japan. The students will become familiar with the interplay between these dominant Asian economies and the U.S. Issues of security, foreign policy, and globalization and its impacts will be discussed.

Four Credits Dandavati Once A Year

305. African Politics -- This class provides students with the conceptual framework necessary to understand the complexity, variety, and fluidity of contemporary politics in Africa. While not glossing over the depth and recurrence of crises in Africa, this course seeks to uncover our commonly-held assumptions and go beyond simple stereotypes. We will situate current political realities in Africa, with a focus on sub-Saharan Africa (SSA), among the historical factors internal and external to Africa that have shaped the continent's current and future political possibilities. We will also keep an eye on current events, situating Africa in a global context, and therefore, not only will we learn about Africa, but we will investigate how Africa can test and refine broader theories about governance, democracy, state-building, political economy, etc., Thus, this class examines comparative political science through the specific focus on Africa as part of the larger global political arena.

Four Credits Beard Every Other Year

310. Environmental Public Policy -- This course is an introductory analysis of the economic, scientific, and political factors involved in environmental public policy. American environmental management will be viewed in terms of the interplay among economic efficiency, scientific feasibility, and the demands of the political process. Topics covered will include federal lands, intergovernmental relations, agency law, comparative institutions, U.S. environmental regulations, and technological compliance. This course is team taught by faculty from the Departments of Economics, Geological and Environmental Sciences, and Political Science so that students are exposed to the interdisciplinary nature of environmental public policy issues. Prerequisites: Economics 211 or Political Science 100 and the fulfillment of the college's general education science requirement. Four hours of lecture per week.

Four Credits Holmes, Lunn, Peterson Spring Semester

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332. Congress and the Presidency -- This course examines the organization and operations of Congress and the role of executive and administrative agencies in the process of law making. Subjects such as the functions of Congress and the President, reapportionment and redistricting, nominations and elections, the role of political parties and lobbyists, congressional committees, the law-making process, war powers, treaties and executive agreements, congressional investigations, budgets and appropriations, and ethics in government will be studied. Major issues before Congress and the President will be explored in some detail.

Four Credits *Booke* *Fall Semester, Even Years*

339. American Constitutional Law -- This course is a topical and developmental survey of the principles of the U.S. Constitution. The primary focus of the course is on the development of civil rights and liberties jurisprudence--religion, speech, press, due process and privacy rights, equal protection under the law, rights of the accused and more. The course also examines structural questions of constitutionalism--separation of powers, assertions of executive authority, limits on federal power, federalism--with a particular focus on contemporary controversies and applications.

Four Credits *Ryden* *Fall Semester, Even Years*

341. Ancient and Medieval Political Thought -- We will examine such thinkers as Plato, Aristotle, Cicero, Augustine, Aquinas, Luther, and others on such issues as: human nature, the good life, the role of government, the relation between the individual and the government, the meaning of freedom, and the need for social order. We will also investigate how ancient and medieval views differ from modern political thought. Cross-listed with Philosophy.

Four Credits *Polet* *Fall Semester, Odd Years*

342. Modern Political Thought -- We will examine such thinkers as Hobbes, Locke, Burke, Bentham, Mill, Spencer, Rousseau, Hegel and Marx on such issues as: human nature, the good life, the role of government, the relation between the individual and the government, the meaning of freedom, and the need for social order. We will also investigate how modern political thought differs from ancient and medieval views. Cross-listed with Philosophy.

Four Credits *Polet, Allis* *Fall Semester, Even Years*

343. Contemporary Political Thought -- The theory of the liberal democratic state in the 20th century will be studied. Attention will be given to such central concepts as capitalism, socialism, communism, freedom, equality, and justice. Cross-listed with Philosophy.

Four Credits *Polet, Allis* *Spring Semester, Odd Years*

345. Politics and Mass Media -- This course is an introduction to the dynamics of mass media in American democracy. It examines how mass media shape Americans' political attitudes, beliefs and behaviors. The course discusses a) the major theoretical frameworks which structure our thinking about politics and media systems, b) the social function of mass media and its impact on politics and c) methodological and substantive problems in measuring the influence of media on the social world. Special attention is given to the growing politicization of the Internet by both political elites and the mass public.

Four Credits *Booke* *Fall Semester, Even Years*

346. American Political and Social Thought -- This course is an introduction to political thought in America. It will include 1) a review of the antecedent and origins of American political thought, 2) a tracing of the history and development of political thought in this country, 3) a survey of the imported political theories which have surfaced in the course of that historical development, and 4) a careful

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examination of the variety of political ideologies present in contemporary American political thought, and the outlook for the future. Open to qualified sophomores.

Four Credits Polet Spring Semester, Even Years

348. Race and Politics -- We all come to the topic of race and politics in America with a wealth of knowledge and varied experience regarding the interaction between racial identity and the political order. This class formalizes this knowledge and offers an introduction to the study of race in American Politics. Often the study of race and politics is narrowly approached. This class moves beyond the Black/White paradigm and the study of African American politics to examine issues in Latino and Asian politics as well as the politics of Whiteness in America. Specifically, this class focuses on four core issues: the significance of race; racial theories; race in American political culture, and mass media; and contemporary case studies in race and politics in America. *Four Credits Booke Spring Semester, Even Years*

349. Contemporary Topics in Political Thought -- An exploration of more specialized subjects in political thought. Possible topics include: Abraham Lincoln and U.S. Constitutionalism, Shakespeare's Politics, Capitalism and Socialism, Just War Theory and Pacifism, Catholic and Protestant Political Thought, Liberal Democracy, and Islam. Within the context of these topics, we will consider the fundamental questions about human nature, justice and equality, liberty and oppression, and freedom and authority that make up the perennial concerns of political thought.

Four Credits Allis, Polet Fall Semester, Odd Years

350. United Nations -- This course gives the student an appreciation and understanding of the United Nations. Through study and simulation, the student will recognize the reasons for the UN, its various functions, partners, and procedures. The role of the United Nations in conflict resolution will be emphasized in class discussion. *Two Credits Staff Spring Semester*

351. International Law, Organization, and Systems -- This course examines the formal and informal organizational structure of the international community, as well as international legal norms, customs, and practices. Contemporary international systems and organizations are studied as part of an extensive Model United Nations simulation. *Four Credits Staff Spring Semester*

352. Global Political Economy -- An exploration of the impact of development and economic globalization after World War II. Students will be introduced to the role of transnational and multinational corporations, as well as international financial institutions, such as the World Bank and International Monetary Fund. The course will examine the importance of economic integration and regionalism. It will also explore topics including international trade and its impact, and the role of the World Trade Organization. Prerequisite: POL 151 or approval of the instructor.

Four Credits Toppen Fall Semester

375. Philosophy of Law -- What is law, and what gives law the obligatory force it has? In this course we will investigate such issues as the nature of law, the relation of law to morality, and problems with interpreting and applying the law, especially the Constitution. Cross-listed with Philosophy. *Four Credits Allis Spring Semester, Even Years*

378. American Foreign Policy -- American foreign policy is examined in global terms with emphasis on alternative political moods of the public, processes by which policy is formulated and executed, its current substance, and challenges of international politics. Open to qualified sophomores. *Four Credits Holmes Fall Semester, Odd Years*

POLITICAL SCIENCE

391. Internship Program -- A variety of internship programs are available through the Department of Political Science. Field experiences at the local, state, or national government level or with an attorney or a political party organization are possible. A one-hour campaign internship is also available during every national election year. The student will work in the internship for a minimum period of time and, under the direction of a staff member, prepare a paper related in some manner to his or her field experience. *One to Four Credits Staff Both Semesters*

392-01. Washington Semester Internship in Congress.

392-02. Washington Semester Internship with Political Interest Groups.

393-01. Washington Semester Internship in American Foreign Policy.

393-02. Washington Semester Internship in Public Administration.

These internships are offered under the Washington Honors Semester Program (see Political Science 496). Students typically will participate in two internships. Most students intern in Congress or with a political interest group. Some students intern with an executive branch agency, a political party, or another group. Interns will prepare a term paper or other written material for each internship on a topic related to the internship experience. *Eight Credits Toppen Spring Semester*

397. Campaign Management -- Campaign management studies the methods and techniques of managing a campaign for public office. Topics include organization, advertising, press relations, fund raising, advancing, volunteers, budget, issues development, scheduling, and strategies. Up to half of the total class and preparation time may involve field work. Students choose between a Democratic Party or a Republican Party lab when doing field work. Individual campaign plans are prepared at the end of the course. *Four Credits Holmes Fall Semester, Even Years*

490. Independent Studies -- Independent research of an advanced nature can be arranged under the supervision of a designated staff member, culminating in the preparation of an extensive research paper. Prerequisite: senior standing or consent of the department chairperson.

One to Four Credits Staff Both Semesters

491. Readings in National Domestic Institutions -- Independent reading of assigned works of an advanced nature can be arranged under the supervision of a designated staff member. Prerequisite: consent of the instructor. *One to Four Credits Staff Both Semesters, and May, June and July*

492. Washington Semester Preparation -- This course provides an orientation for accepted Washington Honors Semester students. The course examines current public policy issues, seeks to sharpen written and oral communication skills, and prepares students for a semester of living and working in Washington, D.C. *One or Two Credits Staff Fall Semester*

494. Capstone Seminar -- This course emphasizes individual research projects in some field of politics and the preparation of the research paper. Special requirement for majors: an oral discussion and portfolio presentation on 100, 242, and 251 during the course.

Four Credits Beard, Booke, Dandavati, Holmes, Polet, Ryden, Toppen Both Semesters

496. Washington Semester Program -- This program enables superior students from all disciplines to study in Washington, D.C., and apply knowledge of their area as it relates to government and politics. Select junior and senior students will take a seminar on American government and politics (Political Science 496, 8 credits); participate in group seminars with congressmen and legislative staff, executives, lobbyists, political party officials, and journalists; intern for twelve weeks or two six-week periods in Congress (Political Science 392-01, 4 credits), the executive branch (Political Science 393-01 or 02, 4 credits), or with political interest groups (Political Science 392-02, 4 credits); and prepare extensive research papers based upon their semester's work. *One to Four Credits Staff Spring Semester*

PSYCHOLOGY

Faculty: Chairperson, Ms. Hernandez Jarvis*; Ms. Bredow, Mr. Green, Ms. Inman, Mr. Ludwig, Mr. Myers, Ms. Roehling, Ms. Root Luna, Ms. Schmidt, Mr. Shaughnessy, Ms. Trent-Brown, Ms. vanOyen Witvliet, Mr. VanTongeren. **Assisting Faculty:** Ms. Bade.

*Sabbatical Leave, Spring 2015

The Department of Psychology provides its students with a strong base in psychology's methods and concepts in order to prepare them to think critically about behavior and to pursue graduate study or practical applications of psychology. The department believes that the best preparation for the unpredictable future comes through acquiring the intellectual tools that enable students to be problem solvers, to change and grow as old ways become obsolete and new approaches become available.

The department offers students opportunities to experience psychology in action, thereby shaping their personal visions. Several of the department's courses offer the opportunity for research experience. The department also offers some forty internships with Holland area human-service agencies and businesses. Other internships and research opportunities are available on campus and through off-campus study programs at The Philadelphia Center and the Chicago Semester.

The department's exceptional facilities include multimedia instruction, an EEG machine, a psychophysiology laboratory, a psychoacoustics laboratory and other computer-controlled laboratories for data collection and analysis. Many students collaborate with faculty in research in much the same way that graduate students do in universities. Each year psychology students are involved in collaborative research and many present their research at professional conferences.

Those psychology majors intending to work in the human-service professions with a B.A. degree or intending to seek an advanced degree in this area (e.g., masters or doctorate) should consider courses aimed at developing both helping skills and research/evaluation skills. Currently, helping skills can be learned in the Theory and Practice of Helping course (PSY 265). Other pertinent courses include Communication 210, 220, and 330. Students considering work in probation and the criminal justice system might want to take Political Science 237 and 339 and Sociology 221 and 222. Human service professions related courses include Sociology 101, 232 and 233 and IDS 200 (Encounter with Cultures). Students interested in human resources and/or business should take PSY 350 and Management 222. Consultation with your psychology advisor is recommended in making choices from among the courses listed above. Students intending to enroll in an MSW program can choose either the social work major or the psychology major. Recommended courses for other possible career paths for psychology majors, information about careers in psychology, and information about graduate study in psychology are available on our website (www.hope.edu/academic/psychology).

Hope's Department of Psychology is nationally recognized. The international honor society in psychology has awarded at least one of our students a regional research award (approximately 20 are awarded per year out of more than 250 applicants from the 11-state Midwest region) thirteen of the last sixteen years. Several leading psychology textbooks and multi-media instructional resources are authored by department faculty. Many of the department's recent graduates have been recruited by top graduate schools, assuring that the department will continue to be a prominent source of future psychologists. Additional information about psychology faculty and their research interests and about alumni is also available on our Web site.

MAJOR REQUIREMENTS: The psychology major is composed of a minimum of 32 credits plus a statistics course. The major requirements are broken down into the following elements:

PSYCHOLOGY

Fundamental Courses

All majors must take:

Introduction to Psychology (100)

Research Methods (200)

Statistics does not count toward the 32 credits; (fulfilled by taking Mathematics 210 or Mathematics 311).

Survey Courses

Students must take four of the following courses:

Developmental Psychology (230)

Social Psychology (280)

Physiological Psychology (320)

Cognitive Psychology (340)

Behavior Disorders (370)

Topical Seminar

Students must take four credits from the following list of topical seminars:

The Psychology of Latino Children (305, 4 credits)

Multicultural Psychology (308, 4 credits)

Practical Aspects of Memory (310, 4 credits)

Adult Development and Aging (335, 2 credits)

Industrial/Organizational Psychology (350, 4 credits)

Psychology of Gender (382, 4 credits)

Advanced Research (390, 4 credits)

Studies in Psychology (395, 2 or 4 credits)

Clinical Psychology (410, 4 credits)

Health Psychology (420, 2 credits)

Electives

Four additional credits in psychology are required.

EDUC 225, NCSI 211, and KIN 371 will also count toward the major.

PSY 235 does not count toward the major

Cultural Diversity

Students are required to take six credits of courses identified as having a Global learning focus. These courses do not need to be psychology courses.

Service Learning or Field Experience

Students are required to participate in one service-learning course. This can be fulfilled by taking Developmental Psychology, Clinical Psychology (with practicum option) or Psychology Internship.

Students who are interested in attending a research-based graduate program are encouraged to take Advanced Research (PSY 390) or a Psychology 295/395 course that focuses on conducting research.

Students interested in a career in the helping professions are encouraged to take Psychology 265.

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Students who have questions about whether the prescribed 32-credit major is the most appropriate one for them or who would like to form a composite major may design, in consultation with their psychology advisor, a major program suited to their unique needs and goals. A written copy of this alternate major program is filed with the department chairperson. Students interested in an alternative major should contact the Department of Psychology chairperson or their psychology advisor as soon as possible.

MINOR REQUIREMENTS: The psychology minor consists of a minimum of 20 credits of psychology. The minor includes the following required courses:

Fundamental Courses

All minors must take:

Introduction to Psychology (100)

Research Methods (200)

Survey Courses

Students must take two of the following courses:

Developmental Psychology (230)

Social Psychology (280)

Physiological Psychology (320)

Cognitive Psychology(340)

Behavior Disorders (370)

Elective Course

Students must take 4 credits of elective course work (courses must be in the psychology curriculum). Psychology 235, 290, & 490 cannot be taken for the minor.

PSYCHOLOGY MINOR FOR SECONDARY TEACHING CERTIFICATION: Students who minor in psychology for teaching certification must take a minimum of 20 credits in psychology. EDUC 225/226 (Exceptional Child) **cannot** be used for a teaching minor in psychology. See the Department of Education web page at www.hope.edu/academic/education/worksheets/newsheets/secpsychminn.pdf for more information about courses required for this minor.

100. Introduction to Psychology -- An introduction to the science of behavior and mental life, ranging from biological foundations to social and cultural influences on behavior (introducing most of the content areas covered in other psychology courses). Laboratory experiments and exercises provide hands-on experience.
Four Credits Staff Both Semesters

105. Introductory Psychology Projects-- This course is designed for students who have already had a three-credit introductory psychology course at a different university, or have received AP or IB psychology credit posted to their Hope transcripts. This course builds on knowledge of psychology by applying the principles of psychology to a range of topics in everyday life and exploring those topics using various research methodologies. This course, combined with the existing three credits of introductory psychology, satisfies the Social Science I portion of the Hope College General Education requirements. This course serves as the laboratory component of the Social Science I requirement. *One Credit Staff Offered in May/June online only*

110. Race in America -- Social understandings of race in the United States have changed dramatically over the last 500 years, but race still determines many of our life experiences and shapes our personal, social, and political views. In this course, students will read psychological

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research and other literature on the role of race in twenty-first century America and explore how we can work together toward greater justice, respect, and appreciation in an increasingly diverse society.

Two Credits Green Spring Semester

200. Research Methods -- A beginning study of research methodology in contemporary psychology. Specific examples from different areas of psychology are used to teach the student basic concepts and methods of observation, measurement, hypothesis formation, experimental design, data collection, data analysis, interpretation and generalization. Laboratory projects provide hands-on experience with an emphasis on experiments. Prerequisite: Psychology 100.

Four Credits Hernandez Jarvis, Inman, Shaughnessy Both Semesters

225. The Exceptional Child -- Same as Education 225.

230. Developmental Psychology -- An introduction to theories, research methods, and findings related to physical, intellectual, linguistic, emotional, perceptual, social and personality development during the life-span, with emphasis on childhood and adolescence. All students will participate in a field placement or other practical experience. Prerequisite: Psychology 100.

Four Credits Bredow, Ludwig, Trent-Brown, VanderStoop Both Semesters

235. Brain and Cognition-- This course is designed for Special Education—Learning Disabilities majors. It will explore the rapidly expanding fields of cognition and brain function. It combines topics from two fields of psychology, physiological psychology and cognitive psychology. Course covers the basic anatomy and physiology of the brain, and then this material will be used in learning about the remaining course topics. Does not count for psychology credit.

Four Credits Staff Spring Semester

240. Human Sexuality-- This course will provide an overview of human sexual behavior. The course will cover developmental, biological and neurological explanations of sexual behavior, cultural and social explanations, and clinical conditions related to sexuality. In addition, the course will attempt to integrate historical, philosophical, and theological understandings of human sexual behavior. Two Credits Staff Spring Semester

265. The Theory and Practice of Helping -- Helping skills are essential to conducting an effective interview, whether the interview takes place in counseling, social work, nursing, personnel work, or the ministry. The course teaches concepts and skills that are designed to help the student develop specific competencies in helping relationships. Prerequisite: Psychology 100.

Two Credits Staff Fall Semester

280. Social Psychology -- The scientific study of how people think about, influence, and relate to one another. Topics include the self, conformity, persuasion, prejudice, and interpersonal attraction. Data collection and analysis are part of the laboratory experience. Prerequisite: Psychology 100.

Four Credits Green, Inman, VanTongerren Both Semesters

290. Supervised Study in Psychology -- Designed to give the psychology student an opportunity for first-hand learning experience in laboratory settings or in a field placement under the supervision of a faculty member. It is the student's responsibility to obtain prior approval of the project from the faculty supervisor. May be repeated for credit but no credit can be applied to the 20-credit psychology minor. Pass/Fail credit only. Prerequisites: Psychology 100 and permission of the instructor/supervisor. One to Four Credits Staff Both Semesters

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295. Studies in Psychology -- An experimental lecture or seminar course designed as a one-time or trial offering. May be repeated for credit but no more than four credits may be applied to the 20-credit psychology minor. Prerequisite: permission of instructor. *Two to Four Credits Staff*

305. The Psychology of Latino Children -- This course is designed to explore the development of self-identity, particularly the ethno-cultural component of Latino children's identity, and its influence on children's cognitive development and their school experiences. This course takes an interdisciplinary approach and includes readings from selected resources in the fields of cross-cultural, social-developmental, educational, and cognitive psychology, as well as sociology, cultural diversity, and fiction and non-fiction literature. Prerequisite: Psychology 100.

Four Credits Hernandez Jarvis Spring Semester

308. Multicultural Psychology-- This course will address how culture influences the individual's thinking and behavior. It is designed to address both the universality and cultural specificity of psychological principles and theories. The course will cover general topics such as: What is culture? How does it influence the individual? And what is multiculturalism? The course will address theories of multicultural psychology, research and assessment in biological, social, developmental and personality psychology. The course will also examine multicultural issues by learning about the four major minority groups in the USA. *Four Credits Hernandez Jarvis Spring Semester*

310. Practical Aspects of Memory -- A study of topics in memory including a selective overview of memory research. Practical aspects of memory covered in the course include applications of research to education and implications of the formation of false memories. The prevailing theme and goal of the course is for students to build a bridge between their knowledge of memory based on their personal experience and the body of knowledge based on psychological research. Prerequisite: Psychology 100.

Four Credits Shaughnessy Alternate Years

320. Physiological Psychology -- An introduction to the physiological bases of behavior and cognition. Research findings and methods emphasize the neural processes underlying psychological phenomena. Neuropsychological findings are also used to illuminate brain function. An electroencephalography (EEG) lab is included.

Four Credits Schmidt Spring Semester

335. Adult Development and Aging -- A study of research and theory about human development during the post-adolescent years, with emphasis on the issue of continuity versus change in the various stages of life. Special attention is paid to the problems and challenges of late adulthood. Prerequisite: Psychology 230. *Two Credits Ludwig Alternate Years*

340. Cognitive Psychology -- An introduction to the major topics in cognitive psychology including perception, attention, memory, imagery, knowledge representation, categorization, problem solving, language, decision making, and reasoning. Theories dealing with these issues will be reviewed with an emphasis on current research findings and applications. Data collection and analysis are part of the laboratory experience. Prerequisite: Psychology 100.

Four Credits Hernandez Jarvis, Hwang Fall Semester

350. Industrial/Organizational Psychology -- This course applies psychology to the workplace. An introduction to the major topics including personnel selection and evaluation, organizational dynamics (groups, power, teams, cooperation, competition, and communication), and human factors (reducing stress in the work environment). Course contains psychological theories, research,

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and practical applications (involving interviews and data analysis). Prerequisite: PSY 100 or permission of instructor. Math 210 recommended. Complements a Management major.

Four Credits Inman Spring Semester

370. Behavior Disorders -- A study of the major psychological/psychiatric disorders. Information regarding the diagnostic criteria, causes and treatment of mental disorders, and societal management and attitudes toward the mentally ill will be explored. Prerequisite: Psychology 100.

Four Credits Roehling, vanOyen Witvliet Both Semesters

382. Psychology of Gender -- This course examines gender from a psychological perspective and is designed to provide students with a critical analysis of evidence for sex differences and similarities, the development of gender roles and identity, and the effect of gender on traditional issues in psychology. Using gender as a primary lens for inquiry, students examine a variety of topics, including family and close relationships, work and achievement, sexual orientation, personality and emotion, and power. Throughout the course, particular attention will be paid to the personal and societal construction and consequences of gender and its intersections with social class, ethnicity, and sexuality. *Four Credits Bredow Once a Year*

390. Advanced Research -- A psychology laboratory course designed to provide students with hands-on experience with an actual, ongoing research program. Its main purpose is to prepare students for doctoral graduate study. Students will be assisting professors with their research and thus be learning by doing. Students must submit an application (available in the departmental office) no later than noon on the Friday before registration. Permission slips (required) will be distributed at 3:00 p.m. that same day. It is strongly recommended that the course be taken no later than during the junior year. This course may be taken only once. Prerequisites: Psychology 100, Psychology 200, and permission of instructor. *Four Credits Staff Both Semesters*

395. Studies in Psychology -- An experimental lecture or seminar course designed as a one-time or trial offering. May be repeated for credit but no more than four credits may be applied to the 20-credit psychology minor. Prerequisite: permission of instructor. *Two to Four Credits Staff*

410. Introduction to Clinical Psychology -- This course will introduce the student to the major topics in clinical psychology. The most influential psychotherapies will be studied, including their theoretical background and applications. Research regarding therapeutic effectiveness will be discussed. In addition, the conceptual, statistical, and ethical issues involving assessment of personality and intelligence will be examined. Prerequisite: Psychology 370.

Four Credits Root Luna, Roehling, vanOyen Witvliet Both Semesters

420. Health Psychology -- This course is taught in a seminar format and investigates how psychological factors affect aspects of health and illness. A biopsychosocial model is used to examine issues in: 1) health behaviors and primary intervention, 2) stress, illness, and stress reductions, 3) the management of pain and discomfort, and 4) the management of chronic and terminal illness. Prerequisite: Psychology 100. *Two Credits Bade Fall Semester*

490. Special Studies -- This program affords an opportunity for the advanced psychology student to pursue supervised projects of his or her own choosing beyond the regular course offerings. The project may take on one of two forms: the scholarly treatment of a particular topic using the library or laboratory research. Both types can be done in various combinations, on or off campus. To be eligible for the course the student must have a faculty sponsor, a specific topic in mind, a reasonable background in

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related course work, good independent study habits, initiative and high motivation. If the proposed research involves data collection, prerequisites are Psychology 200 and 390. Special Studies credit requires departmental approval. The number of credits and whether the course is taken for a grade or on a pass-fail basis are subject to departmental approval. The course may be repeated but no more than four credits in this course may be applied to the psychology minor requirement of 20 credits.

Credits to be Arranged Staff Both Semesters and Summer

495. Advanced Studies in Psychology -- An experimental lecture or seminar course designed for a one-time or trial offering. Intended for students of demonstrated maturity, as usually indicated by upperclass standing. May be repeated for credit, but no more than four credits may be applied to the 20-credit psychology minor requirement. Prerequisite: permission of instructor.

Two to Four Credits Staff Both Semesters and Summer

496. Psychology Internship -- A closely supervised practical experience in a professional setting for upperclass psychology majors. The experience can include observing, assisting, assuming regular duties, or pursuing a special project. The general guideline for credit is 3 hours per week (for a semester) for each credit. This course may be repeated for credit but no more than four credits may be applied to the 20-credit psychology minor. Prerequisite: departmental approval.

Credits to be Arranged Roehling, vanOyen Witvliet Both Semesters and July Term

Internship opportunities for psychology students are also available through The Philadelphia Center and the Chicago and Washington semesters. See pages 321-322.

RELIGION

Faculty: Chairperson, Mr. Tyler; Mr. Bandstra, Mr. Bouma-Prediger*, Mr. Brouwer, Ms. Everts, Mr. Hoogerwerf, Mr. Husbands, Ms. Japinga, Mr. Muñoa, Mr. Ortiz, Mr. Wilson.

*Sabbatical Leave, Fall Semester 2014

The broad academic purpose of the study of religion at Hope College is to understand the Christian faith and the role of religion in human society. To accomplish that end, the Department of Religion divides its field into four areas of academic investigation: biblical studies, historical studies, theological studies, and world religions. Some students concentrate in one of those areas and develop a considerable expertise. Others combine their religion major with another (such as biology, English, or psychology) and "double major." Whether they choose greater depth or greater breadth, however, students find the focus provided by a religion major to be an excellent way of centering their liberal arts education at Hope College.

Students majoring in religion participate in a wide variety of academic and service activities which include:

- assisting professors with research programs
- enrolling in The Philadelphia Center or the Chicago Semester to investigate alternative ministries in an urban setting
- leading youth groups, both denominational and non-denominational, in area churches

Graduates of the Department of Religion are leading satisfying careers such as:

- serving in the denominational headquarters of a national church
- teaching in a seminary or college
- serving as a counselor with a Christian agency
- directing a retirement center
- pastoring a church in this country or abroad
- serving on a church staff as minister to youth

Options for religion majors and minors include seminars or individual research and, in consultation with the department chairperson, the opportunity to fulfill selected required courses through a tutorial reading program. The program has been endorsed and recommended by graduate theological seminaries for students preparing for church vocations.

RELIGION OFFERINGS FOR THE ALL-COLLEGE REQUIREMENTS

Studies in the department are an integral part of the college curriculum. Six credits in religion are required for graduation: a two-credit Basic Studies in Religion course (REL 100) and one four-credit introductory course in religion (REL 220's, 240's, 260's, or 280's).

RELIGION AS A MAJOR

The Department of Religion is a department within the Humanities Division presenting an area of study and research which students may choose as the focus of their liberal arts education. The Department of Religion is comprised of four fields: Biblical Studies, Historical Studies, Theological Studies, and Studies in World Religions. There are four Religion Majors from which to choose: (1) Standard Religion Major (2) Biblical Studies (3) Christian History or Theology, (4) Ethics, Culture and Social. Religion 100 does not count toward any major. The detail of each major are outlined below.

A student with special interests and objectives may apply to the department for a "contracted religion major" which consists of the 16 credits at the introductory 200-level and 16 credits of advanced work in religion appropriate to the academic and vocational interests of the student.

RELIGION MAJOR (32 credits)

This major includes four 4-credit introductory courses in religion (220s, 240s; 260s, 280s) and four

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4-credit courses at the 300 and 400 level. Three of the four fields of religion must be represented among the four courses at the 300/400 level. One course must be a 400 level seminar. One 300 level course must be an independent study

Introductory Courses (16 credits)

Rel 221 Intro to Biblical Literature OR
Rel 222 Intro to the Old Testament OR
Rel 223 Intro to the New Testament
Rel 241 Intro to the History of Christianity OR
Rel 242 Religion in America
Rel 261 Faith Seeking Understanding OR
Rel 262 Prayer, Creed, Commandments OR
Rel 263 Perspectives on Christ OR
Rel 264 Christian Feminism OR
Rel 265 Ethics and Christian Discipleship OR
Rel 266 Christian Love
Rel 281 Introduction to World Religions

Advanced Courses (16 credits)

One of these must be a Religion seminar (400 level course), although you can take more than one; three of the four fields of religion (Biblical Studies, Historical Studies, Theological Studies and World Religions) must be represented among the four courses at the advanced level. One of the advanced level courses may be an independent study.

Biblical Studies

Rel 321 Pentateuch
Rel 322 Prophets and Prophecy in the Hebrew Bible
Rel 323 Psalms, Wisdom, and Apocalypse in the Hebrew Bible
Rel 324 Luke-Acts
Rel 325 Jesus and the Gospels
Rel 326 Bible and Archaeology
Rel 327 Late New Testament & Early Christian Writings
Rel 328 Johannine Literature
Rel 329 Studies in Scripture or a 420 course

Historical Studies

Rel 344 Christianity in the Middle Ages
Rel 345 The Reformation
Rel 346 Women in American Religious History
Rel 349 Studies in Religious History or a 440 course

Theological Studies

Rel 362 Feminist Theology
Rel 363 Studies in Christian Spirituality
Rel 364 Philosophical Theology
Rel 365 Ecological Theology and Ethics
Rel 366 World Christianity
Rel 367 Reformed Theology

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Rel 368 Christian Doctrine

Rel 369 Studies in Theology or a 460 course

World Religion

Rel 381 Religions of India

Rel 383 Studies in Islam

Rel 389 Studies in World Religions or a 480 course

Religion Seminar

Rel 420 Seminar in Scripture

Rel 440 Seminar in the History of Christianity

Rel 460 Seminar in Theology/Ethics

Rel 480 Seminar in World Religions

BIBLICAL STUDIES (32 credits)

Introductory Courses (12 credits)

Biblical Language (4 credits)

Students must take 4 credits in either Greek or Hebrew language.

Foundations (8 credits)

Students must take one 22X course and 281.

Rel 221 Intro to Biblical Literature OR

Rel 222 Intro to the Old Testament OR

Rel 223 Intro to the New Testament

Rel 281 Intro to World Religions

Advanced Courses (20 credits)

Biblical Corpus Studies (8 or 12 credits). Students must take at least two Religion 32X courses, one in Old Testament and one in New Testament.

Rel 321 Pentateuch: The Torah of the Hebrew Bible

Rel 322 Prophets and Prophecy in the Hebrew Bible

Rel 323 Psalms, Wisdom, and Apocalypse in the Hebrew Bible

Rel 324 Luke-Acts

Rel 325 Jesus and the Gospels

Rel 326 The Bible and Archaeology

Rel 327 Late New Testament and Early Christian Writings

Rel 328 Johannine Literature

Rel 329 Studies in Scripture

Electives (4 or 8 credits)

Students must take at least one Religion non-32X elective outside Biblical Studies (i.e. any non-biblical studies Religion course at the 300 level).

Research Seminar (4 credits)

Students must take a 400 level research seminar.

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Independent Study (1-4 credits)

Students may take Religion 490.

CHRISTIAN HISTORY AND THEOLOGY (32 credits)

Introductory Courses (16 credits)

Students must take 4 courses, one in each area (22X, 241, 26X, and 281).

Rel 221 Intro to Biblical Literature OR
Rel 222 Intro to the Old Testament OR
Rel 223 Intro to the New Testament
Rel 241 Intro to the History of Christianity
Rel 261 Faith Seeking Understanding OR
Rel 262 Prayer, Creed, Commandments OR
Rel 263 Perspectives on Christ
Rel 281 Intro to World Religions

Advanced Courses (16 credits)

Students must take 16 credits at the 300 and 400 level. They must be in both history and theology. Students may take one 300 level course in Scripture.

Rel 344 Christianity & the Middle Ages
Rel 345 The Reformation
Rel 346 Women in American Religious History
Rel 362 Feminist Theology
Rel 363 Studies in Christian Spirituality
Rel 364 Philosophical Theology
Rel 366 World Christianity
Rel 367 Reformed Theology
Rel 368 Christian Doctrine
Rel 369 Studies in Christian Theology

Research Seminar (4 credits)

Students must take a 400 level research seminar.

Independent Study (1-4 credits)

Students may take Religion 490.

ETHICS, CULTURE, AND SOCIAL WITNESS (32 credits)

Introductory Courses (12 credits)

Students must take 3 courses: 265, 281, and one from the remaining listed courses.

Rel 265 Ethics and Christian Discipleship
Rel 281 Introduction to World Religions
Rel 242 Religion in America OR
Rel 261 Faith Seeking Understanding OR

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Rel 262 Prayer, Creed, Commandments OR
Rel 264 Christian Feminism OR
Rel 266 Christian Love OR
Rel 295 Learning and Serving Among the
Oglala Lakota (May Term)
Interdisciplinary Elective (4 credits)

Students must take one 4 credit course or one pair of 2 credit courses.

ENV 377 Environmental Philosophy & History
POL 110 Race and Politics AND
Soc 269 Race and Ethnic Relations
Pol 110 Global Political Development AND
Pol 110 Gender, Conflict, and Peace
Pol 301 Religion and Politics
Pol 352 Global Political Economy
Soc 281 Sociology of Popular Culture
Soc 312 Urban Sociology
Soc 341 Sociology of Religion
Soc 365 Social Movements

Advanced Courses (16 credits)

Students must take three courses at the 300 level.

Rel 322 Prophets & Prophecy in the Hebrew Bible
Rel 345 The Reformation
Rel 346 Women in American History
Rel 347 Piety and Politics
Rel 362 Feminist Theology
Rel 365 Ecological Theology and Ethics
Rel 366 World Christianity
Rel 369 Special Topics in Christian Theology
Rel 381 Studies in Islam
Rel 383 Religions of India

Research Seminar (4 credits)

Students must take a 400 level research seminar.

Independent Study (1-4 credits)

Students may take Religion 490.

MINOR IN RELIGION: A minor consists of a minimum of 20 credits, including three courses at the 200 level, one four-credit course at the 300 level, and a 400-level seminar. Religion 100 does not count toward a minor.

STUDIES IN MINISTRY MINOR: The Studies in Ministry minor is dedicated to preparing students, theologically and practically, for lay ministry positions in churches and para-church organizations. It aims to provide students who have a vocational interest in Christian service with the theological

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framework, practical experience, spiritual disciplines, and mentoring guidance necessary to embark upon a lifetime of involvement in Christian ministries. Through coursework, year-long internships, and relationships with each other and mentors, students in this program will be prepared for possible future theological education and various entry-level ministry positions in churches and organizations – locally and worldwide. The minor has three different tracks: Youth Ministry, Worship Leadership, and Social Witness. Depending on the courses and track chosen, the minor will comprise 25 to 30 hours, to be distributed across required courses, electives, and an internship. (See pages 201-204).

BASIC STUDIES IN RELIGION

100. Basic Studies in Religion -- The course is designed to introduce students to the content and methods in the study of religion. A variety of topics are available each semester, varying by instructor. Topics range across the fields of biblical studies, theology and ethics, church history, and world religions. Consult the Department of Religion Website for current offerings. Religion 100 may be taken for credit only once; exceptions are granted by the chairperson in unusual circumstances.

Two Credits Both Semesters

INTRODUCTORY COURSES IN RELIGION

Introductory religion courses fall into four general areas of study, but each particular course has its own focus. Consult the Department of Religion's Website for the topics and instructors offered each semester.

171. Biblical Hebrew I -- An introduction to classical Biblical Hebrew as found in the Hebrew Bible, the Old Testament of the Christian Bible. For students with no previous study of Hebrew. (Cross-listed with Hebrew 171)

Four Credits Bandstra

221. Introduction to Biblical Literature -- An introductory study of the history and theology of the Old and New Testaments.

Four Credits Brouwer

222. Introduction to Old Testament -- This course concentrates on the first part of the Christian Bible, also called the Old Testament or Hebrew Bible, and is a survey of its contents: historical events, main characters, literary forms, and religious concepts. This course provides basic training in how to read a text that is more than two thousand years old and arose out of an ancient culture with very different conceptual and worldview structures than ours. Since this material is also essential background for understanding the New Testament, connections will be made throughout the course.

Four Credits Bandstra

223. Introduction to New Testament-- This course concentrates on the second part of the Christian Bible, also called the New Testament. It is an introductory survey of its contents: historical background, literary forms, main characters, and central religious concepts. This course provides basic training in how to read this most important ancient text

Four Credits Everts, Muñoa

241. Introduction to the History of Christianity -- An introductory study of the history of Christianity.

Four Credits Ortiz, Tyler

242. Religion in America -- This course explores the history of religion in America from the Reformation to the present, with an emphasis on religion as a source of social change.

Four Credits Japinga

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261. Faith Seeking Understanding -- This course introduces students to the study of Christian theology by following the order of the Apostles' Creed. Alert to contemporary issues of culture and belief, this course roots faithful Christian reflection in a constructive and informed dialogue with the history of Christianity. Students carefully read and discuss classical figures and texts as they study beliefs about God, creation, humanity, evil, Jesus Christ, salvation, and the Church.

Four Credits Husbands

262. The Prayer, The Creed, The Commandments -- A study of Christian theology through the careful reading and discussion of three crucial documents: the Lord's Prayer, the Apostles' Creed, and the Ten Commandments. In dialogue with both contemporary issues and the history of Christianity, students learn basic Christian beliefs concerning God, creation, humanity, evil, Jesus Christ, salvation, the Church, and the future.

Four Credits Bouma-Prediger

263. Perspectives on Christ -- A study of Christian theology through the careful reading and discussion of classical, medieval, early modern, and contemporary texts on the person and work of Jesus Christ. In dialogue with both contemporary issues and the history of Christianity, students learn about basic Christian beliefs concerning God, creation, humanity, evil, Jesus Christ, salvation, the Church, and the future. *Four Credits Bouma-Prediger*

264. Christian Feminism -- A study of the role of women in the Bible, the history of Christianity, and contemporary culture, with an emphasis on the writings of feminist theologians.

Four Credits Japinga

265. Ethics and Christian Discipleship -- This course involves careful reflection about the connection between Christian beliefs and practices, including the formation of our moral vision and the role of authority in moral decision-making. Special attention is given to the way the Bible is used as a source of moral authority. The course presumes that Christian ethics as an academic discipline is in service of those who seek to live a life of Christian discipleship. To that end, the course invites students to engage in serious, critical reflection about the meaning and practice of discipleship in the context of a variety of contemporary moral challenges.

Four Credits Bouma-Prediger, Hoogerwerf

266. Christian Love -- This course invites students to explore the concept of love as a moral principle rooted in the Christian tradition and to critically assess a variety of voices and viewpoints related to the role of love in the Christian life. We will examine Christian love as it is expressed in relationship with self, friends, family, marriage partner, neighbors, enemies, and God. Among other themes explored are the relationship between love and sexuality, love and forgiveness, and the unique variety of loves that are part of human life and faithful living.

Four Credits Hoogerwerf

281. Introduction to World Religions -- A historical and geographical survey of some major religions of the world: the religions of India, China, Japan, and the Middle East. Emphasis is placed on the role of religion in the development of the culture and ethos of these areas.

Four Credits Wilson

ADVANCED COURSES IN RELIGION

The prerequisite for all 300 and 400 level classes is completion of the general education requirement in religion.

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BIBLICAL STUDIES

321. Pentateuch: The Torah of the Hebrew Bible -- A close study of the literature of Genesis, Exodus, Leviticus, Numbers, and Deuteronomy against the background of the Ancient Near East.

Four Credits Bandstra

322. Prophets and Prophecy in the Hebrew Bible -- The prophetic literature of the Hebrew Bible (Old Testament) includes the historical books of Joshua, Judges, Samuel and Kings, also called the Former Prophets, and the Latter prophets (Isaiah, Jeremiah, Ezekiel and the minor prophets). In this course students will read and examine these books in their historical and literary context, and in so doing learn about the historiography and philosophy of history of biblical literature and the nature of biblical prophecy.

Four Credits Bandstra

323. Psalms, Wisdom, Apocalypse in the Hebrew Bible-- The writings of the Hebrew Bible (Old Testament) is the third division of the biblical canon. It consists of the Psalms, wisdom literature (Proverbs and Job), the Scrolls (Ruth, Esther, Song of Songs, Ecclesiastes, Lamentations), and the Daniel apocalypse. In this course students will read and study each of the these books and come to understand them as the voice of emerging Judaism as well as essential background to reading the new Testament with deeper meaning.

Four Credits Bandstra

324. Luke-Acts -- A study of the two books authored by Luke – his gospel and the Acts of the Apostles. Theological issues relevant to the texts will also be examined.

Four Credits Everts

325. Jesus and the Gospels -- A study of the synoptic gospels and the Gospel of John, focusing on the life and teachings of Jesus, the development of the gospel traditions, and the special interests and concerns of each evangelist.

Four Credits Muñoa

327. Late New Testament and Early Christian Writings -- A study of late New Testament writings, focusing on Hebrews, James, I Peter, and Revelation. Issues of background, genre, and interpretation will be dealt with. Other late New Testament and early Christian literature will also be examined briefly.

Four Credits Muñoa

328. Johannine Literature -- A study of the gospel and epistles of John. Special emphasis will be placed on the exegesis of the Johannine texts and the theological questions which are raised in the interpretation of these writings. This course is taught as a seminar.

Four Credits Everts

329. Studies in Scripture -- A course designed to enable current staff or visiting faculty to teach a course in the area of their current research, and to facilitate cross-listing courses.

Four Credits Bandstra, Brouwer, Everts, Muñoa

HISTORICAL STUDIES

344. Christianity in the Middle Ages -- The history of the Christian experience from 400-1400, focusing on how Christians articulated belief and acted on religious conviction in the shifting economic, political, cultural, and social environments of the Middle Ages. Prerequisite: Religion 241.

Four Credits Tyler

345. The Reformation -- The history of religious reform movements from the later Middle Ages through the sixteenth century with an emphasis on Lutheran, Zwinglian, Anabaptist, Calvinist, Anglican, and Roman Catholic reformations and churches. The course will emphasize not only

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theological developments, but also the interaction of religious, political, and cultural impulses and trends.
Prerequisite: Religion 241. *Four Credits Tyler*

346. Women in American Religious History -- An overview of the role of women in American religious history, with emphasis on contemporary issues of women in ministry and feminist theology.
Four Credits Japinga

349. Studies in Religious History -- A course designed to enable current staff or visiting faculty to teach a course in the area of their current research, and to facilitate cross-listing courses.
Four Credits Japinga, Ortiz, Tyler

THEOLOGICAL STUDIES

362. Feminist Theology -- An exploration of theological questions (who is God?, what does it mean to be human?, how do we read the Bible?, etc.) from the perspective of feminist theologians. Prerequisite: a Religion 260 course or permission of instructor
Four Credits Japinga

363. Studies in Christian Spirituality -- A study of major views within the Christian tradition on the nature and practice of spirituality. In addition to the Bible, the writings of such masters as Benedict of Nursia, Maximus Confessor, Bernard of Clairvaux, Julian of Norwich, John Woolman, Soren Kierkegaard, Theresa of Lisieux, Dietrich Bonhoeffer, and Mother Teresa will be examined.
Four Credits Bouma-Prediger

364. Philosophical Theology -- A study of major issues and questions which arise in Christian philosophical theology. Topics covered include religious experience, faith and reason, arguments for God's existence, theology and science, miracles, the problem of evil, and religious pluralism. Prerequisite: a Religion 260 course or permission of instructor.
Four Credits Bouma-Prediger

365. Ecological Theology and Ethics -- A study of the nature and causes of current ecological degradation, the witness of Christian scripture and tradition concerning ecological matters, the responsibilities of humans as earthkeepers, and the practical implications of living in a more earth-friendly way. This is an off-campus course combining traditional academic study with a wilderness backpacking, canoeing, and kayaking trip in which participants learn wilderness camping skills and develop their leadership ability in addition to examining issues in the area of ecological theology and ethics. Prerequisite: permission of instructor.
Four Credits Bouma-Prediger

366. World Christianity -- With over 60% of all Christians now living in the southern and eastern hemispheres, often among the poorest peoples of the world, Christianity has returned to being a predominantly non-Western faith. The total number of Christians in Africa, Asia and Latin America increases by approximately 70,000 people per day (more than 25 million per year). This course introduces students to contemporary world Christianity by gaining a theological and historical understanding of the current shape of the Christian faith around the world. *Four Credits Husbands*

367. Reformed Theology -- This course represents a significant introduction to Reformed Theology. It seeks to acquaint students with the dominant characteristics of the Reformed tradition by examining "misconceptions" of what it means to be "reformed" while also providing a historically informed and theologically substantive treatment of this tradition from John Calvin's 1559 *Institutes of the Christian Religion* to Bruce McCormack's treatment of Barth's critically-realistic-dialectical theology.
Four Credits Husbands

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368. Christian Doctrine -- This course provides a significant and critical assessment of central Christian doctrines. Moving beyond the introduction to theology it offers students the opportunity to consider biblical, historical, and theological claims related to the development, meaning, and contemporary significance of Christian theology. The leading elements of Trinitarian theology, Christology, and theological anthropology are taken up with a view to better understand God's reconciliation of the world in Christ. *Four Credits Husbands*

369. Studies in Christian Theology -- A course designed to enable current staff or visiting faculty to teach a course in the area of their current research, and to facilitate cross-listing courses. *Four Credits Bouma-Prediger, Hoogerwerf, Husbands, Ortiz*

STUDIES IN WORLD RELIGIONS

381. Religions of India -- A study of the history and development of the major religions of India. Special attention is drawn to the impact of historical religion on modern India. *Four Credits Wilson*

383. Studies in Islam -- A study of the history and development of Islam, considering its literature, doctrines, traditions, and practices. Particular emphasis is placed upon sectarian Islam with its various geographical locations and its political significance in the world today. *Four Credits Wilson*

389. Studies in World Religions -- A course designed to enable current staff or visiting faculty to teach a course in the area of their current research, and to facilitate cross-listing courses. *Four Credits Wilson*

SEMINAR AND INDEPENDENT STUDY

420. Seminar in Scripture -- A senior level seminar course on some topic related to the study of scripture. For majors or minors, or by permission of the instructor.

Four Credits Bandstra, Brouwer, Everts, Muñoa

440. Seminar in the History of Christianity -- A senior level seminar course on some topic related to the study of the history of Christianity. For majors or minors, or by permission of the instructor.

Four Credits Japinga, Ortiz Tyler

460. Seminar in Theology and Ethics -- A senior level seminar course on some topic related to the study of theology and/or religious ethics. For majors or minors, or by permission of the instructor. *Four Credits Bouma-Prediger, Hoogerwerf, Husbands*

480. Seminar in World Religions -- A senior level seminar course on some topic related to the study of religions of the world. For majors or minors, or by permission of the instructor. *Four Credits Wilson*

490. Independent Studies -- A program providing an opportunity for the advanced student to pursue a project of his/her own interest beyond the catalog offerings. The course can be based upon readings, creative research and/or field projects. Permission of department chairperson required. *One, Two, Three, or Four Credits Staff*

498. Religion Internship I -- A supervised practical experience in a church or religious organization. This experience will involve at least 12 hours per week in a setting approved by the instructor. It may be taken for one (498) or two (498 and 499) semesters. Prerequisites: two courses in religion (one of which must be Religion 220) and permission of instructor. *Four Credits Everts*

499. Religion Internship II -- A continuation of 498. Same requirements and prerequisites as Religion 498. *Four Credits Everts*

SOCIOLOGY AND SOCIAL WORK

Faculty: Mr. Nemeth, Chairperson; Ms. Chavis, Mr. Feaster, Mr. Franzen, Ms. Koch*, Mr. Piers, Ms. Smith, Ms. Sturtevant Ms. Swanson. **Adjunct Faculty:** Mr. Gonzales.

*Sabbatical Leave, Fall Semester 2014

The Department of Sociology and Social Work provides students with a variety of courses in two major areas. The sociology major prepares students who plan to enter graduate or professional school in the disciplines of sociology, law, urban planning, the ministry and numerous other professions as well as students intending to enter business.

The social work major is a *professional* degree that is accredited by the Council on Social Work Education. Its principal objective is to prepare students for beginning level, generalist social work practice. (The Social Work Program is fully described following the sociology course list.)

SOCIOLOGY MAJOR

Sociology can be defined as the scientific study of human societies. Students majoring in sociology will be introduced to the major theoretical paradigms and methodological procedures of the discipline. They will also select several electives from a variety of topical courses. Finally, majors will participate in a senior-level capstone course that will focus on current issues of significance or in an off-campus internship in an approved program.

The sociology major requires a minimum of 28 credits. This must include a) Sociology and Social Problems (Sociology 101); b) Theoretical Perspectives in Sociology (Sociology 261); c) Methods of Social Research (Sociology 262); d) at least two 4-credit 300-level courses; and e) Capstone Seminar in Sociology (Sociology 495). In addition, students must demonstrate competence in statistics; this is usually accomplished by completing Mathematics 210 or 311.

Criminal Justice Focus

Sociology majors may elect to graduate with a Criminal Justice (CJ) emphasis. This 32-credit program is intended for students preparing for careers in law enforcement, the criminal justice system, and related occupations. The CJ emphasis is offered in conjunction with The Philadelphia Center. In addition to Sociology 101, 261, and 262, CJ students must complete the Criminology I and II sequence (Sociology 221 and 222), another four-credit sociology elective at the 300-level (preferably Sociology 312, Urban Sociology), a four-credit course entitled Social Justice (IDS 366 to be offered through The Philadelphia Center), and a related 8 credit internship in Philadelphia (IDS 351). As with all majors, CJ students must demonstrate competence in Statistics.

Off-Campus Options

Many sociology majors take advantage of off-campus programs, both domestic and international. Students have been enrolled in both the Philadelphia Center and the Chicago Semester as well as in such international programs as those in Aberdeen, Romania, Scotland, Santiago, Dominican Republic, and Queretaro, Mexico. The department strongly encourages students to avail themselves of these options, and we are ready to review the available course offerings to determine if they can count towards the sociology major or minor. In some instances, departmental credit will be granted for internship experiences in off-campus settings.

Permission for either the Criminal Justice emphasis or the Off-Campus option must be obtained from the chairperson of the Department of Sociology and Social Work.

Sociology majors are encouraged to take the following sequence of courses:

YEAR	CREDITS	
First Year		
SOC 101	Sociology and Social Problems	4
IDS 100	First Year Seminar	2
ENGL 113	Expository Writing	4

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REL 100	Basic Studies in Religion	2
KIN 140	Health Dynamics	2
GEMS	General Education Mathematics	2
GEMS	General Education Science	4
Foreign Language Requirement		7
1 Cultural History Requirement		4
First Year Total		31
Second Year		
SOC 261	Theoretical Perspectives (Fall)	4
SOC 262	Methods of Social Research (Spring)	4
4 Credits of Sociology Elective 4		
Students who intend to complete the Criminal Justice Emphasis must take SOC 221 and 222		
MATH 210	Introductory Statistics or	
MATH 311	Statistical Methods	2 or 4
Social Science II requirement 2		
1 Cultural History requirement 4		
1 Performing Arts requirement 4		
Other Electives		6
Second Year Total		30 or 32
Third Year		
2 Sociology Electives at the 300-level		8
Upper Division Religion Requirement		4
Remaining Performing Arts Requirement		2
4-5 General Electives		17
(Students enrolled in the Criminal Justice Emphasis should plan on spending the SPRING semester of their junior year in Philadelphia; similarly, junior year is the preferred time for other off-campus programs.)		
Third Year Total		31
Fourth Year		
SOC 495	Capstone Course in Sociology (Spring)	4
1 Sociology Elective		4
IDS 495	Senior Seminar	4
4 General Electives		20
Fourth Year Total		32

SOCIOLOGY MINOR

The sociology minor consists of 20 credits of courses. Students will be required to complete Sociology 101, 261, and 262. In addition, they will have to take another eight credits from among the department's courses, four of which must be at the 300-level.

SOCIOLOGY COURSES

101. Sociology and Social Problems -- An examination of the concepts and theories which make up the sociological perspective, the evidence which tests these theories, and the ways in which the

SOCIOLOGY AND SOCIAL WORK

sociological perspective can aid in understanding social phenomena in the contemporary world. A lab is included in this class. This course fulfills the Social Science I, global learning domestic, and cultural diversity requirement of General Education. *Four Credits with Lab Staff Both Semesters*

151. Cultural Anthropology -- A study of the historical trends in anthropology that have led to its present perspectives. The concepts of functionalism and cultural relativism are examined and evaluated. The course surveys various cultural patterns around the world. This course fulfills the Social Science I, global learning international, and cultural diversity requirement of General Education. *Four Credits Fall Semester, Even Years*

221. Criminology I -- Students will be introduced to the principal sociological perspectives on the causes of crime, with special emphasis on the processes of deciding who are called criminals and what actions are criminalized. This course is required for students planning to major in sociology with a Criminal Justice emphasis and fulfills the Social Science II requirement. *Two Credits Franzen Fall Semester (First Half)*

222. Criminology II -- Students will be introduced to the Criminal Justice System with a focus on the principal sociological perspectives on the roles of law enforcement agencies, the judicial and penal systems, and post-conviction treatments. This course is required for students planning to major in sociology with a Criminal Justice emphasis. Prerequisite: SOC 221. *Two Credits Franzen Fall Semester (Second Half)*

233. Sociology of the Family -- This course examines several theoretical approaches to understanding the family as a social system, examines issues in the family, examines the social-class variations in the family and examines ethnically diverse families in the U.S. *Four Credits Koch, Smith Spring Semester*

261. Theoretical Perspectives in Sociology -- This course will consider the principal historical and contemporary sociologists and their approaches to the study of society. Through their historical periods and their intellectual and personal biographies, students will be introduced to the major concepts and questions that sociologists consider. Prerequisite: SOC 101. Sociology majors and minors only. *Four Credits Franzen Fall Semester*

262. Methods of Social Research -- A beginning course in the research designs, methods, and techniques used by social scientists. Students will become acquainted with probability theory, hypothesis testing, sampling, and elementary descriptive and inferential statistics. Computer-assisted projects and exercises using a variety of data sets will be introduced in laboratory sessions. Prerequisite: SOC 101. Sociology majors and minors and Social Work majors only. Same as SWK 262. *Four Credits Feaster, Nemeth Both Semesters*

269. Race and Ethnic Relations -- The role that racial and ethnic diversity plays in society continues to be crucial. Much of contemporary social inequality, social conflict and efforts toward accommodation and assimilation have their roots in this diversity. In addition to describing and analyzing these themes, this course will offer an assessment of the American experience in light of broader global trends. This course fulfills the Social Science II requirements. *Two Credits Smith, Swanson Fall Semester*

271. Sociology of Gender I -- In this course we will examine the different roles prescribed to individuals on the basis of sex. The particular focus will be the role of socialization and social institutions.

SOCIOLOGY AND SOCIAL WORK

We will consider the consequences of women's and men's assigned roles for their home and family life, work roles and achievements, media portrayals, and religious practices. This course fulfills the Social Science II and 2 credits of the cultural diversity requirements.

Two Credits Swanson Spring Semester (First Half)

272. Sociology of Gender II -- In this half of the course we will examine the most popular gender theories and discuss their impact on men's and women's roles in the U.S. culture. We will focus more specifically on men's roles, the history and impact of the women's movement, and prospective gender roles in the future. This course includes an intergroup dialogue experience. Prerequisite: SOC 271 or WS 271. *Two Credits Swanson Spring Semester (Second Half)*

280. Social Psychology -- The specific study of how people think about, influence, and relate to one another. Topics include the self, conformity, persuasion, prejudice, and interpersonal attraction. Data collection and analysis are part of the laboratory experience. Prerequisites: Psychology 100. Same as Psychology 280. *Four Credits Inman Both Semesters*

281. Sociology of Popular Culture -- Human beings are immersed in culture; it touches all aspects of our lives. We create, alter, and are influenced by culture; in fact it is one of the most powerful socialization agents we encounter. In this course we will explore the meanings and impacts of culture. We will discuss how our current culture shapes us, and how we shape current culture. We will begin to view popular culture through what C. Wright Mills called the Sociological Imagination. We will give extensive attention to issues of gender, race, and class and its impacts on popular culture. By the time you finish this course you will be equipped with a new perspective on how to interpret the culture in which you live. *Four Credits Koch Spring Semester, Odd Years*

312. Urban Sociology -- An exploration into the social forces that create and shape cities. Students will be introduced to the perspectives that sociologists use to study cities and the factors contributing to urbanization. The course will investigate the origins and development of cities, with an emphasis on the temporal and spatial dimensions of urban development. Urban problems will be addressed in comparative and historical perspectives. *Four Credits Nemeth Fall Semester, Odd Years*

333. Medical Sociology -- An introduction to the sociological study of health, illness, and disease. The impact of gender, race, and social class on the perception and distribution of disease will be emphasized. Attention will be directed to the study of health care delivery systems and the use of alternative health care. *Four Credits Franzen, Spring Semester*

341. Sociology of Religion -- The study of religion has been central to sociology from its earliest days. This course will introduce students to the major theoretical approaches which are being used to study religion. Students will apply these theories to specific expressions of religions, both national and international. *Two Credits Franzen*

356. Social Movements -- This course is about social movements – collective action in which groups use institutionalized and non-institutionalized tactics to promote or resist social and political change. Students will study the history and impact of the Civil Rights Movement as a template for other historic and contemporary examples of social change. Students will also serve in a local community organizing placement in order to see the application of course material on community development. These placements will be made by the second week of class by the instructor.

Four Credits Swanson Spring Semester

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365. Sociology of Education and Childhood -- This course examines the nexus between children, the education system and the rest of society through a sociological lens. This demands that we consider not just the socialization process but also the structural aspects that impact children and all levels of education. The course surveys principle ways of thinking about schools as organizations and about the consequences of these structures for the distribution for life chances. The focus is on theory and research concerned with the organizational and occupational sides of schools, teaching and children. This course will take a sociological perspective and explore the diversity of children's experiences with socialization and schools across family structure, race and ethnicity, social class and gender. Key topics include trends in gender, racial and class inequalities in schooling, the content of schooling, current reform politics, issues of school funding, and global differences in education. *Four Credits Koch Spring Semester, Even Years*

390. Advanced Research Project -- A research oriented course designed to get advanced students actively involved in an ongoing research project. The course is primarily intended for students contemplating graduate studies in sociology. Students will be assisting professors with a research project and thus be learning by doing. Students must submit an application (available in the department office) no later than noon on the Friday before registration. Prerequisites: Research Methods (SOC 262) and permission of the instructor. It is strongly recommended that the course be taken before the senior year. This course may be taken only once. *Four Credits Staff Fall Semester*

490. Independent Studies in Sociology -- This program affords an opportunity for advanced students in sociology to pursue a project of their own interest beyond the regular course offerings. The project may take one of several forms: 1) library readings on a topic in sociology, 2) a supervised research project, 3) a supervised field project combining study with appropriate work experience. Open to senior level sociology majors with the consent of the department. *Two to Four Credits Staff Both Semesters*

495. Capstone Seminar in Sociology -- A senior course designed to enable students and faculty to organize and integrate a variety of interest areas in sociology, thereby culminating the major with a synthesis provided through theoretical perspectives. Prerequisite: 16 credits of sociology. *Four Credits Staff Spring Semester*

499. Sociology Internship -- A supervised practical experience in a governmental, private, and/or non-profit organization. The general guideline for credit is 3 hours per week for each credit hour awarded. This course may be repeated for credit but no more than 6 hours may be applied to fulfilling the sociology major. Open to senior level sociology majors with the consent of the department. *One to Six Credits Staff Both Semesters*

SOCIAL WORK MAJOR

The baccalaureate social work major is accredited by the Council on Social Work Education. Students will learn that social work is a profession dedicated to assisting people to attain life satisfaction through personal, social, and environmental changes. Social work uses a variety of generalist practice methods, including direct interventions, community organization, and social welfare planning and policy development. Social work is concerned with meeting the needs of oppressed populations, including those most vulnerable and discriminated against.

Only graduates who are social work majors are eligible for licensing (LBSW) in Michigan and other states.

Social work majors alone are eligible to reduce the time in M.S.W. programs by up to two

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semesters through advanced standing programs. Please consult the social work faculty for more details.

In addition to their classroom experiences, social work students engage in a wide variety of activities working with various client populations in their internships:

- work with community organizations
- work with community agencies in program planning and implementation
- work with the elderly
- work with unemployed and underemployed
- work with people encountering difficult life transitions
- conduct social research in the community
- work with the developmentally and physically challenged
- work with juvenile delinquents
- work with at risk school children

The requirements for the social work major include the following social work courses: a) Introduction to Social Welfare (Social Work 241); b) Social Work and Family (Social Work 232) or Child Welfare (Social Work 242); c) Methods of Social Research (Social Work 262); d) Human Behavior and Social Environment I (Social Work 310); e) Human Behavior and Social Environment II (Social Work 311); f) Social Work with Diverse Populations (Social Work 315); g) Social Work Interviewing (Social Work 320); h) Contemporary Social Policy (Social Work 322); i) Social Work Interventions I, II and III (Social Work 351, 352 and 401); and j) Social Work Field Experience I and II (Social Work 443 and 446).

All social work majors must formally apply to the Social Work Program by February 15 of their freshman year or October 15 of their sophomore year. Admission is competitive and not guaranteed. To be eligible for admission --

1. Applicants must have completed or be currently enrolled in Psychology 100, Sociology 101, and Social Work 241.
2. Applicants must have a minimum GPA of 2.5 and a minimum GPA of 2.7 in their social work courses.
3. Applicants need two recommendations from Hope College faculty/staff.
4. Applicants must submit a written personal statement which includes information about their commitment to social work as a vocation and describes their prior volunteer service in the field.

A student who does not fully meet one or more of the admission criteria may be admitted to the Social Work Program conditionally, provided the student, after an interview with the Program Director of Social Work, agrees in writing to remove the deficiency by the end of the following semester. Conditionally accepted students should be aware that there are risks involved in pursuing the first year of the social work major on a conditional basis. A minimum GPA of 2.5 and a minimum GPA of 2.7 in the social work major are required for graduation.

In addition, the following cognate courses are required: a) Introduction to Psychology (Psychology 100); b) Introduction to American Political Institutions (Political Science 100) or Political Science 110; c) Sociology and Social Problems (Sociology 101); d) GEMS 158; and e) Introductory Statistics (Mathematics 210).

Social Work 241 must be completed in the Spring Semester of the freshman year or the Fall Semester of the sophomore year. To ensure the fulfillment of all the social work degree requirements, students are urged to follow the schedule of courses indicated in the following four year curriculum:

SEMESTER		CREDITS
Freshman Year -- Fall		
PSY 100	Introduction to Psychology (S1A)	4

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REL 100	Basic Studies in Religion (RL1)	2
ENG 113	Expository Writing I (EW)	4
IDS 100	First Year Seminar (FYS)	2
Cultural Heritage Requirement	IDS 171/ENGL 231/HIST130 or PHIL 230 (CH1)	4
		16
Freshman Year -- Spring		
KIN 140	Health Dynamics (HD)	2
SOC 101	Sociology and Social Problems (CD)	4
SWK 241	Introduction to Social Welfare	2
Language Requirement	Language 1 - 101/121/171	4
POL 100	Introductions to American Political Institutions and Lab - 4 credits (S1B)	
or POL 110 or POL 151	or Topics in Political Science - 2 credits (S2B) or Introduction to Global Politics - 4 credits	2 or 4
		16-18
Sophomore Year -- Fall		
MATH 210	Introductory Statistics (MA1)	4
Language requirement	Language II - 102/122/172 (FL2)	4
Cultural Heritage II requirement	IDS 172/ENGL 232/HIST 131 or PHIL 232 (CH2)	4
Natural Science requirement	GEMS, mathematics, or science course - 2 credits (MA) or NS2)	
or SWK 241	or Introduction to Social Welfare	2
Arts II requirement	Studio or performance course(s) in art, creative writing, dance, music, theatre (FA2)	
or SWK 232	Social Work and Family	2
		16
Sophomore Year -- Spring		
REL 200+	200-level course in biblical, historical, theological or world religions studies (RL2)	4
SWK 232	Social Work and Family	
or SWK 242	or Child Welfare	2
SWK 351	Social Work Interventions I	4
GEMS 158	Human Biology in Health and Disease (NSL)	4
Arts I Requirement	ART 109 or 110/IDS 101/MUS 101 or 104 or 105/THEA 153 (FA1)	
or SWK 320	or Social Work Interviewing	3
+ SWK 295	Social Work Interviewing Lab	1
		18
Junior Year -- Fall		
SWK 310	Human Behavior in the Social Environment I	3
SWK 311	Human Behavior in the Social Environment II	3
SWK 352	Social Work Interventions II	4
SWK 320	Social Work Interviewing +	
SWK 295	Social Work Interviewing Lab	1
or Elective (2 cr)		2 or 4
Arts I Requirement	ART 109 or 110/IDS 101/MUS 101 or 104 or 105/THEA 153 (FA1)	4
		16 or 18

SOCIOLOGY AND SOCIAL WORK

Junior Year -- Spring

SWK 262/SOC 262	Methods of Social Research	4
SWK 315	Social Work with Diverse Populations	4
SWK 322	Contemporary Social Policy	4
SWK 401	Social Work Interventions III	4
or Elective (4 cr)		

16

Senior Year -- Fall

SWK 401	Social Work Interventions III	4
or Elective (4 cr.)		
SWK 443	Social Work Field Practicum I	6
Arts II Requirement	Studio or performance course(s) in art, creative writing, dance, music, theatre (FA2)	
or Elective (2 cr)		2
Electives	Electives	4

16

Senior Year -- Spring

Senior Seminar Requirement	IDS course numbered 400 or above (SRS)	4
SWK 446	Social Work Field Practicum II	6
Electives	Electives	6

16

With prior permission, social work students may be allowed to carry out internships at The Philadelphia Center, the Chicago Semester, or the Romania Studies Program.

Graduates of Hope's Social Work Program have been involved in a variety of satisfying careers such as:

- social workers in a variety of practice settings
- graduate programs in social work
- ministers and church workers
- legal aid lawyers
- directors of drug clinics
- professional counselors
- supervisors in counseling centers
- urban planners
- teachers of social work
- community organizers
- director of social welfare programs

No academic credit for life experience and previous work experience will be given in lieu of any social work or cognate courses required for the social work major.

SOCIAL WORK COURSES

232. Social Work and Family -- This course examines the family from a developmental approach. Research studies will focus on the trends in family life and social problems related to family functioning at each stage of a family's development. Prerequisite: SOC 101.

Two Credits Piers Both Semesters (First Half)

SOCIOLOGY AND SOCIAL WORK

241. Introduction to Social Welfare -- This course examines the role of social workers in society. Social work fields of practice are explored including medical social work, school social work, poverty-based social work, juvenile corrections, gerontology, etc. This course is intended to be an introductory course for students exploring the possibility of social work as a career. Corequisite: SOC 101. *Two Credits Chavis, Sturtevant Fall Semester (First Half), Spring Semester (First Half)*

242. Child Welfare -- This course examines the philosophy of child welfare as a specific part of social welfare and the programs that constitute the child welfare institutions. Child abuse and neglect is a major topic of this course. *Two Credits Sturtevant Fall Semester (Second Half)*

262. Methods of Social Research -- A beginning course in the research designs, methods, and techniques used by social scientists. Probability theory, hypothesis testing, sampling, and elementary descriptive and inferential statistics are introduced. Practical research experience is emphasized. Same as SOC 262. Corequisite: Math 210. Sociology majors and minors and Social Work majors only. *Four Credits Feaster, Nemeth Spring Semester*

310. Human Behavior and Social Environment I -- This course will focus on the interaction between persons and the social systems they encounter throughout maturation. Special attention will be given to the interactions and systems as they relate to and affect social work practice with a variety of populations, including those experiencing ethnic, racial, sexual, and age-based discrimination. Social work majors only. Corequisite: Biology 221 or GEMS 158. Prerequisites: Psychology 100, SWK 241. *Three Credits Feaster Fall Semester (First Half)*

311. Human Behavior and Social Environment II -- This course is a continuation of Social Work 310. Prerequisite: SWK 310. *Three Credits Feaster Fall Semester (Second Half)*

315. Social Work with Diverse Populations -- This course will prepare students for ethnically sensitive social work practice. Students will examine assumptions, strategies, and procedures that will enhance their values, knowledge and skills to more effectively interact with diverse populations at each stage of the social intervention process. Social work majors only. *Four Credits Chavis Spring Semester*

320. Social Work Interviewing -- This course will focus on the principles of the social work interview; the examination of techniques and theoretical models that increase the effectiveness of social work interventions; and the demonstration and practice of these skills. Social work majors only. Prerequisite: SWK 241. *Four Credits Chavis Both Semesters*

322. Social Policy -- This course examines the history and philosophy of the profession of social work. It also examines social policy issues such as poverty and mental illness and the significance of social, economic, and political factors in policy making implementation. Social work majors only. Prerequisites: SWK 241, POL 100 or 110. *Four Credits Feaster, Sturtevant Spring Semester*

351. Social Interventions I -- This course is the first in a series of practice courses in the social work major curriculum. It will focus on the generalist interventions process of working with client systems: engagement, assessment, goal setting, intervention planning, contracting, intervention applications, evaluation, and termination. Attention will be given to social work values; ethical decision making; roles of the social worker; and ethnic, racial and gender sensitive practice. Social work majors only. Prerequisite: SWK 241. *Four Credits Chavis, Piers Both Semesters*

SOCIOLOGY AND SOCIAL WORK

352. Social Interventions II -- This course is the second in a series of practice courses in the social work curriculum. It will focus on the generalist practice skills, interventions and issues involved in working with client systems consisting of families and small groups. Planning, assessment, intervention and termination stages will be addressed. Attention will be given to social work values; ethical decision making; roles of the social worker; and ethnic, racial and gender sensitive practice. Social work majors only. Prerequisite: SWK 351. *Four Credits Feaster, Piers Both Semesters*

401. Social Interventions III -- This course is the third in a series of social work practice courses. It will examine the types of human service organizations within the community and examine the political and social context in which community organizing takes place in contemporary society. As an interventions course, it will continue to focus on the stages and processes utilized in generalist social work practice through a problem solving approach. Social work majors only. Prerequisite: SWK 352. *Four Credits Sturtevant Both Semesters*

443. Social Work Field Experience I -- This program offers the opportunity for advanced social work students to work with individuals, groups, and community organizations under the close supervision of professional social workers. The program is offered in cooperation with several social and criminal justice agencies in Western Michigan. Work may include direct service, client advocacy, training, referral service, and community organizing for client systems. Students will spend 220 hours per semester in the field. The weekly practicum seminar is also a component of this course. Admission to field practicum is required. Corequisite: SWK 401. Social work majors only. *Six Credits Chavis, Feaster, Piers, Sturtevant Fall Semester*

446. Social Work Field Experience II -- This course is a continuation of SWK 443. See SWK 443 for more information. Social Work majors only. *Six Credits Chavis, Feaster, Piers, Sturtevant Both Semesters*

490. Independent Study -- This program allows advanced students in social work to pursue a project of their own interest beyond regular course offerings. Project may take the form of library research and study project or supervised research project. Students must have a specific project in mind. Prerequisite: 20 credits toward social work major. *Two or Three Credits Staff Both Semesters*

495. Advanced Seminar in Social Work -- A senior level seminar course designed for trial course offerings which enable faculty and students to organize and integrate a variety of interest areas in social work. Prerequisites: senior standing, social work major, and permission of the instructor. *Three Credits Staff Both Semesters*

THEATRE

Faculty: Ms. Robins, Chairperson; Ms. Bahle, Ms. Bombe, Director of Theatre; Mr. Landes, Mr. Perez, Mr. Smith.

The Hope College Department of Theatre is an accredited institutional member of the National Association of Schools of Theatre.

The Department of Theatre offers an academic program of recognized excellence which develops students as practicing theatre artists and engaged audience members.

Course offerings in theatre, along with the department's co-curricular production program, are designed to provide the liberal arts student with knowledge of and experience in an art form which has played an important role in our cultural history as well as in contemporary society. Performance or laboratory experience makes possible an appreciation of the art which can be derived only from direct participation. The practical experience of working together in a disciplined collaborative art facilitates one's understanding of oneself and of other people.

The primary objectives of the theatre production program are (1) to provide significant and challenging artistic experiences for our students, (2) to engage the student body as a whole by producing performances of historical, contemporary, literary, and/or theatrical merit, and (3) to augment the community's cultural life through the presentation of plays of social and theatrical value.

Theatre students currently

- participate in the mainstage production program as actors, designers, stage managers, dramaturgs, publicists, and technicians
- mount student-directed and -produced work on a regular basis
- participate in the New York Arts Semester Program; The Philadelphia Center, an urban semester program sponsored by the GLCA; or the Chicago Semester program
- work with established professionals in theatre through guest artist residencies and through involvement with the Hope Summer Repertory Theatre

Graduates of the Department of Theatre have been involved in pursuing such careers as:

- acting, directing, designing, stage management, and arts administration
- university teaching
- serving as members of professional repertory companies
- internships at regional professional theatres such as the Ensemble Studio Theatre, the Steppenwolf Theatre, The New Group and the Wooster Group
- graduate study at such schools as the Florida State University Asolo Conservatory for Actor Training, the American Repertory Theatre at Harvard University, the University of Illinois, Northwestern University, and Southern Methodist University

MAJOR: A major in theatre generally serves one of the following purposes:

1. More intensive study in this particular discipline as the emphasis within the student's liberal arts education.
2. Preparation for graduate work leading to an M.A., M.F.A., Ph.D., or D.F.A. degree in theatre.
3. Preparation for work in a non-commercial field of theatre such as community theatre.
4. Preparation for advanced training leading to a career in the professional theatre.

The **major program** is designed on a "contract" basis, with provisions as follows:

1. Theatre Major: 35 credits consisting of Acting I (Theatre 161); Principles of Design (Theatre 205); Theatre Crafts I and II (Theatre 210/211); one course chosen from Scene Design (Theatre 222), Lighting Design (Theatre 223), or Costume Design (Theatre 224); Play Analysis (Theatre 243); Stage Management (Theatre 250); two courses chosen from Western Theatre I and II

THEATRE

(Theatre 301 and 302) and American Theatre (Theatre 306); Stage Direction I (Theatre 331); three credits chosen from Advanced Theatre Practicum (Theatre 380), Independent Studies in Theatre (Theatre 490) or Seminar in Theatre (Theatre 495), or an internship with the Hope Summer Repertory Theatre or with an off-campus program, as approved by the theatre faculty.

2. In conjunction with a departmental academic advisor, the student will propose additional courses for completion of his or her major contract. This proposed course of study in an area or areas of special concentration will be designed to suit the student's own individual interests, needs, and career goals. Typical areas of concentration are design and technical theatre, directing, and performance. The major contract proposal will be submitted for approval to the Theatre Council, which is comprised of the theatre faculty and elected student representatives.

In addition to the curricular requirements, every design/technical-concentration student who does not have an assigned responsibility on- or off-stage for a major departmental production is expected to serve a minimum of 10 hours on one of the crews for that production. Majors with a concentration in performance are expected to participate in all departmental production auditions. Majors with a concentration in direction will stage manage at least one departmental production.

In order that full advantage may be taken of the individualized approach to the major program, it is in the best interest of the student to declare the major by the end of the sophomore year. It is recommended that major contracts include at least two full semesters of study following submission.

Although the department has no foreign language requirement beyond the general college requirement, students anticipating graduate school -- particularly in the areas of theatre history, literature, and criticism - are advised to consider the undergraduate preparation in language which may be expected by graduate departments.

A theatre student handbook is available in the department office. Majors are expected to be familiar with information provided in this handbook.

COURSES FULFILLING COLLEGE GENERAL EDUCATION REQUIREMENTS:

Arts I: Theatre 101, 153

Arts II: Theatre 110, 130, some sections of Theatre 280

MINOR: 21-22 credits consisting of Acting I (Theatre 161); Play Analysis (Theatre 243); Theatre Crafts I and II (Theatre 210 and 211); one theatre history course chosen from Western Theatre History I and II and American Theatre (Theatre 301, 302 and 306); an additional 3-4 credits chosen from the following: Principles of Design (Theatre 205), Scene Design (Theatre 222), Lighting Design (Theatre 223), Costume Design (Theatre 224), Stage Management (Theatre 250), Stage Direction (Theatre 331), or a second theatre history course. The theatre student handbook, available in the theatre department office, contains further information on the theatre minor.

I. GENERAL EDUCATION

101. Introduction to the Theatre -- This course will examine the role and value of theatre in our culture and introduce students to the art of theatre by exploring the ways in which playwrights, directors, actors, designers, technicians, and audiences collaborate and make choices to create theatre. Through individual creative projects or lab experiences, lectures, demonstrations, readings, discussions, and viewing live and videotaped theatre performances, the student will have the opportunity to enrich his/her awareness and understanding of the artistic process inherent in creating theatre. By the end of the semester, the student will attend, read, discuss, and write about theatre with greater sensitivity and insight.

Four Credits Perez When Feasible

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110. Acting for the Non-Major -- The course will introduce the student to the creative process of acting. Through readings, discussion, class exercises and improvisations, written analyses, scene work, and viewing live theatre performances, the student will recognize, understand, and participate in acting as an interactive and artistic expression of the human experience. Through his/her observation of and participation in this process, the student will gain a deeper awareness and appreciation of the challenge and value of acting.

Two Credits Bahle Fall Semester

130. Oral Interpretation of Literature -- A basic course designed to develop an increased understanding and appreciation of literature while cultivating and strengthening vocal skills through the process of interpretive reading.

Two Credits Bahle When Feasible

153. Art of the Cinema -- An introductory course in film appreciation. Films viewed and critiqued in class will be approached in terms of the cultural context of each film and the filmmaker's relation to the society in which he or she lives -- its values, mores, and aspirations.

Four Credits Smith Fall Semester

389. GLCA Arts Program -- The Great Lakes Colleges Association, Inc. Arts Program, in New York City, involves the student in a full semester's study in the arts. The program includes a Seminar on the Arts in which all students participate, together with individual projects which usually take the form of a professional internship. Approval by the department is required prior to the student registering for this course, and the department must approve the student's individual program before credit will be granted. The registrant must be accepted into the program by the Director of the GLCA Arts Program. The Arts Program should preferably be taken during the junior year.

Sixteen Credits (Maximum) Both Semesters

II. PERFORMANCE AND PRODUCTION

105. Introduction to Theatre Practice -- Introduction to the performance and production aspects of theatre art. Through readings, discussions, laboratory experience, and class projects, the student will become acquainted with the functions and the relation to the total production organization of the director, designers, technical director, actors, technicians, and stage manager. Course is designed primarily for the intended theatre major. Course is open only to entering freshmen.

One Credit Landes Fall Semester

161. Acting I -- An introduction to basic principles of acting and to ensemble playing. Recommended that intended performance-concentration majors enroll in the freshman year. *Four Credits Bahle Fall Semester*

162. Acting II -- A study of observation, sensory recall, focus, characterization, and improvisation, together with the actor's approach to script analysis, leading to the presentation of short scenes.

Four Credits Bahle Spring Semester

205. Principles of Design -- This course will explore through various projects the basic design vocabulary used in set, costume, and lighting design and the basic principles, controls, and use of visual elements in design.

Two Credits Smith Spring Semester

THEATRE

210. Theatre Crafts I -- An introduction to the fundamentals of technical production in the performing arts. Areas of study will include scenery construction, drafting, scene painting, properties, and costume construction. Students will examine the theatre plant and the collaborative process and will be provided with a solid understanding of theatre terminology. Two one-and-one-half-hour lectures and one two-hour lab per week.
Four Credits Smith, Veenstra Fall Semester

211. Theatre Crafts II -- Continuation of Theatre 210 as an introduction to the fundamentals of technical production in the performing arts. Areas of study will consist of lighting and sound design and implementation. Students will examine the processes, terminology, and techniques applicable to these areas. Two one-and-one-half-hour lectures and one two-hour lab per week.

Four Credits Landes Spring Semester

215. Stage Makeup -- Study of the principles of makeup for the stage. Training in skills and techniques needed for understanding the application of straight, character, and fantasy makeup. Emphasis will be on facial anatomy, physiognomy, corrective makeup, skin textures, materials, modeling, analysis, special structures.

Two Credits Bombe When Feasible

222. Scene Design -- An introduction to designing scenery for stage production. Course work is divided into three major areas of study: (a) history of architecture, furniture styles, and interior decor from the early Egyptians to the present day; (b) theoretical considerations in analyzing a production visually for an open theatre space; and (c) training in the techniques of sketching, painting, and model-building for set designs. Prerequisites: Theatre 210 and 211, or permission of the instructor. Offered alternate years, 2014-15.

Three Credits Smith Spring Semester

223. Lighting Design -- A study of the tools, technology, and artistic considerations of theatrical lighting. Course deals with the aesthetic problems of lighting design as the artistic effort of an individual working within a producing group. Prerequisites: Theatre 210 and 211, or permission of the instructor. Offered alternate years, 2014-15.

Three Credits Landes Fall Semester

224. Costume Design -- An introduction to the role of the costume designer in the theatre. Emphasis will be placed on developing each student's imagination, creativity, and technique in designing costumes for the theatre. Course work will include consideration of the designer's responsibilities as a visual artist, based on analysis of the script and production concept, development of techniques for analysis, historical research, and rendering. Prerequisites: Theatre 210 and 211, or permission of the instructor. Offered alternate years, 2015-16.

Three Credits Bombe Fall Semester

243. Play Analysis -- The objective in this course is to learn how to read a playscript as a work intended for stage performance. Regularly assigned written analyses will deal with such matters as structure, plot, characterization, relationships, motivation, and language. Recommended that intended theatre majors enroll in the freshman year.

Two Credits Bahle Spring Semester

250. Stage Management -- This introduction to theatre stage management will emphasize: (1) management and communication practices during the production, rehearsal, and performance periods; (2) the stage manager's role in the rehearsal process; and (3) guiding and maintaining the production in performances. This course will include in-class laboratory exercises.

Two Credits Landes Fall Semester

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256. Playwriting -- Practice in the art of writing for the stage through work on selected special problems of the playwright. Whenever possible provision will be made for reading performances of work-in-progress, and in cases of exceptional merit arrangements may be made for public performance of a finished script. Offered alternate years, 2014-15. *Four Credits Perez Spring Semester*

261. Acting III -- An integrated study of voice and movement in relation to the actor's craft. The work of Shakespeare and the ancient Greeks will serve as the predominant performance material. Recommended that intended performance-concentration majors enroll in the sophomore year. Prerequisites: Theatre 161 and 162, or permission of the instructor. *Three Credits Robins Fall Semester*

262. Acting IV -- A continuation of Theatre 261, emphasizing the voice and movement challenges inherent in the plays of Moliere, Restoration and Georgian comedy, Chekhov, and absurdist writers. Prerequisites: Theatre 161, 162, 261, or permission of the instructor. *Three Credits Robins Spring Semester*

280. Theatre Laboratory -- Practical experience in theatrical production through involvement as an actor, technician, or assistant stage manager in a departmental major production. The amount of credit to be granted will be determined by the number of hours required for the particular assignment as agreed upon by student and instructor: minimum of 40 hours for one credit, 80 hours for two credits. Prerequisite: casting by the director, or acceptance on a production crew by the technical director and permission of the instructor. *One or Two Credits Staff Both Semesters*

295. Studies in Theatre -- Instruction in specific performance or production techniques, such as furniture design, mime, stage combat, musical theatre, and special problems in acting. Each class will be limited to one such performance or production area. Frequency of course offering is determined by student demand and by availability of theatre specialists or guest artists. Prerequisite: permission of the instructor. *One or Two Credits*

331. Stage Direction I -- A basic course in the principles of textual analysis, design collaboration, rehearsal process, and communication skills for the director in proscenium, thrust, and arena staging. Prerequisites: Theatre 161 or equivalent, and Theatre 210 and 211, or permission of the department. *Three Credits Perez Fall Semester*

332. Stage Direction II -- A continuation of Theatre 331. Each student will produce at least one one-act play. Prerequisite: Theatre 331, or equivalent. *Two Credits Robins Spring Semester*

361. Acting V -- An advanced acting course, Acting V will focus on a particular facet of acting that may vary from semester to semester and will remain responsive to students' needs and interests. These classes will incorporate a combination of acting/technique exercises, written analytical work, and scene work. Prerequisites: Theatre 161, 162, 261, 262. Offered alternate years, 2014-15. May be taken more than one time. *Two Credits Perez Spring Semester*

375. Musical Theatre Workshop A -- Forming the initial segment of a two-semester workshop in musical theatre performance, this course will focus on the selection and preparation of solo and duet material, culminating in performance assessment by a professional guest evaluator or divisional jury. Offered alternate years, 2015-16. *Two Credits Bahle, Pilon Fall Semester*

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376. Musical Theatre Workshop B -- A continuation of Theatre 375, this capstone workshop will provide performance students the opportunity to synthesize experiences in music, dance, and acting. Drawing material from genres of musical theatre appropriate for each individual, students will develop a "song book" portfolio and a musical theatre audition. Guest coaches and artists representing the musical theatre profession will conduct intense workshops. The course will culminate in a showcase presented at the end of the spring semester. Offered alternate years, 2015-16. *Two Credits Pilon, Robins Spring Semester*

380. Advanced Theatre Practicum -- Specialized study of a particular production aspect of a play in performance. The student will be assigned to a departmental production as assistant director, assistant designer, or stage manager. A report, the form of which is to be governed by the nature of the project, will be submitted to the project supervisor. Registration is restricted and requires departmental approval. Ordinarily, no student will be permitted to register for practicum who has not taken basic course work in the particular area. Prerequisite: application to the department.

One, Two or Three Credits Staff Both Semesters

381. Summer Theatre Laboratory -- An integral part of the Hope Summer Repertory Theatre program, the course will concentrate on a consideration of the interrelated problems of play production. Aspects to be covered include script and character analysis, production planning and design, construction procedures and techniques, and management. Course may be taken for a maximum of six credits (i.e., two summer sessions). Prerequisites: acceptance into the summer theatre company, and permission of the instructors.

Three Credits Staff Summer Session

490. Independent Studies in Theatre -- Independent work for the advanced student in one of the following areas: directing, acting, scene design, costuming, lighting, sound, playwriting, theatre or film criticism, theatre management. Course is offered on a selective basis, by permission of the department. The student must submit *in writing on a form available from the department office* a project proposal for departmental approval during the previous semester and prior to registration for the course. *One, Two or Three Credits Staff Both Semesters*

III. HISTORY AND THEORY

296. Special Topics in Theatre -- Study of an area of theatre or film history, literature, theory, or criticism not specifically covered in the regular departmental offerings. Offered occasionally as warranted by student and faculty interest. Prerequisite: permission of instructor.

Two or Three Credits

301. Western Theatre History I -- Plays, theatre, and theatre performances reflect the cultural, political, and spiritual climate of the particular epoche in which they are created. By surveying Western theatre from the ancient Greeks through the 17th century, the course will attempt to make contact with the theatre of those distant times and places, to understand the forces and conventions that shaped past theatrical creation, and to examine the viable connection between the spirit and practice of our theatre past and the spirit and practice of our contemporary theatre world.

Four Credits Robins

302. Western Theatre History II -- As a continuation of Western Theatre History I, this course will survey theatre from the late 17th century to the present (excluding American drama). Offered alternate years, 2015-16.

Four Credits Robins/Tammi Spring Semester

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306. American Theatre -- A study of theatre in the United States from colonial times to the present. Emphasis will be placed on contemporary developments, beginning with O'Neill and the Provincetown Playhouse. Offered alternate years, 2014-15.

Four Credits Perez/Robins Spring Semester

495. Seminar in Theatre -- Intensive study of the work of a playwright, critic, or specific movement in or period of theatre history. Past topics have included Moliere, Strindberg, American scene design, Tennessee Williams, the Moscow Art Theatre, and modern directing theories and practices from Artaud to the present. Prerequisite: permission of the instructor.

Two or Three Credits

499. Readings in Theatre -- Readings, under the tutorial supervision of an instructor assigned by the department chairperson, in a specialized or advanced area of theatre studies. Prerequisite: permission of the instructor.

Two or Three Credits Staff Both Semesters

WOMEN'S AND GENDER STUDIES

Faculty: Ms. Atkins, Ms. Beard, Ms. Bredow, Ms. Burton, Mr. Cole, Ms. Dandavati, Ms. Dykstra, Mr. Farmer, Ms. Gibbs, Mr. Hagood, Ms. Japinga, Ms. Johnston, Ms. Kipp, Ms. Koch, Ms. Kraus, Ms. Larsen, Mr. Maiullo, Ms. Randel, Ms. Swanson, Ms. Werner.

Women's and gender studies focuses on issues of identity and systems of power, through reflection on personal, social and historical realities. Specifically, women's and gender studies connects theory to self-awareness and social responsibility. Whereas historically, the voices of women and other minorities (including feminist men) have been muted, women's and gender studies puts these voices at the center of the curriculum.

WOMEN'S AND GENDER STUDIES MAJOR: The women's and gender studies major consists of 32 credits. All students must take 16 credits of courses, which are WGS 160 (Global Feminisms), WGS 200 (Introduction to Women's and Gender Studies), WGS 350 (Feminist Visions of Justice: Feminist Theory and Methodology), and WGS 494 (Keystone Seminar). The remaining 16 credits are to be a balance of electives from Arts & Humanities and Social Sciences (at least one course from each division), which must be chosen in consultation with the WGS director.

WGS MINOR: The women's and gender studies minor consists of 20 credits. All students take WGS 200 (Introduction to Women's and Gender Studies) and choose two out of the three following core courses: WGS 160 (Global Feminisms), WGS 350 (Feminist Visions of Justice: Theory and Methodology), and WGS 494 (Keystone Seminar). The remaining 8 credits are to be a balance of electives from Arts & Humanities and Social Sciences (at least one course from each division), which must be chosen in consultation with the WGS director.

WGS ELECTIVE COURSES:

Examples of Arts and Humanities that have counted towards a Women's and Gender Studies major/minor:

Christian Feminism

U.S. Cultural History: Ideas of Race, Class and Gender

Women in Early Modern Europe

19th and 20th Century British Women Writers

Sexual Ethics

20th Century Dance History

Women, Art and Society in 18th and 19th Century France

Examples of Social Sciences courses that have counted towards a Women's and Gender Studies major/minor:

Sociology of Gender

Sociology of Popular Culture

Psychology of Gender

Human Sexuality

Intergroup Dialogue

Social Work and the Family

WGS CORE COURSES:

160. Global Feminisms -- This course seeks to investigate the broad spectrum of women's movements that thrive across the developing world. Particular emphasis is on globalization and

WOMEN'S AND GENDER STUDIES

development as well as women's interaction with neo-liberal economics. Third World feminist and womanist theories will be examined. Students will also encounter the impact that culture and politics play on women in the developing world. (Cross-listed with Political Science 160.)

Four Credits Dandavati Fall Semester

200. Introduction to Women's and Gender Studies -- In this course, students will explore and assess their own assumptions about gender, and examine the effects of sexism on all people. We will study historical and contemporary texts by diverse authors. At the heart of feminist pedagogy, students are encouraged to teach and learn from one another. Students will be challenged to grow and support communal growth in shaping a world free of power-divisions based on gender, race, class, citizenship, and country of origin.

Four Credits Atkins, Kipp, Petit Both Semesters

350. Feminist Visions of Justice: Theory and Methodology-- This course looks at feminist visions of justice, including ideas that impact students' lives, the larger communities in which we live, as well as in the world. Students examine their own theories and study those of feminist scholars, practitioners and activists. Emphasis is placed on contemporary issues and practices.

Four Credits Atkins Fall Semester

490. Independent Projects -- An in-depth independent study of women's and gender issues or other topics analyzed from a feminist perspective or a project designed to bring about systemic change.

Variable Credit Staff

494. Keystone Seminar -- A course designed to examine feminist perspectives in practice and support projects on women's and gender issues.

Four Credits Kipp, Petit Spring Semester

496. Internship Program in Women's and Gender Studies -- An internship in women's and gender studies with the Philadelphia Center, Washington Semester, Chicago Semester, or a placement in West Michigan approved by the director of women's and gender studies. Placement is coupled with a feminist analysis of the internship site and the student's experience.

Variable Credit

SPECIAL ACADEMIC PROGRAMS

OFF-CAMPUS STUDY OPPORTUNITIES

Hope College has long recognized the value of offering its students a wide range of off-campus study opportunities, both domestic and international. These are available to qualified students through exchange programs and the college's membership in a number of consortiums. These include the Great Lakes Colleges Association, Inc. (GLCA), a Michigan non-profit corporation, which cooperates with the Associated Colleges of the Midwest (ACM) to sponsor additional programs, and for other overseas programs: IES Abroad and the Council on International Education Exchange (Council). Additionally we offer a world-wide range of field-based programs through the School for International Training (SIT), direct enrollment in a range of Australian and New Zealand universities through Globalinks (GL), and a Creation Care Study Program (CCSP) in Belize. Semester and year-long opportunities for off-campus study are available in virtually every part of the globe. May, June and July terms offer short term options.

All off-campus programs, independent of length, subject matter, or location, fall into one of the following two categories:

1. *Official Hope College Programs*

Hope College exercises direct or indirect academic and administrative control over these programs. Students who participate in these are screened by the Off-Campus Programs Admissions Committee and they remain enrolled at Hope College. It is the responsibility of students to demonstrate to the Off-Campus Programs Admissions Committee that they have made prior arrangement with the campus administrator and/or the academic departments concerned for the awarding of credit. Once the student is off-campus, it is the continuing responsibility of the student to communicate any program changes to the chairperson of the department from which credit is expected. Students in these official programs continue to receive administrative support and will be regarded as regular Hope College students in all respects. They are entitled to retain financial aid and to have grades and credit earned recorded on their Hope College transcript.

2. *Non-Official Programs*

Students may, of course, enroll in other programs over which Hope College does not exercise administrative or academic control. In the case of overseas programs, the International Education Office is ready to provide information. It is important to note that students enrolling in one of these programs are, in practical terms, withdrawing from the college. This means that they do not need the permission of the Off-Campus Programs Admissions Committee in order to participate. However, they also lose the right to use Hope College financial aid awards and any credit earned will be treated as transfer credit. Students considering participation in one of these programs should consult their departmental advisor in order to determine whether or not transfer credit is likely to be accepted. Upon completion of such a program, students who intend to return to Hope College need to apply for readmission.

The programs described on the following pages are currently included in the first category, official programs.

OVERSEAS STUDY OPPORTUNITIES

As part of the overall program in International Education at Hope College, the International Education Office offers information and assistance to all students interested in study abroad. Applications and detailed descriptions of the programs outlined below are available from the International Education Office which is located in the Paul G. Fried International Center of the Martha Miller Center for Global Communication.

SPECIAL ACADEMIC PROGRAMS

Students planning to participate in either **domestic or international** off-campus study programs should note the following:

- Enrollment restrictions apply to off-campus study programs during the spring semester but not the fall semester. Students are therefore strongly encouraged to participate in off-campus study during the fall semester. Planning to study in any off-campus program during either semester should begin, if possible, in the student's freshman year. Planning is especially important for students desiring to study off campus during the spring semester. Enrollment restrictions during the spring semester may mean that study in an off-campus program will not be approved for everyone who applies, so fall semester alternatives need to be considered. Such planning will normally enable qualified students to participate in their program of choice.
- The college annually reviews its policy regarding the types and amounts of institutional financial aid (Hope scholarships and grants) that can be applied to the costs of off-campus study programs. Students should inquire at the Office of Financial Aid to determine which types of institutional financial aid are transportable to their off-campus study programs.

SEMESTER AND YEAR PROGRAMS

Qualified Hope students can study in Africa, Asia, Australia/New Zealand, Europe, North America and South America. They can do so through a variety of exchange programs, direct entry into universities and at sponsored study centers. Hope has global partnerships with universities in England, Japan and Mexico. Each year Hope students study on campuses in Liverpool, Tokyo, Yokohama and Querétaro while students from universities in these cities study at Hope. Direct entry university programs are available in countries such as Argentina, Australia, Chile, England, France, New Zealand, Scotland and Senegal. Also readily available are opportunities to take courses in US sponsored study centers while taking one or two courses in local universities. Students may also participate in specialized programs in countries from Cameroon and the Czech Republic to Mali and Mongolia that focus on issues related to the arts, biodiversity, culture, development, gender, ecology, identity, resource management, and social justice.

STUDY ABROAD PROGRAMS

AFRICA

Botswana

- CIEE Gaborone: University of Botswana
- CIEE Gaborone: Community Public Health
- ACM Gaborone: Dev. In Southern Africa

Cameroon

- SIT Yaounde: Social Pluralism and Development

Egypt

- SIT Cairo: Modern Cairo, Urban Development and Social Change

Ghana

- SIT Accra: Social Transformation and Cultural Expression
- CIEE Legon: Arts and Science
- CIEE Legon: Business, Development and Social Entrepreneurship

SPECIAL ACADEMIC PROGRAMS

Kenya

- Kalamazoo College Nairobi
- SIT Nairobi: Urbanization, Health & Human Rights

Madagascar

- SIT Antananarivo: Urbanization and Rural Development
- SIT Fort Dauphin: Biodiversity and Natural Resource Management

Morocco

- SIT Rabat: Multiculturalism and Human Rights
- SIT Rabat: Migration and Transnational Identity
- SIT Rabat: Field Studies in Journalism and New Media
- CIEE Rabat: Language and Culture
- IES Rabat

Rwanda

- SIT Kigali: Post-Genocide Restoration and Peacebuilding

Senegal

- CIEE Dakar: Language and Culture
- CIEE Dakar: Development Studies
- Kalamazoo College Dakar
- SIT Dakar: National Identity and the Arts

South Africa

- CIEE Cape Town: Service-Learning
- CIEE Cape Town: Arts and Sciences
- IES Cape Town
- SIT Cape Town: Multiculturalism and Human Rights
- SIT Durban: Social and Political Transformation
- SIT Durban: Community Health and Social Policy
- CIEE Stellenbosch: Sustainability & Community
- Organization of Tropical Studies: African Ecology and Conservation

Tanzania

- SIT Arusha: Wildlife Conservation and Political Ecology
- ACM Dar es Salaam: Ecology and Human Origins
- CIEE Iringa: Community Development, Language and Culture
- SIT Stone Town, Zanzibar: Coastal Ecology and Natural Resource Management

Tunisia

- SIT Sidi Bou Said: Emerging Identities in North Africa

Uganda

- SIT Kampala: Development Studies
- SIT Gulu: Post-Conflict Transformation

SPECIAL ACADEMIC PROGRAMS

ASIA

China

- CIEE Beijing: Environmental, Cultural and Economic Sustainability
- CIEE Beijing: Chinese Language and Society
- CIEE Beijing: Advanced Chinese Studies
- CIEE Beijing: Intensive Chinese Language
- IES Beijing: Contemporary issues in China; Language Intensive
- IES Kunming: Regional Development in China and Southeast Asia
- SIT Kunming: Language, Cultures of Ethnic Minorities
- CIEE Nanjing: Intensive Language and Culture
- CIEE Shanghai: Business, Language and Culture; China in a Global Context
- CIEE Shanghai: Advanced Chinese Studies
- IES Shanghai: 21st Century China; Business in China; Language Intensive

India

- IES Delhi: Study Delhi
- SIT Pondicherry: National Identity and the Arts
- CIEE Hyderabad: Arts and Sciences
- SIT Jaipur: Sustainable Development and Social Change
- ACM Pune: Culture, Traditions and Globalization
- SIT New Delhi: Health and Human Rights
- CIEE Mumbai: International Business and Culture

Indonesia

- SIT Bedulu: Arts, Religion and Social Change

Japan

- IES Nagoya: Direct Enrollment, Nanzan University
- CIEE Tokyo: Arts and Sciences
- Earlham College: Japan Study Program at Waseda University
- IES Tokyo: Intensive Language; Society and Culture
- Hope College at Meiji Gakuin University
- Hope College at Ferris University
- Hope College at Seigakuin University

Mongolia

- SIT Ulaanbaatar: Geopolitics and the Environment

Nepal

- SIT Kathmandu: Development and Social Change
- SIT Kathmandu: Tibetan and Himalayan Peoples

South Korea

- CIEE Seoul: Arts & Sciences

Taiwan

- CIEE Taipei: Intensive Language and Culture
- CIEE Taipei: Communications, Business and Political Economy

SPECIAL ACADEMIC PROGRAMS

Thailand

- CIEE Khon Kaen: Development and Globalization
- CIEE Khon Kaen: Community Public Health

Vietnam

- SIT Ho Chi Minh City: Culture, Social Change and Development

AUSTRALIA, NEW ZEALAND, AND SOUTH PACIFIC

Australia

- GL Adelaide: University of Adelaide
- GL Brisbane: Griffith University
- GL Brisbane: Queensland University of Technology
- GL Brisbane: University of Queensland
- SIT Byron Bay: Sustainability and Environmental Action
- GL Cairns: James Cook University
- SIT Cairns: Rainforest, Reef and Cultural Ecology
- GL Canberra: University of Canberra
- GL Gold Coast: Bond University
- GL Gold Coast: Griffith University
- GL Hobart: University of Tasmania
- GL Melbourne: La Trobe University
- GL Melbourne: Monash University
- GL Melbourne: University of Melbourne
- GL Newcastle: University of Newcastle
- GL Perth: Murdoch University
- GL Perth: University of Western Australia
- CIEE Perth: Ecology, Conservation and Stability
- GL Sydney: Macquarie University
- GL Sydney: University of New South Wales
- GL Sydney: UTS
- GL Sydney: International College of Management
- GL Sydney: University of Sydney
- IES Sydney
- GL Townsville: James Cook University
- GL Wollongong: University of Wollongong
- CIEE Wollongong: Outdoor Leadership and Environment Education: Theory and Practice

New Zealand

- GL Auckland: Auckland University of Technology
- GL Auckland: University of Auckland
- IES Auckland: University of Auckland
- GL Christchurch: Lincoln University
- GL Christchurch: University of Canterbury
- IES Christchurch: University of Canterbury
- GL Dunedin: University of Otago
- GL Hamilton: University of Waikato
- GL Palmerston North: Massey University

SPECIAL ACADEMIC PROGRAMS

- GL Wellington: Massey University
- GL Wellington: Victoria University of Wellington

Fiji/Samoa

- GL Suva: University of the South Pacific
- Creation Care South Pacific: Samoa and New Zealand
- SIT: Pacific Communities and Social Change

EUROPE

Austria

- IES Vienna: European Society and Culture
- IES Vienna: Music Program

Belgium

- CIEE Brussels: Advanced Liberal Arts
- CIEE Brussels: Business, Communication and Culture

The Balkans/Central Europe/Serbia, Bosnia and Kosovo

- SIT The Balkans: Peace and Conflict Studies in the Balkans

Czech Republic

- CIEE Prague: Central European Studies
- CIEE Prague: Communications, New Media and Journalism
- CIEE Prague: Film Studies
- CIEE Prague: Global Architecture and Design
- SIT Prague: Arts and Social Change; Communication, New Media and Journalism

France

- IES Nantes
- CIEE Paris: Critical Studies
- CIEE Paris: Critical & Francophone Studies
- IES Paris: French Studies
- CIEE Rennes
- IES Paris: Business and International Affairs
- SIT Toulouse: Language, Community and Social Change

Germany

- CIEE Berlin: Global Architecture and Design
- CIEE Berlin: Language and Culture; Business and Culture
- IES Berlin: Language and Area Studies
- IES Berlin: Metropolitan Studies
- IES Freiburg: Language and Area Studies
- IES Freiburg: European Union
- IES Freiburg: Environmental Studies and Sustainability

Greece

College Year in Athens

SPECIAL ACADEMIC PROGRAMS

Hungary

- CIEE Budapest: Central European Studies
- St. Olaf College Budapest: Semester in Mathematics

Iceland

- CELL: Center for Ecological Living and Learning - Iceland

Ireland

- IES Dublin: Irish General Studies Program
- IES Dublin: Direct Enrollment to Dublin City University, Trinity College, Gaeity School of Acting -- National Theatre School of Ireland
- CIEE Dublin: Arts and Sciences; Engineering, Technology and Society
- SIT Dublin: Transformation of Social and Political Conflict

Italy

- CIEE Ferrara: Language and Culture
- CIEE Ferrara: Liberal Arts
- CIEE Naples: Classical Studies; Liberal Arts
- ACM Florence: Arts, Humanities and Culture
- ACM Florence and London: Arts in Context
- IES Milan: Business Studies
- IES Milan: Italy Today
- IES Milan: Music Tradition and Innovation
- IES Rome: Language and Area Studies
- IES Siena: Presence of the Past

The Netherlands

- CIEE Amsterdam: Business and Culture
- CIEE Amsterdam: Social Sciences
- CIEE Groningen: Urban Planning and Society
- IES Amsterdam: Study Amsterdam
- IES Amsterdam: Direct Enrollment in Conservatorium van Amsterdam and Gerrit Rietveld Academic
- IES Amsterdam: Law and Criminology
- IES Amsterdam: Psychology and Sciences
- SIT Amsterdam: International Perspectives on Sexuality and Gender
- Central College Leiden

Poland

- CIEE Warsaw: Central European Studies

Portugal

- CIEE Lisbon: Language and Culture

Romania

- Romanian Studies Program

SPECIAL ACADEMIC PROGRAMS

Hungary

- CIEE Budapest: Central European Studies
- St. Olaf College Budapest: Semester in Mathematics

Iceland

- CELL: Center for Ecological Living and Learning - Iceland

Ireland

- IES Dublin: Irish General Studies Program
- IES Dublin: Direct Enrollment to Dublin City University, Trinity College, Gaeity School of Acting -- National Theatre School of Ireland
- CIEE Dublin: Arts and Sciences; Engineering, Technology and Society
- SIT Dublin: Transformation of Social and Political Conflict

Italy

- CIEE Ferrara: Language and Culture
- CIEE Ferrara: Liberal Arts
- CIEE Naples: Classical Studies; Liberal Arts
- ACM Florence: Arts, Humanities and Culture
- ACM Florence and London: Arts in Context
- IES Milan: Business Studies
- IES Milan: Italy Today
- IES Milan: Music Tradition and Innovation
- IES Rome: Language and Area Studies
- IES Siena: Presence of the Past

The Netherlands

- CIEE Amsterdam: Business and Culture
- CIEE Amsterdam: Social Sciences
- CIEE Groningen: Urban Planning and Society
- IES Amsterdam: Study Amsterdam
- IES Amsterdam: Direct Enrollment in Conservatorium van Amsterdam and Gerrit Rietveld Academic
- IES Amsterdam: Law and Criminology
- IES Amsterdam: Psychology and Sciences
- SIT Amsterdam: International Perspectives on Sexuality and Gender
- Central College Leiden

Poland

- CIEE Warsaw: Central European Studies

Portugal

- CIEE Lisbon: Language and Culture

Romania

- Romanian Studies Program

SPECIAL ACADEMIC PROGRAMS

Russia

- CIEE Moscow: Business and International Relations
- CIEE Saint Petersburg: Russian Language
- CIEE Saint Petersburg: Russian Area Studies

Spain

- CIEE Alcalá: Language Arts; Culture; Liberal Arts
- CIEE Alicante: Language and Culture
- CIEE Alicante: Language in Context
- CIEE Alicante: Liberal Arts
- CIEE Barcelona: CIEE Barcelona: Business and Culture
- CIEE Barcelona: Economics and Culture
- CIEE Barcelona: Global Architecture and Design
- CIEE Barcelona: Liberal Arts; Advanced Liberal Arts
- IES Barcelona: Liberal Arts; Advanced Spanish; Business
- IES Granada
- SIT Granada: Language, Community and Social Change
- CIEE Madrid: Liberal Arts; Legal Studies
- CIEE Madrid: Business, Economics and Culture
- CIEE Madrid: Engineering and Society
- IES Madrid: Language and Area Studies; Engineering
- CIEE Palma de Mallorca: Business & Tourism; Liberal Arts
- IES Salamanca
- CIEE Seville: Advanced Liberal Arts
- CIEE Seville: Business and Society
- CIEE Seville: Communications, New Media and Journalism
- CIEE Seville: International Business
- CIEE Seville: Language and Society
- CIEE Seville: Liberal Arts
- CIEE Seville: Teaching Development

Sweden

- CIEE Uppsala

Switzerland

- SIT Nyon/Geneva: International Studies, Multilateral Diplomacy
- SIT Geneva/Nyon: Global Health and Development Policy

The United Kingdom

- University of Aberdeen, Scotland
- Hope College at Liverpool Hope University
- ACM: London, England and Florence, Italy: Arts in Context
- CIEE London: Direct Enrollment in multiple universities
- IES London: Study London
- IES London: Direct Enrollment in multiple universities
- IES London: Health Practice and Policy
- IES London: Theatre Studies

SPECIAL ACADEMIC PROGRAMS

- IES Oxford: Direct Enrollment
- York St. John University

MIDDLE EAST

Israel

- CIEE Haifa: International Relations, Psychology and Peace and Conflict

Jordan

- CELL: Center for Ecological Living and Learning - Middle East
- CIEE Amman: Language and Culture
- SIT Amman: Health and Community Development
- SIT Amman: Modernization and Social Change
- Earlham College: The Middle East in the 21st Century

Oman

- Oman Semester (Northwestern College)

Turkey

- CIEE Istanbul: Arts and Sciences

UAE

- CIEE Sharjah: Business, Engineering, Arts and Sciences

CENTRAL AMERICA/SOUTH AMERICA

Argentina

- CELL: Center for Ecological Living and Learning - Central America
- CIEE Buenos Aires: Liberal Arts
- IES Buenos Aires: Advanced Spanish Immersion
- IES Buenos Aires: Latin American Societies and Cultures
- SIT Buenos Aires: Public Health in Urban Environments
- SIT Buenos Aires: Social Movements and Human Rights
- SIT Buenos Aires: Regional Integration, Development and Social Change

Belize

- Creation Care Belize: Central America

Bolivia

- SIT Cochabamba: Multiculturalism, Globalization and Social Change

Brazil

- SIT Belem: Amazon Resource Management and Human Ecology
- SIT Fortaleza: Social Justice and Sustainable Development
- CIEE Rio de Janeiro: Business, Economics and Culture
- CIEE Rio de Janeiro: Environment and Sustainability Studies
- CIEE Rio de Janeiro: Liberal Arts
- CIEE Rio de Janeiro: Media Design and Social Communication
- IES Rio de Janeiro: Study Brazil

SPECIAL ACADEMIC PROGRAMS

- SIT Salvador: Public Health, Race and Human Rights
- CIEE Salvador De Bahia: Liberal Arts
- CIEE Sao Paulo: Business and Culture; Liberal Arts

Chile

- SIT Arica: Public Health, Traditional Medicine and Community Empowerment
- CIEE Santiago: Liberal Arts
- CIEE Santiago: Business and Culture
- IES Santiago
- SIT Santiago: Comparative Education and Social Change
- CIEE Valparaiso: Language in context
- CIEE Valparaiso: Liberal Arts
- SIT Valparaiso: Cultural Identity, Social Justice and Community Development

Costa Rica

- CIEE Monteverde: Tropical Ecology and Conservation; Sustainability and the Environment
- ACM San Jose: Community Engagement in Public Health Education and the Environment
- ACM San Jose: Field Research in the Environment, Social Sciences and Humanities
- IES San Jose: Social and Environmental Change
- Organization of Tropical Studies: Tropical Biology

Cuba

- CIEE Havana: Cuban Studies

Dominican Republic

- CIEE Santiago: Liberal Arts; Service-Learning
- CIEE Santo Domingo: Liberal Arts

Ecuador

- IES Galapagos
- IES Quito: Area Studies and Language
- SIT Quito: Comparative Ecology and Conservation
- SIT Quito: Development, Politics and Language

Mexico

- Earlham College Ciudad Juarez: Border Studies
- CIEE Guanajuato: Liberal Arts
- Hope College: Universidad Autonoma de Queretaro

The Netherlands Antilles

- CIEE Bonaire: Tropical Marine Ecology and Conservation

Nicaragua

- SIT Managua: Youth Culture, Literacy and Media

SPECIAL ACADEMIC PROGRAMS

Panama

- SIT Panama City: Tropical Ecology, Marine Ecosystems and Biodiversity Conservation

Peru

- SIT Cuzco: Indigenous Peoples and Globalization
- CIEE Lima: Liberal Arts; Language and Culture

MAY, JUNE AND SUMMER STUDY ABROAD OPPORTUNITIES

Short-term study abroad programs are available during the four-week May, June and July Terms. Off-campus May and June term courses are generally announced toward the end of fall semester with registration and program deposits required early in the spring semester. Students should consult with the Registrar's office for further information about these sessions.

THE HOPE COLLEGE VIENNA SUMMER SCHOOL

Established in 1956 as one of the first American programs in Austria, the Hope College Vienna Summer School annually offers a regular summer session in Europe designed specifically to meet the needs of Hope College students, but also open to qualified applicants from other institutions.

Academic Work in Vienna: The academic program consists of two consecutive three-week sessions which offer a choice of work in Art History, Communication, Senior Seminar, Economics, Austrian History, Music History -- all taught in English -- as well as courses in German language, taught in German. European instructors in the program emphasize those aspects of their respective fields which can best be studied in the European location. Attendance at concerts, visits to museums, and field trips are included in the various course requirements. Students receive Hope College transcripts and credits for work completed in Vienna.

Residence in Austrian Homes: While in Vienna students are housed with Austrian families, most of whom live in city apartments. Students are free to plan their leisure time and to participate in planned weekend excursions to places such as Salzburg, Budapest, Prague, and the Austrian Alps.

Independent Travel: Students are free to make their own transatlantic travel arrangements allowing them to include free time both before and after the academic sessions in Vienna.

INTERNATIONAL INSTITUTIONAL LINKAGES

LIVERPOOL HOPE UNIVERSITY, ENGLAND

Through a reciprocal exchange program, Hope College and Liverpool Hope University exchange students for a semester or academic year of study. Students going to Liverpool Hope University have a full range of courses available to them in Management & Accounting, English, Environmental & Biological Studies, History, Information Management & Computer Science, Psychology, Sociology, Theatre, and Theology. Liverpool Hope University students also have full access to all Hope College courses.

FERRIS UNIVERSITY, JAPAN

Since 1989, students from Ferris University spend a study-abroad year at Hope College, and opportunities exist for Hope students studying Japanese to study at Ferris University in Yokohama, Japan.

MEIJI GAKUIN UNIVERSITY, JAPAN

For 40 years Hope College and Meiji Gakuin University have been associated in a plan for international cooperation in education through mutual exchange of students and faculty. Founded in

SPECIAL ACADEMIC PROGRAMS

1877 by the Presbyterian and Reformed Church missions of the United States, Meiji Gakuin University has a student body numbering approximately 14,000 at its Tokyo and Yokohama campuses. Through a summer program established in 1965, over 500 Japanese students have come to the U.S. to study "Contemporary America." Beginning in 1980 this program has since evolved into a bilateral exchange through which Hope students study at Meiji Gakuin University in Tokyo and Japanese students study at Hope College.

TECHNOS COLLEGE, JAPAN

Technos College of Tokyo, Japan, and Hope College have since 1992 offered special opportunities for the students of both institutions to learn more about each other's countries.

UNIVERSIDAD AUTÓNOMA DE QUERÉTARO, MEXICO

Since the mid-1990s Hope College has worked on a special relationship with the Universidad Autónoma de Querétaro (UAQ) in Querétaro, Mexico. In the ensuing years, Hope students have attended both semester and May/June term courses at the UAQ for intense Spanish courses and to learn about Mexican culture, society and the arts.

DOMESTIC STUDY OPPORTUNITIES

THE NEWBERRY LIBRARY PROGRAM IN THE HUMANITIES

The Newberry Library Program in the Humanities enables students and faculty to tap the extraordinarily rich resources of the Newberry Library in a semester-length fall seminar, several month-long seminars in winter, spring independent study at any time after December, and occasional internships. The Newberry Library, founded in 1887, is a privately endowed research library located on Chicago's Near North side. Over one million volumes and six million manuscripts comprise its strong general collection of Western history and the humanities from the Middle Ages to the early twentieth century. Special collections concentrate on linguistics, the American Indian, Chicago history and culture, the Renaissance, the history of cartography and printing, and the history and theory of music. The Humanities program is jointly sponsored by the Great Lakes Colleges Association (GLCA) and the Associated Colleges of the Midwest (ACM). Recent seminar topics have included Knowledge and Technology: from Socrates to the Digital Humanities; The Concept of Revolution; Cultural Ideals and Realities in History and Literature; and The History and Literature of Chicago. This program is an outstanding opportunity for students considering law school, graduate school in any branch of the humanities, as well as careers in publishing and library science. For more information, consult Professor William Pannapacker, Department of English, and visit the program's website www.acm.edu/programs/14/newberry/index.html.

THE ARTS PROGRAM IN NEW YORK

The New York Arts Semester offers rich opportunities for the student seriously interested in art, music, dance, communications, English or theatre. The program gives the student ready access to vast numbers of original works of art, to a variety of dramatic and musical events, and to special collections of research materials. Students participate, through apprenticeships or less formal means, in the milieu of the professional artist to better understand the intentions, the problems, and the means of the arts.

The more imaginative the student's research project, the more likely it is to engage the attention of those responsible for rare archival holdings. Those with special interest in turn-of-the-century architecture can, for example, profitably study carvings and architectural fragments being collected by the Anonymous Art Society as more and more of the City's brownstones are destroyed. Or a

SPECIAL ACADEMIC PROGRAMS

history or economics major working on the Depression can, for instance, utilize photographic documents of the era in the collection of the Museum of Modern Art. Interested students should consult Professor John Tammi in the Department of Theatre.

THE OAK RIDGE SCIENCE SEMESTER

This program allows qualified majors in the natural and physical sciences, engineering, mathematics, or computer science to spend one semester at one of the world's major research centers, Oak Ridge National Laboratory in Tennessee. Students spend 30-40 hours per week in research as assistants to Oak Ridge scientists. They also take one senior level course and participate in an interdisciplinary seminar, led by the GLCA or ACM Resident Director. Each student receives 16 credits under Interdisciplinary Studies for participation in this program which provides an opportunity to work with outstanding scientists, at world-class facilities on pure and applied research. For further information, consult Professor Jonathan Peterson in the Department of Geological and Environmental Science.

OREGON EXTENSION

The Oregon Extension is a fall semester option for students seeking to earn 16 credits in the humanities and the social and natural sciences. During the course of the program, students participate in four one-month segments focusing on Contemporary Issues, Social Thought, Human Stories, and Living Faith. The courses are interdisciplinary and the individualized, guided-study format allows maximum flexibility in meeting students' true interests. Students live in community in a refurbished logging town in the southern Oregon Cascades. For more information, please contact Professor Jim Allis in the Department of Philosophy.

THE PHILADELPHIA CENTER

The Philadelphia Center (TPC) was founded in 1967 by the Great Lakes Colleges Association and is managed by Hope College. TPC is one of the nation's oldest experiential education programs. Since 1967, TPC has helped more than 6,800 students from 90 colleges and 50 countries discover their personal and professional direction in life. During the last 47 years, over 1,400 Hope students have participated in this program.

Students earn 16 credits (8 internship, 4 City Seminar, 4 Elective) for this 16-week semester-long program. Many of TPC's classes will substitute for specific Hope College core courses and major or minor requirements. Visit Hope's Office of the Registrar for more information.

TPC also offers an 8-week summer program designed to accommodate students who are unable to attend the full semester program. TPC will work with students to pre-place them in their internships prior to arrival in Philadelphia. For housing, students have the option of finding their own residence or they can choose TPC's housing option.

For more information about TPC, please visit www.tpc.edu, call 215.735.7300, or visit our mobile app, www.m.tpc.edu. To apply, please see Linda Koetje, Department of Communication (Martha Miller 107). For more information, students may also contact the following campus representatives: Isolde Anderson and Linda Koetje, Department of Communication; Pamela Koch; Department of Sociology and Social Work; and Tom Smith, Department of Economics, Management and Accounting; William Pannacker, English Department.

THE CHICAGO SEMESTER

The Chicago Semester program offers students a distinctive opportunity to work in a large metropolitan city and to study problems and issues of metropolitan life in a fully accredited,

SPECIAL ACADEMIC PROGRAMS

supervised educational program. The staff of the Chicago Semester consists of people who combine academic training and experience with years of living and working in the metropolitan environment. The result is an unusual concern for college students and the metropolitan city.

Up to 16 credits can be earned through the program. A large number of internships are available to students through the Chicago Semester. Students with almost any major interest can find work placements that are suitable to their vocational plans. The range of possibilities covers art centers, banks, churches, drama groups, ecology labs, social work, accounting firms, physical therapy, library work, museums, zoos, urban renewal and planning, youth recreation and x-ray technology. Work internships are supervised on the job and by Chicago Semester staff members.

For further information, consult Professor Sander de Haan, Department of Modern and Classical Languages.

WASHINGTON HONORS SEMESTER PROGRAM

The Washington Honors Semester Program enables superior students from all disciplines to study in Washington, D.C., and to apply knowledge of their area as it relates to government and politics. Select junior and senior students will take a seminar on American government and politics; participate in group interviews with congressmen and legislative staff, executives, lobbyists, political party officials, and journalists; intern for two six-week periods in Congress, the executive branch, or with political interest groups; and prepare extensive research papers upon their semester's work. For further information, contact the Department of Political Science.

ON-CAMPUS STUDY OPPORTUNITIES

OPPORTUNITIES FOR TALENTED STUDENTS

Students who come to Hope with exceptional academic backgrounds and/or exceptional high school academic performance may wish to consult with their advisors about ways in which their academic potential may be developed to the fullest extent. Credit by examination via AP, CLEP, or departmental exams or waivers of general education courses or introductory-level courses can be gained in order to avoid repetitive learning and in order to insure placement at the proper course level in fields where they may have advanced standing. Further, independent study and research, both at the underclass and upperclass level, may be pursued to fully develop a student's interest in a particular topic. In many departments, completely individualized study or upper level tutorials are open to superior students in either the junior or senior year.

In several departments, notably biology, chemistry, engineering, geological and environmental sciences, mathematics, physics and psychology, opportunity is provided for talented upperclass majors to participate in summer research carried on by staff members. Students chosen take part in important research and under foundation research grants receive stipends for this work.

THE PHELPS SCHOLARS PROGRAM

The Phelps Scholars Program is a living and learning multicultural program available to first-year Hope students from all racial/ethnic backgrounds. Designed to facilitate an enjoyable transition to the college, it also provides the foundation for four productive years as members of our student body. Phelps Scholars aspire to Hope's high standards of academic excellence; participate fully in the life of the college community; and develop skills, attitudes and values that prepare them for lives of leadership and service in a culturally diverse and global society.

Phelps Scholars accomplish this by:

SPECIAL ACADEMIC PROGRAMS

1. Living together in the same residence hall where they actively develop meaningful relationships with students, faculty and staff who represent a rich mix of cultural backgrounds (African American, Asian American, European American, Hispanic American, Native American and International).
2. Taking the designated First Year Seminar course in the fall that focuses on global awareness and learning and then taking either Encounters with Cultures or American Ethnic Studies in the spring.
3. Participating in workshops, group discussions and special events that focus on the practical aspects of living and working in a diverse community.
4. Meeting guest speakers, taking culturally related trips and engaging with the campus in conversations on diversity and global issues.

While program participation is voluntary, students make a one year commitment to be a part of a community that is intentionally designed to facilitate rich and meaningful interactions throughout the course of their first year.

For further information, contact program director, Yolanda Vega (vega@hope.edu).

UPWARD BOUND PROGRAM

Upward Bound is an educational program designed to assist 85 high school students from the Allegan-Ottawa Counties area. To be admitted, students must meet the low-income or first-generation criterion established by the Federal Government and have the potential -- even though their grades may not reflect it -- to undertake a college education. The main purpose of the program is to assist these students to successfully pursue a post-secondary education.

This year-round program consists of two phases:

1. Residential Summer Session

An intensive six-week academic session offering two different programs:

a. Non-bridge Program

Includes students who have completed grades eight-11. Emphasizes the mastery of basic and advanced skills in mathematics, English, foreign language, and science. The above courses are complemented by electives in physical education, dance, drama, arts and crafts, and photography. High school credit is recommended. Approximately 60 students are admitted to this program.

b. Bridge Program

Designed for students who have completed 12th grade. Up to eight college credits may be earned by each student. English 113 (Expository Writing I) is required for all the students who may complement their schedule with any other course from the summer offerings at Hope College. An average of 15 students participate in this program each year.

2. Academic Year Session

During the school year, students in grades nine-12 attend afternoon tutorials twice a week, two and one-half hours each afternoon, for help in their current academic classes. Friday sessions are held every month to foster the cultural and social development of the students along with their career education; speakers, study-tours, films, and group communication skills workshops are among the activities featured at these sessions. College testing and placement assistance (admission to college and financial aid) are provided to all the 11th- and 12th-grade students and their parents. Recreational activities are also part of the program.

Eligible students may participate at no cost: the Upward Bound Program is funded by the United States Department of Education, Hope College, and other local private sources.

SPECIAL ACADEMIC PROGRAMS

CASA – Children’s After School Achievement

CASA is a community program of Hope College that addresses the educational needs of 145 at-risk elementary school students annually. Since 1987, the program has worked with thousands of children who have been referred by Holland area school personnel for year-round sessions. During the summer, certified teachers and assistants lead small group classes for six weeks. The focus is academic and cultural enrichment, as well as site visits and service projects. During the school year, each student is assigned a personal tutor who works one-on-one with the child on homework, reading, and math, as well as enrichment activities.

Hope College students mainly serve as volunteer tutors for the academic year program. Their consistent three-hour per week commitment is a large reason why CASA is successful. The tutors provide role modeling, academic support, and mentoring. In exchange, they receive valuable volunteer experience, multicultural and diversity understanding, and community involvement. They also can use CASA for field placement and/or community service credit in a number of Hope College classes. As well, Hope students can interact with CASA on research projects, class assignments, internships, and service projects for various student organizations.

For additional information, please contact the CASA office or visit www.hope.edu/casa.

INTERNSHIPS

Internships at Hope are semester-long, supervised work experiences related to a student's major or vocational interest area for which the student earns academic credit. The internship experience may be paid or unpaid, on or off campus. What distinguishes an internship from a short-term job or volunteer work? Intentional learning takes place in the form of a self-directed learning contract through the student's enrollment in an [academic internship course at Hope](#) or an approved [off-campus academic program](#) outside of west Michigan. For information on off-campus academic internship programs and/or a list of faculty internship contacts by academic department, visit www.hope.edu/academic/intern or contact the Career Development Center. Individual student appointments may be scheduled with a staff member in the Career Development Center to discuss strategies for planning an internship.

Due to the academic nature of internships at Hope, retroactive credit will not be granted for internships already completed.

A Hope College internship involves

- **an academic course** emphasizing depth of learning within an applied setting for which students receive a grade and academic credit listed on their Hope College transcripts.
- **an applied experience** that occurs onsite at a placement outside of the department from which credit is given.
- **three hours onsite per week over the course of at least one semester or summer for every credit of internship enrolled**, along with time invested in course meetings and writing.

The student intern has

- **an on-site supervisor** with expertise in the area consistent with the department from whom the credit is given, and with whom regularly scheduled supervision meetings occur.
- **a professor who oversees the internship**, making contact with the onsite supervisor and student, assigning and evaluating readings and written assignments, and meeting or communicating on a regular basis with the student to stimulate reflections about one's vocation and callings.

The student may be required to complete

- **a contract in collaboration with the onsite supervisor and professor** that includes learning objectives and strategies for obtaining them, site expectations for intern behavior, and a plan for supervision from the onsite supervisor.
- **ethics and liability agreements** regarding appropriate and inappropriate conduct, as well as risk management.
- **a project** mutually agreed upon by the professor, supervisor, and student.

The internship site provides

- **a clear job/project description** for the internship experience, with work of an administrative nature comprising no more than 50% of the intern's time.
- **an orientation for the student** to the organization, its "culture" and intern work assignment(s).
- assistance in development of the intern's **learning objectives and learning contract**.
- **feedback to the student** through regularly scheduled supervision meetings.
- **formal written evaluation(s)** of the student using the format provided by the professor.

For more information regarding internship opportunities, please contact the [Career Development Center](#).

PRE-PROFESSIONAL PROGRAMS

The liberal arts experience at Hope College seeks to help each student grow as a competent, creative, and compassionate person. Such a focus prepares students well for vocations or further studies. Business and industry, professional schools, and government agencies are increasingly emphasizing that a broad base of studies in the liberal arts is the most significant vocational preparation an undergraduate college can offer.

Requirements for entrance into professional schools vary so widely that students interested in specialized fields should consult professional school catalogs early in their college careers. To help students develop their program at Hope College, faculty members with special interests and knowledge serve as vocational advisors. Students are encouraged to consult these advisors and to visit Hope's Career Library in the Anderson-Werkman Building which contains extensive information about careers and other vocational information.

Advisors for Students Entering Professions

Accounting -- Ms. LaBarge

Art -- Mr. Nelson

Athletic Training -- Mr. Frens

Biology -- Ms. McDonough

Chemistry (Industrial and Research) --
Mr. Polk

Christian Ministry -- Mr. McCoy

Church Work -- Chaplain's Office,

College -- Department Chairperson

Graham

Dentistry -- Ms. Prokopow

Diplomatic and Government Service --
Mr. Polet

Economics, Management and

Accounting -- Mr. Jackson

Engineering -- Mr. Veldman

Environmental Science -- Mr. Bodenbender

Geology -- Mr. Bodenbender

Journalism -- Ms. Doshi, Ms. Jahng

Law -- Mr. Ryden, Ms. Gibbs

Library and Information Sciences --

Ms. Jacobsma

Medicine -- Ms. Prokopow

Music -- Ms. Randal

Nursing -- Ms. Garrett

Occupational Therapy -- Ms. Prokopow

Optometry -- Ms. Prokopow

Pharmacy -- Ms. Prokopow

Physical Therapy -- Ms. Prokopow Dance -- Ms.

Physician Assistant -- Ms. Prokopow

Physics -- Mr. Remillard

Podiatry -- Ms. Prokopow

Public Health -- Ms. Prokopow

Religion -- Mr. Tyler

Social Work -- Mr. Piers, Ms. Sturtevant

Teaching Elementary or Secondary --

Ms. Pardo

Theatre -- Ms. Robins

Veterinary Medicine -- Mr. Fraley

Writing, Editing -- Mr. Schakel

Exploring Your Vocation

Students who plan to enter professions are often interested in how their work can be of service to the wider world. Hope College helps students explore these questions through the work of The CrossRoads Project, which describes its mission as "Thinking Theologically About Career, Calling, and Life." CrossRoads offers vocational discernment opportunities and supports students as they consider various professional school programs. Contact the CrossRoads office for more information.

Accounting

Hope College offers two different programs for students planning careers in accounting -- one for private accounting and a second program for public accounting. Students planning a career in public accounting must complete a rigorous 150-credit- hour program of study designed to meet all requirements for the CPA exam in the State of Michigan.

PRE-PROFESSIONAL PROGRAMS

In addition to accounting, Hope students take courses in economics, business management, and mathematics. Students participate in internships in auditing and tax in public accounting, and in both financial and cost accounting in private industry. A complete listing of classes can be found on pages 83-99. Additionally, students at Hope College are given the preparation they need to perform well on the CPA and CMA exams. The college provides students with Gleim's EQE Test Prep Software to enhance knowledge and improve performance on the exams.

Any specific questions you have regarding the accounting curriculum at Hope College can be answered by Professor Martha LaBarge (labarge@hope.edu).

Actuary

Actuarial science is a field of study that uses mathematical models to put a present day dollar value on future risky events. The actuarial profession is historically rated as one of the best professions based on work environment, income, outlook, stress and job security (its nickname is the "zero-unemployment profession"). Students must have passed the first of a series of certification exams before graduating in order to be competitive for jobs after graduation.

The pre-actuary curriculum is not rigid. Students should take Probability (MATH 361) after taking at least the first two semesters of calculus but as soon as possible in their college careers. At the end of the course, students are ready to take the first actuarial certification examination. In order to be even more competitive for jobs upon graduation, students should also seek to prepare for subsequent actuarial certification exams through independent studies offered through the Department of Mathematics. Further, students should take Society of Actuaries certified Validation by Education Experience (VEE) college courses (ECON 211/212/306 and MGMT 371), and seek to obtain an internship prior to graduation. The Department of Mathematics offers competitive awards to cover exam registration costs and study materials.

Students interested in a career as an actuary should contact Dr. Aaron Cinzori or Dr. Airat Bekmetjev to discuss their course of study. For more information on the actuarial field, visit www.beanactuary.org.

Christian Ministry and Church Vocation

Students with an interest in Christian ministry and church vocations should consult the religion major program described on pages 280-289 and the studies in ministry minor program described on pages 201-204. The religion major will acquaint students with the academic disciplines in religion and will provide interdisciplinary breadth through courses in philosophy, psychology, sociology, history, English, and communication. The flexibility of the religion major also adapts well to the aptitudes and goals of individual students. The studies in ministries minor will provide theological and practical formation for ministry through ministry courses, interdisciplinary course offerings, internships, and mentoring relationships.

Students with an interest in Christian ministry may want to become involved with campus religious groups and the pre-seminary programs offered by The Center for Ministry Studies. Internships are available through the studies in ministry minor.

Graduate schools and seminaries of the American Association of Theological Schools stress a broadly based liberal arts education and a core background in the academic discipline of religion. Current graduate entrance requirements reflect the advisability of Greek as the required language with a preference for Spanish as a second language for those with an interest in urban ministries.

Students considering seminary are eligible for support from The Center for Ministry Studies.

Diplomatic and Government Work

Students interested in the foreign service or other areas of government should focus on the social sciences. Courses in history, political science, economics, and business administration are recommended for those intending a career in public administration. Students interested in the

PRE-PROFESSIONAL PROGRAMS

foreign service should seek a broad knowledge in history, economics, geography, political science, English, and languages. These students may want to consider a composite major in international studies, page 178, or the special program in foreign area studies in the Department of Political Science, page 266.

Students who intend to enter other branches of governmental work should consider majors in business administration, economics, or political science. These students should also consider being part of the Washington Honors Semester Program (see page 322). Internships are also available, including a one-hour campaign internship open to all students during every national election year. Students may also want to participate in Hope's Model United Nations held each spring semester on campus.

Journalism

Because of the variety of vocations in the field of journalism, the college offers students a broad base of knowledge and skills fundamental of all forms of journalism. The department of Communication offers courses in media production and writing for media; the department of English offers several writing courses of interest to prospective journalists. Broad study in the social sciences is highly recommended. The chairperson of the department of Communication or the department of English can provide additional advice.

A number of positions on the campus newspaper, literary review, yearbook, radio station, or local cable television station provide practical experience in such aspects of journalism as editorial work, news reporting, proofreading, sports-casting, advertising, radio script writing, and layout. In addition, internships through the department of Communication or the department of English are encouraged; credit is awarded for these internships.

Law

The Law School Admission Council in its *Pre-Law Handbook* stresses that the highest quality of education needed for law school should emphasize comprehension and expression in words; critical understanding of the human institutions and values with which law deals; and creative power in thinking.

Students intending to enter the legal profession will find that most law schools do not prescribe a specific pre-professional program but insist on broad background in the liberal arts with an emphasis on courses which will help students develop the skills listed above.

Practically speaking, the prelaw students can select a major in any subject area. Business administration, economics, English, history, philosophy, or political science are common areas of concentration. Political science currently offers six different pre-law courses at least once every other year. But almost any major could provide a well-read student with a good preparation for legal studies.

Students should plan to take a number of courses in writing. Because one of the most valuable activities in preparation for the study and practice of law is academic debate and public speaking, students should consider being involved in the forensics program. This extracurricular competition encourages the development of research, reasoning, and communication skills. Finally, since law is neither studied nor practiced in a vacuum, students should explore widely to understand their physical, psychological, physiological, social, and ethical environment.

Prelaw students may want to take part in the Washington Honors Semester Program or internships offered in their major department.

Seminars to help students prepare for the Law School Admissions Test (LSAT) are offered each semester through the Department of Political Science and the Career Planning and Placement Office. Students with an interest in law are informed through a newsletter of campus lectures and other activities which may be of special interest to them.

PRE-PROFESSIONAL PROGRAMS

Library and Information Sciences

Students intending to prepare for a career in librarianship should consider these points in planning their undergraduate years. Since opportunities exist for many kinds of subject specialists, students should plan a major in the discipline that most interests them. In addition, students should try to develop broad knowledge by selecting a number of courses in the humanities, social sciences, natural sciences, and computer science. To obtain first-hand experience in the practice of librarianship, students are encouraged to work in Van Wylene Library or the Archives.

Students with an interest in becoming school librarians or media specialists will need to take the educational courses required for certification.

A limited number of scholarships are available through library schools and other organizations, including the Library of Michigan.

Music

Many options exist for students who intend to pursue music as a career. Hope has two Bachelor of Music degree programs to prepare students for teaching music -- the Bachelor of Music in vocal music education and the Bachelor of Music in instrumental music education.

For students intending to become performing artists, the Bachelor of Music in performance is available. For those interested in becoming musicologists or music librarians, the Bachelor of Arts degree program with a major in music literature and history or in music theory is available.

Students intending to major in music need to follow a sequence of courses that extends through four years. To prevent serious complications, students need to enroll in certain music courses in their freshman year. Complete descriptions of the degree programs in music can be found on pages 229-244.

Social Work

Hope offers a major in social work that is accredited by the Council on Social Work Education. This major introduces students to the theoretical perspectives in psychology, political science, economics, sociology, and social work as well as to the practical application of material from these disciplines.

Graduate schools of social work are interested in students who have a broadly based liberal arts education and a theoretical background in the disciplines of social sciences. The present job market reflects the advisability of Spanish as a second language.

In their senior year, social work students will enroll in one or more internships. Opportunities also exist to volunteer for community-based organizations or through the Volunteer Services Office (Michigan Campus Compact) in the DeWitt Center.

TEACHING

Students planning to teach in elementary or secondary schools must be formally admitted to the teacher education program and receive permission to student teach; generally students are admitted in the spring of their sophomore year. Information is available from Hope's department of education website.

College

For those interested in college teaching, a major in their chosen field of specialization is advisable. Departmental advisors should be consulted to help these students develop an academic program.

PRE-PROFESSIONAL PROGRAMS

HEALTH PROFESSIONS, SCIENCE

Hope College offers a variety of opportunities for students interested in pursuing careers in the natural sciences and health professions after college. The science curriculum is designed to enable the student to develop academic competency in several scientific disciplines and to pursue a specific field of interest in depth. The opportunity to work closely with faculty in creative research efforts further enhances the student's learning and appreciation of the natural sciences. The net result of Hope's science program is a motivated, well-prepared young scientist who is eagerly sought by graduate schools, medical schools, and other health professions graduate programs, and employers.

With these goals in mind, freshmen interested in a career involving science should plan to take in the fall semester for maximum flexibility, two science courses (general biology and chemistry) intended for majors in the natural sciences. Each of these science courses initiates a year-long sequence which is normally completed during the same year.

By following this pattern, students develop the background needed to undertake further study in the sciences and explore several scientific disciplines early in their degree program. The program provides an excellent preparation for further study or work in the sciences or in a variety of health professions.

Medicine and Dentistry

While many pre-medical track and pre-dental track students at Hope College major in biology or chemistry, students are encouraged to major in any academic field in which they have an interest. Regardless of the student's choice of major, the student oriented toward a career in medicine or dentistry should take Biology 105 and 106; Chemistry 125/126, 127/128 (or 131/132), 221/255, 231/256, 311, and 314; and one year of college physics; one year of English; and one semester of: psychology, sociology and statistics. Additional courses in biology are highly recommended. These courses should be completed in the first three to four years of college in order to provide the optimum preparation for the Medical College Admission Test (MCAT) and/or Dental Admission Test (DAT).

The pre-medical/pre-dental track is not a rigid curriculum nor a major. Students are permitted considerable latitude in the selection of courses beyond those required by the professional schools. Courses in the humanities and social sciences are highly recommended, and encouraged by medical and dental schools, so students obtain a broad academic background. It is advisable for students to select possible medical or dental schools early in their undergraduate careers in order to prepare for the specific requirements of the schools of their choice. See the Hope College website for additional information: www.hope.edu/academic/pre-pro/prohealth.htm

Optometry

Pre-optometry students generally follow the same preparation as pre-medical/pre-dental students (listed on previous page), although specific course requirements may vary from school to school. See the Hope College website for additional information: www.hope.edu/academic/pre-pro/prohealth.htm

Pre-optometry students are required to take the Optometry Admission Test (OAT). Students should begin to select possible optometry schools early in their undergraduate careers in order to prepare for the specific requirements at schools of their choice.

Pharmacy

Students interested in careers in pharmacy usually complete a four-year college education, followed by four years of professional study leading to a Doctorate in Pharmacy. See the Hope College website for additional information: www.hope.edu/academic/pre-pro/prohealth.htm.

PRE-PROFESSIONAL PROGRAMS

Pre-pharmacy track requirements include Biology 221, 222, 105 and 106; Chemistry 125/127 and 126/128 (or 131/132), 221/255, and 231/256; Mathematics 131. Courses in the humanities and social sciences are also required, including courses in statistics, public speaking, and English. Thirty-six (36) of the seventy-five (75) colleges of pharmacy require students to take the Pharmacy College Admission Test (PCAT).

Students intending to apply for admission to pharmacy programs have limited flexibility in their schedules and most major in biology or chemistry. They should contact the Health Professions Advisor, Ms. Prokopow, as soon as possible regarding specific program requirements.

Physical Therapy

Nearly all physical therapy (PT) programs now award a Doctor of Physical Therapy (DPT) degree and require completion of a bachelor's degree before admission. Although PT graduate programs will accept students with different majors, the most common majors for pre-physical therapy track students at Hope College are exercise science, biology, or psychology. See the Hope College website for additional information: www.hope.edu/academic/pre-pro/prohealth.htm. In general, pre-PT track courses are Biology 221, 222 (Kin 200), 105 and 106; Chemistry 125/127 and 103; Physics 105/107 and 106/107; Math 210; and Psychology 100 and 230. Other course requirements may include Math 123, Psychology 420 and Biology 231. Students should begin to select possible PT schools early in their college careers to prepare for specific requirements at the PT schools of their choice. Most PT programs require the GRE.

Veterinary Medicine

Schools of Veterinary Medicine have similar prerequisite courses as do medical and dental schools. Veterinary schools typically require statistics, animal nutrition, and upper level Biology courses along with introductory year-long courses in biology and chemistry. It is also recommended that pre-veterinary students also take courses in physiology and comparative anatomy. Most veterinary schools require a minimum of 300 hours of shadowing experience with a licensed veterinarian. Pre-veterinary students are also required to take the Graduate Record Exam (GRE) prior to applying to veterinary school. Pre-veterinary students should also demonstrate leadership qualities such as those obtained by serving on the executive committee of the pre-veterinary club, Club Animalia. Students should select potential veterinary schools early in their undergraduate career in order to adequately prepare to apply during their senior year.

Students interested in veterinary medicine should contact the Pre-Veterinary Advisor, Dr. Gregory S. Fraley, as soon as possible after arriving at Hope College.

FINANCIAL AID FOR STUDENTS

SCHOLARSHIPS AND FINANCIAL AID

Hope College provides financial assistance to students on the basis of both financial need and academic achievement through a variety of programs. The purpose of these programs is to promote excellence in scholarship and to enable students to choose Hope, even if they have limited financial resources.

The resources for this program of financial assistance come primarily from Hope College, the State of Michigan, and the federal government. Information regarding these various resources and instructions as to how to apply for such assistance may be found in the following sections or on our website at www.hope.edu/finaid.

NEED-BASED FINANCIAL AID

To determine most equitably the distribution of institutional need-based financial aid funds, Hope College requires all students applying for assistance to submit both the Free Application for Federal Student Aid (FAFSA) and the Hope College Supplemental Application for Financial Aid (SAF) for an analysis of financial aid eligibility. The college's goal is to help in every way possible the qualified student who is in need of financial assistance.

DETERMINATION OF FINANCIAL AID ELIGIBILITY

Most financial aid dollars are awarded on the basis of a need analysis formula that measures each family's ability to pay for college expenses. This analysis considers such factors as family income and assets, family size, the student's earnings and savings, and the number of children in college. The fairness of the formula is continually reviewed and adjustments are frequently made to insure that the results represent an equitable measurement of each family's ability to pay for college. The financial aid eligibility equation is as follows:

$$\begin{aligned} & \text{Total Expense Budget} \\ & \text{- Family Contribution} \\ & = \text{Maximum Financial Aid Eligibility} \end{aligned}$$

The Total Expense Budget is set annually by the college and reflects both billable costs (standard tuition, activity fee, on-campus housing and board charges) and non-billable costs (books, supplies, personal expenses and travel). The Family Contribution is calculated through a federal need analysis formula that measures a family's capacity to cover a child's college expenses. A student's financial aid eligibility figure equals the difference between the "Total Expense Budget" and the "Family Contribution."

APPLYING FOR FINANCIAL AID

To apply for financial aid from all sources, students are asked to complete and submit both the Hope College Supplemental Application for Financial Aid (SAF) and the FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA). The SAF is used to assess eligibility for need-based institutional aid and is available from the Hope College Office of Admissions or online at www.hope.edu/finaid/forms. The FAFSA can be completed and submitted online at www.fafsa.gov. The Office of Financial Aid does not act on a student's aid request until she/he has been accepted for admission or placed on the wait list. Students should apply for financial aid prior to the deadline date listed below to insure priority treatment.

Filing Deadline

The priority date for filing for financial aid is March 1.

FINANCIAL AID FOR STUDENTS

Award Notification

The award notification from Hope College may contain the offer of several types of aid. A student may accept or reject parts of his/her aid package without penalty. The aid is normally awarded for the period of one academic year and is divided equally between the two semesters.

DESCRIPTION OF AID TYPES AND SOURCES

A. NEED-BASED GIFT ASSISTANCE -- SCHOLARSHIPS AND GRANTS

Gift assistance refers to scholarships and grants that are non-repayable forms of financial aid. Some of these awards have grade point renewal criteria while some do not. The following are the various forms of need-based gift assistance available at Hope College.

HOPE GRANT -- This gift aid is based on demonstrated financial need. There is no required grade point average for the receipt of this grant. Eligibility is limited to full-time students and normally a maximum of eight semesters of aid may be received under this program. The renewal of this award is based on continued demonstrated financial need.

ACADEMIC ACHIEVEMENT AWARD -- This gift aid is based on demonstrated financial need plus a cumulative grade point average (GPA) of 3.0 at the time of admission to the college. This scholarship is available only to those students who are not already receiving other Hope-sponsored merit awards. Eligibility is limited to full-time students and normally a maximum of eight semesters of aid may be received under this program. Renewable based on continued demonstrated need.

FEDERAL PELL GRANT -- This federal gift aid is based on exceptional financial need and recipients are selected by the federal government.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT -- This federal gift aid is awarded to those students who have demonstrated exceptional financial need. The federal government requires that priority in the awarding of these funds is given Federal Pell Grant recipients.

FEDERAL TEACH GRANT -- The federal government provides this award to qualifying students accepted into Hope's education program pursuing specific majors or minors. The grant requires four years of full-time teaching service in a federally designated high-need field at a low-income school. Failure to meet the teaching service requirement results in the grant converting to a Federal Direct Unsubsidized Loan with interest charged back to the date of disbursement. Awards are prorated for less than full-time enrollment. To receive the funds, students must annually complete TEACH Grant counseling and an *Agreement to Serve* document.

MICHIGAN COMPETITIVE SCHOLARSHIP -- This state gift aid (limited to Michigan residents) is based on a student's demonstrated financial need and ACT test score. For renewal in future years, the student must continue to demonstrate financial need and demonstrate a cumulative grade point average of 2.0. The student must be enrolled at least half-time (six to eleven credits per semester) in a degree program to remain eligible for this award. Students enrolled part-time (six to eleven credits per semester) are eligible for a prorated award. A student is limited to ten semesters of eligibility under this program.

MICHIGAN TUITION GRANT -- This state gift aid (limited to Michigan residents) is based on a student's demonstrated financial need and is available only at Michigan private colleges. For renewal in future years, the student must continue to demonstrate financial need. The student must be enrolled at least half-time (six credits or more a semester) to remain eligible for this award. Students enrolled less than full time (six to eleven credits a semester) are eligible for a prorated award. A student is limited to ten semesters of eligibility under this program.

FINANCIAL AID FOR STUDENTS

B. LOAN ASSISTANCE -- BOTH NEED-BASED AND NON-NEED-BASED

Loans are an invaluable resource for many students and their families in financing a college education. Loans allow students to postpone paying a portion of their educational costs until they complete their education or leave school. Some loans are awarded on the basis of financial need and repayment does not begin until after a student graduates, withdraws from college, or drops below half-time enrollment (fewer than six credits per semester). Other loans are available to both the student and his/her parents regardless of financial need and offer various repayment options.

Loan descriptions and terms are briefly described below and in the promissory notes the borrower is required to sign.

FEDERAL PERKINS LOAN PROGRAM -- These loan funds are awarded on the basis of financial need to students enrolled at least half-time in a degree program at Hope College. Highest priority in awarding these loan funds goes to those students demonstrating the greatest financial need. Funds are obtained from the federal government and from former Hope students who are repaying their loans. No interest accrues on the loan while a student maintains at least half-time enrollment. Repayment of principal and interest begins nine months after the borrower ceases at least half-time enrollment. Interest is then charged at 5 percent per year on the unpaid balance. Students may be allowed up to ten years to repay based on the amount they have borrowed.

FEDERAL DIRECT LOAN PROGRAM -- Under this program, the U.S. Department of Education makes loans directly to students through Hope College. The following loan programs are included under the FEDERAL DIRECT LOAN PROGRAM:

Federal Direct Loan (Subsidized and Unsubsidized):

The Federal Direct Loan program includes both subsidized and unsubsidized student loans. These two loans may be used singly or in combination to allow a borrower the maximum amount available. The federal government "subsidizes" the need-based subsidized loan by not charging interest while the student is enrolled at least half-time. For an *unsubsidized loan*, the government does **not** provide this subsidy; rather, the government charges interest on the principal amount of this loan from the date of disbursement until the loan is paid in full. The borrower has the option of either paying this accruing interest while in school or of deferring the payment of interest (and adding to the loan principal) until he/she enters repayment on the loan (thereby increasing overall debt). Repayment of principal (and deferred interest) begins six months after a student leaves school or drops below half-time status. Another difference between these two loans is that the student's demonstrated financial need is considered when determining eligibility for a subsidized loan. To determine eligibility for an unsubsidized loan, a student's financial need is **not** considered. The interest rate on these two loans may or may not be the same, depending upon action by the US Department of Education. All other provisions of the Federal Direct Loan Program apply to both subsidized and unsubsidized loans (i.e., loan limits, deferment provisions, etc.).

If a student chooses to borrow under the Federal Direct Loan Program, he/she will first be considered for the subsidized loan. If a student does not qualify, or if he/she qualifies for only a partial award, he/she may then borrow under the unsubsidized loan program up to the maximum amount available (with the exception noted below).

In combination, a student's subsidized FEDERAL DIRECT LOAN and FEDERAL DIRECT UNSUBSIDIZED LOAN may not exceed the following undergraduate annual limits:

FINANCIAL AID FOR STUDENTS

Dependent Students

Freshmen:	\$ 5,500/year	(maximum \$3,500 subsidized)
Sophomores:	\$ 6,500/year	(maximum \$4,500 subsidized)
Juniors/Seniors:	\$ 7,500/year	(maximum \$5,500 subsidized)
Aggregate Limit:	\$31,000	(maximum \$23,000 subsidized)

Self-Supporting Students

Freshman Level	\$ 9,500/year	(maximum \$3,500 subsidized)
Sophomore Level:	\$10,500/year	(maximum \$4,500 subsidized)
Junior/Senior Levels:	\$12,500/year	(maximum \$5,500 subsidized)
Aggregate Limit:	\$57,500	(maximum \$23,000 subsidized)

NOTE: A student's combined loan eligibility under these two programs, in combination with his/her financial aid, may not exceed the cost of his/her education for the loan period.

Go to the US Department of Education's web site at studentloans.gov for the interest rates for both subsidized and unsubsidized loans

Repayment Options: Under the Federal Direct Loan program (both subsidized and unsubsidized), the following types of repayment plans are available to the student borrower:

The **STANDARD REPAYMENT PLAN** requires a fixed payment each month until loans are paid in full. The minimum annual repayment amount is \$600 and the maximum repayment period is ten years.

The **EXTENDED REPAYMENT PLAN:** To be eligible for this plan, the borrower must have more than \$30,000 in Direct Loan debt. Assumes a fixed annual repayment amount of at least \$50 each month for up to 25 years. The minimum annual repayment amount is \$600 or the amount of interest due and payable each year, whichever is greater.

The **GRADUATED REPAYMENT:** With this plan, payments start out low and increase every two years. The length of the repayment period will be up to 10 years. The monthly payment will never be less than the amount of interest that accrues between payments.

The **INCOME CONTINGENT REPAYMENT PLAN** calls for varying annual repayment amounts based on the Adjusted Gross Income (AGI) of the borrower over an extended period of time, as determined by the U.S. Department of Education. The maximum repayment period may not exceed 25 years. This repayment option is **not** available to Federal Direct PLUS borrowers.

The **INCOME-BASED REPAYMENT (IBR)** offers monthly payment amounts based on the borrower's income during any period when s/he has a partial financial hardship. The monthly payment amount may be adjusted annually and the maximum repayment period may exceed 10 years. If the borrower meets certain requirements over a specified period of time, s/he may qualify for cancellation of any outstanding balance of his/her loans.

The **PAY AS YOU EARN REPAYMENT PLAN** offers reduced monthly payment amounts to borrowers who have a partial financial hardship as defined by the plan. This plan usually has the lowest monthly payment amount of the repayment plans that are based on your income.

The **INCOME SENSITIVE REPAYMENT PLAN** offers monthly payments based on the borrower's annual income. The payments change as the income changes. The length of the payment period will be up to 10 years and the formula for determining the monthly payment amount can vary.

FINANCIAL AID FOR STUDENTS

Repayment of both subsidized and unsubsidized loans begins six months after a student leaves school or drops below half-time status. Relative to the Federal Direct Unsubsidized Loan, should a student choose **not** to make interest payments while enrolled, said interest accrues and is capitalized (added to the loan principal), increasing his/her overall debt.

More specific information regarding repayment and deferments is included in the Master Promissory Note and the loan disclosure statement provided to student borrowers.

Federal Direct PLUS (Parent) Loan Program (eligibility NOT based on financial need):

Under the Federal Direct PLUS Program, parents of dependent students may borrow up to the full cost of their child's education (minus any aid for which the student qualifies). Credit checks are required, and parents who have an adverse credit history (determined by criteria established by federal regulations) may not be able to borrow under the PLUS program. The annual PLUS loan interest rate is determined in June for the upcoming award year. Go to www.studentloans.gov for the latest information.

For more information regarding other loan options, visit our website.

C. STUDENT EMPLOYMENT -- FEDERAL WORK STUDY:

Awarded employment is funded either through the college or the Federal Work Study (FWS) program. Throughout the academic year, those students with employment included as a part of their financial aid package are given highest priority in on-campus job placement. Students must be enrolled at least half-time (six or more credits a semester) to qualify. The average work load is 7 to 8 hours per week. **STUDENTS ARE PAID DIRECTLY FOR HOURS WORKED ON A BI-WEEKLY BASIS AND IT IS THE RESPONSIBILITY OF THE STUDENT TO MAKE PAYMENTS TOWARD ANY OUTSTANDING BALANCE ON HIS/HER ACCOUNT.**

Important Note: As a participant in the Federal Work Study program, Hope College annually offers a limited number of job opportunities in community service positions. A student must have been awarded Federal Work Study funds in order to participate (as indicated on his/her award letter). Contact the STUDENT EMPLOYMENT OFFICE for more information.

PAYMENT OF FINANCIAL AID TO STUDENTS -- THE BILLING PROCESS

Electronic student billing statements (e-bills) are generated monthly by Business Services. These billings include the student's charges to date and all finalized financial aid credits. Bills issued during the months of July through November include all charges and applicable aid credits for first semester. Bills generated during the months of December through April reflect all charges and applicable aid credits for the full academic year.

An outside scholarship award is not applied to a student's account until Business Services has received the check from the awarding agency/individual. Upon receipt of said check, one half of a student's award is credited to each semester.

Some forms of aid may not be credited to the student's account until the Office of Financial Aid receives proper verification and/or other required materials. For example, a Federal Pell Grant is not officially credited to a student's account until the Office of Financial Aid has received a valid electronic FAFSA record (or ISIR) from the federal FAFSA processor.

For Students on the Hope College Installment Plan: The Hope College Installment Plan allows a student to apply payments to the balance on her/his account over a five-month period for each semester. **Further questions regarding the Hope College Installment Plan and billing process should be directed to Business Services at (616) 395-7810.**

FINANCIAL AID FOR STUDENTS

FEDERAL VERIFICATION REQUIREMENTS

When financial aid applications are processed through the federal processing agency, applications are selected (based on federal criteria) to undergo the process of data verification. The Office of Financial Aid is then required to conduct a verification process with those students selected.

If selected, the Office of Financial Aid will notify the student and she/he will be required to submit a variety of supporting documentation to the Office of Financial Aid (e.g., the parents' and student's federal tax information, W-2 forms, documentation of untaxed income, household size, etc.). The submitted documentation is then compared with the data originally reported on the financial aid application. Any corrections made as a result of this verification process may result in a change to the student's financial aid eligibility.

THE RENEWAL OF FINANCIAL AID

Consideration for financial aid each year depends upon four factors: applying for aid by stated deadlines, satisfactory academic progress, the demonstration of financial need and the availability of funds. In order to be eligible for consideration, students must submit the required financial aid applications prior to **March 1 of each year**. Each summer, students who demonstrate financial need based on their financial aid application are awarded financial assistance for the next academic year. For renewal students, the dollar amounts of aid will normally remain constant if a student's need remains the same. Aid increases or decreases are based on an evaluation of the financial aid application. For those awards with renewal criteria based on the demonstration of a specific cumulative grade point average (GPA), the GPA in evidence at the close of the spring semester is the GPA used in the renewal determination.

Many factors can serve to reduce a student's financial aid eligibility in any given year. Some of the most common influencing factors are as follows:

1. An increase in either the parents' or the student's income as compared to that of the prior year
2. A decrease in the number of family members
3. A decrease in the number of family members attending college
4. An increase in the reported asset holdings

NOTE: While award letters for incoming freshmen and transfer students are normally sent to students during the months of March and April, the award letter process for returning upperclass students begins during the end of May and extends throughout the month of June.

INTER-INSTITUTIONAL CONSORTIUM AGREEMENTS

Hope students sometimes withdraw temporarily (e.g., for a semester or a year) to attend another institution with the intent of returning to Hope College for their degree. Similarly, students enrolled at another institution may opt to enroll temporarily as a guest student at Hope College. Relative to the administration of the financial aid of these students, Hope College does not participate in inter-institutional Consortium Agreements unless the other institution is willing to assume full responsibility for the administration of the student's financial aid for the period of enrollment in question.

HOPE COLLEGE SATISFACTORY ACADEMIC PROGRESS POLICY

Satisfactory Academic Progress (SAP)

Federal regulations require that students make Satisfactory Academic Progress (SAP) towards the completion of their degree and maintain good academic standing. Students who fall behind in their coursework, or fail to achieve minimum standards for grade point average and completion of classes, risk losing their eligibility for federal and state financial aid, external scholarships/grants/loans, Hope College grants and certain Hope College scholarships (*see note below*).

FINANCIAL AID FOR STUDENTS

SAP is assessed both qualitatively (by cumulative grade point average) and quantitatively (by earned credit hours). Progress is measured annually at the end of each spring semester to determine a student's financial aid eligibility for future enrollment periods. Students not meeting these SAP standards are notified by the Office of Financial Aid (both by mail using their self-reported permanent address and through their Hope email account) that they have become ineligible for future financial aid eligibility.

Note: The following Hope-sponsored merit scholarships are exempted from this policy: *Alumni Honors Scholarship, Distinguished Artist Award, Heritage Award, National Merit Scholarship, Presidential Scholarship, RCA Honors Scholarship, Transfer Scholarship, Trustee Scholarship, Valedictorian Scholarship and VanderWerf Scholarship.* Renewal criteria for these scholarships are found in the student's award letter from the Office of Admissions.

Requirements to maintain SAP

There are three components to SAP as detailed below. Failure to comply with **ANY** one of these three requirements may result in a loss of aid eligibility:

1. Maintain a minimum cumulative grade point average (GPA) as follows:

- 0-24 credit hours attempted - 1.7+ cumulative GPA
- 25-57 credit hours attempted - 1.9+ cumulative GPA
- 58-89 credit hours attempted - 1.95+ cumulative GPA
- 90+ credit hours attempted - 2.0+ cumulative GPA

2. **Maintain minimum rate of earned credit hours for all attempted credit hours:** Students must earn a percentage of all credit hours attempted according to the schedule below. For example, a student attempts a total of 63 hours and earns 54 hours. S/he has therefore earned 86% of attempted hours which satisfies this particular SAP requirement.

<i>Total Attempted Credit Hours</i>	<i>Percentage that Must be Earned</i>
1-32	60%
33-64	65%
65-96	70%
97-126	75%
127-160	80%

3. **Complete degree requirements within 160 attempted credit hours:** Students pursuing their first undergraduate degree (e.g., Bachelor of Arts) may receive financial assistance for which they are eligible through the semester in which they attempt their 160th credit hour. (Exception: If student is the recipient of a Hope merit scholarship, s/he is eligible to receive that scholarship for any remaining semesters of eligibility as long as s/he meets all merit scholarship renewal criteria.)

Students already holding a Bachelor's degree and pursuing either a teaching certificate or a second degree are considered to be making SAP if all courses in which they enroll are required for certificate or degree completion and 100% of all attempted hours are earned.

Definitions for "Attempted Hours" and "Earned Hours"

1. *Attempted Hours* are the cumulative hours a student has attempted during all enrollment periods at Hope College, irrespective of receiving financial aid. The following grades are included as *attempted* credit hours and these hours therefore count toward the cumulative maximum:

FINANCIAL AID FOR STUDENTS

- All passing grades (A through D- and P)
- No report (NR)
- Incomplete (I)
- Withdrawal (W)
- Failure (F)

2. CLEP, Advanced Placement, International Baccalaureate, or Credit by Exam credit hours are included in both the measurement of *attempted* and *earned* hours.

3. Transfer hours accepted by Hope College are included as both *attempted* and *earned* hours.

4. If a student repeats a course, the credit hours for the *repeated* course are included in both the *attempted* and *earned* hours when evaluating SAP. The credit hours for the first course are included in *attempted* hours but are not included in *earned* hours.

5. Audit hours are not included in either the calculation of *attempted* or *earned* hours.

6. Successful completion is measured using the cumulative total number of *earned hours* as reflected on the student's academic transcript at the time of evaluation.

7. If a student is not making SAP at the close of the spring semester and subsequently earns additional hours during the following summer, these additional earned hours are considered as *attempted* and *earned* in the reevaluation of his/her aid eligibility for the following academic year.

SAP Monitoring and SAP Suspension

At the end of each spring semester (after the posting of spring semester earned credit hours and grades), SAP status is evaluated for all students. Students not meeting any of the three SAP requirements for all semesters enrolled are notified of their SAP Suspension status in writing. Students on SAP Suspension lose their eligibility for financial aid; however, they may appeal this status by submitting the *Hope College SAP Appeal Form* to the Office of Financial Aid.

SAP Appeals

A student may appeal his or her suspension of aid eligibility if s/he believes there were extenuating circumstances that prevented normal academic progression or successful completion of the terms of SAP Probation (see SAP Probation section below). Examples of extenuating circumstances include a serious personal or immediate family critical illness (physical or mental), death of an immediate family member, pending incomplete grades, withdrawal from classes after the drop/add period, etc.

To appeal, the student must submit to the Office of Financial Aid the **Hope College SAP Appeal Form** (available online at the Office of Financial Aid website) which allows the student to explain and document their extenuating circumstances.

If an SAP appeal is approved, the student is placed on SAP Probation for (1) semester and s/he remains eligible to receive financial aid during this one semester.

The SAP Appeal Form along with all required documentation (and an approved Academic Plan if required), must be submitted to the Office of Financial Aid prior to November 1 if requesting reinstatement of financial aid eligibility for the fall semester, or March 1 if requesting reinstatement of financial aid eligibility for the spring semester. Any appeal submitted for a term after the student has ceased attending said term will not be granted.

Students are limited to three (3) SAP Appeal submissions during their enrolment at Hope College.

FINANCIAL AID FOR STUDENTS

SAP Probation

Students continue to receive financial aid during this one semester of SAP Probation.

While enrolled in this SAP Probation semester, a student is expected to (1) satisfactorily complete a minimum of 12 credit hours; and (2) achieve a semester GPA of at least 2.0.; or (3) meet the terms of their *Academic Plan* (if such a plan was required in their successful appeal). Students on SAP Probation are reviewed at the close of their probation semester as to whether they have met the terms of their probation.

Students who succeed in meeting the probationary terms by the close of their SAP Probation semester are eligible to receive their financial aid funds in the subsequent semester. (However, they will be monitored annually at the close of each subsequent spring semester to determine if they continue to meet the college's SAP requirements.)

Students who fail to meet the probationary terms by the close of their SAP Probation semester are notified that they are again on SAP Suspension and lose eligibility for financial aid. A student may respond by submitting another *Hope College SAP Appeal* form. (Students are limited to three (3) SAP Appeal submissions.)

SAP Academic Plan

The Office of Financial Aid may make the decision to require the development of an *Academic Plan* on a case-by-case basis after the student has submitted the *Hope College SAP Appeal Form*.

The purpose of an *Academic Plan* is to ensure that the student is on track to achieve successful program completion. To meet this requirement, the student must develop an academic plan in consultation with the Office of the Registrar. The Office of the Registrar will then submit the student's approved academic plan to the Office of Financial Aid.

If a student appeals and attends Hope College under an approved *Academic Plan* for SAP, s/he remains eligible for financial aid as long as s/he continues to meet the conditions of the plan. The student's SAP and adherence to the *Academic Plan* are re-evaluated annually at the close of each spring semester.

Other Financing Options for Students Who Fail to Make SAP

Private loan options are available to students not making SAP. Contact the Office of Financial Aid for more information.

Dissemination of SAP Policy Information

1. The Hope College SAP policy is readily available in the Hope College Catalog and on the college's website at <http://www.hope.edu/admin/finaid/sap.html>.

2. The Office of Financial Aid provides a link to its online SAP policy statement in the *Information Guide* document that is annually mailed with initial student financial aid award notifications.

3. Subsequent to the drop/add dates for both the fall and spring semesters, all enrolled students receive an email alerting them to the college's SAP policy with a link to the online SAP policy statement.

Note: This policy is subject to change in the future should there be any changes in federal regulation.

FINANCIAL AID FOR STUDENTS

IF YOU HAVE ANY QUESTIONS OR PROBLEMS, CONTACT US:

Office Staff:

Jill Nutt, Director of Financial Aid
Stephanie Forest, Associate Director of Financial Aid
Gloria Goodwin, Senior Assistant Director of Financial Aid
Kevin Singer, Assistant Director of Financial Aid
Jan Boockmeier, Manager of Systems and Processes
Connie Vandemark, Financial Aid Specialist
Charletta Berry, Office Coordinator

The Office of Financial Aid
Hope College
100 E. 8th St.
PO Box 9000
Holland, MI 49422-9000
Phone: (616) 395-7765
Toll-Free Number: (888) 439-8907

MERIT-BASED SCHOLARSHIPS AND AWARDS

As part of its commitment to academic and artistic excellence, Hope College seeks to recognize students who present the strongest admissions files and also those who demonstrate outstanding ability in the arts. Financial need is not a criterion when awarding merit scholarships and artistic awards.

For academic merit awards, the application for admission also serves as the application for the award. In the instances where additional materials are required, the requests will be sent to those students under consideration. Students whose admissions files are complete by February 15 are assured consideration for Hope College academic merit awards. The National Merit Scholarship competition, however, is controlled exclusively by the National Merit Scholarship Corporation and has its own set of deadlines. Hope is a sponsoring college of National Merit Scholars. The office of admissions may be contacted for further information regarding the academic merit awards.

Awards for artistic merit are available in art, creative writing, dance, music and theatre. Primarily designated for students intending to major or minor in one or more areas of the arts, the application process for these awards is determined and coordinated by the respective departments. For more detailed information, contact the chairpersons of the appropriate departments (Art, English, Dance, Music, and Theatre) or visit www.hope.edu/admissions/scholarship/daa.html.

STUDENT EXPENSES

ACADEMIC YEAR 2014-2015

General Fees ⁽¹⁾	Per Semester	Academic Year
Tuition -- 12 to 16 credits	\$14,695.00	\$29,390.00
Board -- 21 meals per week ⁽²⁾	\$2,460.00	\$ 4,920.00
Room ⁽³⁾	\$2,085.00	\$ 4,170.00
Activity Fee ⁽⁴⁾	<u>\$ 85.00</u>	<u>\$ 170.00</u>
Total	\$19,325.00	\$38,650.00

Class Fees: Certain classes require payment of fees to cover the costs of special materials, travel and activities provided during instruction. These fees generally range from \$50.00 to \$500.00 per class and are in addition to the general fees.

Private Music Lesson Fee: ⁽⁵⁾ Organ, Piano, Voice or Instrument		
One thirty-minute lesson per week for one semester		\$275.00
One sixty-minute lesson per week for one semester		\$425.00

Special Fees:

Application - Online (Paid by each student upon application for admission)		\$35.00
FOCUS Program		\$400.00
Enrollment Deposit: \$200 applied against general fees and \$100 used as a security deposit which is refundable upon graduation or withdrawal if all other fees and charges have been paid in full.		\$300.00
Readmit Deposit ⁽⁶⁾		\$200.00
Tuition above normal 16-credit load (per credit)	\$455.00	
Tuition: 9-11 credit load (per credit)*		\$1055.00
Tuition: 5-8 credit load (per credit)*		\$695.00
Tuition: 1-4 credit load (per credit)*		\$455.00
Late Payment Service Charge -- assessed per semester if full payment is not received by due date:		
\$300 to \$1,000 balance		\$ 25.00
\$1,001 to \$2,000 balance		\$ 50.00
\$2,001 to \$3,000 balance		\$ 75.00
\$3,001 or more balance		\$100.00

*rates for part-time enrollment are listed on a per credit hour basis which would be the rate for all credit hours in a semester.

1. Hope College reserves the right to increase tuition, room, board and fees at any time.
2. Other board options are: 15 meal plan: \$4,530.00 per year, 10 meal plan: \$3,730.00 per year, 7+ meal plan: \$3,240 per year. Changes in board plans can be made through the first week of classes. Any requests for a late change in board plans must be submitted to the Director of Food Services for consideration.
3. Other housing options are available. Apartment rates, selected dormitories and single occupancy rates vary by location. Rates can be found on the Business Services' website under "Cost of Attendance."
4. Activity fee per semester for students with fewer than 6 credits: \$40.
5. Fees for music lessons are in addition to the normal credit charge.
6. Tuition deposit and readmit deposit are not refundable if the student does not enroll.

STUDENT EXPENSES

ACADEMIC YEAR 2014-2015

Payment of College Bills: ⁽¹⁾

All bills are due and payable in advance of the beginning of each semester. All student bills will be available online. E-mail notification of when a new bill is available will be sent to the student, and students will have the option to set up access for their parent(s) or other trusted, authorized persons by providing their e-mail address(es). A late payment fee will be added to accounts not paid in full by August 26, 2014, for the fall semester and by January 6, 2015, for the spring semester.

In accordance with standard practice at colleges and universities, students are required to make satisfactory arrangements with Business Services for the settlement of all financial obligations before final examinations, graduation diplomas, the issuance of transcripts, or registration for a succeeding term. A service charge of 1 1/2% per month (annual percentage rate of 18%) will be added to the unpaid balance of the accounts of all students who are no longer enrolled at Hope College.

Withdrawal From College: ⁽²⁾

Hope College has established a refund policy for all students who find it necessary to totally withdraw from the college. Withdrawing from college has, among other factors, important financial considerations for a student to be aware of. A withdrawal may affect the amount of charges a student will be responsible to pay and the amount of financial aid a student receives.

To initiate the withdrawal process and determine the financial implications, a student must complete a Withdrawal Form. (These forms are available from the Office of the Registrar.) Staff in Business Services are available to counsel students regarding the financial aspects of full withdrawal.

Contractual arrangements are made in advance with members of the faculty and staff, and other provisions for education and residence, to accommodate each registered student for a full academic year. Should a student withdraw before the end of a semester the following refund policies will apply:

1. **ROOM CHARGES** -- Enrolled students are required to live in college housing and contract a room for the full academic year. Prorated adjustments will be granted only to those students who officially withdraw for reasons of health. No other adjustments will be granted.
2. **BOARD CHARGES** for students officially withdrawing from the college will be prorated.
3. **TUITION CHARGES** ⁽³⁾ for students who officially withdraw from college, or are suspended, will be credited from the beginning date of classes as follows:

FALL SEMESTER 2014 --	SPRING SEMESTER 2015 --
Aug. 26 -- Sept. 3 100%	Jan. 6 -- Jan. 14 100%
Sept. 4 -- Sept. 10 80%	Jan. 15 -- Jan. 21 80%
Sept. 11 -- Sept. 17 60%	Jan. 22 -- Jan. 28 60%
Sept. 18 -- Sept. 24 40%	Jan. 29 -- Feb. 4 40%
Sept. 25 -- Oct. 1 20%	Feb. 5 -- Feb. 11 20%
After Oct. 1 NO REFUND	After Feb. 11 NO REFUND

1. Hope College offers a payment plan to assist you in managing your payments. This plan allows you to make five monthly payments each semester. The enrollment fee is \$25 per semester.
2. Failure to complete a non-returning student form by the end of the fourth week of the succeeding semester will result in the forfeiture of the \$100.00 Security Deposit. See page 000 for more information regarding withdrawal and non-returning procedures.
3. Students who drop classes after the official drop-add period but remain enrolled in the college will not receive a refund for the dropped classes.
4. **FINANCIAL AID** -- The term "refund" in conjunction with *financial aid* under this section is defined as the cancellation of unearned financial aid and the return of these funds to the source.

STUDENT EXPENSES

ACADEMIC YEAR 2014-2015

Federal Title IV Student Financial Aid

The Higher Education Amendments of 1998 mandate the formula for calculating the amount of aid a student and school may retain when a student withdraws from all classes during a semester. In general, a student "earns" disbursed federal financial aid awards in proportion to the number of days in the semester prior to the student's complete withdrawal. If a student completely withdraws from school during a semester, the school must calculate, according to a specific formula, the portion of the total disbursed financial assistance that the student has earned and is therefore entitled to retain, until the student withdraws. If a student receives (or the College receives on the student's behalf) more assistance than the student earns, the unearned funds must be returned to the applicable federal aid program. **Students who initiate a complete withdrawal and have not completed the federal verification process will be ineligible to receive any Title IV financial aid.**

Students who withdraw prior to completing more than 60% of an enrollment period will have their eligibility for federal aid recalculated based on the percent of the term completed. Students who withdraw after completing 60% will not undergo any federal aid recalculation.

1. This policy applies to all students who completely withdraw, drop out, or are expelled from Hope College and receive financial aid from Title IV funds:
 - a. Federal Title IV Student Financial Aid consists of Federal Direct Loans, Perkins Loans, PLUS Loans, Pell Grants, Supplemental Educational Opportunity Grants (SEOG), and TEACH Grants. For the purposes of this policy, it does not include Federal Work Study (FWS).
 - b. A student's withdrawal date is:
 - i. The date the student began the withdrawal process;
 - ii. The midpoint of the period of enrollment for a student who leaves without notifying the College; or
 - iii. The student's last date of attendance at a documented academically related activity.
2. Prorated adjustments on all institutional charges, including tuition & fees, will be calculated using the College Refund policy (see page 342).
3. Title IV aid is earned on a prorated basis up to and including the 60% point in the semester. After the 60% time of attendance is reached, Title IV aid is viewed as 100% earned.
 - a. The percentage of Title IV aid earned is calculated as follows:
$$\frac{\text{Number of days completed by student}}{\text{Total number of days in Term}} = \text{Percent of Term Completed}$$
The percent of term completed is the percentage of Title IV aid earned by the student
 - * The total number of calendar days in a term of enrollment includes weekends and breaks less than five days, but excludes any scheduled breaks of more than five days.
 - b. The percentage of Title IV aid unearned (i.e., to be returned to the awarding program) shall be 100% minus the percent earned.
 - c. Unearned aid shall be returned first by Hope College from the student's account calculated as follows:
$$\text{Total institutional charges} \times \text{percent of earned aid} = \text{amount returned to the program(s)}$$
Unearned Title IV aid shall be returned to the programs in the following order:
 1. Federal Direct Unsubsidized Loan
 2. Federal Direct Loan
 3. Federal Perkins Loan
 4. Federal Direct PLUS Loan
 5. Federal PELL Grant
 6. Federal SEOG
 7. Other Federal programs

NOTE: No program can receive a refund if the student did not receive a disbursement from that program.

STUDENT EXPENSES

ACADEMIC YEAR 2014-2015

- d. When the total amount of unearned aid is greater than the amount returned by Hope College from the student's account, the student is responsible for returning unearned aid to the appropriate program(s) as noted in section (c.)
4. Adjusted statements will be sent to the student's permanent address on file. Students are responsible for any remaining portion of their institutional charges after Title IV funds are returned. Credit balances will be paid to the student within 14 days after the adjustments are posted.
5. College and student responsibilities for the return of Title IV funds.
 - a. Hope College is responsible for:
 - i. providing each student with the information given in this policy;
 - ii. identifying students who are affected by this policy and completing the Return of Title IV Funds calculation for each student; and returning any Title IV funds that are due the Title IV programs
 - b. The student is responsible for:
 - i. becoming familiar with the Return of Title IV policy and how complete withdrawal affects the eligibility of Title IV financial aid
 - ii. returning to the Title IV programs any funds that were disbursed directly to the student and which the student was determined to be ineligible to have received via the Return of Title IV Funds calculation
6. The fees, procedures and policies listed above supersede those previously published and are subject to change at any time.
7. Students who are making a complete withdrawal during a semester must complete a Withdrawal Form (obtained at the Office of the Registrar)

State of Michigan Aid

Michigan Competitive Scholarship or Tuition Grant

If a student withdraws and is eligible for a full tuition refund, any Michigan Competitive Scholarship or Tuition Grant award will be cancelled. If the student is eligible for a partial refund, his/her award will be reduced based on the percent of the tuition and activity fee originally paid by the award.

Hope College Grants, Scholarships & Outside Scholarships

A student will retain a percentage of all other financial aid based on the following formula:

$$100\% - (\% \text{ of tuition credited}) = \% \text{ of aid to be retained}$$

Outside scholarships will be refunded to the agency that provided the funds.

Examples of financial aid recalculations due to early withdrawals can be requested by contacting Business Services.

THE FACULTY

THE ACADEMIC ADMINISTRATION

JOHN C. KNAPP — President and Professor of Religion and Management (2013)

B.S., Georgia State University, 1981;
M.A., Columbia Theological Seminary, 1995;
Ph.D., University of Wales, 1999
Litt.D., Hope College, 2013

RICHARD RAY — Provost and Professor of Kinesiology (1982/2008/2010)

B.S., University of Michigan, 1979;
M.A., Western Michigan University, 1980;
Ed.D., Western Michigan University, 1990

ALFREDO M. GONZALES — Associate Provost, Dean for International and Multicultural Education, and Adjunct Associate Professor of Social Work (1979/1984)

B.S., Grand Valley State Colleges, 1979;
M.S.W., University of Michigan, 1982

JAMES M. GENTILE — Dean for the Natural and Applied Sciences and Professor of Biology (1976/2005)(2013)

B.A., St. Mary's College, 1968;
M.S., Illinois State University, 1970;
Ph.D., Illinois State University, 1974

PATRICE RANKINE — Dean for Arts and Humanities and Professor of Classics (2013)

B.A., Brooklyn College, CUNY 1992;
M.A., Yale University, 1994;
M.P.H., Yale University, 1996;
Ph.D., University of Washington, 1998

SCOTT W. VANDERSTOEP — Dean for Social Sciences and Professor of Psychology (1992/1994) (1999/2012)

B.A., Hope College, 1987;
M.A., University of Illinois at Urbana-Champaign, 1989;
Ph.D., University of Michigan, 1992

STEVEN C. BOUMA-PREDIGER — Associate Dean for Teaching and Learning and Professor of Religion (1994/2013)

B.A., Hope College, 1979;
M.Phil.F., Institute for Christian Studies, Ontario, 1984;
M.Div., Fuller Theological Seminary, 1987;
Ph.D., University of Chicago, 1992

KAREN NORDELL PEARSON — *Associate Dean for Research and Scholarship and Associate Professor of Chemistry* (2007/2012)

B.A., Northwestern University, 1992;
Ph.D., Iowa State University, 1997

PRESIDENTS EMERITI

JAMES E. BULTMAN — President Emeritus and Professor Emeritus of Education (1968-1985) (1999-2013)

B.A., Hope College, 1963;
M.A., Western Michigan University, 1966;
Ed.D., Western Michigan University, 1971;
L.H.D., Keiwa College, 1998;
Litt.D., Hope College, 1999

THE FACULTY

GORDON J. VAN WYLEN — President Emeritus and Professor Emeritus of Physics (1972-1987)
A.B., Calvin College, 1942;
B.S.E., University of Michigan, 1942;
M.S., University of Michigan, 1947;
Sc.D., Massachusetts Institute of Technology, 1951;
Litt.D., Hope College, 1972;
L.H.D., Meiji Gakuin University, 1987

*The first figure in parentheses indicates the year in which the person began service at Hope College. For administrators, the second date within the same parentheses represents the year of appointment to the current position. A figure within a second set of parentheses indicates the year of beginning the present appointment after interruption in the period of service. In the Emeriti section, the year of retirement is also given.

PROVOSTS EMERITI

JAMES N. BOELKINS — Provost Emeritus and Professor Emeritus of Biology (2002-2010)
B.A., Hope College, 1966;
M.S., University of North Dakota, 1968;
Ph.D., University of Missouri, 1971
Litt.D., Hope College, 2010

JACOB E. NYENHUIS — Provost Emeritus and Professor Emeritus of Classics (1975-2001) and Director of the A. C. Van Raalte Institute (2001/2002)
A.B., Calvin College, 1956;
A.M., Stanford University, 1961;
Ph.D., Stanford University, 1963;
Litt.D., Hope College, 2001

DEANS EMERITI

JON J. HUISKEN — Dean for Academic Services and Registrar Emeritus (1969-2011)
A.B., Calvin College, 1965

NANCY SONNEVELDT MILLER — Dean Emerita for the Social Sciences and Professor Emerita of Education (1968/1985-2008)

B.A., Hope College, 1962;
M.A., University of Michigan, 1965;
Ph.D., Michigan State University, 1968

WILLIAM D. REYNOLDS — Dean Emeritus for the Arts and Humanities and Emeritus Professor of English (1971/1994/2013)

A.B., Xavier University, 1966;
M.A., Columbia University, 1967;
Ph.D., University of Illinois-Urbana, 1971

FACULTY EMERITI

ION T. AGHEANA — Professor Emeritus of Romance Languages (1979)
Licence es Lettres, University of Bucharest, 1961;
M.A., Harvard University, 1967;
Ph.D., Harvard University, 1970

THE FACULTY

CHARLES C. ASCHBRENNER — Professor Emeritus of Music (1963-2008)

B.Mus., University of Illinois, 1959;

M.Mus., Yale University, 1963

JANE G. BACH — Professor Emerita of English (1975-2000)

B.A., Hope College, 1958;

M.A., University of Wisconsin, 1959;

Ph.D., University of Notre Dame, 1978

HARVEY D. BLANKESPOOR — The Frederick Garrett and Helen Floor Dekker Professor Emeritus of Biology and CASE 1991 U. S. Professor of the Year (1976-2002)

B.A., Westmar College, 1963;

M.S., Iowa State University, 1967;

Ph.D., Iowa State University, 1970

SYLVIA BOYD, C.P.A., C.M.A. — Associate Professor Emerita of Business Administration (1985-1999)

B.S., Northern Illinois University, 1981;

M.B.A., Grand Valley State University, 1985

RODNEY F. BOYER — The Edward and Elizabeth Hofma Professor Emeritus of Chemistry (1974-2000)

B.A., Westmar College, 1964;

M.S., Colorado State University, 1967;

Ph.D., Colorado State University, 1969

ALLEN R. BRADY — Professor Emeritus of Biology (1964) (1966-2000)

B.A., University of Houston, 1955;

M.S., University of Houston, 1959;

Ph.D., Harvard University, 1964

GORDON M. BREWER — Professor Emeritus of Physical Education (1956-1988)

B.A., Hope College, 1948;

M.A., University of Michigan, 1952

IRWIN J. BRINK — Professor Emeritus of Chemistry (1957-1996)

B.A., Hope College, 1952;

Ph.D., University of Illinois, 1957

ELTON J. BRUINS — Evert J. and Hattie E. Blekkink Professor Emeritus of Religion (1966-1992) and Philip Phelps Jr. Research Professor, Van Raalte Institute (1994-2008)

B.A., Hope College, 1950;

B.D., Western Theological Seminary, 1953;

S.T.M., Union Theological Seminary, 1957;

Ph.D., New York University, 1962

C. BAARS BULTMAN — Professor Emeritus of Education (1987-2011)

B.A., Hope College, 1971;

M.A., Western Michigan University, 1976;

Ph.D., Michigan State University, 1995

WILLIAM COHEN — Professor Emeritus of History (1971-2001)

B.A., Brooklyn College, 1957;

M.A., Columbia University, 1960;

Ph.D., New York University, 1968

JOAN C. CONWAY — Professor Emerita of Music (1969-2001)

B.S.M.E., Lebanon Valley College, 1957;

M.Mus., Manhattan School of Music, 1959

THE FACULTY

- DONALD L. CRONKITE — Professor Emeritus of Biology (1978-2010)
B.A., Indiana University 1966;
Ph.D., Indiana University, 1972
- EARL R. CURRY — Professor Emeritus of History (1968-2000)
B.S., Iowa State University, 1960;
M.A., University of Minnesota, 1962;
Ph.D., University of Minnesota, 1966
- MAXINE DE BRUYN — The Dorothy Wiley De Long Professor Emerita of Dance (1965-2006)
B.S., Michigan State University, 1959
- JEANINE M. DELL'OLIO — Professor Emerita of Education (1993-2010)
B.A., U.C.L.A. School of Fine Arts, 1976;
M.A., New York University, 1987;
Ed.M., Teachers College, Columbia University, 1990;
Ed.D., Teachers College, Columbia University, 1993
- HERBERT L. DERSHEM — Professor Emeritus of Computer Science and Director of Institutional Research (1969-2013)
B.A., University of Dayton, 1965;
M.S., Purdue University, 1967;
Ph.D., Purdue University, 1969
- JANE R. DICKIE — Professor Emerita of Psychology (1972-2012)
B.A., Alma College, 1968;
M.A., Michigan State University, 1970;
Ph.D., Michigan State University, 1973
- LAMONT DIRKSE — Professor Emeritus of Education (1964-1992)
B.A., Hope College, 1950;
M.A., Northwestern University, 1951;
Ed.D., Michigan State University, 1972
- ROBERT ELLSWORTH ELDER, JR. — Professor Emeritus of Political Science (1969-2002)
B.A., Colgate University, 1964;
M.A., Duke University, 1969;
Ph.D., Duke University, 1971
- FRANCIS G. FIKE — Professor Emeritus of English (1968-1998)
A.B., Duke University, 1954;
M.Div., Union Theological Seminary, 1957;
M.A., Stanford University, 1958;
Ph.D., Stanford University, 1964
- ROBERT GENTENAAR — Associate Professor Emeritus of Economics (1977-2000)
B.A., Western Michigan University, 1961;
M.B.A., Michigan State University, 1970;
M.A., Michigan State University, 1974;
Ph.D., Michigan State University, 1977
- TAMARA BLOOM GEORGE — Associate Professor Emerita of Nursing (1992-2006)
B.S.N., The Ohio State University, 1962;
M.S.N., Wayne State University, 1979;
Ph.D., Wayne State University, 1998

THE FACULTY

ELDON D. GREIJ — The Edward A. and Elizabeth Hofma Professor Emeritus of Biology (1962) (1969-1988)

B.S., State Teachers College at Valley City, North Dakota, 1959;
M.S., North Dakota State University, 1962;
Ph.D., Iowa State University, 1969

JAMES B. HEISLER — Professor Emeritus of Economics (1981-2007)

B.A., Drew University, 1965;
M.A., State University of New York at Albany, 1966;
Ph.D., University of Nebraska, 1975

LYNNE HENDRIX, C.P.A. — Professor Emerita of Accountancy (1984-2013)

B.A., Eastern Michigan University, 1978;
M.B.A., Grand Valley State University, 1985

JUDY HILLMAN — The Howard R. and Margaret E. Sluyter Associate Professor Emerita of Art and Design (1989-2009)

B.S., Western Michigan University, 1967

CHARLES A. HUTTAR — Professor Emeritus of English (1966-1996)

B.A., Wheaton College, 1952;
M.A., Northwestern University, 1953;
Ph.D., Northwestern University, 1956

ANNE E. IRWIN — Professor Emerita of Kinesiology (1976-2003)

B.S., University of Michigan, 1966;
M.A., Michigan State University, 1970;
Ph.D., Michigan State University, 1975

WILLIAM H. JAPINGA — Associate Professor Emeritus of Business Administration (1981-2001)

B.A., Kalamazoo College, 1960;
M.B.A., Northwestern University, 1962

ELAINE Z. JEKEL — Adjunct Professor Emerita of Chemistry (1982-1993)

A.B., Greenville College, 1947;
B.S., Greenville College, 1951;
M.S., Purdue University, 1953;
Ph.D., Purdue University, 1958

EUGENE C. JEKEL — Edward A. and Elizabeth Hofma Professor Emeritus of Chemistry (1955-1993)

B.A., Hope College, 1952;
M.S., Purdue University, 1955;
Ph.D., Purdue University, 1964

MARY E. JELLEMA — Adjunct Associate Professor Emerita of English (1968-2000)

B.A., Calvin College, 1957;
M.A., The Ohio State University, 1960

DAVID P. JENSEN — Director of Libraries Emeritus with rank of Professor (1984-2008)

B.A., Greensboro College, 1965;
M.S.L.S., University of North Carolina, 1968

PETER L. JOLIVETTE — Professor Emeritus of Physics (1976-2001)

B.S., University of Wisconsin, 1963;
M.S., Purdue University, 1965;
Ph.D., University of Wisconsin, 1971

THE FACULTY

- ROBIN K. KLAY — Professor Emerita of Economics (1979-2010)
B.A., Whitman College, 1968;
Ph.D., Princeton University, 1973
- GEORGE KRAFT — Professor Emeritus of Kinesiology (1967-2005)
B.A., Wheaton College, 1962;
M.S., Indiana University, 1965;
P.E.D., Indiana University, 1971
- ROBERTA KRAFT — Adjunct Associate Professor Emerita of Music (1975-2008)
B.M.E., Wheaton College, 1962;
M.M., Indiana University, 1971
- DIANE K. LÚCAR-ELLENS — Associate Professor Emerita of Spanish (1990/1995-2012)
B.A., Calvin College, 1973;
M.Ed., Grand Valley State University, 1984
- DONALD A. LUIDENS — Professor Emeritus of Sociology (1977)
B.A., Hope College, 1969;
M.Div., Princeton Theological Seminary, 1972;
M.A., Rutgers University, 1974;
Ph.D., Rutgers University, 1978
- JOSEPH W. MAC DONIELS — Professor Emeritus of Communication (1972-2001)
B.A., Culver-Stockton College, 1963;
M.S., George Williams College, 1965;
Ph.D., University of Kansas, 1972
- CAROL A. MAHSUN — Associate Professor Emerita of Art History (1989-2006)
B.A., University of Wisconsin-Milwaukee, 1961;
M.A., University of Chicago, 1977;
Ph.D., University of Chicago, 1981
- HERBERT L. MARTIN — Associate Professor Emeritus of Accountancy (1982-2012)
B.S., John Brown University, 1975;
M.S., University of Arkansas, 1977
- BARBARA A. MEZESKE — Associate Professor Emerita of English (1978-2011)
B.A., Hope College, 1970;
M.A., Michigan State University, 1978
- RICHARD J. MEZESKE — Professor Emeritus of Education (1992-2011)
B.A., Hope College, 1969;
M.A., Michigan State University, 1978;
Ph.D., Michigan State University, 2000
- DELBERT L. MICHEL — Professor Emeritus of Art (1964-2003)
B.A., De Pauw University, 1961;
M.F.A., State University of Iowa, 1964
- JAMES P. MOTIFF — Professor Emeritus of Psychology (1969-2004)
B.S., St. Norbert College, 1965;
M.S., University of South Dakota, 1967;
Ph.D., University of South Dakota, 1969
- ANTHONY B. MUIDERMAN — Professor Emeritus of Business Administration (1977-2000)
B.S., Calvin College, 1950;
B.S.E., University of Michigan, 1960;
M.B.A., Grand Valley State Colleges, 1977

THE FACULTY

- WILLIAM S. MUNGALL — The Elmer E. Hartgerink Professor Emeritus of Chemistry (1971)
B.A., State University of New York at Buffalo, 1967;
Ph.D., Northwestern University, 1970
- NANCY A. NICODEMUS — Professor Emerita of English (1966-1999)
B.A., Western Michigan University, 1957;
M.A., University of Wyoming, 1959;
B.A., Hope College, 2007
- ROBERT J. PALMA — Professor Emeritus of Religion (1966-1994)
B.A., Calvin College, 1956;
B.D., Calvin Seminary, 1959;
Ph.D., University of Edinburgh, 1970
- DANIEL PAUL — Professor Emeritus of Education (1966-1994)
B.A., Hope College, 1950;
M.A., University of Michigan, 1957;
Ed.S., Western Michigan University, 1964;
Ed.D., Western Michigan University, 1973
- G. LARRY PENROSE — Professor Emeritus of History (1970-2006)
B.A., Portland State University, 1966;
M.A., Indiana University, 1968;
Ph.D., Indiana University, 1975
- RICHARD G. PIIPPO — Associate Professor Emeritus of Music (1999)
B.Mus., University of Wisconsin, 1970;
M.A., University of Wisconsin, 1975
- MAURA M. REYNOLDS — Associate Professor Emerita of Latin (1975-2013)
B.A., University of Illinois, 1968;
M.A., University of Illinois, 1970
- JACK R. RIDL — Professor Emeritus of English (1971-2006)
B.A., Westminster College, 1967;
M.Ed., Westminster College, 1970
- ROGER J. RIETBERG — Professor Emeritus of Music (1954-1990)
B.A., Hope College, 1947;
S.M.M., Union Theological Seminary, New York, 1949
- ROBERT A. RITSEMA — Professor Emeritus of Music (1967-1999)
B.A., Hope College, 1957;
M.M., University of Michigan, 1959;
Ed.D. in Mus., University of Michigan, 1971
- STUART W. SHARP — Professor Emeritus of Music (1975-2005)
B.Mus., Bucknell University, 1962;
M.M., University of Michigan, 1963;
D.M.A., University of Kentucky, 1975
- MICHAEL E. SILVER — The Frederich Garrett and Helen Floor Dekker Professor Emeritus of Biomedicine and Chemistry (1983-2009)
B.S., Fairleigh Dickinson University, 1975;
M.S., Cornell University, 1979;
Ph.D., Cornell University, 1982

THE FACULTY

- RAYMOND E. SMITH — Professor Emeritus of Kinesiology (1970-2009)
B.S., University of California, Los Angeles, 1961;
M.A., Pasadena College, 1963;
M.P.E., Western Michigan, 1975
- GORDON A. STEGINK — Associate Professor Emeritus of Computer Science (1981-2000)
B.A., Hope College, 1961;
A.M., Washington University, 1963
- JOHN R. STOUGHTON — Associate Professor Emeritus of Mathematics (1983-2009)
B.S., East Tennessee State University, 1969;
M.S., North Carolina State University, 1971;
Ph.D., University of Tennessee, 1978
- JOHN K. V. TAMMI — Professor Emeritus of Theatre (1968)
B.A., Gustavus Adolphus College, 1963;
M.A., University of Minnesota, 1966
- ELLIOT A. TANIS — Professor Emeritus of Mathematics (1965-2000)
B.A., Central College, 1956;
M.S., University of Iowa, 1960;
Ph.D., University of Iowa, 1963
- STEPHEN K. TAYLOR — Professor Emeritus of Chemistry (1985-2009)
B.A., Pasadena College, 1969;
Ph.D., University of Nevada, Reno, 1974
- J. COTTER THARIN — Professor Emeritus of Geology (1967-1996)
B.S., St. Joseph College, 1954;
M.S., University of Illinois, 1958;
Ph.D., University of Illinois, 1960
- JAMES VANDER MEER — Associate Professor Emeritus of Kinesiology (1985-2012)
B.A., Hope College, 1976;
M.A., Western Michigan University, 1982
- RICHARD VANDERVELDE — Professor Emeritus of Mathematics (1967-2000)
B.A., Simpson College, 1960;
M.S., University of Iowa, 1962;
Ph.D., University of Iowa, 1967
- F. PHILLIP VAN EYL — Professor Emeritus of Psychology (1959-1993)
B.A., Hope College, 1955;
M.A., Claremont Graduate School, 1958;
Ph.D., Claremont Graduate School, 1964
- PAUL VAN FAASEN — Professor Emeritus of Biology (1963) (1969-1997)
B.A., Hope College, 1956;
M.S., Michigan State University, 1962;
Ph.D., Michigan State University, 1971
- GERARD VAN HEEST — Chaplain Emeritus (1979-1994)
B.A., Hope College, 1949;
M.Div., Western Theological Seminary, 1952
- JOHN VAN IWAARDEN — Professor Emeritus of Mathematics (1961-2001)
B.A., Hope College, 1957;
M.A., University of Michigan, 1958

THE FACULTY

- JAMES D. VAN PUTTEN, JR. — Professor Emeritus of Physics (1967-2000)
B.A., Hope College, 1955;
M.A., University of Michigan, 1957;
Ph.D. University of Michigan, 1960
- GLENN VAN WIEREN — Professor Emeritus of Kinesiology (1966) (1973-2010)
B.A., Hope College, 1964;
M.A., Western Michigan University, 1968;
Ed.D., Brigham Young University, 1973
- GAIL L. WARNAAR — Adjunct Associate Professor Emerita of Music (1965-1997)
B.Mus., Central Michigan University, 1970;
M.Mus., Michigan State University, 1972
- HUBERT P. WELLER — Professor Emeritus of Spanish (1962-1996)
B.A., University of Michigan, 1956;
M.A., Indiana University, 1958;
Ph.D., Indiana University, 1965
- LESLIE L. WESSMAN — The Arnold and Esther Sonneveldt Professor Emerita of Education (1990-2005)
B.A., University of Wyoming, 1960;
M.A., Northwestern University, 1966;
M.S., California State University, 1975;
Ph.D., Michigan State University, 1988
- DONALD H. WILLIAMS — Professor Emeritus of Chemistry (1969-2002)
B.S., Muskingum College, 1960;
Ph.D., The Ohio State University, 1964
- KARLA H. WOLTERS — Professor Emerita of Kinesiology (1987-2010)
B.A., Hope College, 1973;
M.A., Michigan State University, 1978
- RONALD M. WOLTHUIS — Associate Professor Emeritus of Education (1985-2002)
A.B., Calvin College, 1964;
M.A., Western Michigan University, 1967;
Ed.D., Western Michigan University, 1970
- DAVID A. ZWART — Associate Professor Emeritus of Education (1989-2003)
B.A., Hope College, 1964;
M.A., Michigan State University, 1969

THE TEACHING FACULTY

- MIGUEL ABRAHANTES — Associate Professor of Engineering (2004)
B.S., Universidad Central de las Villas, 1993;
Ph.D., Universidad Nacional del Sur, 2000
- JAMES B. ALLIS — Professor of Philosophy (1986)
B.A., Dartmouth College, 1975;
M.A., Jersey City State College, 1980;
Ed.M., Harvard University, 1980;
M.A., University of Pittsburgh, 1984;
Ph.D., University of Pittsburgh, 1986

THE FACULTY

ISOLDE K. ANDERSON — Associate Professor of Communication and Chairperson of the Department (2003)

B.A., Smith College, 1975;
M.Div., North Park Theological Seminary-Chicago, 1981;
Ph.D., Northwestern University, 2002

MARY ELIZABETH ANDERSON — Assistant Professor of Chemistry and Towsley Research Scholar (2010)

B.S., Samford University, 2001;
Ph.D., Pennsylvania State University, 2006

MARIA CLAUDIA ANDRÉ — Professor of Spanish and Chairperson of the Department (1994)

A.B.(equiv.), Universidad del Salvador, Buenos Aires, 1982;
Ph.D., SUNY Albany, 1995

KIMBERLY A. ARSENAULT — Associate Professor of Education (2007)

B.S., Grand Valley State University, 1989;
M.A., Michigan State University, 1992;
Ph.D., Michigan State University, 2003

MARC B. BAER — Professor of History and Chairperson of the Department (1983)

B.S., Iowa State University, 1967;
M.A., University of Iowa, 1971;

Ph.D., University of Iowa, 1976
JEAN REED BAHLE — Assistant Professor of Theatre (1996)
B.A., University of Michigan, 1972

BARRY L. BANDSTRA — Professor of Religion and Director of Academic Computing (1983)

B.A., University of Illinois, 1972;
B.Div., Calvin Theological Seminary, 1975;
M.A., M.Phil., Yale University, 1978;
Ph.D., Yale University, 1982

CHRISTOPHER C. BARNEY — The T. Elliott Weier Professor of Biology (1980)

B.S., Wright State University, 1973;
Ph.D., Indiana University, 1977

ELISABETH T. BAUMAN — Assistant Professor of English (2012)

B.A., Harvard University, 1996;
M.A., University of Virginia, 2001;
Ph.D., University of Virginia, 2012

VIRGINIA PARISH BEARD — Associate Professor of Political Science (2007)

B.A., Calvin College, 2000;
M.P.A., Michigan State University, 2005;
Ph.D., Michigan State University, 2006

AIRAT BEKMETJEV — Associate Professor of Mathematics (2003)

Diploma with Honors, Moscow State University, 1991;
Ph.D., Arizona State University, 2002

ALBERT A. BELL, JR. — Professor of History (1978)

B.A., Carson Newman College, 1966;
M.A., Duke University, 1968;
M.Div., Southeastern Seminary, 1973;
Ph.D., University of North Carolina, 1977

THE FACULTY

- SHARI JO BERTOLONE — Assistant Professor of Nursing (2010)
B.S.N., Grand Valley State College, 1986;
M.S.N., Grand Valley State University, 1992
- AARON A. BEST — The Harrison C. and Mary L. Visscher Associate Professor of Genetics (2004)
B.A., William Jewell College, 1996;
M.S., University of Illinois at Urbana-Champaign, 1999;
Ph.D., University of Illinois at Urbana-Champaign, 2001
- RACHEL A. BISHOP — Research/Instruction Librarian with rank of Assistant Professor (2005)
B.A., Michigan State University, 1988;
M.A., Center for Humanistic Studies, 1996;
M.L.I.S., Wayne State University, 2004
- BRIAN E. BODENBENDER — Associate Professor of Geology and Environmental Science and
Chairperson of the Department (1996)
B.A., The College of Wooster, 1987;
M.S., University of Michigan, 1990;
Ph.D., University of Michigan, 1994
- MICHELLE BOMBE — Professor of Theatre, Director of Theatre, and Resident Costume Designer (1991)
B.S., University of Evansville, 1985;
M.F.A., University of Texas, 1989
- PAULA N. BOOKE — Assistant Professor of Political Science (2009)
B.A., University of Rochester, 2002;
M.A., University of Chicago, 2005;
Ph.D., University of Chicago, 2009
(Leave of Absence, spring semester 2015)
- STEVEN C. BOUMA-PREDIGER — Associate Dean for Teaching and Learning and Professor of Religion
(1994)
B.A., Hope College, 1979;
M.Phil.F., Institute for Christian Studies, Ontario, 1984;
M.Div., Fuller Theological Seminary, 1987;
Ph.D., University of Chicago, 1992
(Sabbatical leave, fall semester 2014)
- PETER A. BOUMGARDEN — Assistant Professor of Management (2010)
B.A., Calvin College, 2005;
M.S.B.A., Washington University, 2008;
Ph.D., Washington University, 2010
- MELISSA R. BOUWS — Assistant Professor of Nursing (2012)
B.S.N., Hope College, 1995
M.S.N., Michigan State University, 2007
Ph.D., University of Nevada, Las Vegas, 2013
- CARRIE A. BREDOW — Assistant Professor of Psychology (2012)
B.S., Central Michigan University, 2005;
M.A., University of Texas, 2008;
Ph.D., University of Texas, 2012

THE FACULTY

- WAYNE A. BROUWER — Associate Professor of Religion (2005)
A.B., Dordt College, 1976;
M.Div., Calvin Theological Seminary, 1980;
Th.M., Calvin Theological Seminary, 1985;
M.A., McMaster University, 1989;
Ph.D., McMaster University, 1999
- SUSAN K. BRONDYK — Assistant Professor of Education (2013)
B.A., Hope College, 1984;
M.A., Aquinas College, 2000;
Ph.D., Michigan State University, 2009
- KENNETH L. BROWN — Associate Professor of Chemistry (1999)
B.S., Oral Roberts University, 1993;
Ph.D., Oklahoma State University, 1999
- SUSAN IPRI BROWN, Visiting Instructor of Engineering (2013)
B.S., Princeton, 1993;
M.S., Massachusetts Institute of Technology, 1995
- KIRK A. BRUMELS — Professor of Kinesiology and Chairperson of the Department (2001)
B.A., Hope College, 1988;
M.A.T., Western Michigan University, 1990;
Ph.D., Western Michigan University, 2005
- THOMAS L. BULTMAN — Professor of Biology (2001)
B.A., Hope College, 1978;
M.S., University of Cincinnati, 1981;
Ph.D., Arizona State University, 1985
(Sabbatical leave, spring semester 2015)
- MARIA A. BURNATOWSKA-HLEDIN — The Frederich Garrett and Helen Floor Dekker Professor of Biology and Chemistry and Schaap Research Fellow (1992)
B.S., McGill University, 1975;
M.S., McGill University, 1977;
Ph.D., McGill University, 1980
- RHODA JANZEN BURTON — Associate Professor of English (2000)
B.A., Fresno Pacific University, 1984;
M.A., University of Florida, 1989;
M.A., University of California, Los Angeles, 1997;
Ph.D., University of California, Los Angeles, 2002
- CHAD CARLSON — *Assistant Professor of Kinesiology* (2014)
B.A., Hope College, 2003;
M.A., Western Michigan University, 2005;
Ph.D., Penn State University, 2010
- BERTA CARRASCO — Visiting Assistant Professor of Spanish (2012)
B.A., University Antonio de Nebrija, 2005;
M.A., Western Michigan University, 2007;
Ph.D., Western Michigan University, 2011

THE FACULTY

- LEAH A. CHASE — Associate Professor of Biology and Chemistry (2000)
B.S., University of Michigan-Flint, 1993;
Ph.D., University of Minnesota, 1999
(Sabbatical leave 2014-2015)
- LLENA H. CHAVIS — Assistant Professor of Social Work (2013)
B.A., Hope College, 2000
M.S.W., Grand Valley State University, 2002
Ph.D., Southern Illinois University (exp. 2014)
- SUSAN M. CHERUP — The Arnold and Esther Sonneveldt Professor of Education (1976)
B.A., Hope College, 1964;
M.A., Western Michigan University, 1967
- SUSANNA J. CHILDRESS — Assistant Professor of English (2006)
B.A., Indiana Wesleyan University, 2001;
M.A., University of Texas, 2003;
Ph.D., Florida State University, 2007
- DAVID S. CHO — Associate Professor of English (2008)
B.A., University of Illinois, 1995;
M.F.A., Purdue University, 1999;
M.A., Purdue University, 2001;
Ph.D., University of Washington, 2006
(Sabbatical leave, spring semester 2015)
- AARON C. CINZORI — Associate Professor of Mathematics and Chairperson of the Department (2001)
B.A., Michigan State University, 1990;
B.S., Michigan State University, 1990;
M.S., Michigan State University, 1993;
Ph.D., Michigan State University, 1998
- ERNEST D. COLE — Associate Professor of English and Towsley Research Scholar (2008)
B.A., University of Sierra Leone, 1990;
M.A., University of Sierra Leone, 1994;
Ph.D., University of Connecticut, 2008
(Sabbatical leave, fall semester 2014)
- KEVIN J. COLE — Associate Professor of Kinesiology (2005)
B.A., Hope College, 1988;
M.S., Texas Christian University, 1991;
Ph.D., Ball State University, 1994
- NANCY L. COOK — Professor of Education and Director of Student Teaching (1987)
B.A., Michigan State University, 1973;
M.A., Michigan State University, 1978
- JOHN D. COX — The DuMez Professor of English (1979)
B.A., Hope College, 1967;
M.A., University of Chicago, 1968;
Ph.D., University of Chicago, 1975
- BRIAN R. COYLE — Professor of Music (1993)
B.Mus., University of South Florida, 1987;
M.Mus., California State University, Northridge, 1990;
D.M.A., Michigan State University, 1997
(Sabbatical leave, spring semester 2015)

THE FACULTY

- MIHAI D. CRAIOVEANU — Professor of Music (1992)
B.M., George Dima School of Music, 1975;
D.M.A., Ciprian Porumbescu Conservatory of Music, 1979
- DAVID S. CUNNINGHAM — Director, CrossRoads Project; Director, Center for Writing & Research; and Professor of Religion (2003)
B.S., Northwestern University, 1983;
B.A., University of Cambridge, 1985;
M.A., University of Cambridge, 1989;
Ph.D., Duke University, 1990
- CHARLES A. CUSACK — Associate Professor of Computer Science (2005)
B.S., Michigan Technological University, 1992;
M.S., Michigan Technological University, 1994;
M.S., University of Nebraska, 1998;
Ph.D., University of Nebraska, 2000
- ANNIE G. DANDAVATI — Professor of Political Science and Chairperson of the Department (1992)
B.A., Jesus and Mary College, 1985;
M.A., JawaharLal Nehru University, 1987;
Ph.D., University of Denver, 1992
- SANDER DE HAAN — Professor of German and Dutch (1979)
A.B., Calvin College, 1967;
M.A., Northwestern University, 1970;
Ph.D., Northwestern University, 1980
- MATTHEW DE JONGH — Professor of Computer Science (2002)
B.S., The Ohio State University, 1985;
M.S., The Ohio State University, 1986;
M.A., Winebrenner Theological Seminary, 1998;
Ph.D., The Ohio State University, 1991
- ANDREW J. DELL'OLIO — Professor of Philosophy (1993)
B.A., Rutgers University, 1981;
M.A., Columbia University, 1984;
M.Phil., Columbia University, 1991;
Ph.D., Columbia University, 1994
(Sabbatical leave, fall semester 2014)
- DAVID DEVISSER — Clinical Professor of Health Sciences (2007)
B.A., Hope College, 1964;
M.Div., Western Theological Seminary, 1967;
M.D., Wayne State University, 1974
- DAWN DEWITT-BRINKS — Assistant Professor of Communication (1989)
B.A., Hope College, 1984;
M.A., Western Michigan University, 1989
- PAUL A. DE YOUNG — The Kenneth G. Herrick Professor of Physics (1985)
B.A., Hope College, 1977;
Ph.D. University of Notre Dame, 1982
- JAYSON L. DIBBLE — Assistant Professor of Communication (2012)
B.S., Western Michigan University, 1997;
M.A., Western Michigan University, 2003;
Ph.D., Michigan State University, 2008
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THE FACULTY

- TEUNIS (TONY) DONK — Professor of Education (1996)
B.A., Western Michigan University, 1977;
M.S.W., Western Michigan University, 1983;
Ph.D., Michigan State University, 1996
- LILIANA DORADO — Associate Professor of Spanish (2004)
B.A., Universidad Católica, Uruguay, 1985;
M.A., University of Florida, 1998;
Ph.D., University of Florida, 2001
- MARISSA J. DOSHI — Assistant Professor of Communication (2014)
B.S., University of Mumbai, 2003;
M.S., University of Abertay Dundee, 2005;
M.S., Texas A&M University, 2010;
Ph.D., Texas A&M University (exp. 2014)
- CARRIE A. DUMMER — Instructor of Chemistry (2013)
B.S., Notre Dame, 1994;
M.A., University of Michigan, 1996
- L. MAUREEN ODLAND DUNN — Professor of Kinesiology (1997)
B.Sc., University of Victoria, B.C., 1991;
M.Sc., McMaster University, Hamilton, Ontario, 1994;
Ph.D., University of Guelph, Ontario, 1997
- SUSAN L. DUNN — Professor of Nursing (1997)
B.S.N., University of Michigan, 1984;
M.S.N., Grand Valley State University, 1996;
Ph.D., Michigan State University, 2005
- LINDA L. DYKSTRA — Associate Professor of Music (1997)
B.S.M.E., University of Maryland, 1972;
M.M., University of Maryland, 1988
(Sabbatical leave, spring semester 2015)
- NATALIE A. DYKSTRA — Associate Professor of English (2000)
B.A., Calvin College, 1986;
M.A., University of Wyoming, 1992;
Ph.D., University of Kansas, 2000
- AMANDA L. ECKERMANN — Assistant Professor of Chemistry (2013)
B.S., California Institute of Technology, 1997;
Ph.D., University of Illinois, 2002
- STEPHANIE P. EDWARDS — Associate Professor of Mathematics (2007)
B.S., Miami University of Ohio, 1991;
M.A., University of Wisconsin, 1994;
Ph.D., University of Wisconsin, 1998
- SARAH M. ESTELLE — Assistant Professor of Economics (2012)
B.A., Hillsdale College, 2000;
M.A., University of Virginia, 2002;
Ph.D., University of Virginia, 2008

THE FACULTY

- JANET MEYER EVERTS — Associate Professor of Religion (1985)
B.A., Wellesley College, 1972;
M.A., Claremont Graduate School, 1973;
M.Div., Fuller Theological Seminary, 1977;
Ph.D., Duke University, 1985
- MATTHEW A. FARMER — Assistant Professor of Dance (2011)
B.A., Hope College, 2004
M.F.A., University of Michigan, 2007
- DENNIS W. FEASTER— Assistant Professor of Social Work (2013)
B.A., Purdue University, 1991;
M.S.W., Indiana University, 2000;
Ph.D., University of Louisville, 2012
- RENATA FERNÁNDEZ — Associate Professor of Spanish (2008)
B.A., Universidad Veracruzana, 1993;
M.A., University of Kansas, 1997;
Ph.D., University of Kentucky, 2006
(Sabbatical leave, spring semester 2015)
- MARCUS J. FILA — Visiting Instructor of Management (2013)
A.A., Hillsborough Community College, 2002;
M.B.A., Kingston University, UK, 2005;
M.S., Ohio University, 2013
- JANE E. FINN — Associate Professor of Education (2004)
B.A., Hope College, 1986;
M.A., Western Michigan University, 1989;
Ed.D., Western Michigan University, 2005
- NICOLE K. FLINN — Assistant Professor of Dance (2008/2011)
B.A., Hope College, 1997
M.A., Marygove College, 2001
- LEE A. FORESTER — Professor of German (1992)
B.A., University of California, Berkeley, 1984;
M.A., University of California, Berkeley, 1986;
Ph.D., University of California, Berkeley, 1992
- ROBERT S. FORTNER — Visiting Professor of Communication (2012)
B.A., Otterbein College, 1970;
M. A., Indiana University, 1972;
Ph.D., University of Illinois, 1978
- GREGORY S. FRALEY — Associate Professor of Biology (2004)
B.S., University of Maryland, 1989;
M.S., University of Maryland, 1992;
Ph.D., Washington State University, 1998
- AARON B. FRANZEN — Assistant Professor of Sociology (2014)
B.A., University of Colorado, 2005
M.A., Concordia Seminary, 2009
M.A., Baylor University, 2011
Ph.D., Baylor University (exp. 2014)

THE FACULTY

- MARGARET K. FRENS — Assistant Professor of Kinesiology and Program Director, Athletic Training Education (1998) (2002)
B.A., Hope College, 1996;
M.S., Indiana University, 1997
- STUART W. FRITZ — Assistant Professor of Kinesiology (1993)
B.A., Wartburg College, 1988;
M.A., University of Northern Colorado, 1992
- DONNA K. GARRETT — Assistant Professor of Nursing and Chairperson of the Department (2006)
B.S.N., University of Cincinnati, 1982;
M.S.N., University of Cincinnati, 1990
- SHERI A. GEDDES — Assistant Professor of Accounting (2013)
B.B.A., University of Iowa, 1993;
M.B.A., University of Iowa, 1998
- JAMES M. GENTILE — Dean for Natural & Applied Sciences and Professor of Biology (1976-2005)(2013)
B.A., St. Mary's College, 1968;
M.S., Illinois State University, 1970;
Ph.D., Illinois State University, 1974
- HEIDI J. GIANNINI — Assistant Professor of Philosophy (2014)
B.A., Houghton College, 2006;
M.A., Baylor University, 2008;
Ph.D., Baylor University, 2013
- JANIS M. GIBBS — Associate Professor of History (1996)
B.A., The College of William and Mary, 1981;
J.D., University of Chicago Law School, 1984;
M.A., University of Virginia, 1991;
Ph.D., University of Virginia, 1996
- JASON G. GILLMORE — Associate Professor of Chemistry and Schaap Research Fellow (2004)
B.S., Virginia Polytechnic Institute and State University, 1996;
M.S., Virginia Polytechnic Institute and State University, 1998;
Ph.D., University of Rochester, 2003
- PETER L. GONTHIER — Professor of Physics (1983)
B.A., Texas A & M, 1975;
Ph.D., Texas A & M, 1980
- EMILIE J. DYSTRA GORIS — Assistant Professor of Nursing (2012)
B.S.N., Hope College, 2008
Ph.D., Michigan State University, 2013
- MARY LINDA GRAHAM — The Dorothy Wiley De Long Professor of Dance and Chairperson of the Department (1983)
B.F.A., University of Illinois, 1979;
M.F.A., University of Illinois, 1982
(Sabbatical leave, spring semester 2015)
- CHARLES W. GREEN — Professor of Psychology (1983)
B.S., Trevecca College, 1978;
M.A., University of Florida, 1980;
Ph.D., University of Florida, 1983

THE FACULTY

- PATRICIA A. GRIFFIN — Assistant Professor of Education (2012)
B.S., Eastern Michigan University, 1993;
M.A., Eastern Michigan University, 1997;
Ph.D., Oakland University, 2008
- CURTIS GRUENLER — Professor of English and Director of General Education/IDS (1997)
B.A., Stanford University, 1985;
Ph.D., University of California, Los Angeles, 1997
- TONIA GRUPPEN — Assistant Professor of Kinesiology and Athletic Trainer (2001)
B.A., Hope College, 1998;
M.S., Indiana University, 1999
- BRANDON L. GUERNSEY — Visiting Assistant Professor of French (2013)
B.A., Hope College, 2003;
M.A., University of Virginia, 2009
- BRIANNE N. HAGEN — Metadata Librarian with rank of Assistant Professor (2012)
B.A., Indiana University, 2009;
M.L.S., Indiana University, 2012
- JONATHAN D. HAGOOD — Associate Professor of History (2008)
B.A., University of Texas at Austin, 1998;
M.A., University of California, Davis, 2005;
Ph.D., University of California, Davis, 2008
(Sabbatical leave, spring semester 2015)
- BRIGITTE HAMON-PORTER — Associate Professor of French (1994)
License d'Histoire, Universite d'Angers, 1984;
Maitrise d'Histoire, Universite de Nantes, 1987;
M.A., Indiana University, 1992;
Ph.D., Indiana University, 1996
- JENNIFER R. HAMPTON — Associate Professor of Physics (2007)
B.A., Oberlin College, 1995;
M.Phil., University of Cambridge, 1996;
Ph.D., Cornell University, 2002
(Sabbatical leave 2014-2015)
- CHOONGHEE HAN — Assistant Professor of Communication (2010)
B.A., Kyung Hee University, 1993;
M.A., Kyung Hee University, 2002;
M.A., Ball State University, 2005;
Ph.D., University of Iowa, 2010
- EDWARD C. HANSEN — Professor of Geology and Environmental Science (1984)
B.S., University of Cincinnati, 1978;
Ph.D., University of Chicago, 1983
- STEPHEN I. HEMENWAY — Professor of English and Director of the Vienna Summer School (1972)
A.B., College of the Holy Cross, 1964;
M.A., Boston College, 1967;
Ph.D., University of Illinois, 1972
- JAMES A. HERRICK — The Guy Vander Jagt Professor of Communication (1984)
B.A., California State University, 1976;
M.A., University of California, 1978;
Ph.D., University of Wisconsin-Madison, 1986
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THE FACULTY

- ROBERT HODSON — Professor of Music (2002)
B.M., Hope College, 1989;
M.M., Michigan State University, 1993;
Ph.D., University of Wisconsin-Madison, 2000
- JACK E. HOLMES — Professor of Political Science (1969) (1974)
B.A., Knox College, 1963;
M.A., University of Denver, 1967;
Ph.D., University of Denver, 1972
- VICKI-LYNN HOLMES — Assistant Professor of Mathematics and Education (2009)
B.A., College of William & Mary, 1981;
Ph.D., Grace Bible College, 2006;
Ph.D., University of Louisville, 2009
- STEVEN D. HOOGERWERF — Associate Professor of Religion (1992)
B.A., Hope College, 1977;
M.Div., Western Theological Seminary, 1981;
Ph.D., Duke University, 1991
- CHRISTINA M. HORNBAACH — Associate Professor of Music and Coordinator of the Music Education Program (2007)
B.M., University of Michigan, 1993;
M.M., University of Michigan, 1996;
Ph.D., Michigan State University, 2005
- JESSICA H. HRONCHEK — Research and Instruction Librarian with rank of Assistant Professor (2009)
B.A., B.M. Lawrence University, 2005;
M.A., Indiana University, 2009;
M.L.S., Indiana University, 2009
- MARK A. HUSBANDS — The Leonard and Marjorie Maas Associate Professor of Reformed Theology (2007)
B.A., University of Toronto, 1987;
M.Rel., Wycliffe College, University of Toronto, 1990;
Ph.D., University of St. Michael's College, University of Toronto, 2005
- YOOYEUN HWANG — Professor of Education (1996)
B.S., Sacred Heart College for Women, South Korea, 1983;
M.A., University of California, Santa Barbara, 1990;
Ph.D., University of Wisconsin-Madison, 1996
- STEVEN IANNAcone — Associate Professor of Dance (1990)
B.A., Newark State College, 1972
- MARY L. INMAN — Professor of Psychology (1999)
B.S., Iowa State University, 1987;
M.A., University of Iowa, 1989;
Ph.D., University of Iowa, 1992
- STACY L. JACKSON — The Kenneth J. Weller '48 Professor of Management (2007)
B.A., University of Oklahoma, 1989;
M.A., Rice University, 1993;
Ph.D., Rice University, 1998

THE FACULTY

KELLY JACOBSMA — The Geneva Thome Begg Director of Libraries with rank of Associate Professor (1988)

B.A., Northern Michigan University, 1979;
M.L.S., University of Michigan, 1982

MI (ROSIE) JAHNG — Assistant Professor of Communication (2013)

B.A., Sookmyung Women's University, 2004;
M.A., Seoul National University, 2006;
M.A., University of Texas, 2008;
Ph.D., University of Missouri, 2012

LAUREN R. JANES — Assistant Professor of History (2013)

B.A., Hope College, 2004;
M.A., University of California, Los Angeles, 2006;
Ph.D., University of California, Los Angeles, 2011

LYNN M. JAPINGA — Professor of Religion (1992)

B.A., Hope College, 1981;
M. Div., Princeton Theological Seminary, 1984;
Ph.D., Union Theological Seminary, 1992

LORNA HERNANDEZ JARVIS — Professor of Psychology and Chairperson of the Department (1993)

B.A., University of Akron, 1988;
M.A., Kent State University, 1990;
Ph.D., Kent State University, 1993
(Sabbatical leave, spring semester 2015)

MICHAEL J. JIPPING — Professor of Computer Science (1987)

B.S., Calvin College, 1981;
M.S., University of Iowa, 1984;
Ph.D., University of Iowa, 1986

FRED L. JOHNSON, III — Associate Professor of History (2000)

B.S., Bowie State College, 1981;
M.A., Kent State University, 1993;
Ph.D., Kent State University, 1999
(Sabbatical leave, fall semester 2014)

JEFFREY B. JOHNSON — Associate Professor of Chemistry and Schaap Research Fellow (2007)

B.A., Gustavus-Adolphus College, 2000;
Ph.D., University of Wisconsin, 2004

REBECCA JOHNSON — Assistant Professor of Communication (2002)

B.S., Michigan Technological University, 1994;
M.A., Western Michigan University, 2004

STACEY M. JOHNSON — Assistant Professor of Spanish (2012)

B.A., Union University, 1999;
M.A., University of Memphis, 2002;
Ed.D., University of Memphis, 2012

DEIRDRE D. JOHNSTON — Professor of Communication (1994)

B.A., Drake University, 1983;
M.A., University of Texas, 1985;
Ph.D., University of Iowa, 1988
(Sabbatical leave 2014-2015)

THE FACULTY

- SYLVIA KALLEMEYN — Associate Professor of Spanish (1990/1995)
B.R.E., Reformed Bible College, 1974;
M.A.T., Calvin College, 1982
(Sabbatical leave 2014-2015)
- NANCY J. KAMSTRA — Associate Professor of Kinesiology (2010)
B.A., Hope College, 1982;
M.Ed., Grand Valley State University, 2008
- ROBERT F. KENAGY — Assistant Professor of English (2013)
B.A., Hope College, 2008;
M.F.A., Virginia Polytechnic Institute and State University, 2012
- JUNG WOO KIM — Assistant Professor of Music (2010)
B.Mus., Chung-Ang University, 1996;
M.M., Indiana University, 2003;
D.M.A., University of Colorado (exp. 2014)
- JULIE KIPP — Professor of English (1998)
B.A., University of Notre Dame, 1984;
M.A., University of Notre Dame, 1992;
Ph.D., University of Notre Dame, 1997
- TIMOTHY R. KOBERNA — Assistant Professor of Kinesiology and Head Athletic Trainer (2013)
B.S., Mount Union College, 1990;
M.A., Western Michigan University, 1992
- PAMELA R. KOCH — Associate Professor of Sociology (2008)
B.S., South Dakota State University, 2000;
M.P.A., University of Nebraska, 2003;
Ph.D., University of South Carolina, 2008
(Sabbatical leave, fall semester 2014)
- YEW-MENG KOH — Assistant Professor of Mathematics (2014)
B.S., University of Malaya, 1997;
M.S., University of Malaya, 2001;
M.S., Iowa State University, 2010;
Ph.D., Iowa State University (exp. 2014)
- BENJAMIN G. KOPEK — Assistant Professor of Biology (2014)
B.A., Spring Arbor University, 2002;
Ph.D., University of Wisconsin, 2008
- HEIDI E. KRAUS — Assistant Professor of Art and Director of DePree Art Center and Gallery (2012)
B.F.A., Drake University, 2002;
M.A., University of Iowa, 2004;
Ph.D., University of Iowa, 2010
- M. DEAN KREPS — Associate Professor of Kinesiology (1986)
B.A., Monmouth College, Illinois, 1984;
M.S., University of Illinois, 1986
- BRENT P. KRUEGER — Professor of Chemistry and Schaap Research Fellow (2001)
B.S., Truman State University, 1993;
M.S., University of Chicago, 1994;
Ph.D., University of Chicago, 1999

THE FACULTY

- JOHN KRUPCZAK, JR. — Professor of Engineering (1994)
B.A., Williams College, 1980;
M.S., University of Massachusetts, 1986;
Ph.D., University of Massachusetts, 1994
- MARTHA LABARGE — Associate Professor of Accounting (2007)
B.A., Hope College, 1985;
M.B.A., Michigan State University, 1988
- PERRY LANDES — Associate Professor of Theatre, Resident Sound and Lighting Designer, and Manager of Theatre Facilities (1987)
B.A., Whitworth College, 1981;
M.F.A., University of Montana, 1987
- JOSEPH F. LA PORTE — Professor of Philosophy (1998)
B.A., University of Steubenville, 1991;
M.A., University College, University of London, 1993;
Ph.D., University of Massachusetts at Amherst, 1998
- ANNE R. LARSEN — The Lavern '39 and Betty DePree '41 VanKley Professor of French (1984)
B.A., Hope College, 1970;
M.A., Columbia University, 1971;
Ph.D., Columbia University, 1975
- MELINDA J. LARSON — Assistant Professor of Kinesiology and Co-Director of Athletics (2014)
B.A., Whitworth College, 1992
M.S., Florida International University, 1994
- ANDREW LE — Associate Professor of Music (2005)
B.M., University of Michigan, 1999;
M.M., University of Michigan, 2001;
D.M.A., The Juilliard School, 2007
- INGRID LESTRUD—Visiting Assistant Professor of Music (2014)
B.Mus., Lawrence University, 2002;
M.M., Southern Methodist University, 2006
D.M.A., Northwestern University, 2010
- HUW R. LEWIS — Professor of Music (1990)
A.R.C.M., Royal College of Music, London;
F.R.C.O., Emmanuel College, Cambridge University;
M.A., University of Michigan School of Music, 1983;
D.M.A., University of Michigan, 1990
- JIANHUA LI — Associate Professor of Biology (2009)
B.S., Henan Normal University, 1984;
M.S., Huazhong Normal University, 1987;
Ph.D., University of New Hampshire, 1997
- THOMAS E. LUDWIG — The John Dirk Werkman Professor of Psychology (1977)
B.A., Concordia College, 1972;
M.A., Christ Seminary (SEMINEX), 1975;
Ph.D., Washington University, 1977
- LINDSEY M. ROOT LUNA — Assistant Professor of Psychology (2012)
B.A., Hope College, 2003;
M.S., University of Miami, 2005;
Ph.D., University of Miami, 2009

THE FACULTY

MARLA HOFFMAN LUNDERBERG — Associate Professor of English and Director of FOCUS and SOAR Programs (1994)

B.A., Hope College, 1982;
M.A., University of Chicago, 1986;
Ph.D., University of Chicago, 1996

JOHN E. LUNN — The Robert W. Haack Professor of Economics (1992)

B.A., Samford University, 1970;
M.A., California State University, Hayward, 1975;
Ph.D., University of California, Los Angeles, 1980

CATHERINE M. MADER — Professor of Physics (1993)

B.Sc., Colorado School of Mines, 1987;
M.Sc., Colorado School of Mines, 1989;
Ph.D., Michigan State University, 1993
(Sabbatical leave 2014-2015)

STEPHEN A. MAIULLO — Assistant Professor of Classics (2010)

B.A., Saint Anselm College, 2003;
Ph.D., The Ohio State University, 2010

ERIC L. MANN — Assistant Professor of Mathematics (2013)

B.A., Albion College, 1974;
M.S., University of Southern California, 1980;
M.A.T., Colorado College, 1987;
Ph.D., University of Connecticut, 2005

WILLIAM R. MAYER — Professor of Art (1978)

B.F.A., University of Minnesota, 1976;
M.F.A., Pennsylvania State University, 1978
(Sabbatical leave, spring semester 2015)

BRUCE MCCOMBS — Professor of Art (1969)

B.F.A., Printmaking, Cleveland Institute of Art, 1966;
M.F.A., Printmaking, Tulane University, 1968

VIRGINIA M. MC DONOUGH — Associate Professor of Biology and Chairperson of the Department (1995)

B.S., Cook College, 1983;
Ph.D., Rutgers University, 1992

RYAN L. MC FALL — Professor of Computer Science and Chairperson of the Department (2000)

B.S., Hope College, 1993;
M.S., Michigan State University, 1995;
Ph.D., Michigan State University, 2000

STEVEN C. MCMULLEN — Assistant Professor of Economics (2014)

B.A., Bethel College, 2004
Ph.D., University of North Carolina, 2008

STEPHANIE MILANOWSKI — The Howard R. and Margaret E. Sluyter Assistant Professor of Art (2009)

B.F.A., Rhode Island School of Design, 1990;
M.F.A., University of Michigan, 1995

THE FACULTY

- MICHAEL J. MISOVICH — Associate Professor of Engineering (2002)
B.A., Michigan State University, 1981;
B.S., Michigan State University, 1981;
M.S., Michigan State University, 1984;
M.S., Michigan State University, 1988;
Ph.D., Michigan State University, 1988
- GREG MITCHELL — *Assistant Professor of Kinesiology* (2014)
B.A., Hope College, 1989
M.S., Michigan State University, 1999
- JESÚS A. MONTAÑO — Associate Professor of English (1999)
B.A., University of Texas at Austin, 1991;
M.A., The Ohio State University, 1996;
Ph.D., The Ohio State University, 1999
- WILLIAM H. MOREAU — Associate Professor of English (1983)
B.A., Hope College, 1976;
M.Ed., Grand Valley State Colleges, 1982
- PATRICK MORGAN — Research/Instruction Librarian with rank of Assistant Professor (2012)
B.A., University of Michigan, 2001;
M.A., University of Michigan, 2001;
A.B.D., University of Michigan, 2004;
M.S.L.I.S., Drexel University, 2009
- KYLE M. MORRISON — *Assistant Professor of Kinesiology* (2012)
B.A., Hope College, 2004;
Ph.D., Michigan State University (exp. 2014)
- JACK E. MULDER JR. — Associate Professor of Philosophy and Chairperson of the Department (2004)
B.A., Hope College, 2000;
M.A., Purdue University, 2003;
Ph.D., Purdue University, 2004
- MELISSA MULDER — Instructor of Spanish (2005)
B.A., Hope College, 1999;
M.A., Purdue University, 2001
- PHILLIP B. MUÑOZ III — Professor of Religion (1993)
B.Th., Grace Bible College, 1979;
M.A., Fuller Theological Seminary, 1983;
M.A., University of Michigan, 1989;
Ph.D., University of Michigan, 1993
- K. GREGORY MURRAY — Professor of Biology (1986)
B.A., California State University, Northridge, 1977;
M.S., California State University, Northridge, 1980;
Ph.D., University of Florida, Gainesville, 1986
- DAVID G. MYERS — Professor of Psychology (1967)
B.A., Whitworth College, 1964;
M.A., University of Iowa, 1966;
Ph.D., University of Iowa, 1967;
L.H.D., Northwestern College, 1987;
L.H.D., Whitworth College, 1989;
L.H.D., Central College, 2009
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THE FACULTY

- FUMIHITO ANDY NAKAJIMA — Associate Professor of Japanese (1996)
B.A., Hokusei Gakuen University, 1990;
M.Div., Western Theological Seminary, 1995;
Certificate in Teaching Japanese, Columbia University, 1998;
M.A., Columbia University, 2001
- STEVEN NELSON — Associate Professor of Art (1989)
B.F.A., Western Michigan University, 1982;
M.F.A., Syracuse University, 1985
- ROGER J. NEMETH — Professor of Sociology and Chairperson of the Department (1983)
B.A., Western Michigan University, 1978;
M.A., University of North Carolina, 1981;
Ph.D., University of North Carolina, 1986
- MARK E. NORTHUIS — Professor of Kinesiology (1988)
B.A., Hope College, 1982;
M.A., University of Michigan, 1984;
Ph.D., University of Minnesota, 1998
- DAVID J. O'BRIEN — Librarian with rank of Associate Professor and Head of Access Services (1991)
B.S., Pennsylvania State University, 1982;
M.Ed., University of Georgia, 1989;
M.S., University of Illinois at Urbana-Champaign, 1991
- JARED J. ORTIZ — Assistant Professor of Religion (2012)
B.A., University of Chicago, 2000;
M.A., St. John's College, 2005;
M.A., The Catholic University of America, 2009;
Ph.D., The Catholic University of America, 2012
- WILLIAM A. PANNAPACKER — Professor of English and Director, Mellon Scholars Program (2000)
B.A., Saint Joseph's University, 1990;
M.A., University of Miami, 1993;
M.A., Harvard University, 1997;
Ph.D., Harvard University, 1999
- LAURA S. PARDO — The Evert J. and Hattie E. Blekkink Professor of Education (2005)
B.S., Central Michigan University, 1982;
M.A., Michigan State University, 1990;
Ph.D., Michigan State University, 2004
- KENDRA R. PARKER — Assistant Professor of English (2013)
B.A., University of West Georgia, 2008;
Ph.D., Howard University (exp 2014)
- JOHN PATNOTT — Professor of Kinesiology (1978)
B.A., Fresno State University, 1969;
M.A., California State University, 1973;
Ph.D., University of Utah, 1989
- KAREN NORDELL PEARSON — Associate Dean for Research and Scholarship and Associate Professor of Chemistry (2007/2012)
B.A., Northwestern University, 1992;
Ph.D., Iowa State University, 1997

THE FACULTY

- MARK A. PEARSON — Associate Professor of Mathematics (2003)
B.A., St. Olaf College, 1994;
M.A., University of Chicago Divinity School, 1997;
Ph.D., Northwestern University, 2003
- PAUL T. PEARSON — Assistant Professor of Mathematics (2012)
B.A., St. Olaf College, 2001;
Ph.D., Northwestern University, 2006
- GRAHAM F. PEASLEE — The Elmer E. Hartgerink Professor of Chemistry, Schaap Research Fellow and Professor of Geology/Environmental Science (1994)
A.B., Princeton University, 1981;
Ph.D., State University of New York, 1987
(Sabbatical leave 2014-2015)
- COURTNEY A. PECKENS — Assistant Professor of Engineering (2013)
B.A./B.S. Hope College, 2006
M.S.E., University of Michigan, 2006
M.S.E., University of Michigan, 2008
Ph.D., University of Michigan, 2014
- RICHARD PEREZ — Assistant Professor of Theatre and Managing Director, Hope Summer Repertory Theatre (2013)
B.A., Hunter College, 1996;
M.F.A., Arizona State University, 2001
- ANTHONY NOVAK PEROVICH, JR. — Professor of Philosophy (1980)
A.B., University of California, Davis, 1973;
M.A., University of Chicago, 1974;
Ph.D., University of Chicago, 1978
- PABLO A. PESCHIERA — Associate Professor of English (2008)
B.A., Hope College, 1993;
M.A., Western Michigan University, 1998;
M.F.A., Western Michigan University, 1998;
Ph.D., University of Houston, 2005
- JONATHAN W. PETERSON — Professor of Geology and Environmental Science (1994)
B.A., Hope College, 1984;
Ph.D., University of Chicago, 1989
(Sabbatical leave, 2014-2015)
- JEANNE PETIT — Professor of History (2000)
B.A., Knox College, 1992;
M.A., University of Notre Dame, 1993;
Ph.D., University of Notre Dame, 2000
- DAVID C. PHILLIPS — Assistant Professor of Economics (2012)
B.A., Butler University, 2007;
M.A., Georgetown University, 2009;
Ph.D., Georgetown University, 2012
- JAMES C. PIERS — Professor of Sociology and Social Work and Director of the Social Work Program (1975)
B.A., Hope College, 1969;
M.S.W., University of Michigan, 1972;
Ph.D., Case Western Reserve University, 1997
-

THE FACULTY

- MICHAEL J. PIKAART — Associate Professor of Chemistry (1999)
B.S., Calvin College, 1986;
Ph.D., University of Michigan, 1992
- KATHARINE H. POLASEK — Assistant Professor of Engineering (2010)
B.S., University of Michigan, 2001;
Ph.D., Case Western Reserve University, 2007
- JEFFREY J. POLET — Professor of Political Science (2004)
B.A., Calvin College, 1985;
M.A., Catholic University of America, 1989;
Ph.D., Catholic University of America, 1992
- WILLIAM F. POLIK — Edward and Elizabeth Hofma Professor of Chemistry, Schaap Research Fellow and Chairperson of the Department (1988)
B.A., Dartmouth College, 1982;
Ph.D., University of California, Berkeley, 1988
- BRIAN E. PORTER, C.P.A., C.M.A. — Professor of Management and Ruch Faculty Fellow (1999)
B.A., Alma College, 1984;
M.B.A., University of Michigan, 1990;
Ph.D., Indiana University, Graduate School of Business, 1994
- DIANNE R. PORTFLEET — Associate Professor of English (1988)
B.H., Pennsylvania State University, 1969;
Ph.D., Columbia Pacific University, 1984
- JULIE B. POWELL — Instructor of Dance (2013)
- TAHNEE C.H. PROKOPOW — Assistant Professor of Biology (2011)
B.S., Hope College, 1992
M.P.H., University of Michigan, 1996
- JULIA PHILLIPS RANDEL — Associate Professor of Music and Chairperson of the Department (2005)
B.A., Yale University, 1993;
M.M., University of Kentucky, 1996;
M.A., University of Georgia, 1997;
Ph.D., Harvard University, 2004
- PATRICE RANKINE — Dean for Arts and Humanities and Professor of Classics (2013)
B.A., Brooklyn College, CUNY 1992;
M.A., Yale University, 1994;
M.P.H., Yale University, 1996;
Ph.D., Yale University, 1998
- RICHARD RAY — Provost and Professor of Kinesiology (1982/2008/2010)
B.S., University of Michigan, 1979;
M.A., Western Michigan University, 1980;
Ed.D., Western Michigan University, 1990
- STEPHEN K. REMILLARD — Associate Professor of Physics and Chairperson of the Department (2007)
B.S., Calvin College, 1988;
M.S., College of William and Mary, 1990;
Ph.D., College of William and Mary, 1993

THE FACULTY

- GEOFFREY D. REYNOLDS — The Mary Riepma Ross Director of the Joint Archives of Holland with rank of Associate Professor (S'1997)
B.S., Central Michigan University, 1989;
M.L.I.S., Wayne State University, 1995
- BRAD W. RICHMOND — Professor of Music and Director of Choral Activities (1998)
B.A., St. Olaf College, 1985;
M.M., University of Illinois at Urbana-Champaign, 1986;
D.M.A., Michigan State University, 1992
- DAINA ROBINS — Professor of Theatre and Chairperson of the Department (1991)
B.A., Moorhead State University, 1975;
M.A., Tufts University, 1981;
Ph.D., Tufts University, 1988
- PATRICIA V. ROEHLING — Professor of Psychology (1987)
B.A., University of Michigan, 1980;
M.A., Wayne State University, 1984;
Ph.D., Wayne State University, 1986
- DAVID K. RYDEN — Professor of Political Science (1994)
B.A., Concordia College, 1981;
J.D., University of Minnesota Law School, 1985;
Ph.D., The Catholic University of America, 1994
(Sabbatical leave, fall semester 2014)
- ELIZABETH M. SANFORD — Professor of Chemistry (1994)
B.A., Smith College, 1987;
Ph.D., University of California, Los Angeles, 1992
(Sabbatical leave, spring semester 2015)
- PETER J. SCHAKEL — The Peter C. and Emajean Cook Professor of English and Chairperson of the Department (1969)
B.A., Central College, Iowa, 1963;
M.A., Southern Illinois University, 1964;
Ph.D., University of Wisconsin, 1969
- GWENDA L. SCHMIDT-SNOEK — Assistant Professor of Psychology (2009)
B.A., York University, 1991;
M.S., Colorado State University, 2003;
Ph.D., Colorado State University, 2006
- REBECCA SCHMIDT — Assistant Professor of Kinesiology (2004)
B.A., Hope College, 1999;
M.S., Miami University of Ohio, 2003
- TIMOTHY S. SCHOONVELD — Assistant Professor of Kinesiology and Co-Director of Athletics (2009)
B.A., Hope College, 1996;
M.A., Western Michigan University, 2004
- STEPHEN C. SCOGIN — Assistant Professor of Biology and Education (2014)
B.S., Stephen F. Austin University, 1993;
M.S., Stephen F. Austin University, 1995;
Ed.s., Pensacola Christian College, 2010;
PhD, Texas A&M University (exp. 2014)

THE FACULTY

- LEIGH A. SEARS — Associate Professor of Kinesiology (2000)
B.A., Ohio Wesleyan University, 1991;
M.S., Ithaca College, 1999;
Ph.D., The Ohio State University, 2007
- HEATHER L. SELLERS — Professor of English (1995)
B.A., Florida State University, 1985;
M.A., Florida State University, 1988;
Ph.D., Florida State University, 1992
(Leave of Absence, 2014-2015)
- MICHAEL D. SEYMOUR — Professor of Chemistry (1978)
B.A., Saint John University, 1972;
Ph.D., University of Arizona, 1977
- BENJAMIN D. SHANK — Visiting Assistant Professor of Physics (2014)
B.S., Case Western Reserve, 2007;
Ph.D., University of Wisconsin, (exp. 2014)
- JOHN J. SHAUGHNESSY — Professor of Psychology (1975)
B.S., Loyola University, 1969;
M.S., Northwestern University, 1971;
Ph.D., Northwestern University, 1972
- JUSTIN M. SHORB — Assistant Professor of Chemistry (2014)
B.A./B.S., Hope College, 2004;
Ph.D., University of Wisconsin, 2011
- GLORIA M. SLAUGHTER — Technical Services Librarian with rank of Associate Professor (1988)
B.A., Central Michigan University, 1971;
M.A., Western Michigan University, 1978
- STEIN SLETTE — Assistant Professor of Kinesiology (1988) (2008)
B.A., Hope College, 1987;
M.S., University of Utah, 1992
- MATTHEW L. SMITH — Assistant Professor of Engineering (2012)
B.A./B.S., Cedarville University, 2003;
Ph.D., Cornell University, 2009
- RICHARD L. SMITH — Professor of Theatre and Resident Scene Designer (1972)
B.F.A., University of Minnesota, 1969;
M.F.A., University of Minnesota, 1972
- STEVEN D. SMITH — Professor of Kinesiology (1990)
B.A., Grand Rapids Baptist College, 1982;
M.A., Michigan State University, 1984;
Ph.D., Michigan State University, 1989
- TEMPLE D. SMITH — Assistant Professor of Sociology (2014)
B.A., Michigan State University, 2003;
Ph.D., Michigan State University, 2012
- THOMAS M. SMITH — The Dr. Leon A. Bosch '29 Professor of Management (1993)
B.B.A., University of Michigan, 1980;
M.B.A., University of Iowa, 1983;
Ph.D., University of Michigan, 1994

THE FACULTY

- TRACI SMITH — Instructor of Chemistry (2005)
B.S., Northern Arizona University, 1995;
M.S., University of Texas, 1998
- ROBERT G. (GABE) SOUTHARD — Associate Professor of Music (2007)
B.M., Ithaca College, 1994;
M.M., University of Wisconsin, 1997;
D.M.A., Michigan State University, 2006
(Sabbatical leave, fall semester 2014)
- TODD P. STEEN — The Granger Professor of Economics and Chairperson of the Department (1988)
B.S., Pennsylvania State University, 1981;
B.A., Indiana University of Pennsylvania, 1984;
M.A., Harvard University, 1987;
Ph.D., Harvard University, 1992
- DARIN R. STEPHENSON — Professor of Mathematics (1997)
B.S., University of Kentucky, 1988;
M.S., University of Michigan, 1990;
Ph.D., University of Michigan, 1994
- JOANNE L. STEWART — Professor of Chemistry (1988)
B.A., Kalamazoo College, 1982;
Ph.D., University of California, Berkeley, 1988
- JOSEPH STUKEY — Assistant Professor of Biology (1997)
B.A., Rutgers University;
Ph.D., Rutgers University
- DEBORAH STURTEVANT — Professor of Sociology and Social Work (1988)
B.A., Hope College, 1975;
M.S.W., Western Michigan University, 1984;
Ph.D., Michigan State University, 1997
- KATHERINE SULLIVAN — Associate Professor of Art (2003)
B.F.A., University of Michigan, 1997;
M.F.A., Boston University, 2001
- DEBRA H. SWANSON — Professor of Sociology (1989) (1994)
B.A., Hope College, 1983;
M.A., Catholic University of America, 1988;
Ph.D., Catholic University of America, 1995
- TODD M. SWANSON — Associate Professor of Mathematics (1989) (1995)
B.S., Michigan State University, 1982;
B.S., Grand Valley State University, 1985;
M.A., Michigan State University, 1989
- VICKI TEN HAKEN — Professor of Management and Ruch Director of the Baker Scholars (2000)
B.A., Hope College, 1973;
M.B.A., Grand Valley State University, 1981
(Sabbatical leave, 2014-2015)
- JOEL J. TOPPEN — Associate Professor of Political Science (1997)
B.A., Hope College, 1991;
M.A., Purdue University, 1993;
Ph.D., Purdue University, 1998

THE FACULTY

- ELIZABETH A. TREMBLEY — Associate Professor of English (1988)
B.A., Hope College, 1985;
M.A., University of Chicago, 1986;
Ph.D., University of Chicago, 1991
(Sabbatical leave, 2014-2015)
- SONJA TRENT-BROWN — Associate Professor of Psychology (2005)
B.A., Harvard/Radcliffe University, 1989;
M.A., University of South Florida, 1997
Ph.D., University of South Florida, 2004
- GLORIA S. TSENG — Associate Professor of History (2003)
B.A., Pitzer College, 1992;
M.A., University of California, Berkeley, 1995;
Ph.D., University of California, Berkeley, 2002
- J. JEFFERY TYLER — Professor of Religion and Chairperson of the Department (1995)
B.A., Hope College, 1982;
M.Div., Western Theological Seminary, 1986;
Ph.D., University of Arizona, 1995
- RENTA D. VAN DER WEIJDEN — Visiting Associate Professor of Geology (2014)
B.S., Utrecht University, 1985;
M.S., Utrecht University, 1988;
Ph.D. Utrecht University, 1995
- MELYN R. VANDENBERG, C.P.A., — Assistant Professor of Accounting (2013)
B.A., Hope College, 2009;
M.B.A., Western Michigan University, 2013
- SCOTT W. VANDER STOEP — Dean for Social Sciences and Professor of Psychology (1992-94)
(1999/2012)
B.A., Hope College, 1987;
M.A., University of Illinois at Urbana-Champaign, 1989;
Ph.D., University of Michigan, 1992
- STEVEN K. VANDERVEEN — Director of the Center for Faithful Leadership and Professor of Management (2004)
B.A., Calvin College, 1982;
M.B.A., Western Michigan University, 1985;
Ph.D., University of Illinois at Chicago, 1995
- DEBORAH M. VAN DUINEN — Assistant Professor of Education and Towsley Research Scholar (2011)
B.A., Calvin College, 1998;
M.A., Calvin College, 2002
Ph.D., Michigan State University, 2011
(Sabbatical leave, spring semester 2015)
- DARYL R. VAN TONGEREN — Assistant Professor of Psychology (2012)
B.A., Colorado Christian University, 2004;
M.A., University of Colorado, 2006;
Ph.D., Virginia Commonwealth University, 2011
- YOLANDA A. (YOLI) VEGA — Director, Phelps Scholars Program and Assistant Professor of Education (1990)
B.A., Hope College, 1988;
M.A., Grand Valley State University, 2012
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THE FACULTY

- ROGER L. VELDMAN — Professor of Engineering and Chairperson of the Department (1998)
B.S., Hope College, 1989;
M.S.E., Western Michigan University, 1995;
Ph.D., Western Michigan University, 2001
- KATHLEEN VERDUIN — Professor of English (1978)
B.A., Hope College, 1965;
M.A., George Washington University, 1969;
Ph.D., Indiana University, 1980
- BARBARA B. VINCENSI — Assistant Professor of Nursing (2006)
B.S.N., Purdue University, 1978;
M.S.N., Indiana University, 1985
Ph.D., Loyola University, 2011
- VICKI R. VOSKUIL — Assistant Professor of Nursing (2004)
B.S.N., Calvin College, 1989;
M.S., University of Michigan, 1994
- PATRICIA K. WALTER — Assistant Professor of Nursing (2006)
B.S.N., Grand Valley State University, 1985;
M.S.W., Western Michigan University, 1991
- JANET E. WEEDA — Assistant Professor of Nursing (2012)
B.S.N., Trinity Christian College, 1986;
M.S.N., University of New Mexico, 2000
- COURTNEY L. WERNER — Director of College Writing and Assistant Professor of English (2012)
B.A., Moravian College, 2006;
M.A., Texas State University, 2008,
Ph.D., Kent State University, 2012
- TODD J. WIEBE — Research and Instruction Librarian with rank of Associate Professor and Head of Research and Instruction (2006)
B.A., Anderson University, 2003;
M.L.I.S., University of Denver, 2006
- ANNE E. HEATH WIERSMA— Associate Professor of Art (2007)
B.A., University of Maine, 1992;
M.A., Florida State University, 1998;
Ph.D., Brown University, 2005
- BOYD H. WILSON — Professor of Religion (1982)
B.A., Trinity College, 1971;
M.A., Wheaton College, 1976;
Ph.D., University of Iowa, 1982
- KATHY WINNETT-MURRAY — Professor of Biology (1986)
B.S., University of California, Irvine, 1976;
M.S., California State University, Northridge, 1979;
Ph.D., University of Florida, 1986
- CHARLOTTE vanOYEN WITVLIET — The John H. and Jeanne M. Jacobson Professor of Psychology (1997)
B.A., Calvin College, 1991;
M.S., Purdue University, 1993;
Ph.D., Purdue University, 1997

THE FACULTY

JENNIFER WOLFE — Assistant Professor of Music (1998)

B.Mus, University of Toronto, 1985;

M.M.A., University of Illinois at Urbana-Champaign, 1986;

M.M.A., Michigan State University, 1991

DANIEL S. WOOLSEY — Associate Professor of Spanish (2005)

B.A., Wheaton College, 1996;

M.A., Wheaton College, 1998;

Ph.D., Indiana University, 2006

JOHN A. YELDING — The Susan M. and Glenn G. Cherup Associate Professor of Education (1994)

B.A., Michigan State University, 1969;

M.A., Western Michigan University, 1981

ANGELA S. YETZKE — Assistant Professor of Dance (2013)

B.A., Western Michigan University, 1994;

M.F.A., University of Wisconsin, 2012

BRIAN K. YOST — Librarian with rank of Associate Professor and Head of Technical Services and Systems (1997)

B.A., Calvin College, 1989;

M.S., University of Illinois at Urbana-Champaign, 1993

BRIAN P. YURK — Assistant Professor of Mathematics (2009)

B.S., Hope College, 2003;

Ph.D., Utah State University, 2009

ADJUNCT FACULTY

JANICE B. ASLANIAN — Adjunct Assistant Professor of English (2001)

B.A., Western Michigan University, 1971;

M.S., University of Southern California, 1976

AMY BADE — Adjunct Assistant Professor of Psychology (1998)

B.S., Niagara University, 1978;

M.S., University of Wisconsin-Madison, 1981;

Ed.D., Western Michigan University, 1991

TIMOTHY L. BROWN — Adjunct Professor of Religion (1996)

B.A., Hope College, 1973;

M.Div., Western Theological Seminary, 1976;

D.Min., Western Theological Seminary, 1992

TOM DAVELAAR — Adjunct Assistant Professor of Kinesiology (1984)

B.A., Hope College, 1972

JAMES R. DEBOER — Adjunct Associate Professor of Music (1986)

B.A., Calvin College, 1978;

M.A., Western Michigan University, 1982

KIM MEILICKE DOUGLAS — Adjunct Assistant Professor of English (1995)

B.A., University of Arizona, 1987;

M.F.A., University of Arizona, 1990

JENNIFER GARDINER — Adjunct Assistant Professor of Art (1997)

B.F.A., University of Michigan, 1990;

M.F.A., SUNY, Buffalo, 1993

THE FACULTY

- ALFREDO M. GONZÁLES — Associate Provost, Dean for International and Multicultural Education, and Adjunct Associate Professor of Social Work (1979/1984)
B.S., Grand Valley State Colleges, 1979;
M.S.W., University of Michigan, 1982
- DOUGLAS J. IVERSON — Adjunct Assistant Professor of Economics and Ruch Executive-in-Residence (1983-2003, 2012)
B.A., Hope College, 1972;
M.B.A., Western Michigan University, 1975
- DAVID R. JAMES — Adjunct Associate Professor of English (1982) (1987)
B.A., Hope College, 1976;
M.A., University of Iowa, 1980
M.F.A., Pacific University, 2013
- LORA L. KOLEAN — Adjunct Assistant Professor of Music (2002)
B.Mus., Hope College, 1997;
M.M., Western Michigan University, 2005
- LARRY MALFROID — Adjunct Associate Professor of Music (1974)
- JONATHAN W. OSBORN — Adjunct Associate Professor of Sociology and Social Work (1974)
B.A., Hope College, 1970;
M.S.W., Western Michigan University, 1972
- JANET MIELKE PINKHAM — Adjunct Assistant Professor of Communication (1989)
B.A., Hope College, 1984;
M.A., University of Kansas, 1987
- ROB POCOCK — Adjunct Assistant Professor of Communication (1989)
B.A., Hope College, 1977;
M.A., Michigan State University, 1981
- RICHARD K. SMITH — Adjunct Associate Professor of English (1984)
B.A., Hope College, 1973;
M.A., University of Michigan, 1978
- JULIE SOOY — Adjunct Assistant Professor of Music (1999)
B.M., Bowling Green State University, 1990;
M.M., Bowling Green State University, 1994
- LINDA KAY STROUF — Adjunct Assistant Professor of Music (1988)
B.M., Hope College, 1984;
M.M., University of Wyoming, 1986
- ROBERT P. SWIERENGA — A. C. Van Raalte Research Professor and Adjunct Professor of History (1996)
B.A., Calvin College, 1957;
M.A., Northwestern University, 1958;
Ph.D., University of Iowa, 1965
- STEPHEN C. TALAGA — Adjunct Assistant Professor of Music (1999)
B.A. Central Michigan University, 1986;
B.Mus., Western Michigan University, 1992;
M.M., Western Michigan University, 1994
- KATHARINE S. VANCE — Adjunct Assistant Professor of Mathematics (2006)
B.S., Hope College, 1990;
M.S., University of Michigan, 1994

THE FACULTY

JILL VANDER STOEP — Adjunct Assistant Professor of Mathematics (1993)

B.S., Hope College, 1987;

M.S., University of Illinois at Urbana-Champaign, 1989;

M.S., University of Michigan, 1991

DENNIS N. VOSKUIL — The Evert J. and Hattie E. Blekkink Adjunct Professor of Religion (1977)

B.S., University of Wisconsin, 1966;

B.D., Western Theological Seminary, 1969;

Ph.D., Harvard University, 1974

PART-TIME LECTURERS

CINDY ALBERG — Dance (2008)

B.A., Hope College

DIANA ALBERS — Kinesiology (2011)

B.A., Hope College;

M.A., Indiana University

GREG BASSETT — Philosophy (2012)

B.A. Swarthmore College;

M.M. New England Conservatory;

Ph.D. Indiana University

LINDA BOOKER — Dance (1987)

B.S., Central Michigan University;

M.A., Western Michigan University

LYNE BURKEY — Education (1999)

B.A., Indiana University;

M.A., Western Michigan University

COLLY CARLSON— Kinesiology (2005)

B.A., Hope College

M.A., Western Michigan University

RICHARD CHAMBERS — Education (2001)

B.S., Central Michigan University;

M.A., Michigan State University

LINDA S. CLARK — English (2011)

B.A., Alma College;

M.A., Grand Valley State University

NANCY CLARK — Education (2000)

B.S., Western Michigan University;

M.A., Western Michigan University

BARBARA CORBATÓ — Music (2002)

B.M., University of Michigan;

M.M., University of Michigan

RODRIGO DEGRAU-AMAYA — Modern & Classical Languages (2009)

B.A., Universidad Autonoma de Queretaro

M.A., Western Michigan University

SUZANNE DEVRIES-ZIMMERMAN — Geological & Environmental Sciences (1999)

B.S., Hope College;

B.A., Hope College;

M.S. Princeton University

THE FACULTY

- NANCY DIEDRICH — Education (2006)
B.A., Purdue University;
M.A., Purdue University
- DAVID DOUGLAS — Sociology (1997)
B.A., University of Michigan;
M.A., Oakland University
- KURT DYKSTRA — Economics, Management & Accounting (2004)
B.A., Northwestern College;
J.D., Marquette University
- BOB EBELS — Kinesiology (1991)
- PAMELA EDMUNDS — Modern & Classical Languages (2008)
B.A., Eastern Michigan University
- MARY ELZINGA WENTWORTH — Education (1996)
B.A., Hope College
- JOHN ERSKINE — Music (1996)
- MARGARET C. FINCHER — English (1997)
B.A., Michigan State University
- STEVE GORNO — Kinesiology (1993)
B.S., Illinois State University
- GESENA GROENENDYK — Education (2000)
B.A., Calvin College;
M.A., Western Michigan University
- PETER HAEFNER, C.P.A. — Accounting (2004)
B.B.A., Saginaw Valley State University
- RUTH HOFMEYER — Education (2002)
B.A., Hope College;
M.A., Western Michigan University
- MORGAN HUGHES — Kinesiology (2005)
B.A., Hope College
- CHERYL HULST — Education (2007)
B.A., Hope College
M.A., WMU
- PATRICK HULST — Kinesiology (1997)
B.S., Calvin College;
M.D., Wayne State University
- SANDI KARAFI — Kinesiology (1994)
B.S., Castleton State College;
M.S., Indiana State University
- KRISTI KARIS — Education (1996/2007)
B.A., Hope College;
M.A., Michigan State University
- JEAN KEGERREIS — Kinesiology (2004)
B.A., Hope College
- JOSEPH KNAPP — Kinesiology (2006)
A.A., Grand Rapids Community College

THE FACULTY

- JACQUELIN KOCH — Physics (2006)
B.S., Michigan Technological University;
M.S., University of Michigan;
Ph.D., University of Michigan
- JAMES KORF — Communication (2008)
B.A., Hope College
M.A., University of Michigan
M.F.A. - University of Michigan
- SUSAN LADD—Education (2007)
B.A., Elmhurst College;
M.A., Western Michigan University
- MARCIA LEVENTHAL — Dance (2000)
B.A., Brandeis University;
M.A., University of California, Los Angeles;
Ph.D., Florida Institute of Technology
- MARK LEWISON — English (2010)
B.S., Grand Valley State University
M.A., University of Michigan
- JAY R. LINDELL — Religion (1997)
B.A., Hope College;
M.Div., Western Theological Seminary
- TOM LOCKWOOD —Music (2008)
B.M., Western Michigan University
M.M., Western Michigan University
- PAM MAAT — Education (1993)
B.A., Calvin College;
M.A., Grand Valley State University
- PAUL MARKEL — Kinesiology (2003)
B.S., Saginaw State University
- DORRELL MARTIN —Dance (2006)
B.A., North Carolina School of Arts
- CHRISTOPHER MENDELS — Kinesiology (2001-2006/2011)
B.A., Hope College
- EMMA NAKAJIMA — DMCL (2009)
B.A., Hope College
- ANNE – RENE PETRARCA — Dance (2008)
B.A., Point Park College;
M.F.A., University of Wisconsin
- SHERRI PILON — Music (2001)
B.M., University of Wisconsin;
M.M., Webster University
- CLAIRE PORTER — Dance (2002)
B.A., Ohio State University
M.A., Ohio State University

THE FACULTY

- DORIVAL PUCCINI — Music (2008)
B.Mus., Grand Valley State University
M.M., Julliard School of Music
- DEONE QUIST — Communication (2009)
B.A., Calvin College
M.A., Geneva College
- GREGORY RAPPLEYE — English (2000)
B.A., Albion College;
J.D., University of Michigan;
M.A., Warren Wilson College
- CHAD RUBY — Kinesiology (2002)
B.A., Hope College
- MICHAEL SCHANHALS — Kinesiology (2005)
B.A., Hope College
M.A., Michigan State University
- MARY SCHEERHORN — Nursing (1999)
B.S.N., Grand Valley State University;
M.S.N., Andrews University
- JOEL SCHEKMAN — Music (2008)
B. Mus., Indiana University
M.M., University of Southern California
- LEE SCHOPP — Kinesiology (1994)
B.A., Hope College
- GREG SECOR — Music (1996)
B.M., Western Michigan University;
M.M., University of Cincinnati, College Conservatory of Music
- LING-LING SHIH — Modern & Classical Languages (2011)
B.A., California State University;
M.A., Middlebury College;
M.A., University of Albany, SUNY;
Ph.D., University of Albany, SUNY
- AMANDA SMITH-HEYENEN — Dance (2002)
- SARAH SOUTHARD — Music (2007)
B.Mus., University of Wisconsin
M.M., University of Cincinnati College-Conservatory of Music
- MICHAEL VAN LENTE — Music (1997)
B.A., Hope College
- STEPHEN VAN WYLEN — Kinesiology (2005)
B.A., Hope College;
M.D., Michigan State University
- BRIAN VANZANTEN — Kinesiology (1999)
B.S., Hope College;
M.A., Grand Valley State University
- LISA VOSS — Education (2011)
B.A., Michigan State University;
M.A., Grand Valley State University

THE FACULTY

BRAD VREDEVOOGD — Art (2009)

B.F.A., Michigan State University

M.A., Univeristy of Phoenix

SUSAN WILCZAK — Art (2010)

B.A., Central Michigan University

M.A., Michigan State University

SHARON WONG— Dance (2007)

B.F.A., New York University

WESLEY WOOLEY — Kinesiology (1990)

B.A., Hope College

ADMINISTRATIVE STAFF

PRESIDENT OF THE COLLEGE

JOHN C. KNAPP — President and Professor of Religion and Management (2013)

MARY REMENSCHNEIDER — *Director of Strategic Initiatives* (2003)

B.A., Hope College;

M.S.W., Western Michigan University

JAN SOMMERVILLE — *Executive Assistant to the President* (2013)

B.A., University of Michigan

ACADEMIC ADMINISTRATION

RICHARD RAY* — *Provost and Professor of Kinesiology* (1982/2008/2010)

ALFREDO M. GONZALES* — *Associate Provost and Dean for International and Multicultural Education* (1979/1984)

JAMES M. GENTILE* — *Dean for the Natural and Applied Sciences and Professor of Biology* (1976/2005)(2013)

PATRICE RANKINE* — *Dean for the Arts and Humanities and Professor of Classics* (2013)

SCOTT W. VANDERSTOEP* — *Dean for Social Sciences and Professor of Psychology* (1992/1994)(1999/2012)

STEVEN BOUMA-PREDIGER* - *Associate Dean for Teaching and Learning and Professor of Religion* (2013)

KAREN NORDELL PEARSON * — *Associate Dean for Research & Scholarship* (2007/2012)

LESLIE GRUENLER — *Administrative Assistant to the Dean for Research & Scholarship and the Associate Dean for Teaching and Learning* (2008/2012)

B.A., Stanford University

JASMINE LOWELL — *Administrative Assistant to the Dean for International and Multicultural Education* (2013)

B.A., Michigan State University

ALYSON MICHNER — *Administrative Assistant to the Dean for the Natural and Applied Sciences* (2008)

B.S., Liberty University;

B.S., Grand Valley State University

TRACEY NALLY — *Director of Sponsored Research Programs* (1995/2007)

B.S., Purdue University

CHERYL MCGILL SCHAIRER — *Administrative Assistant to the Dean for the Social Sciences and Director of Teacher Certification* (1977)

RAJEAN WOLTERS — *Administrative Assistant to the Dean for the Arts and Humanities* (2005)

B.A., Hope College;

M.A., Western Michigan University

LANNETTE ZYLMAN-TENHAVE — *Executive Assistant to the Provost* (2001)

B.A., Hope College

Staff

M. Cristina Ivey; Office Manager, Office of the Provost (2002)

ACADEMIC DEPARTMENTAL OFFICE MANAGERS

Art Kristin Underhill (2002)

Biology.....Jacqueline DeBoard (2014)

Chemistry.....Donna Sova (2007)

Communication..... Linda Koetje (1994)

*See Faculty Listing for degrees.

ADMINISTRATIVE STAFF

Computer Science/Engineering/Mathematics/Physics.....	Stephanie Doolittle (2011)
.....	Cathy Stoel (2004)
Dance	Stephanie Brumels (2002)
Economics, Management & Accounting.....	Doreen Tank (2012)
Education.....	Amy Scholten (2012) Lori Schneider(2013)
English and History.....	Sarah Baar (2008)
Geological and Environmental Sciences.....	Cathy Stoel (2004)
Kinesiology	Jamie DeWitt (1992), Lindsey Engelsman (2011)
Modern & Classical Languages.....	Amanda Stephenson (2013)
Music	Kathy Waterstone (1989)
Nursing	Jill Trujillo (2001)
Philosophy & Political Science
Psychology	Kathleen Adamski (1981)
Religion.....	Pamela Valkema (1989)
Sociology/Social Work.....	Lisa Lampen (1999)
Theatre	Reagan Chesnut (2012)

ACADEMIC RECORDS/REGISTRAR

CAROL DE JONG — *Registrar* (1988/2011)

B.A., Dordt College

ELIZABETH STEENWYK — *Associate Registrar*

B.A., Hope College

RYAN WHITE — *Director of Academic Advising and First Year Seminars* (2013)

B.S. Grace Bible College;

D.Ed., University of Southern California

MARLA HOFFMAN LUNDERBERG* — *Director of FOCUS and SOAR Programs* (2002)

ALYSSA BOSS — *Academic Credit Manager and Transfer Student Advisor* (2013)

B.A., Hope College

M.S.W., University of Michigan

SARAH GOTTSCHLICH — *Student Data and Information Manager* (2013)

B.A., Arizona State University

KRISTEN KERNSTOCK — *Assistant Registrar and Curricular Services* (2011)

B.A., Hope College

Staff

Rowene Beals, Assistant to the Registrar (1996)

ACADEMIC SUPPORT CENTER

JANET MIELKE PINKHAM* — *Director of Academic Support Center* (1989)

DAVID R. JAMES* — *Academic Support Center Senior Associate* (1982) (1987)

JEANNE LINDELL — *Coordinator of Academic Support Services for Students with Disabilities* (1992)

B.A., Hope College;

M.S.W., Western Michigan University

DAVID VAN DOORNE — *Academic Support Services Associate* (2009)

B.S., Western Michigan University;

M.A., Western Michigan University

*See Faculty Listing for degrees.

ADMINISTRATIVE STAFF

Staff

Lisa Eding, Office Manager (1999)

ATHLETIC FACILITIES AND PROGRAMS

JORGE CAPESTANY — *Manager of DeWitt Tennis Center* (2003)

B.A., Grand Valley State University

BRIAN D. MOREHOUSE — *Director of DeVos Fieldhouse and Dow Center* (1991)

B.A., Hope College

NATE PRICE — *Director of DeWitt Tennis Center* (2004)

MICHAEL RICKETTS — *Football Recruiter and Defensive Coordinator* (1995) (2003)

B.A., Augustana College;

M.S., Eastern Illinois University

MARY VANDE HOEF - *Intramural Director and Assistant Director of the Dow Center* (2010)

B.A., Central College;

M.S., Ithaca College

GORDON VANDER YACHT — *Physical Education and Athletic Equipment Manager* (1988)

B.S., Grand Valley State University

Staff

Lindsey Engelsman, Office Manager (2011)

Jamie DeWitt, Office Assistant (1992)

Patricia Gosselar, DeWitt Tennis Center Office Manager (1994)

CENTER FOR FAITHFUL LEADERSHIP

STEVEN K. VANDERVEEN* — *Director* (2004)

JIM CNOSSSEN — *Servant Leader-in-Residence* (2011)

B.A., Calvin College;

M.S., University of Michigan

VIRGIL GULKER — *Servant Leader-in-Residence* (2009)

B.A., Grand Valley State University;

M.A., D.A., University of Michigan

MARK DEROO — *EI Coach and Coordinator of Mentoring* (2007)

B.A., Hope College;

M.A., Western Michigan University

TRACY MCMICHAEL — *Servant Leader-in-Residence* (2012)

B.S., Hope College;

M.B.A., George Mason University

Staff

Sarah Kolean, Office Manager (2005)

CENTER FOR MINISTRY STUDIES

ANDY MCCOY — *Director of the Center for Ministry Studies, Director of Studies in ministry Minor*

B.M., Belmont University;

M.A., Western Seminary University;

M.Div., Seattle School of Theology and Psychology;

Ph.D., University of St. Andrews

*See Faculty Listing for degrees.

ADMINISTRATIVE STAFF

SUSANNA LECHE — *Coordinator of Mentoring and Internships (2012)*

Staff

Shelly Arnold, Office Manager (2003)

CENTER FOR WRITING AND RESEARCH

DAVID S. CUNNINGHAM* — *Director of the Center for Writing and Research and Professor of Religion (2003)*

THE CROSSROADS PROJECT

DAVID S. CUNNINGHAM* — *Director of The CrossRoads Project and Professor of Religion (2003)*

Staff

Shelly Arnold, Office Manager (2003)

EDUCATION

LISA FRISSORA — *Director, Program for Academically Talented at Hope (PATH) (2004)*

B.A., Ohio Dominican College

MADELINE KUKLA — *National Accreditation Coordinator*

B.S., Kent State University;

M.A., Western Michigan University

CHERYL MCGILL SCHAIRER — *Director of Teacher Certification (1977)*

THE CARL FROST CENTER FOR SOCIAL SCIENCE RESEARCH

MILLY HUDGINS— *Operations Manager(2013)*

B.S., James Madison University

LINDA WARNER — *Research Associate (2005)*

B.A., Hope College

INTERNATIONAL EDUCATION

AMY OTIS-DE GRAU — *Director of International Education (1996)*

B.A., Hope College;

M.A., School for International Training

HABEEB AWAD — *International Student Advisor (2000)*

B.A., Northwestern College;

M.Div., Western Theological Seminary

Staff

Kendra L. Williams, Office Manager (1985)

THE JOINT ARCHIVES OF HOLLAND

GEOFFREY D. REYNOLDS* — *Director of the Joint Archives of Holland with rank of Associate Professor (1997)*

Staff

Lori Trethewey, Office Manager (1993)

*See Faculty Listing for degrees.

ADMINISTRATIVE STAFF

LABORATORIES AND EQUIPMENT CENTERS

- DAVID C. DAUGHERTY — *Machinist for Natural Sciences Laboratories* (2003)
ANDREW BUNNELL — *Director of Physics and Engineering Laboratories* (2014)
B.S., Hope College
- LORI HERTEL — *Director of Biology Laboratories* (1984)
B.S., University of Michigan
M.S., Western Michigan University
- MARKUS WUNDER— *Director of Chemistry Laboratories* (2013)
Ph.D., University of Karlsruhe

LIBRARY

- KELLY JACOBSMA* — *The Geneva Thome Begg Director of Libraries with rank of Associate Professor* (1988)
- TODD J. WIEBE*— *Research and Instruction Librarian with rank of Associate Professor and Head of Research and Instruction* (2006)
- RACHEL A. BISHOP* — *Research and Instruction Librarian with rank of Assistant Professor* (2005)
- BRIANNE N. HAGEN* — *Metadata Librarian with rank of Assistant Professor* (2012)
- JESSICA HRONCHEK* — *Research and Instruction Librarian with rank of Assistant Professor* (2009)
- PATRICK MORGAN* — *Research and Instruction Librarian with rank of Assistant Professor* (2012)
- DAVID O'BRIEN* — *Librarian with rank of Associate Professor and Head of Access Services* (1991)
- GLORIA SLAUGHTER* — *Technical Services Librarian with rank of Associate Professor* (1988)
- BRIAN YOST* — *Librarian with rank of Assistant Professor and Head of Technical Services and Systems* (1997)
- CHRISTINE GOULD — *Electronic Resource Associate* (2013)
B.B.A., Davenport College
- DAPHNE FAIRBANKS— *TechLab Coordinator* (2004)
B.A., Hope College
- CARLA KAMINSKI — *Library Associate* (2000)
B.A., Hope College
- MICHELLE KELLEY — *Inter-Library Loan Associate* (2005)
B.A., Hope College
- CHRISTINE NELSON — *Library Associate* (1979)
B.A., Hope College
- PATRICIA O'BRIEN — *Library Associate* (1992)
B.A., Grand Valley State University
- DAWN VAN ARK — *Library Associate* (1971)
B.A., Hope College
- Staff**
- Patti Carlson, Office Manager (1990)
- John Dykstra, Serials Associate (2004)

MULTICULTURAL EDUCATION

- VANESSA GREENE — *Director of Multicultural Education* (2003)
B.S., Grand Valley State University;
M.Ed., Grand Valley State University

*See Faculty Listing for degrees.

ADMINISTRATIVE STAFF

ERNESTO VILLARREAL — *Assistant Director of Multicultural Education* (2013)

B.A., Abilene Christian University;

M.A., Abilene Christian University

Staff

Margo Ramos Kendall, Office Manager (2013)

THEATRE PRODUCTION

PERRY LANDES* — *Manager of Theatre Facilities* (1987)

PAUL K. ANDERSON — *Technical Director* (1991)

B.A., Hope College

RICHARD PEREZ — *Managing Director, Hope Summer Repertory Theatre* (2013)

B.A., Hunter College;

M.A., Arizona State University

REAGAN CHESNUT — *Office Manager, Hope Summer Repertory Theatre* (2012)

A. C. VAN RAALTE INSTITUTE

JACOB E. NYENHUIS* — *Director of the A. C. Van Raalte Institute* (2001) and *Provost Emeritus and Professor Emeritus of Classics* (1975-2001)

DONALD J. BRUGGINK — *Senior Research Fellow* (2003)

B.A., Central College;

B.D., Western Theological Seminary;

Ph.D., University of Edinburgh

ELTON J. BRUINS* — *Director Emeritus and the Philip Phelps Jr. Research Professor Emeritus of the A. C. Van Raalte Institute* (2001)

CORNELIA KENNEDY — *Senior Research Fellow and Official Translator* (2010)

A.B., Northwestern College;

M.A., University of Iowa

EARL WM. KENNEDY — *Senior Research Fellow* (2003)

A.B., Occidental College;

B.D., Fuller Theological Seminary;

Th.M., Princeton Theological Seminary;

Th.D., Princeton Theological Seminary

ROBERT P. SWIERENGA* — *A. C. Van Raalte Research Professor and Adjunct Professor of History* (1996/2013)

Staff

JoHannah Smith, Editorial Assistant/Office Manager (2010)

ADMISSIONS

WILLIAM C. VANDERBILT — *Vice President for Admissions* (2007)

B.A., Hope College;

M.B.A., Kellogg School of Management, Northwestern University

SKYLAR ADAMS — (2013)

B.A., Hope College

LAURIE BAINBRIDGE — (2011)

B.A., Hope College

*See Faculty Listing for degrees.

ADMINISTRATIVE STAFF

LAURIE BROCK — (1976)
B.A., Hope College
GARY CAMP — (1978)
B.A., Hope College;
M.A., Michigan State University
KRISTIN DIEKEVERS — (2007)
B.A., Hope College
LEAH DYKSTRA — (2007)
B.A., Northwestern College
CAROL FRITZ — (1993)
B.S., Wartburg College
KARL HOESCH— (2011)
B.A., Hope College
ADAM HOPKINS — (2007)
B.A., Hope College
GREG KERN — (2001)
B.A., Hope College
ANDREW MEYERS — (2005)
B.Mus., Hope College
BARBARA MILLER — (1989)
B.A., Hope College
HENRY MORROW — (2013)
B.A., Hope College
AMY NORRIS — (2009)
B.A., Hope College
CARRIE OLESH — (2012)
B.A., Indiana University
CHRISTINE POWERS — (2011)
B.A., Hope College
JESSICA ROOT — (2009)
B.A., Hope College
LUIS SILVA — (2011)
B.A., Hope College
CHRISTINE STATEMA (2012)
B.A., Hope College

Staff

Lisa Bussies (2013)
Laura Ebels (1998)
Kathleen Geenen (2007)
Barb Grooters (2006)

Georgia de Haan (1988)
Mollie Galioto (1998)
Janet Gibson (1992)
Shelly Stauffer (2012)
Barb Werley (2003)

*See Faculty Listing for degrees.

ADMINISTRATIVE STAFF

BUSINESS SERVICES

THOMAS W. BYLSMA — *Vice President and Chief Financial Officer* (2005)

B.A., Hope College

SHARON BEERTHUIS — *Financial Analyst and Executive Assistant to the Vice President* (2010)

DOUGLAS VANDYKEN — *Director of Finance and Business Services* (1987)

B.A., Hope College;

M.B.A., Grand Valley State University

KEVIN KRAAY — *Business Manager* (1985)

B.A., Hope College

JACQUELINE BOER — *Accounting Manager* (2000)

B.A., Hope College

HOLLI OVERBEEK — *Manager of Accounts Receivable* (1996)

B.A., Hope College

Staff

Jane Corson, Student Account Representative (2007)

Teresa DeGraaf, Accountant (2007)

Shirley Harmsen, Accounts Payable (2000)

Kris Solomon, Accounts Payable/Purchasing (1998)

Jianna DeVette, Accounts Receivable (2011)

COMPUTING AND INFORMATION TECHNOLOGY

CARLE E. HEIDEMAN — *Director of Process and Innovation* (1988)

B.S., Hope College

JEFF PESTUN — *Director of Computing and Information Technology* (1998)

B.S., Hope College

MARGIE WIERSMA — *Assistant Director* (1996)

STEVEN L. BAREMAN — *System Manager* (1987)

B.S., Hope College

PHIL BLAUW — *Video Services Manager* (1987)

B.A., Hope College

JON BROCKMEIER — *System Manager* (1998)

B.S., Hope College

STEVEN DE JONG — *Computer Applications Specialist* (1985)

A.A., Champlain College

DEBORAH DUMEZ — *Project Manager* (2010)

B.S., Hope College

EUGENE KIM — *Interface and Intergration Developer* (2013)

B.S., University of Texas at Austin

KATE MAYBURY — *Training Specialist* (1990)

B.S., M.S., University of Illinois

CHRIS MCDOWELL — *Programmer Analyst* (1985)

B.S., Grand Valley State University

REBECCA ROBRAHN — *Project Manager* (1996)

B.A., Hope College

PAULINE ROZEBOOM — *Service Manager* (1982)

*See Faculty Listing for degrees.

ADMINISTRATIVE STAFF

CHERYL A. SHEA — *Programmer Analyst* (1979)

B.A., Temple University

MARIA TAPIA — *Production Support Supervisor* (1967)

DEAN THAYER — *System Manager* (2005)

B.S., Hope College

KRIS WITKOWSKI — *Project Manager* (1987)

B.A., Hope College

DANIEL YONKER — *Systems Manager* (2013)

B.A., Spring Arbor College

Staff

Abraham Anaya, Lab Manager (1987)

Brad Bouwkamp, Senior Technician (1987)

David Elsbury, Technician (1995)

Stephanie Garrod, Support Specialist (2010)

Kevin Mendels, Lead Technician (1996)

Jeremy Meyer, Technician (1996)

EVENTS AND CONFERENCES

DEREK EMERSON — *Director of Events and Conferences* (1989)

B.A., Hope College;

M.A., Western Michigan University

ANNE BAKKER — *Ticket Office and Event Staff Manager* (1987) (2005)

B.A., Hope College;

M.A., Western Michigan University

HEATHER MAAS-RODEN — *Assistant Director of Events and Conferences* (1999)

B.A., Hope College

THERESA BRAVATA — *Events and Conferences Manager* (2012)

B.F.A., Michigan State

M.ED., Grand Valley State University

KRISTI DUNN — *Events and Conferences Manager* (1996)

COURTNEY KUST — *Events and Conferences Manager* (2014)

B.A., Hope College;

M.ED., Xavier University

ERIK ALBERG — *Technical Director for Events and Conferences* (1996)

B.A., Hope College;

M.F.A. (PTTP), University of Delaware

HOSPITALITY SERVICES

CHARLES MELCHIORI — *Executive Director of Hospitality* (1986)

B.A.S., Grand Valley State College;

M.M., Aquinas College

SANDY HARMON — *Haworth Center General Manager* (1990)

B.B.A., Grand Valley State University

BETH MCBRIDE — *Sales Manager* (2002)

B.S.B.A., Robert Morris University

RANDY TAYLOR — *Chef* (2008)

B.A., Michigan State University

ADMINISTRATIVE STAFF

STEPHANIE ZDUN — *Cook Hall Service Manager* (2004)

B.S., Grand Valley State University

FINANCIAL AID

JILL NUTT — *Director of Financial Aid* (2012)

B.B.A., Muskegon College of Business & Technology

STEPHANIE FOREST — *Associate Director of Financial Aid* (2014)

B.S., Grand Valley State University

GLORIA GOODWIN — *Senior Assistant Director of Financial Aid* (2011)

B.A., Northern Michigan University;

M.B.A., SUNY, New Platz

KEVIN SINGER — *Assistant Director of Financial Aid* (2008)

B.A., Calvin College;

M.Ed., Grand Valley State University

JANICE BOOCKMEIER — *Manager of Systems and Processes* (2001)

Staff

Charletta Berry, Office Manager (2007)

Connie Vandemark, Financial Aid Specialist (2006)

HOPE-GENEVA BOOKSTORE

MARK COOK — *Director of Hope-Geneva Bookstore* (1973)

B.A., Hope College

Staff

Sarah Anderson, Supplies Buyer (1978)

Mary Deenik, Textbook Manager (1995)

Sally Hoekstra, Trade Book Buyer (1989)

Barbara Johnson, Insignia Buyer (2013)

Tammy Lohman (2012)

Paula Shaughnessy, Office Manager (2000)

Becky Wernlund, Insignia Buyer (2014)

Melinda Smith, Receiving (2002)

Chris Wennersten, Cashier (1995)

Susanne VanderZee, Cashier (2011)

HUMAN RESOURCES

LORI MULDER — *Director of Human Resources* (1996)

B.A., Hope College

M.S., Indiana State University

CONNIE VANDER ZWAAG — *Compensation and Benefits Manager* (2005)

B.A., Spring Arbor College

DIANNA MACHIELA — *Employment Manager/Payroll* (2005)

SUSAN BECKMAN — *Wellness Director* (2008)

B.A., College of William and Mary;

M.S., Purdue University;

M.Div., Western Theological Seminary

*See Faculty Listing for degrees.

ADMINISTRATIVE STAFF

Staff

Carla Davis, Office Assistant and Student Employment Coordinator (2000)

Krista Deur, Office Assistant and Employment Coordinator (2004)

PHYSICAL PLANT

GREG MAYBURY — *Director of Operations* (1990)

A.B., Dartmouth College;

M.S., University of Illinois

KATHLEEN ARNOLD — *Physical Plant Operations Manager* (1989)

JAMES BROWN — *Physical Plant Project Manager* (1997)

B.S., M.A., Central Michigan University;

C.T.S., Bethel Theological Seminary

MICHAEL MC CLUSKEY — *Supervisor of Maintenance Services* (1994)

A.A.S., Ferris State University

ROBERT HUNT — *Grounds Manager* (1988)

Staff

Fred Cronberg, Building Services Manager (1999)

Bill Large, Building Services Manager (2004)

Tony Van Houten, Physical Plant Event Manager (1993)

Sue Volkens, Building Services Manager (1995)

Doug Wehrmeyer, Building Services Manager (1978)

Lela Wilson, Building Services Manager (1993)

Edna Zeeff, Office Assistant (1982)

Sandra Bedard, Work Order Analyst (2007)

Laura Clarke, Office Manager (2007)

Donna Essenburg, Project Assistant (2008)

CAMPUS SAFETY

CHAD WOLTERS — *Director of Campus Safety* (1996)

B.S., Lake Superior State University;

M.P.A., Grand Valley State University

JERRY GUNNINK — *Director of Occupational Health and Fire Safety* (1981)

B.S., Grand Valley State College

Officers

Henry Chen (2000)

Mike Lafata (1989)

Mike Everse (2000)

Glendene Lahr (1994)

Jason Geurink (2003)

Steven Scholl (1999)

Staff

Milagro Brunink, Office Manager (2000)

Todd Lynema, Locksmith (1994)

Michael Wilson, Locksmith (2008)

Julie Chen, Information Center (2014)

Nancy Curnick, Information Center (1997)

Cassandra DeDoes, Information Center (2010)

Scott Evans, Information Center (2014)

Jason Guthaus, Information Center (2014)

*See Faculty Listing for degrees.

ADMINISTRATIVE STAFF

Megan Muenger, Information Center (2012)
April Myler, Information Center (2007)
Mary Speet, Information Center (2007)
Jacob Wingate, Transportation Coordinator (2010)

TRANSPORTATION

WILLIAM MARCUS — *Transportation Supervisor* (1993)

Staff

Chris Mulder, Technician (2003)
Kelvin Blom, Driver/Maintenance Tech (2013)

COPY WORKS!

MARGIE WIERSMA — *Assistant Director* (1996)

Staff

Kristi Rosendahl — *Manager, Print/Mail Services* (2007)
Christina Streeter — *Production Coordinator* (2013)

CAMPUS MINISTRIES

TRYGVE JOHNSON — *The Hinga-Boersma Dean of the Chapel* (2005)

B.A., Northwestern College;
M.Div., Western Theological Seminary;
Ph.D., University of St. Andrews (2009)

PAUL H. BOERSMA — *The Leonard and Marjorie Maas Endowed Senior Chaplain* (1994)

B.A., Hope College;
M.Div., Western Theological Seminary

NANCY SMITH — *Chaplain of Integral Missions* (2013)

B.A., Cornerstone
M.A., Spring Arbor University

BRUCE BENEDICT — *Minister of Arts and Music* (2014)

B.A., James Madison University
M.Div., Reformed Theological Seminary

EDITH HYDE — *Gospel Choir Director* (2013)

B.M.E., Aquinas College

PAUL CHAMNESS — *Technician Director* (2004)

LORI BOUWMAN — *Executive Assistant* (1997)

DEVELOPMENT AND ALUMNI ENGAGEMENT

DEVELOPMENT

AMY BORGMAN — *Operations Manager of the Hope Fund* (2006/2013)

B.A., Grand Valley State University

MARK L. DEWITT — *Director of Corporate and Foundation Relations* (2005)

B.A., Hope College;
M.M., Aquinas College

*See Faculty Listing for degrees.

ADMINISTRATIVE STAFF

STEPHANIE GREENWOOD — *Executive Director of Advancement Services* (2003)

B.A., Hope College;

M.Ed., Grand Valley State University

BOB JOHNSON — *Planned Giving Officer* (2007)

B.A., Hope College

HARVEY KOEDYKER — *Regional Advancement Director* (2001)

B.A., Hope College

SABINA OTTEMAN — *Director of the Hope Fund* (2012)

B.A., Hope College

LANCE PELLOW — *Regional Advancement Director* (2008)

B.A., Hope College

ABBY REEG — *Regional Advancement Director* (2009)

B.A., Hope College;

M.A., Western Michigan University

JOHN RUITER — *Regional Advancement Director and Director of Planned Giving* (2005)

B.A., Hope College;

M.A., George Washington University;

J.D., Drake University

KIMBERLY SALISBURY — *Director of Advancement Services* (1994)

B.A., Hope College

KIM SWARTOUT — *Stewardship Coordinator* (2000)

B.S., Grand Valley State University

BETH SZCZEROWSKI — *Assistant Director of Alumni and Parent Relations* (2010)

B.A., Hope College

PETER TILDEN — *Regional Advancement Director* (2012)

B.A., Hope College

SCOTT TRAVIS — *Director of Alumni and Parent Relations* (2006)

B.A., Hope College

M.B.A., Grand Valley State University

ANNIE VALKEMA — *Regional Advancement Director* (2006)

B.A., Houghton College

JAMES VAN HEEST — *Regional Advancement Director* (1987)

B.A., Hope College

MARY WILSON — *Administrative Assistant to the Vice President for College Development and Assistant to the Office of the President* (1996)

A.B.A., Baker College

Staff

Patricia Blankestyn, Advancement Services (2002)

Graham Carlson, Hope Fund Outreach Manager (2013)

Peter Folkert, Gift Processor and Data Management Specialist (2013)

Julie Huisingh, Advancement Services (2007)

Sandy Tasma, Office Manager (1973)

Jenna Teater, Campaign Event Coordinator (2011)

*See Faculty Listing for degrees.

ADMINISTRATIVE STAFF

PUBLIC AFFAIRS AND MARKETING

JENNIFER G. FELLINGER— *Vice President for Public Affairs and Marketing* (2014)

B.A., Xavier University;

M.A., Ohio State University

GREGORY S. OLGERS — *Director of News Media Services* (1988)

B.A., Hope College

LYNNE M. POWE — *Associate Director of Public Affairs and Marketing* (1992)

B.A., Hope College;

M.A., Western Michigan University

ALAN BABBITT— *Sports Information Director* (2013)

B.S., Grand Valley State University

SAMANTHA BRUIN— *Graphic Design Communication Specialist* (2013)

B.S.A., Kendall College of Design

JASON CASH— *Coordinator of Advancement Communications* (2007)

B.A., Hope College

REBECCA ROBRAHN— *Project Manager* (1996)

B.A., Hope College

CRAIG TOMMOLA— *Electronic Communication Specialist* (2012)

B.A., Hope College

Staff

Karen Bos — *Office Manager* (1987)

Julie Huisingh - *Public Affairs Services Administrator* (2010)

STUDENT DEVELOPMENT DIVISION

RICHARD FROST — *Vice President for Student Development and Dean of Students* (1989)

B.A., Luther College;

M.A., Ph.D., Michigan State University

JULIE DALMAN — *Administrative Assistant to the Dean of Students* (2007)

JOHN JOBSON — *Associate Dean of Students and Director of Residential Life and Housing* (2005)

B.A., Hope College;

M.S., Indiana University;

Ph.D., Michigan State University

ELLEN TANIS AWAD — *Director of Student Life and Greek Life* (2000)

B.A., Hope College;

M.Ed., University of Georgia

CHRISTINE MCCALL — *Residential Life Coordinator/Dykstra Hall* (2013)

B.A., Hope College

CHRISTOPHER BOHLE — *Associate Director of Student Life* (2012)

B.A., Spring Arbor University;

M.Ed., Loyola University

ANDREA DONAHOE— *Cottage Residential Director* (2012)

B.A., Whitworth University

KYLE VANEERDEN— *Wykoff Residential Director* (2013)

B.A., Trinity Christian College

*See Faculty Listing for degrees.

ADMINISTRATIVE STAFF

TONISHA GORDON — *Residential Life Coordinator/Kollen Hall* (2012)

B.A., Hope College;

M.S.Ed., University of Pennsylvania

ABBEY JOHNSTON—*Residential Life Coordinator/Cook Hall* (2011)

B.A., Hope College

JESSINIA MARTINEZ-OLEMDA— *Scott Residential Director* (2012)

B.A., Hope College

KENDRA DELOOF— *Gilmore Residential Director* (2013)

B.A., Hope College

ALLISON SCHANTZ— *Vorhees Hall Residential Director* (2003)

B.A., Hope College

M.Ed., Arizona State University

LOUISE SHUMAKER — *Director of Disability Services* (1987)

B.A., Hope College;

M.A., Western Michigan University

ANNE CHANSKI— *Phelps Hall Residential Director* (2013)

B.A., Hope College

STEPHANIE SMITH— *Lichty Hall Residential Director* (2008)

B.A., Taylor University;

M.Div., Western Theological Seminary

Staff

Wilma Hart, Assistant to Student Life and Coordinator of Volunteer Services (1999)

Cynthia Vogelzang, Secretary (1997)

CAREER DEVELOPMENT CENTER

DALE F. AUSTIN — *Director of the Career Development Center* (1981)

B.S., Central Michigan University;

M.A., Michigan State University

AMY FREEHAFER— *Career Counselor* (2012)

B.A., Hope College;

M.S.W., Grand Valley State University

JOELLE FUNDARO — *Career Counselor* (2014)

B.S., Western Michigan University;

M.A., Bowling Green University

SARAH MCCOY — *Program Director* (2010)

B.S., Grand Valley State University;

M.A., Grand Valley State University

JENA SZATKOWSKI— *Assistant Director of the Career Development Center* (2012)

B.A., Michigan State University

M.S., Indiana University

Staff

Elizabeth Bocks, Office Manager (1986)

*See Faculty Listing for degrees.

ADMINISTRATIVE STAFF

HEALTH SERVICES

CINDY SABO — *Associate Director* (1999)

R.N.-C., B.S.N., Grand Valley State University

CAROLYN MOSSING — *Physicians Assistant* (2007)

R.D., B.S., Miami University;

M.B.A., University of Dayton;

P.A.-C., Grand Valley State University

Staff

Linda Bos (1996)

R.N.-C., B.S.N., Calvin College

Toni Bulthuis (2002)

R.N., B.S.N., Trinity College - Chicago, Ill.

Cheryl Smith (1994)

R.N.-C., B.S.N., University of Michigan

Carol Ray, Office Manager

Terry Nyboer, Insurance Specialist (2008)

COUNSELING AND PSYCHOLOGICAL SERVICES

KRISTEN GRAY — *Assistant Dean, Health and Counseling; Director, Counseling and Psychological Services* (1987) (1993)

B.A., Gustavus Adolphus College;

Psy.D., Adler School of Professional Psychology

WILLIAM RUSSNER— *Clinical Coordinator* (2012)

B.A., Michigan State University

M.A., Bowling Green University

Ph.D., Bowling Green University

DENISE DEJONGE — *Counselor* (2008)

B.S., Grand Valley State University;

M.S.W., Western Michigan University

RICHARD DERNBERGER — *Counselor* (2003)

B.A., Hope College;

M.S.W., Western Michigan University

KENDRA LINDBERG — *Counselor* (2012)

B.S., University of Michigan;

M.A., Western Michigan University

DARYN ROGERS— *Counselor* (2013)

B.S., Indiana University;

M.S., Indiana University;

Ph.D., Indiana University

Staff

Jody Sheldon, Office Manager (1998)

CREATIVE DINING SERVICES

BOB VAN HEUKELOM — *Director of Dining Services* (1994)

B.S., Ferris State University

*See Faculty Listing for degrees.

ADMINISTRATIVE STAFF

TODD GUYER — *Food Service Production Manager* (2010)
TIM BLACKBURN — *Catering Manager* (1998)
MARYBARBARA VANDERVLIIET — *Kletz Manager* (2000)
MIMI LIXEY — *Dining Services Manager* (2011)
TOM HOOVER — *Chef/Manager, Phelps Dining Hall* (1980)
RANDY TAYLOR— *Executive Chef, Cook Hall/Haworth* (2008)
MICHELLE VAN DENEND— *Event Coordinator* (2001)
STEPHANIE ZDUN— *Servery Manager - Cook Hall* (2004)
ADAM KRAGT— *Retail Dining Assistant Manager* (2011)

Staff

Linda Hulst, Secretary (1998)
Susan Schierbeek, Secretary (1997)
Cris Burton, Secretary (2001)

SPECIAL PROGRAMS

CHILDREN'S AFTER SCHOOL ACHIEVEMENT (CASA)

FONDA GREEN — *Executive Director of CASA* (1983)

B.S., Trevecca Nazarene College;

M.Ed., Ed.S., University of Florida

DEBORAH COYLE— *Program Director* (2013)

B.A., Hope College;

M.A., Aquinas College

PERLA R. DELEON — *CASA Assistant* (2013)

B.S., Universidad Valle del Bravo, Mexico

PHILIP PHELPS SCHOLARS PROGRAM

YOLANDA VEGA* — *Assistant Professor of Education and Director of the Phelps Scholars Program* (1990)

B.A., Hope College

M.Ed., Grand Valley State University

MICHAEL BROWN — *Program Coordinator* (2011)

B.S., Georgia College and State Univeristy

THE PHILADELPHIA CENTER — FACULTY AND STAFF

ROSINA MILLER — *Executive Director* (1991/2007)

RUTH BOTTOMS — *Office Manager/Program Assistant* (2007)

ILENE BAKER — *Director of Student Affairs and Information Manager* (1994)

MARK ANDREW CLARK — *Faculty and Adjunct Faculty* (1990)

MICHAEL EDMONDSON — *Director of Marketing and Recruiting* (2009)

WARREN HUFF — *Adjunct Faculty* (1982)

HOWARD KEEN — *Adjunct Faculty* (1990)

DEBORAH LEIBEL — *Faculty* (1990)

LORI NELSEN-LUNEBURG — *Adjunct Faculty* (2002)

*See Faculty Listing for degrees.

ADMINISTRATIVE STAFF

ALBERT S. TEDESCO — *Adjunct Faculty* (1977)
JOAN TEDESCO — *Student Teaching Supervisor* (2006)
CHAR VANDERMEER — *Communications and Placement Director* (2001)
DIANA WATERS — *Faculty* (2007)

UPWARD BOUND PROGRAM

ELIZABETH COLBURN — *Director of Upward Bound Program* (1985)
B.A., Miami University;
M.A., Western Michigan University
YOLANDA VEGA — *Assistant Director of Upward Bound Program* (2013)
B.A., Hope College
ANDREA MIRELES — *Student and Family Advocate* (1984)
B.A., Hope College;
M.S.W., Grand Valley State University
Staff
Debbie Vasquez, Office Manager (1993)

VIENNA SUMMER SCHOOL — FACULTY AND STAFF

STEPHEN I. HEMENWAY* — *Director of Vienna Summer School and Senior Seminar* (1976)
Ph.D., University of Illinois
ELISABETH CASSELS-BROWN — *Communication* (2004)
M.A., Webster University
DAVID S. CUNNINGHAM* — *Religion* (2010)
Ph.D., Duke University
HERBERTH CZERMAK — *Modern Austrian History and Literature* (1987)
Ph.D., University of New Hampshire
JANIS M. GIBBS* — *Associate Director and Interdisciplinary Studies* (1999)
Ph.D., University of Virginia
KAREN E. KALSER — *German* (1999)
Ph.D., University of Vienna
BEATRICE OTTERSBOECK — *Art and Architecture* (1996)
Ph.D., University of Pittsburgh
WOLFGANG REISINGER — *Music* (2005)
Ph.D., University of Kansas

*See Faculty Listing for degrees.

HOPE COLLEGE CALENDAR 2014-15

Fall Semester 2014

August	19-22, Tue-Fri 20-25, Wed-Mon 22, Friday 22-25, Fri-Mon 24, Sunday 24, Sunday 26, Tuesday	International Student Orientation Faculty Conference Residence Halls Open for New Students, 10 am. New Student Orientation Residence Halls Open for Returning Students - 12 Noon Convocation for New Students & Parents, 2 pm Classes Begin, 8 am
September	1, Monday 3, Wednesday 23, Tuesday 24, Wednesday 26, Friday	Labor Day - Classes in session Last Day to Enroll for Credit; Last Day to Drop Courses (First-Half and Full-Semester Courses) Formal Convocation to Open Critical Issues Symposium, 7 pm Critical Issues Symposium--Day classes Wed, Sept 24, not in session (<u>Evening classes do meet</u>) Last Day to Withdraw with a "W" Grade or Pass/Fail First-Half Courses
October	3, Friday *8, Wednesday *Monday Schedule in effect 15, Wednesday 15, Wednesday 16, Thursday 18, Saturday 24, Friday 31, Friday 31 – Nov 2, Fri-Sun	Fall Recess Begins, 6 pm Fall Recess Ends, 8 am Mid-Term Grades Due in Registrar's Office, 4 pm First Half-Semester Classes End Last Half-Semester Classes Begin Homecoming Last Day to Enroll for Credit and Drop Last-Half Semester Courses Last Day to Withdraw from a "W" Grade or Pass/Fail a Full-Semester Course Family Weekend
November	1-2, Sat-Sun 3-5, Mon-Wed 6-7, Thu-Fri 18, Tuesday 27, Thursday	Family Weekend continues On-Line Registration for Spring 2015 (students with 20 or more credits) In-Person Registration for Spring 2015 (FTCs and students with fewer than 20 cr) Last Day to Withdraw with a "W" Grade or Pass/Fail a Last-Half Course Thanksgiving Recess Begins, 8 am
December	1, Monday 5, Friday 8-12, Mon-Fri 12, Friday 17, Wednesday January 23, Friday	Thanksgiving Recess Ends, 8 am Last Day of Classes Semester Examinations Residence Halls Close, 5 pm Final Grades Due in Registrar's Office, 4 pm Incompletes from the Fall Semester not made up become an "F"

70 class days/M-14, T-14, W-14, R-14, F-14

Spring Semester 2015

January	4, Sunday 6, Tuesday 14, Wednesday 23, Friday	Residence Halls Open, 12 Noon Classes Begin, 8 am Last Day to Enroll for Credit; Last Day to Drop Courses (First-Half and Full-Semester Courses) Incompletes from the Fall Semester not made up become an "F"
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February	6, Friday 6, Friday *11, Wednesday *Monday Schedule in effect 25, Wednesday 25, Wednesday 26, Thursday	Last Day to Withdraw with a "W" Grade or Pass/Fail a First-Half Course Winter Recess Begins, 6 pm Winter Recess Ends, 8 am Mid-Term Grades Due in Registrar's Office, 4 pm First Half-Semester Classes End Last Half-Semester Classes Begin
March	5, Thursday 12, Thursday 13, Friday 23, Monday 30-April 1, Mon-Wed	Last Day to Enroll for Credit and to Drop Last-Half Semester Courses Last Day to Withdraw with a "W" Grade or Pass/Fail a Full-Semester Course Spring Recess Begins, 8 am Spring Recess Ends, 8 am On-Line Registration for Fall 2015 (students with 24 or more credits)
April	2-3, Thu-Fri 3, Friday 9, Thursday 23, Thursday 24, Friday 24-25, Fri-Sat 27-May 1, Mon-Fri	In-Person Registration for Fall 2015 (students with fewer than 24 credits) Good Friday - Classes Not in Session, Offices close, 12 noon Last Day to Withdraw with a "W" Grade or Pass/Fail a Last-Half Course Honors Convocation, Dimment Chapel, 7 pm Spring Festival; Classes Dismissed at 3:00 pm Alumni Weekend Semester Examinations
May	1, Friday 1, Friday 3, Sunday 4, Monday 6, Wednesday June 19, Friday	Semester Examinations conclude Residence Halls Close for Those Not Participating in Commencement, 5 pm Baccalaureate and Commencement Residence Halls Close for Graduating Seniors, 12 noon Final Grades Due in Registrar's Office, 5 pm Incompletes from Second Semester Become an "F"

70 class days/ M-14, T-14, W-14, R-15, F-13

May Term 2015

May	4, Monday 6, Wednesday 21, Thursday 25, Monday 29, Friday	Classes Begin at 9 am Last Day to Enroll for Credit; Last Day to Drop Course Last Day to Withdraw with a "W" Grade or Pass/Fail Memorial Day, No Classes May Term Ends
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June Term 2015

June	1, Monday 3, Wednesday 18, Thursday 19, Friday 26, Friday	Classes Begin at 9 am Last Day to Enroll for Credit; Last Day to Drop Course Last Day to Withdraw with a "W" Grade or Pass/Fail Incompletes from Second Semester Become an "F" June Term Ends
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July Term 2015

June	29, Monday	Classes Begin at 9 am
July	1, Wednesday 3, Friday 16, Thursday 24, Friday	Last Day to Enroll for Credit; Last Day to Drop Course College Holiday, No Classes Last Day to Withdraw with a "W" Grade or Pass/Fail July Term Ends

