



# Hope COLLEGE

2015 - 2016 CATALOG





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## 2015 – 2016 HOPE COLLEGE CATALOG

**Hope College**

**Holland, Michigan 49422**

**616.395.7000**

**hope.edu**

a four-year coeducational liberal arts college affiliated with the Reformed Church in America

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## NOTICE REGARDING THE CONTENTS OF THIS CATALOG

Hope College makes every effort to insure that the material published in this catalog is accurate at the time of publication. This catalog is not a contract or an offer to contract. The college reserves the right to make changes to its curriculum, programs, fees and policies at any time without notice. Questions relative to the content of this catalog should be directed to the Registrar.

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# FINANCIAL AID FOR STUDENTS

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](#).

## 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:

Total Expense Budget - Family Contribution =

Maximum Financial Aid Eligibility

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](http://www.hope.edu/finaid/forms). The FAFSA can be completed and submitted [online](#). 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.

### **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

- **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.

**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:

### **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](http://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.

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](http://www.studentloans.gov) for the latest information.

For more information regarding other loan options, visit our website.

#### 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.

## 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).

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%

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:
  - All passing grades (A through D- and P)
  - No report (NR)
  - Incomplete (I)
  - Withdrawal (W)
  - Failure (F)
1. CLEP, Advanced Placement, International Baccalaureate, or Credit by Exam credit hours are included in both the measurement of attempted and earned hours.
1. Transfer hours accepted by Hope College are included as both attempted and earned hours.
1. 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.
1. Audit hours are not included in either the calculation of attempted or earned hours.
1. 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.
1. 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.

### 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](#).
1. 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.
1. 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.



**IF YOU HAVE ANY QUESTIONS OR PROBLEMS, CONTACT US:**

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

Heather Fowler-Voshel, Office Manager

**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](http://www.hope.edu/admissions/scholarship/daa.html)

# STUDENT EXPENSES

## STUDENT EXPENSES ACADEMIC YEAR 2015-16

General Fees ( 1)	Per Semester	Academic Year
Tuition -- 12 to 16 credits	\$15,185.00	\$30,370.00
Board -- 21 meals per week (2)	\$2,540.00	\$5,080.00
Room ( 3)	\$2,155.00	\$4,310.00
Activity Fee ( 4)	\$90.00	\$180.00
Total	\$19,970.00	\$39,940.00

**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: \$300 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)	\$ 300.00
Tuition above normal 16-credit load (per credit)*	\$ 475.00
Tuition: 9-11 credit load (per credit)*	\$ 1 110.00
Tuition: 5-8 credit load (per credit)*	\$ 795.00
Tuition: 1-4 credit load (per credit)*	\$ 475.00
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

#### Payment of College Bills: (A)

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 September 1, 2015 for the fall semester and by January 11, 2016, 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: (B)

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 (C)** for students who officially withdraw from college, or are suspended, will be credited from the beginning date of classes as shown in the table below.
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.

FALL SEMESTER 2015 –		SPRING SEMESTER 2016 –	
Sept 1 – Sept. 9	100%	Jan. 11 – Jan. 20	100%
Sept. 10 – Sept. 16	80%	Jan. 21 – Jan. 27	80%
Sept. 17 – Sept. 23	60%	Jan. 28 – Feb. 3	60%
Sept. 24 – Sept. 30	40%	Feb. 4 – Feb. 10	40%
Oct. 1 – Oct. 7	20%	Feb. 11 – Feb. 17	20%

After Oct. 8

NO REFUND

After Feb. 18

NO REFUND

### 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 or fails to earn a passing grade in at least one class 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 withdrew. 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. Students who fail to earn a passing grade in at least one class are considered unofficial withdrawals and will have their federal aid recalculated based on 50% of the term completed.

1. This policy applies to all students who completely withdraw (officially or unofficially), 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 unofficial withdrawals or 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.
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:

Number of days completed by student= Percent of Term Completed

Total number of days in Term\*

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:

Total institutional charges X percent of earned aid = 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 PELL Grant
3. Federal Direct Loan
4. Federal SEOG
5. Federal Perkins Loan
6. Federal Direct PLUS Loan
7. Other Federal programs

NOTE: No program can receive a refund if the student did not receive a disbursement from that program.

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

\*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: \$4,690.00 per year, 10 meal plan: \$3,870.00 per year, 7+ meal plan: \$3,360 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: \$45.
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.

A. 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.

B. 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 the [General Academic Regulations](#) for more information regarding withdrawal and non-returning procedures.

C. 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.



# GENERAL ACADEMIC REGULATIONS

Hope College is committed to the concept of equal rights, equal opportunities, and equal protection under the law. Hope College admits students of any race, color, national and ethnic origin, sex, creed or handicap to all the rights, privileges, programs and activities generally accorded or made available to students at Hope College. It does not discriminate on the basis of race, color, national and ethnic origin, sex, creed or handicap in administration of its educational policies, admissions policies, and athletic and other school-administered programs. With regard to employment, the college complies with all legal requirements prohibiting discrimination in employment.

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## 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** -- The Hope College policy on the definition of a credit hour requires a minimum of three hours of academic work or study per week for each hour of course credit in a sixteen-week

semester. This policy is consistent with the federal definition of a credit hour and with the Higher Learning Commission's implementation of this definition.

Example of expected course work for traditional semester courses would be as follows:

<i>Course Credit</i>	<i>In-Class Work Per Week</i>	<i>Out-of-Class Work Per Week</i>	<i>Total Expected Hours of Work Per Week</i>
Four-credit course, traditional semester	Three hours/week	Nine hours/week	12 hours/week
Four-credit course, traditional semester	Four hours/week	Eight hours/week	12 hours/week
Three-credit course, traditional semester	Three hours/week	Six hours/week	Nine hours/week
Four-credit course, online	Zero hours/week	Twelve hours/week	12 hours/week

For course lengths that are shorter than a semester (e.g., summer terms), the amount of work and study will be the same as that of a regular semester, condensed over a shorter period of time.

Overall, Hope College students are expected to spend 192 hours of academic work in a term for each four-credit course. This credit hour definition applies to traditional, blended and online courses.

**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.

## 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.

## 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.

### 1. 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

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, 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.

#### Hope College Classroom Recording Policy

**The classroom recording policy** applies to audio, still photo, and video recording of classroom lecture, discussion, laboratory, studio, and other activities by analog, digital, or future recording technology. This policy strives to recognize current norms and practice, promote student learning, differentiate between public and private space, create a safe classroom environment, respect individual privacy, provide for informed consent, consider potential consequences from distribution of such materials, and be consistent with the institutional values of Hope College. In brief, (i) students must ask for and obtain permission to record from the instructor, (ii) students may not distribute such recordings, and (iii) instructors will inform the class if recording has been permitted. Violations of this policy will be subject to appropriate grade and/or non-grade sanctions. The full policy is contained in the STUDENT HANDBOOK.

#### 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 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 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.

**Repeated Courses Policy for Financial Aid Eligibility** – Federal regulations may limit the number of times a student may repeat a course and receive federal financial aid for that course. Click here for more information on [financial aid](#).

## 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 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 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 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 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
College Composition	60	4	English 113
*College French - First Year	50	8	French 101, 102
*College French - Second Year	62	8	French 201,250
*College German-First Year	50	8	German 101, 102
*College German - Second Year	63	8	German 201, 202
*College Spanish - First Year	50	8	Spanish 121, 122
*College Spanish - 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.

## 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

### **Family Educational Rights and Privacy Act (FERPA)**

The Family Educational Rights and Privacy Act (FERPA, also known as the Buckley Amendment) was passed by Congress in 1974 to protect the confidentiality of students' records and information.

Hope College's policy on student records incorporates the rights guaranteed by FERPA. Students are notified of their FERPA rights annually through publication of the rights in the college catalog

and the student handbook. Questions about the policy should be directed to the Office of the Registrar, 141 East 12th Street, Holland, MI 49423, [registrar@hope.edu](mailto:registrar@hope.edu), or 616.395.7760.

### **What rights do students have through FERPA?**

- The right to inspect and review their education records.
- The right to request to amend their education records.
- The right to limit disclosure of personally identifiable information (information that would directly identify the student or make the student's identity easily traceable) known as directory information.
- The right to file a complaint with the Department of Education concerning an alleged failure by the institution to comply with FERPA.

### **When do FERPA rights begin?**

Students' FERPA rights begin at Hope College when admittance is accepted by payment of enrollment deposit.

### **What are "education records"?**

Education records include any information directly related to the student whether stored on paper or in an electronic file, on a computer or other media (microfilm, CD, etc.).

### **What is "Directory Information"?**

Public, or Directory Information, is information contained in students' educational records which would not be considered harmful or an invasion of privacy if the information were disclosed.

Public or directory information includes:

- Name
- Addresses: local, permanent, e-mail
- Name of parent or guardian
- Previous school(s) attended
- Dates of attendance
- Awards and honors received
- Degree(s) awarded and dates of degree(s)
- Majors and minors
- (for athletes) Statistics (weight, height, etc.) included on team activity sheets
- Photograph (official Hope College ID photo)
- Class standing (freshman, sophomore, junior, senior)
- Enrollment status (full-time or part-time)

Unless students request in writing that this public (directory) information be withheld, directory information is available to others. Hope College exercises restraint in the release of this information and keeps students' welfare in the forefront as it determines whether to release directory information.

**Can students withhold the release of Directory Information?**

Yes. To withhold the release of directory information students must submit a request in writing; forms are available in the Registrar's Office.

Hope College is required by law (the Solomon Amendment) to provide the name, address and other demographic information of all students to any legitimate military recruiter who makes such a request in writing to the Registrar's Office. According to the Solomon Amendment, this release must be honored even if a student has submitted a request to withhold directory information.

**What information is considered confidential?**

Except for directory information, other information collected and stored about students is considered confidential. The confidentiality of this information is guaranteed to students.

**Under what circumstances can confidential information be released to others?**

- Confidential information can be disclosed to Hope College faculty and staff who have a legitimate educational interest.
- Confidential information can be disclosed pursuant to a court order or subpoena.
- Confidential information is disclosed to the National Student Clearinghouse (for financial aid purposes only).
- Confidential information can be disclosed to protect the safety of the student or the safety of others.

In other circumstances, confidential information can be released to others only with the written consent of the student.

**Students have the right** to file complaints concerning alleged failures by the College to comply with the requirements of the Act. Such complaints should be addressed to:

Family Policy Compliance Office

Department of Education

400 Maryland Ave. SW

Washington, D.C. 20202-5901

## 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.

## 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 Chemical Society, the American Society for Biochemistry and Molecular Biology, 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](#). This accreditation covers all preparation programs. The college maintains membership in the Michigan Association of Colleges of Teacher Education.

# DEGREE PROGRAM

## DEGREES OFFERED

Hope College offers curricular programs that lead to the Bachelor of Arts, Bachelor of Music, Bachelor of Science or 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 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:

##### 1. **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 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; and 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.

##### 2. **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.

### 3. **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.

### 4. **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 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 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 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, 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:

1. 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?
  - Physical beings in a physical world?
  - Seekers of knowledge and meaning?
  - Social beings who shape and are shaped by each other and by cultures?
2. 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
3. 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

4. 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 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.

**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; and analytical, synthetic and systematic thinking.

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

**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.

**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
- 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.

#### 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, 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)**

CH1	CH2	Disciplines covered
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**

CH1	CH2	Title
ENGL 231	ENGL 232	Literature of the Western World I and II

ENGL 233		Ancient Global Literature
	ENGL 234	Modern Global Literature
HIST 130		Introduction to Ancient Civilization
	HIST 131	Introduction to Modern European History
HIST 207	HIST 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:

CH1 course	Possible CH2 courses to fulfill the requirement
IDS 171	Any CH2 course
IDS 173	IDS 172 or IDS 176 or IDS 178 or PHIL 232
IDS 175	IDS 172 or IDS 174 or IDS 178 or HIST 131 or HIST 208
IDS 177	IDS 172 or IDS 174 or IDS 176 or ENGL 232
ENGL 231,233	IDS 172 or IDS 178
HIST 130 or 207	IDS 172 or IDS 176
PHIL 230	IDS 172 or IDS 174



CH2	Possible CH1 courses to fulfill the requirement
IDS 172	Any CH1 course
IDS 174	IDS 171 or IDS 175 or IDS 177 or PHIL 230
IDS 176	IDS 171 or IDS 173 or IDS 177 or HIST 130 or HIST 207
IDS 178	IDS 171 or IDS 173 or IDS 175 or ENGL 231
ENGL 232,234	IDS 171 or IDS 177
HIST 131 or 208	IDS 171 or IDS 175
PHIL 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.

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 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 women and gender studies.

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

### 1. **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.

**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 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.

# ACADEMIC SESSIONS

The majority of the curricular offerings are given in the two-semester regular session, beginning late in August and ending in May.

## REGULAR SESSION

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. The [college calendar](#) is listed in the catalog. Class schedules are available online through the Registrar's website.

## 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 Registrar's Office.

# 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.

## ABOUT THE PROGRAM

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. Course requirements and options available to minor candidates are as follows:

## MINORS

### American Ethnic Studies

**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.

#### I. FOUNDATIONAL COURSES (12 credits)

##### A. Introduction (4 credits required of all minors)

AES 210 – Introduction to Ethnic Studies (4 credits)

##### 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

**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:

1. 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
2. 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.

## COURSES

### **AES 210 - Introduction to Ethnic Studies**

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.

Credits Awarded: 4

Terms Offered: Fall, Spring

### **AES 494 - Capstone Seminar**

This course consists of either an internship, approved by the AES director, in which; 1) students are immersed in a U.S. ethnic minority culture or, 2) an extensive research project focusing on one of the ethnic minority groups in the United States. The project can take either an interdisciplinary or disciplinary approach. It must be approved by the AES director prior to the student beginning any formal research and must adhere to all aspects of the institution's formal research protocol.

Credits Awarded: 4

Terms Offered: As Needed

Prerequisites: Permission of department chairperson

## ART AND ART HISTORY

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, photography, ceramics), art history and art education and is one of the elite departments in the nation accredited in all three of these areas.

### ABOUT THE PROGRAM

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 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 and art history at Hope College participate in a wide variety of activities:

- Apprenticeships in New York City, Chicago and through The Philadelphia Center
- Contact 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 contact with other college art departments

Graduates of this department have gone into the following areas:

- Graduate work in studio and art history
- Practicing fine arts, sculpture, painting, printmaking and photography
- Teaching in the college, secondary and elementary levels
- Graphic design industry
- Furniture design industry
- Art gallery management
- Museum work

- Publishing industry
- Auction houses

## MAJORS

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

### Art Education

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 or Block C):

- Block A: 3D courses: Sculpture 2 and Ceramics 2
- Block B: 2D courses: Painting 2 and Photography 2
- Block C: 2D courses: Design 2, Drawing 2 and Figure Drawing

During their senior year, the student is required 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.

### Art History

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
- 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.

ART 295, 360 and 361 may be repeated as topics change.

An art history major must present a comprehensive portfolio for 12-credit, junior year and senior year reviews by the art history faculty. ART 242 may not count toward the art history major or minor if the student is majoring/double-majoring in Studio Art

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 time at Hope.

### **French/Art History**

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.

### Studio Art

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
- 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:

- ART 365 – Independent Project Seminar, in the fall semester
- ART 350 – Art Studio Seminar, 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.

## MINORS

### Art History

A minor with an art history concentration consists of 18 credits in art, including two credits in studio, ART 111, 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.

### Art Studio

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.

## COURSES

### ART 195 - Special Topics in Art

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4

Terms Offered: As Needed

### ART 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.

Credits Awarded: 2

Terms Offered: Fall, Spring

### ART 112 - Color and Context

A studio-based, interdisciplinary course that examines the perception, theory and cultural context of color through the creation of 2D, 3D and digital projects. Studio projects are supplemented with readings, lectures and group critiques. Collage, the use of found objects, the monochrome and appropriation strategies are explored. The methods of Albers, Itten, Klein and Batchelor, among others, are studied. Emphasis is placed on connecting color, materials and meaning.

Credits Awarded: 2

Terms Offered: Fall

### ART 113 - Basic Painting

In-depth exploration of the formal principles of direct painting. Working from observation, a variety of painting approaches will be examined through practice, weekly critiques, and the study of historical and contemporary paintings. The creation of meaning (formal as well as narrative) through the manipulation of value, color, surface and space is emphasized. Required for studio majors.

Credits Awarded: 2

Terms Offered: Fall, Spring

### ART 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.

Credits Awarded: 2

Terms Offered: Fall, Spring

### ART 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.

Credits Awarded: 2

Terms Offered: Fall, Spring

### ART 116 - Basic Printmaking

An introduction to basic intaglio techniques, including etching, drypoint, aquatint and soft ground. Required for studio majors.

Credits Awarded: 2

Terms Offered: Fall, Spring



**ART 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.

**Credits Awarded:** 2  
**Terms Offered:** Fall Spring

**ART 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.

**Credits Awarded:** 3  
**Terms Offered:** Summer

**ART 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.

**Credits Awarded:** 2  
**Terms Offered:** Fall, Spring

**ART 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.

**Credits Awarded:** 2  
**Terms Offered:** Fall, Spring

**ART 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.

**Credits Awarded:** 4  
**Terms Offered:** Fall, Spring  
**Prerequisites:** Art 105

**ART 213 - Painting II**

Experimentation with direct and indirect oil painting techniques leading to further skill development and progression of each student's personal artistic voice. Readings, group critiques and the study of historical and contemporary paintings supplement intensive painting projects. Subject matter will range from the human figure to abstraction and a variety of late twentieth century painting movements. Engagement with contemporary issues in painting is emphasized throughout the course.

**Credits Awarded:** 4  
**Terms Offered:** Fall  
**Prerequisites:** Art 113

**ART 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.

Credits Awarded: 4  
 Terms Offered: Spring  
 Prerequisites: Art 114

**ART 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.

Credits Awarded: 4  
 Terms Offered: Fall, Spring  
 Prerequisites: Art 115

**ART 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.

Credits Awarded: 4  
 Terms Offered: Fall, Spring  
 Prerequisites: Art 117

**ART 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.

Credits Awarded: 4  
 Terms Offered: Fall  
 Prerequisites: Art 119, Art 120

**ART 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.

Credits Awarded: 4  
 Terms Offered: Spring  
 Prerequisites: Art 114, Permission of instructor

**ART 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.

Credits Awarded: 4  
 Terms Offered: Spring  
 Corequisites: Educ 285, Educ 286, Educ 287 or Educ 360, Educ 361

**ART 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.

**Credits Awarded:** 4

**Terms Offered:** Fall

**Corequisites:** Educ 285, Educ 286, Educ 287 or Educ 360, Educ 361

**ART 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 early August. Organizational meetings will be held during the spring semester in preparation for the arts camp experience. Take prior to student teaching.

**Credits Awarded:** 4

**Terms Offered:** Summer, As Needed

**ART 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 art 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.

**Credits Awarded:** 4

**Terms Offered:** Spring

**ART 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. The completion of all 200-level studio courses and Art 242 is highly recommended prior to this course.

**Credits Awarded:** 2

**Terms Offered:** Fall

**ART 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. Advanced standing highly recommended prior to this course.

Terms Offered: Fall, Spring, Summer  
Prerequisites: Permission of instructor

**ART 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. Field trips are a required part of this class.

Credits Awarded: 4  
Terms Offered: Fall, Spring

**ART 231 - Medieval Art and Architecture**

A period survey (lecture, discussion, readings, hands-on projects, fieldtrips, and research) of visual culture of the European, Mediterranean, and Mid-Eastern cultures from the 3rd to the 14th centuries. Cultural issues that are relevant today such as faith, race, disability, class, gender, immigration, and sexuality, will be discussed in their medieval contexts and how they bear on artistic production.

Credits Awarded: 4  
Terms Offered: Spring, every 3 years  
Prerequisites: Art 111 or permission

**ART 232 - Renaissance Art and Architecture**

A period survey (lecture, discussion, readings, hands-on projects, fieldtrips, and research) of visual culture in European, Islamic, and Asian cultures from the 14th through 16th centuries. Cultural issues such as artistic theory and creativity, politics, gender, religion, love, and depictions of the body will be explored.

Credits Awarded: 4  
Terms Offered: Spring, every 3 years  
Prerequisites: Art 111 or permission

**ART 233 - Baroque Art and Architecture**

A period survey (lecture, discussion, readings, hands-on projects, fieldtrips, and research) of visual culture of the 16th through 18th centuries in Europe, the Americas, and Asia. Cultural issues will be explored such as the role of art in the Reformation and period of Catholic Renewal, and the expression of cultural identity, especially as it relates to the missions of the Jesuits and Franciscans, the body, and the subversion of power.

Credits Awarded: 4  
Terms Offered: Spring, every 3 years  
Prerequisites: Art 111 or permission

**ART 241 - Modern Art and Architecture**

A chronological survey of Modern art, architecture, and urban design in Europe and America from approximately 1750 to 1900. 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.

Credits Awarded: 4  
Terms Offered: Spring  
Prerequisites: Art 111 or permission

**ART 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 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.

Credits Awarded: 4  
 Terms Offered: Fall  
 Prerequisites: Art 111 or permission

**ART 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.

Credits Awarded: 2-4  
 Terms Offered: As Needed  
 Prerequisites: Permission of instructor

**ART 360 - Special Problems in Art History**

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.

Credits Awarded: 2  
 Terms Offered: Fall

**ART 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.

Credits Awarded: 4  
 Terms Offered: Fall, Spring  
 Prerequisites: One 200-level art history course or permission

**ART 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.

Credits Awarded: 2-4  
 Terms Offered: Spring, Summer

**ART 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.

Credits Awarded: 2-4  
 Terms Offered: As Needed  
 Prerequisites: Permission of instructor

### **ART 494 - Capstone Seminar in Art History**

A seminar dedicated to producing a research-based project of substantial breadth and quality, the topic of which is selected by the student in consultation with the instructor and other faculty members whose area of expertise touches on the proposed project. The seminar is dedicated to the research process, with attention paid, above all, to the close examination of the artistic works under consideration, the acquiring and interpretation of primary texts, and the crafting of a thesis and its development using evidence. The collective readings and discussions focus on the methods of art history and the historiography of the discipline. Each student will submit the completed project to the department faculty and will present it publically, ideally in the Spring semester. Completion of all major requirements is highly recommended prior to this course.

**Credits Awarded:** 4

**Terms Offered:** Spring

### **ART 495 - Topics in Art History**

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

**Credits Awarded:** 2-4

**Terms Offered:** As Needed

**Prerequisites:** Permission of instructor

# ASIAN STUDIES

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.

## MINORS

### Asian Studies

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.

### Culture and Thought

- MUS 104 – World Music
- PHIL 237 – World Philosophies I
- PHIL 241 – Philosophies of China and Japan
- PHIL 242 – Philosophies of India and Tibet
- REL 280 – Introduction to World Religions
- REL 381 – Religions of India
- REL 383 – Studies in Islam
- REL 389 – Studies in World Religions

### History

- HIST 270 – Modern China
- HIST 280 – Colonizers and Colonized

- HIST 295 – Studies in Non-Western History
- HIST 370 – Modern Middle East
- HIST 371 – Paris and Shanghai
- JAPN 280/295 – Intro to Japan Culture and History

**Contemporary Politics and Society**

- IDS 200 – Encounter with Cultures
- IDS 210 – Introduction to Ethnic Studies
- POL 151 – Introduction to Global Politics
- POL 160 – Global Feminisms
- POL 303 – Asian Politics
- SOC 151 – Cultural Anthropology



# BIOCHEMISTRY AND MOLECULAR BIOLOGY

A common interest in the workings of the cell links biochemists and molecular biologists together.

## ABOUT THE PROGRAM

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.

## MAJORS

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 is accredited by The American Society of Biochemistry and Molecular Biology (ASBMB), 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.

### Biochemistry And Molecular Biology

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:

- CHEM 125/127 and 126/128 – General Chemistry I and II with Labs
- CHEM 131 and 132 – Accelerated General Chemistry and Accelerated General Chemistry Laboratory (can be substituted for Chem 125/127)
- CHEM 221/255 and 231/256A – Organic Chemistry I and II with labs
- CHEM 311, 314, 315 – Biochemistry I and II and lab
- CHEM 343, 345 – Physical Chemistry I and lab

Required Biology Courses:

- BIOL 105/107 – General Biology I and Lab
- BIOL 106/108 – General Biology II and Lab
- BIOL 366 – Molecular Biology

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:

- MATH 131 and 132 – Calculus I and II
- PHYS 121/141 and 122/142 – General Physics I and II with labs

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 four from each department.

- BIOL 356/357 – Genetics
- BIOL 348 – Cell Biology
- BIOL 301 – General Microbiology
- CHEM 331/332 – Analytical Chem with lab
- BIOL/CHEM 335 – Neurochemistry and Disease
- BIOL 355 – Developmental Biology
- BIOL 340 – Ethnobotany
- CHEM 344/346 – Physical Chemistry II and lab

# BIOLOGY

The field of Biology represents a number of different approaches to the study of life, from the molecular to organismal to ecological levels.

## ABOUT THE PROGRAM

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 graduate and professional 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 renal failure 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 function and molecular biology of lipid metabolism
- 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 bioinformatics studies, 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 confocal microscope, 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.

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 Biology and Chemistry and is available for those students who seek a degree at the interface of these two disciplines. You may find complete description of the requirements for this degree [here](#).

## MAJORS

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.

### Biology

The General Biology classes (BIO 105 and 106) and laboratory (BIO 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 two required core biology courses
- 1 semester of a 4-credit mathematics course
- 1 year of chemistry (major level courses are strongly recommended).

The B.S. in biology requires 36 credits in biology, including:

- The two required biology core courses
- CHEM 314 and 315 (may be counted as biology credits for the B.S. degree)
- CHEM 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)
- CSCI 160 - Scientific Computer Programming)

- 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 core courses in biology. 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:

- BIOL 221, 301\*, 332\*, 340, 370, 374\*, 422\*, 432\*, 442 – Organismal Biology
- BIOL 295, 335, 356/357, 348/349, 355, 366, 395 – Cell/Molecular Biology (Bioinformatics)
- BIOL 395 – Virology
- BIOL 315, 343\*, 380\*, 421, 330\* – Ecology & Evolutionary Biology
- BIOL 318, 490, 495 – Professional Development (Capstone, Journal Club)

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. Core courses in biology (105, 106 and either 107 and 108 or 207 and 208) and CHEM 125, 127, 128 and 126 (or 131 and 132) should be taken in the first year of college, if possible.
2. Students planning to attend graduate, medical or dental schools or pursue other biology careers that require rigorous training, should take mathematics; one year of physics; and CHEM 125, 127, 128 and 126 (or 131 and 132), 221, 231, 255 and biochemistry, statistics and computer programming are desirable for many biological careers.

#### Biology Education

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 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

### Biology

The minimum requirement for a biology minor is 20 credits of biology, including 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 a 2.5 GPA.

### Biology Education

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 the [Department of Education](#) website.)

Minors for secondary teacher certification must take a minimum of 20 credits in biology, beginning with BIOL 105, 106, 107 and 108. 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.

## COURSES

### BIOL 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 Biol 240 or Biol 105 and 106.

Credits Awarded: 4

Terms Offered: Fall

### BIOL 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.

Credits Awarded: 4

Terms Offered: Fall, Spring

### BIOL 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 plant diversity, anatomy and physiology with an emphasis on structure-function relationships and homeostasis. Three lectures per week.

Credits Awarded: 3

Terms Offered: Fall

Corequisites: Biol 107

### BIOL 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.

Credits Awarded: 3

Terms Offered: Spring

Prerequisites: Biol 105

Corequisites: Biol 108

### BIOL 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.

Credit Awarded: 1

Terms Offered: Fall

Corequisites: Biol 105

### BIOL 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.

Credit Awarded: 1

Terms Offered: Spring

Prerequisites: Biol 105

Corequisites: Biol 106

**BIOL 195 - Studies in Biology**

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

**Credits Awarded:** 0-4

**Terms Offered:** As Needed

**Prerequisites:** Permission of instructor

**BIOL 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.

**Credits Awarded:** 2

**Terms Offered:** Fall

**Prerequisites:** Permission of instructor

**Corequisites:** Biol 105

**BIOL 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.

**Credits Awarded:** 2

**Terms Offered:** Spring

**Prerequisites:** Biol 207, Permission of instructor

**Corequisites:** Biol 106

**BIOL 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 Biol 103 or Biol 106 and 108 or the equivalent is highly recommended prior to this course.

**Credits Awarded:** 4

**Terms Offered:** Fall, Spring

**BIOL 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 Kin 200.

**Credits Awarded:** 4

**Terms Offered:** Fall, Spring



**BIOL 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 2-hour laboratories per week. Not open to students who have had an advanced microbiology course.

Credits Awarded: 4

Terms Offered: Spring

Prerequisites: Biol 103 or Chem 103

**BIOL 295 - Studies in Biology**

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 0-4

Terms Offered: As Needed

**BIOL 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 interactions of microbes with the human immune system. Three lectures and two 2-hour laboratories per week. Additional out-of-class hours are required.

Credits Awarded: 4

Terms Offered: Fall

Prerequisites: Biol 105 and Biol 106

**BIOL 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.

Credits Awarded: 1-4

Terms Offered: Fall, Spring

Prerequisites: Biol 105 and Biol 106

**BIOL 318 - Mathematical Biology**

An exploration of the ways in which mathematics is used to understand and model biological systems. Using examples from ecology, neuroscience, epidemiology, and molecular evolution, we will focus on continuous and discrete models and their analytical and computational solutions. Systems of differential equations, linear algebra, and statistical methods will figure prominently among the mathematical topics. Students will become familiar with the statistical, graphical & modeling capabilities of the R computer language. Cross-listed with Math 318.

Credits Awarded: 4

Terms Offered: Spring, Odd Years

**BIOL 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. Students may take Chem 221 either prior to enrollment or concurrently with the class.

**Credits Awarded:** 4

**Terms Offered:** Fall, Odd Years

**Prerequisites:** Biol 105 and Biol 106, Chem 221

**Corequisites:** Chem 221

**BIOL 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 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. Cross-listed with Phys 330.

**Credits Awarded:** 4

**Terms Offered:** Spring, Odd Years

**BIOL 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.

**Credits Awarded:** 4

**Terms Offered:** Spring, Odd Years

**Prerequisites:** Biol 105 and Biol 106

**BIOL 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. Students may take Chem 311 or Nsci 211 in place of the prerequisite courses Biol 105 and Biol 106.

**Credits Awarded:** 4

**Terms Offered:** Spring, Even Years

**Prerequisites:** Chem 311 or Nsci 211 or Biol 105 and Biol 106, or Biol 105 and Biol 106

**BIOL 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. Three ethnobiology lectures and one 3-hour laboratory per week.

**Credits Awarded:** 4

**Terms Offered:** Fall, Even Years

**Prerequisites:** Biol 105 and Biol 106

**BIOL 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 3-hour lecture and laboratory session per week. Additional out-of-class hours are required.

**Credits Awarded:** 4

**Terms Offered:** Fall, Odd Years

**Prerequisites:** Biol 105 and Biol 106

**BIOL 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. Students may take Chem 221 either prior to enrollment in or concurrently with the class.

**Credits Awarded:** 3

**Terms Offered:** Spring

**Prerequisites:** Biol 105 and Biol 106, Chem 221

**Corequisites:** Chem 221

**BIOL 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. Students may take Biol 348 either prior to enrollment in or concurrently with the class.

**Credit Awarded:** 1

**Terms Offered:** Spring

**Prerequisites:** Biol 348

**Corequisites:** Biol 348

**BIOL 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.

**Credits Awarded:** 4

**Terms Offered:** Spring

**Prerequisites:** Biol 105 and Biol 106

**BIOL 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.

Credits Awarded: 3

Terms Offered: Fall, Spring

Prerequisites: Biol 105 and Biol 106

**BIOL 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. Students may take Biol 356 either prior to enrollment in or concurrently with the class.

Credit Awarded: 1

Terms Offered: Fall, Spring

Prerequisites: Biol 356

Corequisites: Biol 356

**BIOL 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. Biol 356 is highly recommended prior to this course.

Credits Awarded: 4

Terms Offered: Fall

Prerequisites: Biol 105 and Biol 106, Chem 231

**BIOL 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. Statistics is highly recommended prior to this course.

Credits Awarded: 4

Terms Offered: Fall, Odd Years

Prerequisites: Biol 105 and Biol 106

**BIOL 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.

Credits Awarded: 4

Terms Offered: Fall

Prerequisites: Biol 105 and Biol 106

**BIOL 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.

Credits Awarded: 1-4

Terms Offered: Summer

Prerequisites: Biol 105 and Biol 106

**BIOL 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.

Credits Awarded: 1-3

Terms Offered: Fall, Spring

Prerequisites: Biol 105 and Biol 106, Permission of instructor

**BIOL 395 - Studies in Biology**

This course may be a lecture or laboratory on a topic in biology related to special interests of the faculty or to significant current developments in the field.

Credits Awarded: 1-4

Terms Offered: As Needed

Prerequisites: Biol 105 and Biol 106

**BIOL 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.

Credits Awarded: 4

Terms Offered: Spring

Prerequisites: Biol 105 and Biol 106

**BIOL 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.

Credits Awarded: 4

Terms Offered: Fall, Even Years

Prerequisites: Biol 105 and Biol 106

**BIOL 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 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.

Credits Awarded: 4

Terms Offered: Spring, Odd Years

Prerequisites: Biol 105 and Biol 106

**BIOL 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. Biol 221 is highly recommended prior to this course.

Credits Awarded: 4

Terms Offered: Spring, Odd Years

Prerequisites: Biol 105 and Biol 106

**BIOL 490 - 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.

Credits Awarded: 0-3

Terms Offered: Fall, Spring

Prerequisites: Biol 105 and Biol 106, Permission of instructor

**BIOL 493 - Independent Study in Biology**

Course provides opportunity for a junior or senior biology major to engage in an independent study project in an area of mathematics in which the student has special interest.

Credits Awarded: 1-4

Terms Offered: As Needed

Prerequisites: Permission of Instructor

**BIOL 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.

Credits Awarded: 1-4

Terms Offered: Fall, Spring

Prerequisites: Biol 105 and Biol 106

**BIOL 499 - Internship**

An opportunity to gain practical experience in the work place. Requires formal application and permission of the department chairperson.

Credits Awarded: 1-6

Terms Offered: Fall, Spring, Summer

Prerequisites: Biol 105 and 106

# CHEMISTRY / BIOCHEMISTRY

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.

## ABOUT THE PROGRAM

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.

## MAJORS

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 can be seen [here](#). 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.

### **A.C.S. Certified Bachelor of Science Degree in Chemistry**

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

Hope College is approved by the American Chemical Society to offer an A.C.S.-Certified B.S. degree in chemistry if the following requirements are met in addition to the 32 credits of chemistry listed in the B.S. degree requirements:

- 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 – Structure, Dynamics, Synth I
- CHEM 422 – Structure, Dynamics, Synth 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 A.C.S.-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.

### **A.C.S. Certified Bachelor of Science Degree in Chemistry with Biochemistry Emphasis**

#### 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 Biology), BIO 356 (Genetics) or BIO 366 (Molecular Biology); these advanced biology courses have a prerequisite of the core courses in 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 – Structure, Dynamics, Synth I
- CHEM 422 – Structure, Dynamics, Synth II

In addition to the lecture courses, an AC.S.-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 may count for up to 84 hours if a student prepares a well-written, comprehensive and well-documented research report.

## Chemistry

### 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 College Physics 105, 106, 107 and 108 are appropriate for their program of study.

The chemistry courses must include: CHEM 125, 126 (or 131), 221, 231; six credits of laboratory courses (e.g., CHEM 127, 128 (or 132), 255 and 256A and 256B; CHEM 315, 324, 332, 335, 345 or other laboratory courses may be included in these 6 credits; and two courses selected from CHEM 311, 322, 331 and 332 or 343. (CHEM 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 36 credits of science major chemistry courses and a total of 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 below.

- CHEM 125 – General Chem I, 3 credits
- CHEM 127 – Gen Chem Lab I, 1 credit
- CHEM 126 – General Chem II, 3 credits
- CHEM 128 – Gen Chem Lab II, 1 credit

- CHEM 221 – Organic Chem I , 3 credits
- CHEM 255 – Org Chem Lab I, 2 credits
- CHEM 231 – Organic Chem II, 3 credits
- CHEM 256A – Org Chem Lab II, 1 credit
- CHEM 322 – Inorganic Chem, 3 credits
- CHEM 331 – Analytical Chem, 3 credits
- CHEM 332 – Analytical Chem Lab, 1 credit
- CHEM 343 – Physical Chem I, 3 credits
- CHEM 345 – Phys Chem Lab I, 1 credit
- CHEM 344 – Physical Chem II, 3 credits
- CHEM 346 – Phys Chem Lab II, 1 credit
- PHYS 121 – Gen Phys I
- PHYS 141 – Phys Lab I
- PHYS 122 – Gen Phys II
- PHYS 142 – Phys Lab II
- MATH 131 – Calc I (or Math 125 and Math 126)
- MATH 132 – Calc II

Strongly Recommended Courses:

MATH 231 – Multivariable Math I

MATH 232 – Multivariable Math 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 CHEM125 and 127 will be awarded upon successful completion of CHEM 131 and 132.

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

- CHEM 256B – Organic Chemistry Lab II, 1 credits
- CHEM 347 – Chemical Modeling Lab, 1 credit
- CHEM 311 – Biochemistry I, 3 credits
- CHEM 348 – Advanced Spectroscopy Lab, 1 credit
- CHEM 314 – Biochemistry II, 3 credits

- CHEM 421 – Struct. Dynam. & Syn. I, 3 credits
- CHEM 315 – Biochem Lab, 1 credits
- CHEM 422 – Struct. Dynam. & Syn. II, 3 credits
- CHEM 324 – Inorganic Lab, 1 credit
- CHEM 490 – Research, 1-2 credits
- CHEM 335 – Neurochemistry, 4 credits

For students planning to go to graduate school in chemistry, it is essential to take MATH 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.

Pre-medical, pre-dental and pre-veterinary students are advised to take the following courses in chemistry: 125, 127, 126, 128 (or 131, 132), 221, 231, 255, 256A, 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 in the [Pre-Professional Programs](#) section.

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.

### Chemistry Education

In partnership with the [Hope College Department of Education](#), the Department of Chemistry offers a teaching major for certification through the State of Michigan. This includes a 30-credit major.

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.

## MINORS

### Biochemistry

The requirement for a biochemistry minor is 22 credits of chemistry courses including: CHEM 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.

### **Chemistry**

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

### **Chemistry Education**

In partnership with the [Hope College Department of Education](#), the Department of Chemistry offers a teaching minor for certification through the State of Michigan. This includes a 21-credit minor in chemistry.

All education students must take a methods course in their major and minor areas of study.

### **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 [here](#).

Courses 101, 103 and 104 are designed primarily for students not majoring in one of the sciences.

## COURSES

### CHEM 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. Students may take Gems 100, Math 205, or any calculus or statistics course prior to enrollment or concurrently with this course. This course is cross-listed as Gems 160.

Credits Awarded: 4

Terms Offered: Spring

Prerequisites: Gems 100, Math 205, or any calc or stats course

Corequisites: Gems 100, Math 205, or any calc or stats course

### CHEM 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. One year of high school chemistry, with lab, may be used as the prerequisite.

Credits Awarded: 4

Terms Offered: Spring

Prerequisites: Chem 101 or Gems 160

### CHEM 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.

Credits Awarded: 4

Terms Offered: Fall, Spring

### CHEM 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 Chem 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.

Credits Awarded: 3

Terms Offered: Fall

Corequisites: Chem 127

**CHEM 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. Lecture, 3 hours per week; discussion session, 1 hour per week.

**Credits Awarded:** 3

**Terms Offered:** Spring

**Prerequisites:** Chem 125 with a grade of C- or better

**Corequisites:** Chem 128

**CHEM 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).

**Credit Awarded:** 1

**Terms Offered:** Fall

**Corequisites:** Chem 125

**CHEM 128 - General Chemistry Laboratory II**

This is a continuation of Chem 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).

**Credit Awarded:** 1

**Terms Offered:** Spring

**Corequisites:** Chem 126

**CHEM 131 - Accelerated General Chemistry**

This one-semester course covers all the general chemistry material normally covered in Chem 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 Chem 125 as well. Lecture, 3 hours per week; discussion session, 1 hour per week. Two years of high school chemistry and ACT math score of 30+ (or SAT math score 670+) highly recommended.

**Credits Awarded:** 3

**Terms Offered:** Fall

**Corequisites:** Chem 132

**CHEM 132 - Accelerated General Chemistry Lab**

This one-semester course covers all the general chemistry material normally covered in Chem 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 Chem 127 as well. Laboratory, one 3-hour session per week (42 lab hours).

**Credit Awarded:** 1

**Terms Offered:** Fall

**Corequisites:** Chem 131

**CHEM 195 - Studies in Chemistry**

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

**Credits Awarded:** 1-3

**Terms Offered:** As Needed

**Prerequisites:** Permission of instructor

**CHEM 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.

**Credits Awarded:** 3

**Terms Offered:** Fall

**Prerequisites:** Chem 126 or Chem 131 with a grade of C- or better

**CHEM 231 - Organic Chemistry II**

This is a continuation of Chem 221 with emphasis on complex molecules, including those found in biological systems. Lecture, 3 hours per week; discussion session, 1 hour per week.

**Credits Awarded:** 3

**Terms Offered:** Spring

**Prerequisites:** Chem 221 with a grade of C- or better

**CHEM 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). Students may take Chem 221 either prior to enrollment in or concurrently with the course.

**Credits Awarded:** 2

**Terms Offered:** Fall

**Prerequisites:** Chem 126 or Chem 131 with a grade of C- or better, Chem 221

**Corequisites:** Chem 221

**CHEM 256 - Organic Chemistry Laboratory II**

Chem 256A, Organic Chemistry Laboratory II:

This is a continuation of Chem 255 with emphasis on organic structure determination and organic synthesis. Nuclear magnetic resonance spectroscopy and mass spectrometry are introduced. Laboratory, one 5-hour session per week; discussion session, 1 hour per week. The 7 weeks of this laboratory (42 lab hours) comprise the 1 credit that is required for a chemistry major. Offered first half of the semester. Students may take Chem 231 either prior to enrollment in or concurrently with the class.

Chem 256B, Organic Chemistry Laboratory Independent Project:

This 7-week (42 lab hours) section is an optional continuation of Chem 256A to be taken in the same semester. In Chem 256B, students will search the chemical literature, write a proposal, and execute an independent synthetic project. Students will grow in independence and autonomy and gain appreciation for authentic research while developing new skills such as reaction design, spectroscopic analysis, and the purification and characterization of mixtures. Offered last half of the semester. Students may take Chem 231 either prior to enrollment in or concurrently with the class.

**Credits Awarded:** 1-2  
**Terms Offered:** Spring  
**Prerequisites:** Chem 221 and Chem 255, Chem 231  
**Corequisites:** Chem 231

**CHEM 295 - Studies in Chemistry**

A lecture and/or laboratory course in a chemical area of current interest.

**Credits Awarded:** 1-3  
**Terms Offered:** As needed  
**Prerequisites:** Permission of instructor

**CHEM 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.

**Credits Awarded:** 3  
**Terms Offered:** Fall  
**Prerequisites:** Chem 231 with a grade of C- or better

**CHEM 314 - Biochemistry II**

The course is a continuation of Chem 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.

**Credits Awarded:** 3  
**Terms Offered:** Spring  
**Prerequisites:** Chem 311 with a grade of C- or better

**CHEM 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).

**Credit Awarded:** 1  
**Terms Offered:** Spring  
**Prerequisites:** Chem 311 with a grade of C- or better



**CHEM 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.

Credits Awarded: 3

Terms Offered: Spring

Prerequisites: Chem 221

**CHEM 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). Students may take Chem 322 either prior to enrollment or concurrently with the class.

Credit Awarded: 1

Terms Offered: Spring

Prerequisites: Chem 256, Chem 322

Corequisites: Chem 322

**CHEM 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.

Credits Awarded: 3

Terms Offered: Fall, Spring

Prerequisites: Chem 126 and Chem 128, or Chem 131 and Chem 132

Corequisites: Chem 332

**CHEM 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).

Credit Awarded: 1

Terms Offered: Fall, Spring

Corequisites: Chem 331

**CHEM 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.

Credits Awarded: 4

Terms Offered: Spring, Even Years

Prerequisites: Chem 311 or Nsci 211, or Biol 105 and Biol 106

**CHEM 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 macromolecules from macroscopic and statistical perspectives. Lecture, 3 hours per week; discussion session, 1 hour per week. Students may take Phys 121 either prior to enrollment in or concurrently with the class. Math 231 is highly recommended prior to this course.

Credits Awarded: 3

Terms Offered: Fall

Prerequisites: Chem 126 or Chem 131, Math 132, Phys 121

Corequisites: Phys 121

**CHEM 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. Students may take Phys 122 either prior to enrollment in or concurrently with the class. Math 231 and Math 232 are highly recommended prior to this course.

Credits Awarded: 3

Terms Offered: Spring

Prerequisites: Chem 126 or Chem 131, Math 132, Phys 122

Corequisites: Phys 122

**CHEM 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). Students may take Chem 343 either prior to enrollment in or concurrently with the class.

Credit Awarded: 1

Terms Offered: Fall

Prerequisites: Chem 343

Corequisites: Chem 343

**CHEM 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). Students may take Chem 344 either prior to enrollment in or concurrently with the class.

Credit Awarded: 1

Terms Offered: Spring

Prerequisites: Chem 344

Corequisites: Chem 344

**CHEM 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). Students may take Chem 344 either prior to enrollment in or concurrently with the class.

Credit Awarded: 1  
 Terms Offered: Spring, Odd Years  
 Prerequisites: Chem 344  
 Corequisites: Chem 344

**CHEM 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). Students may take Chem 344 either prior to enrollment in or concurrently with the class.

Credit Awarded: 1  
 Terms Offered: Spring, Even Years  
 Prerequisites: Chem 344  
 Corequisites: Chem 344

**CHEM 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.

Credits Awarded: 1-3  
 Terms Offered: As needed  
 Prerequisites: Permission of instructor

**CHEM 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. Chem 343 is highly recommended prior to this course.

Credits Awarded: 3  
 Terms Offered: Spring, Even Years  
 Prerequisites: Chem 231

**CHEM 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. Chem 322 and Chem 344 are highly recommended prior to this course.

Credits Awarded: 3  
 Terms Offered: Spring, Odd Years  
 Prerequisites: Chem 231

**CHEM 490 - 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).

**Credits Awarded:** 0-3

**Terms Offered:** Fall, Spring

**Prerequisites:** Permission of instructor

**CHEM 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. 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](http://www.hope.edu/academic/intern/Contacts.htm)) are required.

**Credits Awarded:** 1-2

**Terms Offered:** Fall, Spring

**Prerequisites:** Permission of instructor

# COMMUNICATION

Communication is one of the largest 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.

## ABOUT THE 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 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 digital media.

## 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 (Media & Society) 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.

## MAJORS

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.

### Communication

The communication major curriculum is designed to provide a balanced education emphasizing theoretical 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 – Media & Society, 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, 4 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, 4 credits
- COMM 330 – Organizational Communication, 4 credits
- COMM 335 – Leadership Skills and Perspectives, 4 credits
- COMM 340 – Intergroup Dialogue Facilitation Practicum, 4 credits
- COMM 354 – Digital Cinema, 4 credits
- COMM 356 – Advanced Media Writing, 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
- COMM 470 – Cultural Communication Theory, 4 credits
- COMM 480 – Communication Honors, 4 credits\*\*

\*\*Does not fulfill 400 – level major requirement.

### **French/Communication**

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 and 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.

## MINORS

### Communication

The communication minor consists of six regularly offered courses in communication:

- COMM 140: Public Presentations
- COMM 151: Media & Society
- 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.



## COURSES

### **COMM 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.

Credits Awarded: 4

Terms Offered: Fall, Spring

### **COMM 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.

Credits Awarded: 4

Terms Offered: Fall, Spring

### **COMM 151 - Media and Society**

This course explores the impact of media in society. The format and function of different types of contemporary media will be introduced.

Credits Awarded: 2

Terms Offered: Fall, Spring

### **COMM 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 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.

Credits Awarded: 4

Terms Offered: Fall, Spring

### **COMM 195 - Studies in Communication**

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4

Terms Offered: As Needed

**COMM 210 - Interpersonal Communication**

Interpersonal communication is the study of dyadic interaction and the creation of meaningful relationships. This course focuses on the concepts and theories surrounding interpersonal communication competencies, how they are interconnected, and how they influence the particular ways in which we communicate in intimate, familial, and professional contexts. Students will gain insight into their own interpersonal competencies and ways to improve them, implement specific theories and concepts to predict and influence interpersonal communication outcomes, and become more practiced in listening and expressing oneself in interpersonal contexts. 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.

**Credits Awarded:** 4  
**Terms Offered:** Fall

**COMM 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.

**Credits Awarded:** 4  
**Terms Offered:** Fall or Spring

**COMM 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.

**Credits Awarded:** 4  
**Terms Offered:** Spring

**COMM 240 - Intergroup Dialogue**

This course 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.

**Credits Awarded:** 4  
**Terms Offered:** Fall

**COMM 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 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.

**Credits Awarded:** 4  
**Terms Offered:** Fall, Spring

**COMM 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.

**Credits Awarded:** 4  
**Terms Offered:** Fall, Spring

**COMM 257 - Communication for Public Relations**

This course provides an introduction to this profession among a variety of organizations in both the public and private sectors. In addition to studying industry theories, students will examine and use the basic tools through case studies and simulations. Emphasis is placed on research, strategic planning, creative thinking and evaluation.

Credits Awarded: 4

Terms Offered: Fall, Spring

**COMM 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.

Credits Awarded: 4

Terms Offered: Fall, Spring

**COMM 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.

Credits Awarded: 4

Terms Offered: Fall, Spring

Prerequisites: Math 210

**COMM 290 - Independent Media Project**

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. Submission of departmental Independent Media Project Application and final approval of media project proposal by department are required.

Credits Awarded: 1-2

Terms Offered: Fall, Spring

Prerequisites: Departmental approval of application

**COMM 295 - Topics in Media Production**

This is a technical course focusing on developing skills in media or new media production.

Credits Awarded: 1-4

Terms Offered: As Needed

**COMM 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.

**Credits Awarded:** 4  
**Terms Offered:** Spring

**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 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.

**Credits Awarded:** 4  
**Terms Offered:** Spring

**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 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.

**Credits Awarded:** 4  
**Terms Offered:** Fall  
**Prerequisites:** Junior standing or permission of instructor

**COMM 340 - Intergroup Dialogue Facilitation Practicum**

This course 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. 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.

**Credits Awarded:** 4  
**Terms Offered:** Spring

**COMM 354 - Digital Cinema**

This course helps students become familiar with narrative film as a form of art, storytelling, and communication. It provides theoretical and practical foundations of cinema including ontological position, narrative construction, directing and audio-visual aesthetics. Digital film technology will be utilized as students will engage in narrative film projects. Through a broad survey of films and employed aesthetics students will learn to appreciate and practice cinematic expressions of human conditions. Camera and lens technology, cinematography, lighting, sound, compositing, and editing will be practiced at a higher level during production practices. Students can develop their own stories and audio-visual plans to produce short films.

**Credits Awarded:** 4

**Terms Offered:** Spring

**COMM 356 - Advanced Media Writing**

Students in this course will create content for digital spaces such as websites and social media and manage audience engagement with these spaces. In order to develop skills necessary for contemporary media professionals, such as managing one's digital identity, creating and curating online content by using a content management system, and facilitating audience engagement, students will create, manage, and promote a topic-focused website. The website will include feature stories, multimedia story packages, infographics, and editorials. This course builds on the basic writing, reporting, and editing skills students learned in Comm 255 by shifting the focus from short news stories to features and emphasizing engagement of online audiences through content and design.

**Credits Awarded:** 4

**Terms Offered:** Spring

**COMM 357 - Media Production: 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.

**Credits Awarded:** 4

**Terms Offered:** Fall

**COMM 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.

**Credits Awarded:** 4

**Terms Offered:** Spring

**COMM 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.

**Credits Awarded:** 4

**Terms Offered:** Fall

**COMM 372 - Gender Communication**

This course 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 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.

**Credits Awarded:** 4

**Terms Offered:** Spring

**COMM 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. Submission of departmental Independent Study Application and final approval of research proposal by department are required.

**Credits Awarded:** 1-4

**Terms Offered:** Fall, Spring

**Prerequisites:** Departmental approval of application

**COMM 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.

**Credits Awarded:** 4

**Terms Offered:** Fall, Spring

**COMM 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. Students must submit an application and be approved by the Career Development Center and the department. A 2.7+ major GPA is highly recommended prior to this course.

**Credits Awarded:** 1-4

**Terms Offered:** Fall, Spring, Summer

**Prerequisites:** Declared Communication major, Junior standing, Departmental approval of application

**COMM 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.

**Credits Awarded:** 4

**Terms Offered:** Fall

**Prerequisites:** Comm 101, Comm 151, Comm 160, Comm 280

**COMM 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.

**Credits Awarded:** 4

**Terms Offered:** Spring

**Prerequisites:** Comm 101, Comm 160, Comm 260, Comm 280



**COMM 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, 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.

**Credits Awarded:** 4

**Terms Offered:** Spring

**Prerequisites:** Comm 101, Comm 160, Comm 260, Comm 280

**COMM 470 - Cultural Communication Theory**

This course looks at culture and everyday life. Although it has roots in older disciplines such as history, sociology, political science, and linguistics, "cultural studies" is a dynamic and young field that examines how power and ideologies shape people's everyday lives. Drawing on the theories in our readings, our class looks at how culture is constructed and reproduced through (1) larger economic, political, and ideological structures (the nation, identity, gender, social class, language, race, and ethnicity) that influence (2) people's everyday signifying practices that include (among many others) shopping, food, fashion, and use of mediated texts such as television, films, magazines, the Internet, and music.

**Credits Awarded:** 4

**Terms Offered:** Fall

**Prerequisites:** Comm 101, Comm 160, Comm 260, Comm 280

**COMM 480 - Communication Honors Course**

This 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. It will provide an opportunity to engage in a discussion seminar with a small group of students to address a particular communication topic in depth. The 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. Submission of application by deadline required. Note: This course does not fulfill the 400-level major requirement. A 3.5+ major GPA is highly recommended prior to this course.

**Credits Awarded:** 4

**Terms Offered:** Fall

**Prerequisites:** Comm 260, Comm 280, Declared Communication major, Junior status, Departmental approval of application

# COMPUTER SCIENCE

Computer science is a dynamically growing discipline.

## ABOUT THE PROGRAM

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, Linux and Mac OSX. 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.

## 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.

## MAJORS

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 careers involving applications programming, systems programming, systems and network analysis, computer graphics, web technology, bioinformatics, mobile computing, teaching, or software engineering.

### Computer Science

The 300-level courses are divided into three different groups:

- CSCI 361, 385 – Computing Foundations
- CSCI 321, 342, 392 – Applications
- CSCI 336, 354, 376 – Systems

In order to ensure a breadth of student experience, both the B.A. and B.S. degrees require courses taken from multiple groups.

The requirement for a B.A. 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 CSCI 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 CSCI 112 or equivalent, 225, 235, 245, 255, 265, 470 and 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. MATH 131, 132 and one 3-credit or 4-credit mathematics course for which 132 is a pre-requisite 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.

## MINORS

### Computer Science

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

## COURSES

### **CSCI 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.

**Credits Awarded:** 2

**Terms Offered:** Fall

### **CSCI 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.

**Credits Awarded:** 4

**Terms Offered:** Fall, Spring

### **CSCI 150 - Web Design & Implementation**

Students in this course will learn about the processes used to design and implement web sites that are both functional and aesthetically pleasing. This includes an overview of the user centered development process, including task analysis, user analysis prototyping and usability testing. Several aspects of how to make a site visually attractive will be covered as well. Students will learn the fundamental technologies and tools needed to build a significant web site. A large number of interrelated technologies make up the web, including the Hypertext Transport Protocol, the Hypertext Markup Language, and Cascading Stylesheets. Students will gain a significant amount of experience using these technologies.

**Credits Awarded:** 4

**Terms Offered:** Spring

### **CSCI 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. Students who have received credit for CSCI 235 may not enroll in CSCI 160 without permission of the department chairperson. Students may take Math 131 either prior to enrollment in or concurrently with the class.

**Credits Awarded:** 3

**Terms Offered:** Spring

**Prerequisites:** Math 131

**Corequisites:** Math 131

**CSCI 195 - Studies in Computer Science**

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 0-4

Terms Offered: As Needed

**CSCI 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.

Credits Awarded: 4

Terms Offered: Fall, Spring

**CSCI 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 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.

Credits Awarded: 4

Terms Offered: Spring

Prerequisites: Csci 225 with a grade of C- or better

**CSCI 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.

Credits Awarded: 2

Terms Offered: Fall

Prerequisites: Csci 225 with a grade of C- or better

**CSCI 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.

Credits Awarded: 4

Terms Offered: Fall

Prerequisites: Csci 235 with a grade of C- or better

**CSCI 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.

Credits Awarded: 4

Terms Offered: Spring

Prerequisites: Csci 225 with a grade of C- or better

**CSCI 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.

Credits Awarded: 1-4

Terms Offered: As needed

**CSCI 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.

Credits Awarded: 4

Terms Offered: Fall, Even Years

Prerequisites: Csci 112 or equivalent with a grade of C- or better, Csci 235 with a grade of C- or better

**CSCI 336 - Computer & Network Security**

This course provides an introduction to computer and network security by examining security issues, policies, and preventative measures. Topics include threats to networks and operating systems, system software vulnerability, network intrusion, and various types of malware, including viruses and worms. Each vulnerability is accompanied by practices to prevent attack.

Credits Awarded: 4

Terms Offered: Fall, Odd Years

Prerequisites: Csci 112 with a grade of C- or better, Csci 235 with a grade of C- or better, Csci 245 with a grade of C- or better

**CSCI 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.

Credits Awarded: 4

Terms Offered: Fall, Even Years

Prerequisites: Csci 112 or equivalent with a grade of C- or better, Csci 235 with a grade of C- or better

**CSCI 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. Students may take Csci 265 either prior to enrollment in or concurrently with the course.

Credits Awarded: 4

Terms Offered: Spring, Even Years

Prerequisites: Csci 112 with a grade of C- or better, Csci 235 with a grade of C- or better, Csci 245 with a grade of C- or better, Csci 265 with a grade of C- or better

Corequisites: Csci 265

**CSCI 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.

Credits Awarded: 4

Terms Offered: Spring, Even Years

Prerequisites: Csci 112 or equivalent with a grade of C- or better, Csci 235 with a grade of C- or better, Csci 245 with a grade of C- or better

**CSCI 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.

Credits Awarded: 4

Terms Offered: Spring, Odd Years

Prerequisites: Csci 112 or equivalent with a grade of C- or better, Csci 235 with a grade of C- or better, Csci 245 with a grade of C- or better

**CSCI 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.

Credits Awarded: 4

Terms Offered: Spring, Odd Years

Prerequisites: Csci 112 or equivalent with a grade of C- or better, Csci 255 with a grade of C- or better

**CSCI 392 - Database Systems**

This course examines database architecture by examining application design and looking at external, conceptual, and internal levels of databases. 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.

Credits Awarded: 4

Terms Offered: Fall, Odd Years

Prerequisites: Csci 112 or equivalent with a grade of C- or better, Csci 235 with a grade of C- or better

**CSCI 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.

Credits Awarded: 2

Terms Offered: Spring, Odd Years

Prerequisites: Csci 112 or equivalent with a grade of C- or better, Csci 255 with a grade of C- or better



**CSCI 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.

Credits Awarded: 2

Terms Offered: Fall

Prerequisites: Csci 112 or equivalent with a grade of C- or better, Csci 235 with a grade of C- or better, Senior standing

**CSCI 490 - 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.

Credits Awarded: 0-3

Terms Offered: Fall, Spring

Prerequisites: Permission of instructor

**CSCI 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.

Credits Awarded: 1-4

Terms Offered: Fall, Spring, Summer

Prerequisites: Permission of department internship coordinator

**CSCI 495 - Advanced Studies in Computer Science**

A course designated for junior and senior computer science majors which covers an advanced topic in computer science. This course may be repeated for additional credit with a different topic.

Credits Awarded: 1-4

Terms Offered: As Needed

Prerequisites: Permission of instructor

# DANCE

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.*

## ABOUT THE PROGRAM

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 State of Michigan Education 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
- Dance therapists
- Dance historians
- Arts media technicians and engineers
- Pursuing graduate studies
- Arts administrators
- Dance physicians

## MAJORS

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.

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 is encouraged.

### **Dance Education K-12**

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.

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

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 & Methodology (24 credits):

- DAN 221 – Anatomical Kinesiology
- DAN 300 – Improvisation I
- DAN 305 – Composition I
- DAN 316 – Dance History Survey
- DAN 320 – 20th Century Dance History and Criticism
- DAN 330 – Accompaniment for Dance
- DAN 310 – Dance Principles & Methods: Creative Dance for Children

- DAN 315 – Teaching of Dance
- DAN 226 – Introduction to Dance Production I

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.

### **Dance Performance/Choreography**

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 credits):

- DAN 221 – Anatomical Kinesiology
- DAN 226 – Introduction to Dance Production I
- DAN 227 – Introduction to Dance Production II
- DAN 300 – Improvisation I
- DAN 301 – Dance Repertory
- DAN 305 – Composition I
- DAN 310 – Creative Dance for Children
- DAN 316 – Dance History Survey
- DAN 320 – 20th Century Dance History and Criticism
- DAN 330 – Accompaniment for Dance
- DAN 360 – Dance/Movement Therapy I
- DAN 370 – Laban Movement Analysis and Motif
- DAN 460 – Skills & Prep for Dance Careers
- DAN 480 – Composition II

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 required as a prerequisite for DAN 370.

### **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 is a 47 credit dance major and the required Psychology course of study. Dance movement therapists work in a variety of therapeutic educational and clinical settings, assisting individuals 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 is a 47.5 credit dance major and fulfillment of the pre-medicine requirement. Students specialize in orthopedic or neurological medicine or physical therapy.

Example: Dance/Engineering or Physics: a preparatory program for graduate school and a career in dance science. It is a 47.5 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 is 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](#).

## MINORS

### Dance

The dance minor consists of a minimum of 22.5 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](#).

Required Technique Courses: (11 credits)

A minimum of (1) technique courses in Modern, Tap, Jazz & Ballet is required. Students will be placed according to experience level and demonstrated ability.

Required Theory Courses: (11.5 credits)

- DAN 202 – Drumming, Percussions & Rhythm
- DAN 221 – Anatomical Kinesiology
- DAN 300 – Improvisation I
- DAN 305 – Composition I
- DAN 316 – Dance History Survey

Recommended Theory Courses:

- DAN 226 or 227 – Introduction to Dance Production I or II
- DAN 301 – Dance Repertory
- DAN 310 – Creative Dance for Children
- DAN 412 – Improvisation II

The minimum expectation is that the dance minor will participate in college dance activities for at least two semesters, including auditions for performances.

### **Dance Elementary Education**

A dance minor is offered in the elementary (grades K-8).

#### **ELEMENTARY DANCE CERTIFICATION MINOR (K-8)**

The elementary dance education minor consists of a minimum of 25.5 credits divided between technique, theory and methodology. For course work requirements, please see the Department of Education [website](#).

### **Dance Secondary Education**

A dance minor is also offered in the elementary (grades K-8) and secondary (grades 6-12) programs.

#### **SECONDARY DANCE CERTIFICATION MINOR (6-12)**

The secondary dance education minor consists of a minimum of 27.5 credits divided between technique, theory and methodology. For coursework requirements, please see the Department of Education [website](#).

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

Please note that all technique courses may be repeated 3 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.

## COURSES

### DAN 102 - Modern Novice

This course is designed for the student with no dance experience as an introduction to movement through the principles of modern and/or contemporary styles.

Credit Awarded: 1  
Terms Offered: Fall

### DAN 104 - Jazz Novice

This course is for the student with no dance experience as an introduction to the basic elements of jazz dance. Basic principles of jazz movement along with the history of jazz dance and music will be experienced through a conditioning warm-up, across the floor techniques and center combinations.

Credit Awarded: 1  
Terms Offered: Fall

### DAN 105 - Tap Novice

This course is for the student with no dance experience as an introduction to the basic elements of tap dance. Basic fundamental principles of tap dance, as well as history, are explored through a physical, systematic, rhythmically centered study.

Credit Awarded: 1  
Terms Offered: Fall

### DAN 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.

Credit Awarded: 1  
Terms Offered: Fall, Spring

### DAN 114 - Historical Social Dance

Research, reconstruction and execution of representative social dances from historical periods to present time.

Credits Awarded: 2  
Terms Offered: Fall

### DAN 116 - Hip Hop

This course is designed to educate and train the dancer to learn the history of hip-hop, terminology, movement and rhythm. There will be various styles introduced, Street- Funk, House, Hip-Hop- Social Dances, Funk/Locking, and Waacking/Voguing. Class combinations integrate innovative choreography with the study of technique of staging, formations, preparing students to develop performance quality, discipline the ability to "pick up" choreography for auditions and musicality.

Credit Awarded: 1  
Terms Offered: Fall, Spring

### DAN 120 - Modern I

This course is designed for the dancer as an introduction to modern dance through historic and/or contemporary techniques, movement fundamentals, and basic vocabulary.

Credit Awarded: 1  
Terms Offered: Fall, Spring

### DAN 122 - Modern II

A continuation of Dan 120, this course is for the experienced dancer with a minimum of one semester of modern. The course is designed to develop a deeper kinesthetic understanding of modern and/or contemporary principles and the physical presentation of technique.

Credit Awarded: 1  
Terms Offered: Fall, Spring



**DAN 125 - Modern III**

A continuation of Dan 122, this course is designed for the dancer to further develop his/her knowledge, technical skills, and artistry in modern and/or contemporary dance.

Credit Awarded: 1  
Terms Offered: Fall, Spring

**DAN 127 - Modern IV**

A continuation of Dan 125, this course is designed for the dance artist to hone his/her skills/knowledge in all areas of modern and/or contemporary dance including technique, performance, artistry and professionalism.

Credit Awarded: 1  
Terms Offered: Fall, Spring

**DAN 140 - Jazz I**

This course is designed for the dancer as an introduction to jazz dance through historic and/or contemporary techniques, jazz fundamentals, and basic vocabulary.

Credit Awarded: 1  
Terms Offered: Fall, Spring

**DAN 142 - Jazz II**

A continuation of Dan 140, this course is designed for the experienced dancer with a minimum of one semester of jazz. The course is designed to develop a deeper kinesthetic understanding of jazz principles and the physical presentation of technique.

Credit Awarded: 1  
Terms Offered: Fall, Spring

**DAN 145 - Jazz III**

A continuation of Dan 142, this course is designed for the dancer to further develop his/her knowledge, technical skills, and artistry in jazz dance.

Credit Awarded: 1  
Terms Offered: Fall, Spring

**DAN 147 - Jazz IV**

A continuation of Dan 145, this course is designed for the dance artist to hone his/her skills/knowledge in all areas of jazz dance including technique, performance, artistry and professionalism.

Credit Awarded: 1  
Terms Offered: Fall, Spring

**DAN 150 - Tap I**

This course is designed for the dancer as an introduction to jazz dance through historic and/or contemporary techniques, tap fundamentals, and basic vocabulary.

Credit Awarded: 1  
Terms Offered: Fall, Spring

**DAN 152 - Tap II**

A continuation of Dan 150, this course is designed for the experienced dancer with a minimum of one semester of tap. The course is designed to develop a deeper kinesthetic understanding of tap principles and the physical presentation of technique.

Credit Awarded: 1  
Terms Offered: Fall, Spring

**DAN 155 - Tap III**

A continuation of Dan 152, this course is designed for the dancer to further develop his/her knowledge, technical skills, and artistry in tap dance.

Credit Awarded: 1  
Terms Offered: Fall, Spring

**DAN 157 - Tap IV**

A continuation of Dan 157, this course is designed for the dance artist to hone his/her skills/knowledge in all areas of tap dance including technique, performance, artistry and professionalism.

Credit Awarded: 1  
Terms Offered: Spring

**DAN 160 - Ballet Novice**

This course is for the student with no dance experience as 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 ballet technique. Ballet terminology and history will also be introduced.

Credit Awarded: 1  
Terms Offered: Fall, Spring

**DAN 162 - Ballet I**

This course is designed for the dancer 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 focus on correct placement and fundamental ballet technique.

Credit Awarded: 1  
Terms Offered: Fall, Spring

**DAN 163 - Ballet II**

A continuation of Dan 162, this course is designed for the experienced dancer with a minimum of two semesters of ballet. This course develops an enhanced kinesthetic understanding of ballet fundamentals and sharpens physical presentation of technique.

Credit Awarded: 1  
Terms Offered: Fall, Spring

**DAN 165 - Ballet III**

This course is designed for the experienced dancer to continue the process of enlarging and strengthening ballet technique beyond the beginning – intermediate levels. Emphasis is placed on accurate and consistent execution of technical skills, efficient use of energy, and expressive performance in the context of contemporary application of balletic forms. Personal interpretation, communication of intent and other performance challenges will be introduced. Theory will be discussed to include and integrate prior experience and training with historical perspective and the instructor's current approach.

Credit Awarded: 1  
Terms Offered: Fall, Spring

**DAN 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.

Credit Awarded: 1  
Terms Offered: Fall, Spring

**DAN 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.

Credit Awarded: 1  
Terms Offered: Fall, Spring

**DAN 195 - Studies in Dance -- Technique and/or Theory**

Technique and/or Theory

Credits Awarded: 1-2  
Terms Offered: As needed

**DAN 202 - Drumming, Percussion & Rhythm**

This course will familiarize dance students with rhythmic patterns found in various cultures throughout the world. It will provide 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.

Credits Awarded: .5  
Terms Offered: Spring

**DAN 221 - Anatomical Kinesiology**

An introduction to the field of dance science for dance and physical education students. Emphasis is placed on anatomical analysis, anatomy, bones and muscular structures, with special attention given to application of information to technique class, strength and conditioning.

Credits Awarded: 3  
Terms Offered: Fall

**DAN 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.

Credits Awarded: 3  
Terms Offered: Fall

**DAN 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.

Credits Awarded: 3  
Terms Offered: Spring, Even Years

**DAN 280 - Performance Studies I: Faculty Concert Performance**

Performing under the direction of a faculty choreographer. Each choreographer may select 1-20 performers for each work. Participation is open to all freshmen, sophomores, juniors and seniors by audition. The faculty choreographed, student performed concert is the oldest performance offering of the Dance Department. It is dedicated to presenting original works by regular and guest faculty and demonstrates a range of creative, artistic movement research in various forms through student performance. Auditions are held the first half of fall semester. The concert takes place in early spring. Roles are assigned as appropriate.

Credits Awarded: 0-1  
Terms Offered: Fall, Spring

**DAN 295 - Studies in Dance**

Technique and/or theory.

Terms Offered: As needed

**DAN 300 - Improvisation I**

This course is designed to expose students to the process of spontaneous and creative movement.

Credit Awarded: 1  
Terms Offered: Fall, Spring

**DAN 301 - Dance Repertory**

This course is designed for experienced dancers. Dancers will present previously produced choreography learned and reproduced through video, media and oral information/direction. Dancer may reinterpret dances and/or sections of dances. Dancers will work half a semester under the direction of a department faculty member and half a semester under the direction of a guest artist. Dancers will present their work in informal showings for mid-term and final grading.

Credits Awarded: 2  
Terms Offered: Spring

**DAN 303 - Performance Studies II: Repertory Ensemble**

Performing with an affiliate repertory company. Each ensemble is comprised of 7-23 dancers. Participation is open to all sophomores, juniors and seniors by audition. The affiliate companies are dedicated to fulfilling their respective missions through creative research - including exploration, development, assimilation and production presentation. Each company presents performances and/or workshops on and off campus during the year. Auditions are held in April for the following fall/spring season participation. Roles are assigned as appropriate.

Credits Awarded: 0-1  
Terms Offered: Fall, Spring

**DAN 305 - Composition I**

An introductory class designed to challenge dancers with creative problems in composition and choreographic process. Dancers will create original solo and group work performing for themselves and class peers. A final individual project/s will be presented to the guest artist adjudicator for venue placement and performed at the Student Dance Showcase.

Credits Awarded: 3  
Terms Offered: Spring  
Prerequisites: Dan 300

**DAN 310 - Creative Dance For Children**

This course provides an introduction to creative movement for children from preschool through sixth grade with emphasis on working with children to develop creativity and dance vocabulary. Students will be exposed to various methods of using the creative process, develop problem-solving skills and incorporate methods used while working with children. Two credits in dance technique courses is highly recommended prior to this course.

Credits Awarded: 2  
Terms Offered: Fall

**DAN 315 - Teaching Of Dance**

This course is designed to prepare dancers to become dance educators. Dancers will experience aspects of pedagogy, curriculum and assessment development, classroom management and other teaching experiences that future dance educators (public, private, studios) may encounter. This course will provide information, tools, resources, mini teaching experiences and more to expose dancers to the field of dance education.

Credits Awarded: 2

Terms Offered: Spring, Odd Years

Prerequisites: Declared Dance major or minor

**DAN 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.

Credits Awarded: 4

Terms Offered: Fall

**DAN 320 - 20th & 21st Century Dance History and Criticism**

Perspectives on dance in the 20th and 21st centuries including its relation to society, the other arts, criticism and its future directions. Focus will be on ballet, modern, jazz, tap and dance trends.

Credits Awarded: 4

Terms Offered: Spring

**DAN 330 - Accompaniment For Dance**

An introduction to musical accompaniment for dance including music theory, sound production techniques and experience in accompanying dance classes.

Credits Awarded: 2

Terms Offered: Spring, Odd Years

**DAN 350 - Sacred Dance**

This course introduces students to the study of Sacred Dance as it applies to Christian worship, women and Sacred Dance, cultural awareness and history of Sacred Dance. Students will explore and expand upon movement concepts that embody a personal expression of faith.

Credit Awarded: 1

Terms Offered: Spring

**DAN 360 - Dance/Movement Therapy I**

An introductory course in dance therapy presenting methods, concepts and techniques used by dance/movement therapists today.

Credits Awarded: 2

Terms Offered: Summer

**DAN 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 Dan 360.

Credit Awarded: 1

Terms Offered: Summer

Prerequisites: Dan 360

**DAN 370 - Laban Movement Analysis and Motif**

Laban Movement Analysis & Motif (LMA) offers a framework and language for describing movement. Through the lenses of the four LMA categories: Body, Effort, Space and Shape, students will observe, analyze and experience movement, bringing clarity and intentions to activities and relationships on and off the stage.

Credits Awarded: 3

Terms Offered: Spring

Prerequisites: Dan 170

**DAN 395 - Studies in Dance**

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-2

Terms Offered: As Needed

Prerequisites: Permission of instructor

**DAN 412 - Improvisation II**

This course is designed to introduce the student to the concepts and practice of improvisation for the body in contact with other bodies, place, structures and environments.

Credit Awarded: 1

Terms Offered: Fall

Prerequisites: Dan 300

**DAN 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. Junior or Senior status is highly recommended for this course.

Credits Awarded: 2

Terms Offered: Spring, Even Years

**DAN 480 - Composition II**

An enhanced composition class designed to challenge dancers by working collaboratively as dancers and co-choreographers in the creation of an original group piece, which they will dance themselves, and by working individually on an unique solo. Dancers will be required to evidence development and artistry beyond the Composition I level, create and develop context, and to integrate technology and other art forms/related sources when applicable. The works will be presented to the guest artist adjudicator for venue placement and performed at the Student Dance Showcase.

Credits Awarded: 2

Terms Offered: Fall

Prerequisites: Dan 305

**DAN 490 - Independent Study**

Advanced research in dance history and other studies.

Credits Awarded: 1-3

Terms Offered: Fall, Spring

Prerequisites: Permission of instructor

**DAN 495 - Advanced Studies In Dance and/or Composition**

An independent project initiated by the emerging artist to create a complete work. A written proposal will be submitted to describe the nature of the intended work and outline how it will be brought to completion. An opportunity for the emerging artist to find their own "voice," all content will be self-determined, including specific interests and/or particular needs in consultation with a dance faculty mentor.

Credits Awarded: 1-3

Terms Offered: Fall, Spring

Prerequisites: Dan 480

# ECONOMICS AND BUSINESS

The Department of Economics and Business 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 management, economics and accounting are stressed.

## ABOUT THE PROGRAM

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:

- **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.
- **Hanze University, Groningen, The Netherlands.** A three-week summer program designed and delivered by Hanze University including guest lectures, seminars, workshops on how European markets work, legal aspects of international trade, Eurozone economic and monetary integration, business excursions to large multinational corporations, etc. All classes are conducted in English and will satisfy the management elective requirement.

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.

#### 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.

## MAJORS

### Accounting

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.

#### DEPARTMENTAL REQUIRED COURSES:

##### Economics:

- ECON 211 - Principles of Macroeconomics
- ECON 212 - Principles of Microeconomics

##### Management:

- MGMT 222 - Management Perspectives & Theory
- MGMT 341 - Business Law
- MGMT 371 - Financial Management

##### Accounting:

- ACCT 221 - Financial Accounting
- ACCT 222 - Managerial Accounting



- ACCT 321 - Intermediate Accounting I
- ACCT 322 - Intermediate Accounting II
- ACCT 333 - Accounting Information Systems
- ACCT 375 - Cost Accounting

Minimum of **12 hours** of 400-level electives in accounting required:\*

- ACCT 423 - Auditing
- ACCT 425 - Individual Taxation
- ACCT 426 - Corporate Tax and Research
- ACCT 427 - Advanced Accounting
- ACCT 428 - Government and Not-for-Profit Accounting
- ACCT 430 - Ethics in Accounting

**NON-DEPARTMENTAL REQUIRED COURSES:**

- MATH 210\* - Introductory Statistics
- CSCI 140 - Business Computing
- TOTAL 63 credit hours

**Elective Accounting Courses:**

- ACCT 361 - Accounting Practicum I
- ACCT 362 - Accounting Practicum II

\*MATH 311 and 312 also meet this requirement.

**Accounting/Management**

The accounting/management double major consists of the following required courses, hours and prerequisites.

**DEPARTMENTAL REQUIRED COURSES:**

**Economics:**

- ECON 211 - Principles of Macroeconomics
- ECON 212 - Principles of Microeconomics
- ECON - 300-level or above elective

Management:

- MGMT 222 - Management Perspectives & Theory
- MGMT 331 - Marketing Management
- MGMT 341 - Business Law
- MGMT 361 - Operations Management
- MGMT 371 - Financial Management
- MGMT 401 - Management Seminar

**Approved elective - Departmental OR non-departmental (DND elective) OR approved internship OR semester abroad**

Accounting:

- ACCT 221 - Financial Accounting
- ACCT 222 - Managerial Accounting
- ACCT 321 - Intermediate Accounting I
- ACCT 322 - Intermediate Accounting II
- ACCT 333 - Accounting Information Systems
- ACCT 375 - Cost Accounting

Minimum of **12 hours** of 400-level electives in accounting required:\*

- ACCT 423 - Auditing
- ACCT 425 - Individual Taxation
- ACCT 426 - Corporate Tax and Research
- ACCT 427 - Advanced Accounting
- ACCT 428 - Government and Not-for-Profit Accounting
- ACCT 430 - Ethics in Accounting

**NON-DEPARTMENTAL REQUIRED COURSES:**

- MATH 210\* - Introductory Statistics
- CSCI 140 - Business Computing
- TOTAL 83 credit hours

Elective Accounting Courses:

- ACCT 361 - Accounting Practicum I

- ACCT 362 - Accounting Practicum II

\*MATH 311 and 312 also meet this requirement.

### **Economics**

The economics major offers a solid preparation for many paths; it is rigorous and analytical, as well as practical and useful.

#### **DEPARTMENTAL REQUIRED COURSES:**

##### **Economics:**

- ECON 211 - Principles of Macroeconomics
- ECON 212 - Principles of Microeconomics
- ECON 306 - Econometrics
- ECON 311 - Intermediate Macroeconomics
- ECON 312 - Intermediate Microeconomics
- ECON 401 - History of Economic Thought
- ECON 480 - Senior Research Project
- ECON - Economics elective (300-level or above)
- ECON - Economics elective (300-level or above)

#### **NON-DEPARTMENTAL REQUIRED COURSES:**

##### **Mathematics:**

- MATH 131 - Calculus I
- MATH 210\* - Introductory Statistics
- TOTAL 44 credit hours

\*MATH 311 and 312 also meet this requirement.

### **Management**

The management major is foundational, integrated, relevant, personal and challenging. See the following required courses, hours and prerequisites.

#### **Departmental Required Courses:**

##### **Accounting:**

- ACCT 221 - Financial Accounting

**Economics:**

- ECON 211 - Principles of Macroeconomics
- ECON 212 - Principles of Microeconomics
- ECON - Economics elective (300-level or above)

**Management:**

- MGMT 222 - Management Perspectives & Theory
- MGMT 331 - Marketing Management
- MGMT 361 - Operations Management
- MGMT 371 - Financial Management
- MGMT 401 - Management Seminar
- Approved elective - Departmental OR non-departmental (DND elective) OR approved internship OR semester abroad

**Non-Departmental Required Course:**

- MATH 210\* - Introductory Statistics
- TOTAL 43-44 credit hours

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.

**Management/Economics**

The management/economics double major consists of the following required courses, hours and prerequisites.

**DEPARTMENTAL REQUIRED COURSES:**

**Accounting:**

- ACCT 221 - Financial Accounting

**Economics:**

- ECON 211 - Principles of Macroeconomics
- ECON 212 - Principles of Microeconomics

- ECON 306 - Econometrics
- ECON 311 - Intermediate Macroeconomics
- ECON 312 - Intermediate Microeconomics
- ECON 401 - History of Economic Thought
- ECON 480 - Senior Research Project (offered spring term)
- ECON - Economics elective (300-level or above)

**Management:**

- MGMT 222 - Management Perspectives & Theory
- MGMT 331 - Marketing Management
- MGMT 361 - Operations Management
- MGMT 371 - Financial Management
- MGMT 401 - Management Seminar

**NON-DEPARTMENTAL REQUIRED COURSE:**

**Mathematics:**

- MATH 131 - Calculus I
- MATH 210\* - Introductory Statistics
- TOTAL 66 credit hours

\*MATH 311 and 312 also meet this requirement.

**Public Accounting**

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.

**DEPARTMENTAL REQUIRED COURSES:**

**Economics:**

- ECON 211 - Principles of Macroeconomics
- ECON 212 - Principles of Microeconomics

**Management:**

- MGMT 222 - Management Perspectives & Theory
- MGMT 331 - Marketing Management
- MGMT 341 - Business Law
- MGMT 371 - Financial Management

**Accounting:**

- ACCT 221 - Financial Accounting
- ACCT 222 - Managerial Accounting
- ACCT 321 - Intermediate Accounting I
- ACCT 322 - Intermediate Accounting II
- ACCT 333 - Accounting Information Systems
- ACCT 375 - Cost Accounting
- ACCT 423 - Auditing
- ACCT 425 - Individual Taxation
- ACCT 426 - Corporate Tax and Research
- ACCT 427 - Advanced Accounting
- ACCT 428 - Government and Not-for-Profit Accounting
- TOTAL IN DEPARTMENT: 67 credit hours

**NON-DEPARTMENTAL REQUIRED COURSES:**

MATH 210\* - Introductory Statistics

**Communications Skills:**

Both of the following courses are required:

- COMM 140 - Public Presentations
- ENGL 214 - Workplace Writing

**Computer Science Skills:**

- CSCI 140 - Business Computing
- ADDITIONAL COURSES REQUIRED : 14 credit hours
- TOTAL REQUIRED: 81 credit hours

Elective Accounting Courses:

- ACCT 361 - Accounting Practicum I
- ACCT 362 - Accounting Practicum II
- ACCT 430 - Ethics in Accounting

**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.

**Public Accounting/Management**

The public accounting/management double major consists of 97 credits.

DEPARTMENTAL REQUIRED COURSES:

ECONOMICS:

- ECON 211 - Principles of Macroeconomics
- ECON 212 - Principles of Microeconomics
- ECON - ECON elective (300-level or above)

MANAGEMENT:

- MGMT 222 - Management Perspectives & Theory
- MGMT 331 - Marketing Management
- MGMT 341 - Business Law
- MGMT 361 - Operations Management
- MGMT 371 - Financial Management
- MGMT 401 - Management Seminar
- APPROVED ELECTIVE - Departmental OR non-departmental (DND elective) OR approved internship OR semester abroad

ACCOUNTING:

- ACCT 221 - Financial Accounting
- ACCT 222 - Managerial Accounting
- ACCT 321 - Intermediate Accounting I
- ACCT 322 - Intermediate Accounting II
- ACCT 333 - Accounting Information Systems

- ACCT 375 - Cost Accounting
- ACCT 423 - Auditing
- ACCT 425 - Individual Taxation
- ACCT 426 - Corporate Tax and Research
- ACCT 427 - Advanced Accounting
- ACCT 428 - Government and Not-for-Profit Accounting
- TOTAL IN DEPARTMENT: 83 credit hours

**NON-DEPARTMENTAL REQUIRED COURSES:**

- MATH 210\* - Introductory Statistics

**Communications Skills:**

Both of the following courses are required:

- COMM 140 - Public Presentations
- ENGL 214 - Workplace Writing

**COMPUTER SCIENCE SKILLS:**

- CSCI 140 - Business Computing
- ADDITIONAL COURSES REQUIRED : 14 credit hours
- TOTAL REQUIRED: 97 credit hours

**ELECTIVE ACCOUNTING COURSES:**

- ACCT 361 - Accounting Practicum I
- ACCT 362 - Accounting Practicum II
- ACCT 430 - Ethics in Accounting

**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.



## MINORS

### Accounting

The minor requirements for accounting consist of 24 credits of course work. Courses required are:

- ACCT 221 – Financial Accounting
- ACCT 222 – Managerial Accounting

And three courses from the following seven:

- ACCT 321 and 322 – Intermediate Accounting I and II
- ACCT 333 – Accounting Information Systems
- ACCT 375 – Cost Accounting
- ACCT 425 – Individual Taxation
- ACCT 427 – Advanced Accounting
- ACCT 428 – Governmental and Not-for-Profit

Also required:

- MATH 210 – Introductory Statistics , or Statistical Methods (MATH 311) AND Applied Statistical Models (MATH 312)

See specific course for appropriate prerequisite(s). Minimum GPA 2.0.

### Economics

The minor requirements for economics consist of 28 credits of course work. Courses required are:

- ECON 211 – Principles of Macroeconomics
- ECON 212 – Principles of Microeconomics
- ECON 311 – Intermediate Macroeconomics
- ECON 312 – Intermediate Microeconomics
- Two additional courses in economics
- MATH 131 – Calculus I

See specific course for appropriate prerequisite(s). Minimum GPA 2.0.

### Management

The minor requirements for management consist of 28 credits of course work. Courses required are:

- ECON 211 – Principles of Macroeconomics
- ECON 212 – Principles of Microeconomics
- ECON 221 – Financial Accounting
- MGMT 222 – Management Perspectives and Theory
- A 300-level management course
- An approved departmental or non-departmental elective.

Also required:

- MATH 210 – Introductory Statistics, or Statistical Methods (MATH 311) AND Applied Statistical Models (MATH 312)

See specific course for appropriate prerequisite(s). Minimum GPA 2.0.

## COURSES

### **ECON 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.

Credits Awarded: 2

Terms Offered: Fall, Spring

### **ECON 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.

Credits Awarded: 4

Terms Offered: Fall, Spring

### **ECON 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.

Credits Awarded: 4

Terms Offered: Fall, Spring

Prerequisites: Econ 211 with a grade of C- or better

### **ECON 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.

Credits Awarded: 2 or 4

Terms Offered: As needed

### **ECON 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.

Credits Awarded: 4

Terms Offered: Fall, Spring

Prerequisites: Econ 212

### **ECON 304 - Economic Growth and Development**

A study of the factors that influence the growth and development of modern economies with particular emphasis on developing countries. Attention will be given to theoretical models and to the interplay of social, political and cultural phenomena.

Credits Awarded: 4

Terms Offered: As Needed

Prerequisites: Econ 212

### **ECON 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.

Credits Awarded: 4

Terms Offered: Fall

Prerequisites: Econ 212, Math 210 or equivalent

**ECON 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. Four hours of lecture per week. Fulfillment of the NSL lab requirement is highly recommended prior to this course.

**Credits Awarded:** 4  
**Terms Offered:** Spring  
**Prerequisites:** Econ 211 with a grade of C- or better or Pol 100

**ECON 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 understand the causes of changes in these levels, and to understand the effectiveness of government policies in affecting them.

**Credits Awarded:** 4  
**Terms Offered:** Spring  
**Prerequisites:** Econ 212, Math 131

**ECON 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.

**Credits Awarded:** 4  
**Terms Offered:** Fall  
**Prerequisites:** Econ 212, Math 131

**ECON 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.

**Credits Awarded:** 4  
**Terms Offered:** Fall  
**Prerequisites:** Econ 212

**ECON 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.

**Credits Awarded:** 4  
**Terms Offered:** As Needed  
**Prerequisites:** Econ 212

**ECON 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.

**Credits Awarded:** 4  
**Terms Offered:** Summer  
**Prerequisites:** Permission of instructor

**ECON 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.

**Credits Awarded:** 1-4  
**Terms Offered:** Summer  
**Prerequisites:** Permission of instructor

**ECON 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.

**Credits Awarded:** 1, 2, 4  
**Terms Offered:** As needed  
**Prerequisites:** Permission of instructor

**ECON 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.

**Credits Awarded:** 4  
**Terms Offered:** Spring  
**Prerequisites:** Econ 311 or Econ 312

**ECON 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.

**Credits Awarded:** 4  
**Terms Offered:** Spring  
**Prerequisites:** Econ 212

**ECON 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.

**Credits Awarded:** 4  
**Terms Offered:** Fall, Spring  
**Prerequisites:** Econ 212

**ECON 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.

Credits Awarded: 4  
 Terms Offered: Fall  
 Prerequisites: Econ 212

**ECON 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. Students may take Econ 306 either prior to enrollment in or concurrently with the class.

Credits Awarded: 4  
 Terms Offered: Spring  
 Prerequisites: Econ 311 or Econ 312, Senior standing, Econ 306  
 Corequisites: Econ 306

**ECON 490 - Independent Studies in Economics**

Independent studies in advanced economics under the supervision of a designated staff member. Advanced standing in the department is highly recommended prior to this course.

Credits Awarded: 1-4  
 Terms Offered: Fall, Spring  
 Prerequisites: Permission of instructor

**ECON 495 - Advanced Studies in Economics**

A lecture or seminar in a special topic in advanced economics. Advanced standing in the department is highly recommended prior to this course.

Credits Awarded: 2-4  
 Terms Offered: Fall, Spring  
 Prerequisites: Permission of instructor

**MGMT 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.

Credits Awarded: 4  
 Terms Offered: Fall, Spring  
 Prerequisites: Econ 211 with a grade of C- or better

**MGMT 295 - Studies in Management**

A lecture or seminar class in a special topic of management for majors and non-majors in management.

Credits Awarded: 2-4  
 Terms Offered: As needed

**MGMT 331 - Marketing Management**

This course develops decision-making skills in the context of managing the marketing function in all types of organizations. This project-based course includes team assignment to a company marketing opportunity. 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.

**Credits Awarded:** 4  
**Terms Offered:** Fall, Spring  
**Prerequisites:** Mgmt 222 with a grade of C- or better, Acct 221, Econ 212, Math 210 or equivalent

**MGMT 341 - Business Law**

A survey of business law, stressing contracts and including an introduction to sales, agency, negotiable instruments, and partnerships and corporations.

**Credits Awarded:** 3  
**Terms Offered:** Fall, Spring  
**Prerequisites:** Econ 212

**MGMT 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.

**Credits Awarded:** 4  
**Terms Offered:** Fall, Spring  
**Prerequisites:** Mgmt 222 with a grade of C- or better, Acct 221, Econ 212, Math 210 or equivalent

**MGMT 356 - Managing for Environmental Sustainability**

The study of practices usually associated with business, but applicable to other organizations, that create environmentally sustainable outcomes.

**Credits Awarded:** 4  
**Terms Offered:** As Needed  
**Prerequisites:** Permission of instructor

**MGMT 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.

**Credits Awarded:** 4  
**Terms Offered:** Summer  
**Prerequisites:** Permission of instructor

**MGMT 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.

**Credits Awarded:** 4  
**Terms Offered:** Fall, Spring  
**Prerequisites:** Mgmt 222 with a grade of C- or better, Acct 221, Econ 212, Math 210 or equivalent

**MGMT 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. Csci 140 is highly recommended prior to this course.

Credits Awarded: 4

Terms Offered: Fall, Spring

Prerequisites: Mgmt 222 with a grade of C- or better, Acct 221, Econ 212, Math 210 or equivalent

**MGMT 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. Permission of instructor required.

Credits Awarded: 4

Terms Offered: Fall, Spring, Summer

Prerequisites: Permission of instructor

**MGMT 395 - Advanced Studies in Management**

A lecture or seminar in a special topic in advanced management. Permission of instructor required.

Credits Awarded: 2 or 4

Terms Offered: Fall, Spring

Prerequisites: Permission of instructor

**MGMT 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.

Credits Awarded: 4

Terms Offered: Fall, Spring

Prerequisites: Senior standing or completion of major requirements

**MGMT 490 - Independent Studies in Management**

Independent studies in advanced management under the supervision of a designated staff member. Advanced standing in the department is highly recommended prior to this course.

Credits Awarded: 1-4

Terms Offered: Fall, Spring

Prerequisites: Permission of instructor

**MGMT 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. Permission of instructor is required.

Credits Awarded: 2-4

Terms Offered: Fall, Spring

Prerequisites: Permission of instructor



**ACCT 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. Completion during freshman or sophomore year highly recommended.

Credits Awarded: 4

Terms Offered: Fall, Spring

**ACCT 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.

Credits Awarded: 4

Terms Offered: Spring

**ACCT 295 - Studies in Accounting**

A lecture or seminar class in a special topic of accounting for majors and non-majors in accounting.

Credits Awarded: 1-4

Terms Offered: Fall, Spring

**ACCT 321 - Intermediate Accounting I**

A continuation of the study of financial accounting theory and practice at the intermediate level. This course 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.

Credits Awarded: 4

Terms Offered: Fall

Prerequisites: Acct 221 with a grade of C or better

**ACCT 322 - Intermediate Accounting II**

A continuation of the study of financial accounting theory and practice at the intermediate level. This course 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.

Credits Awarded: 4

Terms Offered: Spring

Prerequisites: Acct 321 with a grade of C or better

**ACCT 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.

Credits Awarded: 4

Terms Offered: Spring

Prerequisites: Acct 221

**ACCT 361 - Accounting Practicum I**

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. 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. A minimum of 8 credits in Acct courses is highly recommended prior to this course.

Credits Awarded: 4

Terms Offered: Spring, Summer

Prerequisites: Acct 221, Acct 222, Acct 333, Permission of instructor

**ACCT 362 - Accounting Practicum II**

This course is a continuation of Acct 361. It 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. 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.

Credits Awarded: 4  
 Terms Offered: Spring, Summer  
 Prerequisites: Acct 361, Permission of instructor

**ACCT 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.

Credits Awarded: 4  
 Terms Offered: Fall  
 Prerequisites: Acct 221, Acct 222 with a grade of C or better

**ACCT 395 - Advanced Studies in Accounting**

A lecture or seminar class in a special topic in advanced accounting.

Credits Awarded: 1-4  
 Terms Offered: Fall, Spring  
 Prerequisites: Permission of department chairperson

**ACCT 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.

Credits Awarded: 4  
 Terms Offered: Spring  
 Prerequisites: Acct 322, Acct 333

**ACCT 425 - Individual Taxation**

An introduction to federal tax accounting as it relates to income tax for individuals.

Credits Awarded: 4  
 Terms Offered: Fall  
 Prerequisites: Acct 322

**ACCT 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.

Credits Awarded: 4  
 Terms Offered: Spring  
 Prerequisites: Acct 425 with a grade of C or better

**ACCT 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.

Credits Awarded: 4  
 Terms Offered: Fall  
 Prerequisites: Acct 322

**ACCT 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.

Credits Awarded: 4

Terms Offered: Fall

Prerequisites: 322, Declared Public Accounting (150 cr.) major

**ACCT 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.

Credits Awarded: 2

Terms Offered: Summer

Prerequisites: Acct 221, Acct 222

**ACCT 490 - Independent Studies in Accounting**

Independent studies in advanced accounting under the supervision of a designated staff member. Advanced standing in the department is highly recommended prior to this course.

Credits Awarded: 1-3

Terms Offered: Fall, Spring

Prerequisites: Permission of department chairperson

**ACCT 495 - Advanced Studies in Accounting**

A lecture or seminar class in a special topic in advanced accounting.

Credits Awarded: 1-4

Terms Offered: Fall, Spring

Prerequisites: Permission of department chairperson

# EDUCATION

The Department of Education prepares students to teach in elementary and secondary schools.

## ABOUT THE PROGRAM

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, private, charter and parochial 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 school systems throughout the United States
- 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 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 Department of Education will evaluate criminal convictions to determine an individual's likelihood of obtaining a teacher certificate and whether the individual will be admitted into the program. Application information and procedures 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/](http://www.hope.edu/academic/education/)). Students must read this information, become familiar with all expectations, deadlines and responsibilities, and 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.*

#### A 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) or accepted alternative tests
6. Signed statement of Commitment to the Profession
7. Attendance at two required information sessions: Department of Education 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: 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. Formal admission to the Teacher Education program.
2. Completion of the Professional Education Sequence which has been established:
3. Elementary -- Complete EDUC 220, 221, 225, 226, 270, 280, 281, 282, 283, 310, 311, 312, 455, 470, 500.
4. Secondary -- Complete EDUC 220, 221, 225, 226, 270, 275, 276 (beginning with the incoming class in Fall 2015) 285, 286, 287, 360, 361, 455, 480 or 485, 500 and methods courses in the major and minor fields.
5. Earn a C+ or better grade in each education professional sequence course in levels 2 and 3 and corresponding field placements.
6. 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 the cumulative GPA for all college course work at Hope College.
7. Complete the requirements for a major and minor\*\* approved by the Department of Education and affirmed by the Michigan Department of Education.

\*State of Michigan requirements are subject to periodic change. Students must meet State of 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.

1. Elementary: 1) Teacher candidates select a major in Mathematics, Integrated Science, Social Studies or 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; or 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.
2. 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 Department of Education website for details).

3. Earn a C+ or better grade in student teaching.
  4. Satisfy the general requirements for the A.B., B.M. or B.S. degree at Hope College.
  5. Pass the required Michigan Tests for Teacher Certification (MTTC) in appropriate areas.
- 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 for advising. 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 Standards), 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 and 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.

#### SPECIAL EDUCATION:

The Department of Education 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.

### 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 Council for the Accreditation of Educator Preparation (CAEP) recognizes the Department of Education at Hope College as a nationally accredited program. CAEP: 1140 19<sup>th</sup> Street N.W., Washington, D.C. 20036 (caepnet.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; Hope comes to Watts, Los Angeles, California and the Rosebud Indian Reservation, South Dakota (as available). The Department of Education 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 (with the exception of Early Childhood candidates).

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)

For a complete list of education majors and minors, [see the department of education website](#).



## COURSES

### **EDUC 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.

Credits Awarded: 3  
Terms Offered: Fall, Spring  
Corequisites: Educ 221

### **EDUC 221 - Educational Psychology Field Placement**

This field placement component is a corequisite with Educ 220 and will provide opportunities for students to work with mentor 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.

Credit Awarded: 1  
Terms Offered: Fall, Spring  
Corequisites: Educ 220

### **EDUC 225 - The Exceptional Child**

This course is a study of 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. Educ 220/221 are highly recommended prior to this course. Psy 100 is highly recommended for Psychology majors prior to this course. Cross-listed with Psy 225.

Credits Awarded: 3  
Terms Offered: Fall, Spring, Summer  
Corequisites: Educ 226

### **EDUC 226 - The Exceptional Child Field Placement**

This field placement component is a corequisite with Educ 225 and provides opportunities for interaction with persons with disabilities, at-risk students, as well as gifted and talented individuals.

Credit Awarded: 1  
Terms Offered: Fall, Spring, Summer  
Corequisites: Educ 225

### **EDUC 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.

Credits Awarded: 3  
Terms Offered: Spring  
Corequisites: Educ 242

### **EDUC 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.

Credit Awarded: 1  
Terms Offered: Spring  
Corequisites: Educ 241

**EDUC 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.

Credits Awarded: 4  
Terms Offered: Fall

**EDUC 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.

Credits Awarded: 3  
Terms Offered: Fall  
Corequisites: Educ 254

**EDUC 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.

Credit Awarded: 1  
Terms Offered: Fall  
Corequisites: Educ 254

**EDUC 258 - Observations and Assessment Practices in Early Childhood and Early Childhood Special Education**

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 PQA, ELLCO, etc.

Credits Awarded: 3  
Terms Offered: Spring  
Corequisites: Educ 259

**EDUC 259 - Observations and Assessment Practices in Early Childhood and Early Childhood Special Education**

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.

Credit Awarded: 1  
Terms Offered: Spring  
Corequisites: Educ 258

**EDUC 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.

**Credits Awarded:** 4

**Terms Offered:** Fall, Spring

**EDUC 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. 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. It is highly recommended that this course be taken concurrently with either Educ 220/221 or Educ 225/226.

**Credits Awarded:** 2

**Terms Offered:** Fall, Spring

**EDUC 275 - Introduction to Secondary Education & Instruction Design**

In this course, students pursuing secondary education will be introduced to the specific needs of working with adolescents and in secondary schools. Topics covered include professional standards, curriculum, assessment, lesson design, organizing for instruction, writing instructional objectives, differentiation, accommodations, using technology for teaching and learning, structures of secondary schools including models of co-teaching, and how to use data from and about students to implement effective instruction. Educ 275/276 is required for all secondary education students who enter Hope Fall 2015 and after. Music Education majors: Educ 276 is not required; Educ 275 is highly recommended to be taken concurrently with Mus 300 or Educ 225/226.

**Credits Awarded:** 2

**Terms Offered:** Fall, Spring

**Prerequisites:** Admission to the teacher education program

**Corequisites:** Educ 276

**EDUC 276 - Introduction to Secondary Education & Instruction Design Field Placement**

This coordinated, supervised field placement occurs in a secondary classroom (grades 7-12). Educ 275/276 is required for all secondary education students who enter Hope Fall 2015 and after. Educ 275/276 is required for all secondary education students who enter Hope Fall 2015 and after. Music Education majors: Educ 276 is not required; Educ 275 is highly recommended to be taken concurrently with Mus 300 or Educ 225/226.

**Credit Awarded:** 1

**Terms Offered:** Fall, Spring

**Prerequisites:** Admission to the teacher education program

**Corequisites:** Educ 275

**EDUC 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.

Credits Awarded: 1-4  
Terms Offered: As Needed

**EDUC 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 teaching stance which recognizes the diversity of learning styles and needs in the elementary classroom.

Credits Awarded: 3  
Terms Offered: Fall, Spring  
Prerequisites: Admission to the teacher education program  
Corequisites: Educ 281

**EDUC 281 - Literacy I: Field Placement**

This coordinated, supervised field placement occurs in an appropriate elementary school, Pre-K through grade three.

Credit Awarded: 1  
Terms Offered: Fall, Spring  
Prerequisites: Admission to the teacher education program  
Corequisites: Educ 280

**EDUC 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 Educ 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.

Credits Awarded: 3  
Terms Offered: Fall, Spring, Summer  
Prerequisites: Educ 280 and Educ 281, Admission to the teacher education program  
Corequisites: Educ 283

**EDUC 283 - Literacy II: Field Placement**

This coordinated, supervised field placement occurs in an appropriate elementary or middle school setting, grades 4-8.

Credit Awarded: 1  
Terms Offered: Fall, Spring, Summer  
Prerequisites: Educ 280 and Educ 281, Admission to the teacher education program  
Corequisites: Educ 282

**EDUC 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 and formal/informal assessment practices.

Credits Awarded: 3  
Terms Offered: Fall, Spring  
Prerequisites: Admission to the teacher education program  
Corequisites: Educ 286

**EDUC 286 - Secondary Reading/Adolescent Design Field Placement**

This coordinated, supervised field placement occurs in an appropriate content area middle school or high school classroom.

**Credit Awarded:** 1  
**Terms Offered:** Fall, Spring  
**Prerequisites:** Admission to the teacher education program  
**Corequisites:** Educ 285

**EDUC 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. This course is not required for Music Education majors.

**Credits Awarded:** 2  
**Terms Offered:** Fall, Spring  
**Prerequisites:** Admission to the teacher education program  
**Corequisites:** Educ 285 or Educ 360

**EDUC 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.

**Credits Awarded:** 2  
**Terms Offered:** Fall

**EDUC 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.

**Credits Awarded:** 2  
**Terms Offered:** Fall

**EDUC 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.

**Credits Awarded:** 5  
**Terms Offered:** Fall, Spring  
**Prerequisites:** Educ 280 and Educ 281, Educ 282 and Educ 283, Admission to the teacher education program  
**Corequisites:** Educ 311

**EDUC 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.

Credit Awarded: 1

Terms Offered: Fall, Spring

Prerequisites: Educ 280 and Educ 281, Educ 282 and Educ 283, Admission to the teacher education program

Corequisites: Educ 310

**EDUC 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. Special Education majors do not take Educ 312, but rather Educ 356.

Credits Awarded: 2

Terms Offered: Fall, Spring

Prerequisites: Educ 280 and Educ 281, Educ 282 and Educ 282, Admission to the teacher education program

Corequisites: Educ 310, Educ 311

**EDUC 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.

Credits Awarded: 3

Terms Offered: Fall

Corequisites: Educ 314

**EDUC 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.

Credit Awarded: 1

Terms Offered: Fall

Corequisites: Educ 313

**EDUC 315 - Planning and Implementing Curriculum and Instruction for Early Childhood**

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.

Credits Awarded: 3

Terms Offered: Spring

Prerequisites: Educ 313 and Educ 314

Corequisites: Educ 316

### **EDUC 316 - Planning and Implementing Curriculum and Instruction for Early Childhood**

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.

**Credit Awarded:** 1

**Terms Offered:** Spring

**Prerequisites:** Educ 313 and Educ 314

**Corequisites:** Educ 315

### **EDUC 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.

**Credits Awarded:** 2

**Terms Offered:** Fall

**Prerequisites:** Admission to the teacher education program

### **EDUC 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. This course will move to 3 credits for students entering Hope in Fall 2015 and after.

**Credits Awarded:** 2

**Terms Offered:** Fall

**Prerequisites:** Admission to the teacher education program

**Corequisites:** Educ 322

### **EDUC 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.

**Credit Awarded:** 1

**Terms Offered:** Fall

**Prerequisites:** Admission to the teacher education program

**Corequisites:** Educ 321

**EDUC 323 - Teaching of Mathematics in the Secondary School**

Cross-listed as Math 323. See Math 323 for more information.

Terms Offered:

**EDUC 324 - Teaching of Mathematics in the Secondary School Field Placement**

Cross-listed as Math 324. See Math 324 for more information.

Terms Offered:

**EDUC 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. This course will move to 3 credits for students entering Hope in Fall 2015 or after.

Credits Awarded: 2

Terms Offered: Spring, Summer

Prerequisites: Admission to the teacher education program

Corequisites: Educ 332

**EDUC 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.

Credit Awarded: 1

Terms Offered: Fall, Summer

Prerequisites: Admission to the teacher education program

Corequisites: Educ 331

**EDUC 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.

Credits Awarded: 2

Terms Offered: Fall

**EDUC 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.

Credits Awarded: 3

Terms Offered: Fall

Prerequisites: Educ 241 and Educ 242, Admission to the teacher education program



**EDUC 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.

Credit Awarded: 1

Terms Offered: Spring

Prerequisites: Educ 251, Admission to the teacher education program

Corequisites: Educ 356, Educ 357 or Educ 358, Educ 359

**EDUC 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.

Credits Awarded: 2

Terms Offered: Spring

Prerequisites: Admission to the teacher education program, Educ 241 or Educ 253/254, Educ 251

Corequisites: Educ 352, Educ 357 or Educ 358, Educ 359

**EDUC 357 - Field Experience: Learning Disabilities**

This field placement provides an opportunity to integrate information addressed in Edu 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.

Credits Awarded: 3

Terms Offered: Spring

Prerequisites: Educ 251, Educ 253/254, Admission to the teacher education program

Corequisites: Educ 352, Educ 356, Educ 359

**EDUC 358 - Field Experience: Emotionally Impaired**

This placement provides an opportunity to integrate information addressed in Educ 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.

Credits Awarded: 3

Terms Offered: Spring

Prerequisites: Educ 241, Educ 253/254, Admission to the teacher education program

Corequisites: Educ 352, Educ 356, Educ 359

**EDUC 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.

Credits Awarded: 4

Terms Offered: Spring

Prerequisites: Educ 241 or 253/254, Educ 251, Admission to the teacher education program

Corequisites: Educ 352, Educ 356, Educ 357 or Educ 358

**EDUC 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. This course will move to 2 credits for all secondary education students who enter Hope in Fall 2015 or after.

Credits Awarded: 3

Terms Offered: Fall, Spring, Summer

Prerequisites: Educ 285 and Educ 286

Corequisites: Educ 361

**EDUC 361 - Secondary Principles Field Placement**

A coordinated, supervised field placement occurs in an appropriate content area middle or high school classroom.

Credit Awarded: 1

Terms Offered: Fall, Spring, Summer

Prerequisites: Educ 285 and Educ 286

Corequisites: Educ 360

**EDUC 380 - Teaching of Secondary School English**

Cross-listed as Engl 380. See Engl 380 for more information.

Terms Offered:

**EDUC 381 - Teaching of English in the Secondary Schools Field Placement**

Cross-listed as Engl 381. See Engl 381 for more information.

Terms Offered:

**EDUC 388 - The Teaching of Second and World Languages K-12**

This course focuses on methods of teaching second and world (or foreign) languages in grades K-12. Required of those planning to teach these languages at the elementary and/or secondary levels.

Credits Awarded: 3

Terms Offered: Fall

Prerequisites: Admission to the teacher education program

Corequisites: Educ 389

**EDUC 389 - The Teaching of Second and World Languages K-12 Field Placement**

This field placement occurs in a foreign language classroom at the elementary and/or secondary levels.

Credit Awarded: 1

Terms Offered: Fall

Prerequisites: Admission to the teacher education program

Corequisites: Educ 388

**EDUC 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 at the K-12 level.

Credits Awarded: 2

Terms Offered: Fall, Spring

Prerequisites: Admission to the teacher education program

**EDUC 395 - Studies in Education**

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4

Terms Offered: As Needed

**EDUC 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.

Credits Awarded: 3

Terms Offered: Fall

Prerequisites: Admission to the teacher education program

Corequisites: Educ 421

**EDUC 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.

Credit Awarded: 1

Terms Offered: Fall

Prerequisites: Admission to the teacher education program

Corequisites: Educ 420

**EDUC 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.

Credits Awarded: 2

Terms Offered: Fall

Prerequisites: Admission to the teacher education program, Educ 333, Educ 352, Educ 356, Educ 357 or Educ 358, Educ 359

Corequisites: Educ 453, Educ 454

**EDUC 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.

Credits Awarded: 2

Terms Offered: Fall

Prerequisites: Admission to the teacher education program, Educ 333, Educ 352, Educ 356, Educ 357 or 358, Educ 359

Corequisites: Educ 434, Educ 454

**EDUC 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.

Credits Awarded: 2

Terms Offered: Fall

Prerequisites: Admission to the teacher education program, Educ 333, Educ 352, Educ 356, Educ 357 or 358, Educ 359

Corequisites: Educ 434, Educ 453

**EDUC 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.

Credits Awarded: 4

Terms Offered: Summer

**EDUC 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.

Credits Awarded: 1-5

Terms Offered: Fall, Spring

Prerequisites: Approval of department chairperson

**EDUC 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.

Credit Awarded: 1

Terms Offered: Fall, Spring

Corequisites: Educ 460 or Educ 465 or Educ 470 or Educ 480, or Educ 485

### **EDUC 456 - Early Childhood Student Teaching Seminar**

Taken concurrently with Educ 475 (Birth–age 4) and Educ 470 or Educ 485. 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.

**Credit Awarded:** 1  
**Terms Offered:** Fall, Spring  
**Corequisites:** Educ 475, Educ 470 or Educ 485

### **EDUC 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. Offered for 9 credits for fall, 10 credits for spring. Double Special Education majors register for 5 credits during spring only.

**Credits Awarded:** 5-10  
**Terms Offered:** Fall, Spring  
**Prerequisites:** Admission to the teacher education program  
**Corequisites:** Educ 455

### **EDUC 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. Offered for 9 credits for fall, 10 credits for spring. Double special education majors register for 5 credits during spring only.

**Credits Awarded:** 5-10  
**Terms Offered:** Fall, Spring  
**Prerequisites:** Admission to the teacher education program  
**Corequisites:** Educ 455

**EDUC 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. Completion of content-area methods coursework and admission to the student teaching program are required. Spanish elementary majors register for 5 credits. Early childhood minors register for 6 credits. All other K-12 elementary track majors register for 10 credits.

**Credits Awarded:** 5-10  
**Terms Offered:** Fall, Spring  
**Prerequisites:** Admission to the teacher education program  
**Corequisites:** Educ 455

**EDUC 475 - Early Childhood Student Teaching (Birth-age 4)**

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.

**Credits Awarded:** 4  
**Terms Offered:** Fall, Spring  
**Prerequisites:** Admission to the teacher education program  
**Corequisites:** Educ 456, Educ 470

**EDUC 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.

**Credits Awarded:** 10  
**Terms Offered:** Fall, Spring  
**Prerequisites:** Admission to the teacher education program  
**Corequisites:** Educ 455

**EDUC 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. Spanish elementary majors register for 5 credits. All other secondary track majors register for 10 credits. Completion of content methods course(s) is highly recommended prior to this course.

**Credits Awarded:** 5-10  
**Terms Offered:** Fall, Spring  
**Prerequisites:** Educ 360 and Educ 361, Admission to the teacher education program  
**Corequisites:** Educ 455

**EDUC 500 - Perspectives in Education**

This seminar focuses on current critical issues facing K-12 education, including school finance, legal issues, unions, and school contracts. This is an 11-week course.

**Credit Awarded:** 1  
**Terms Offered:** Fall, Spring  
**Prerequisites:** Admission to the teacher education program

# ENGINEERING

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](#).

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.

## ABOUT THE PROGRAM

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.

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 one-third of our students directly enter graduate school, many at top ranked schools, including Massachusetts Institute of Technology, the University of Michigan, Stanford University and Princeton University.

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:

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.

### 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.

### 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.

## MAJORS

### BACHELOR OF SCIENCE IN ENGINEERING

The Bachelor of Science in Engineering is accredited by the Engineering Accreditation Commission of [ABET](#). The major provides preparation for engineering employment in industry or for graduate study in engineering.

The department offers several different emphasis options designed to meet a variety of students' needs. Students with a possible interest in physics should also see that section.

### 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, 122, 140, 150, 170, 220, 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.

#### Biomedical Engineering - Bioelectrical Engineering 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, 122, 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, BIOL 221 and NSCI 211 are required.

#### Biomedical Engineering - Biomechanical Engineering Emphasis

For the Bachelor of Science degree with a major in engineering with a biomedical-biomechanical emphasis, the major consists of 48 credits including the following courses: ENGS 100, 122, 140, 150, 170, 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, BIOL 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, 122, 140, 150, 170, 220, 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.

#### 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, 122, 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 or other approved civil engineering courses (ENGS 495).

#### 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, 122, 140, 150, 170, 220, 240, 242, 322, 331, 333, 340, 351, 451, 452 and CSCI 265, 376.

In addition, a computer science minor must be completed.

### 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, 122, 140, 150, 170, 220, 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.

### 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, 122, 140, 150, 170, 220, 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.

### 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, 122, 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.

### 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, 122, 140, 150, 170, 220, 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.

### 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](#). The accredited major can be found under the Major/Minor tab.

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 are also 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 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.

## **MINORS**

### **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.

## COURSES

### **ENGS 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.

**Credits Awarded:** 0  
**Terms Offered:** Fall, Spring

### **ENGS 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.

**Credits Awarded:** 4  
**Terms Offered:** Fall

### **ENGS 122 - Introduction to Engineering Materials**

An introduction to the science and engineering of materials with an emphasis on application to engineering design. Topics will include structure-processing-property relationships in materials, atomic bonding, crystal structure, phase diagrams, control of deformation in metals, a survey of common engineering materials and their properties, and materials selection for engineering design.

**Credits Awarded:** 2  
**Terms Offered:** Spring  
**Prerequisites:** Chem 125 or Chem 131 with a grade of C- or better

### **ENGS 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.

**Credits Awarded:** 2  
**Terms Offered:** Spring  
**Prerequisites:** Engs 100 with a grade of C- or better, or Math 125 or Math 131 with a grade of C- or better

**ENGS 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.

Credits Awarded: 2

Terms Offered: Spring

Prerequisites: Math 125 or Math 131 with a grade of C- or better, Or Chem 125 or Chem 131 with a grade of C- or better

**ENGS 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.

Credit Awarded: 1

Terms Offered: Spring

Prerequisites: Math 125 or Math 131 with a grade of C- or better

**ENGS 220 - Statics**

This course covers the response of rigid objects in equilibrium to applied forces. Topics include: vector description of forces and moments, free body diagrams, frictional forces, centroids, area moments of inertia, and distributed loads. These topics are applied to the equilibrium analysis of trusses, beams, frames, and machines in two and three dimensions.

Credits Awarded: 3

Terms Offered: Fall

Prerequisites: Math 132 with a grade of C- or better, Engs 100 or Phys 121 with a grade of C- or better

**ENGS 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. Students may take Math 231 either prior to enrollment in or concurrently with the class.

Credits Awarded: 3

Terms Offered: Spring

Prerequisites: Engs 220 with a grade of C- or better, Math 231 with a grade of C- or better

Corequisites: Math 231, Engs 224

**ENGS 224 - Mechanics of Materials Laboratory**

This course will introduce students to fundamental concepts in mechanical testing and metallurgy. Students will learn the basic components of a computerized data acquisition system and how these systems are used in mechanical testing. Students will also gain experience using an Instron testing machine to determine basic mechanical properties of a range of materials, including metals, woods, composites, and elastomers. The metallurgy component will include sample preparation for viewing with an optical microscope, heat treating metals, and Rockwell hardness testing. Students may take Math 231 either prior to enrollment in or concurrently with the class.

Credit Awarded: 1

Terms Offered: Spring

Prerequisites: Engs 220 with a grade of C- or better, Math 231 with a grade of C- or better

Corequisites: Math 231, Engs 222

**ENGS 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.

Credits Awarded: 2

Terms Offered: Fall

Prerequisites: Engs 140 with a grade of C- or better

**ENGS 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. Cross-listed with Phys 242.

Credits Awarded: 4

Terms Offered: Spring, Even Years

Prerequisites: Engs 240 with a grade of C or better

**ENGS 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.

Credits Awarded: 2

Terms Offered: Spring

Prerequisites: Engs 150 with a grade of C- or better

**ENGS 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.

Credits Awarded: 1-3

Terms Offered: Fall, Spring

Prerequisites: Permission of instructor

**ENGS 295 - Studies in Engineering**

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 2-4

Terms Offered: Fall, Spring

**ENGS 322 - Logic Circuit Design**

The course addresses switching theory and digital logic devices. Topics covered include: Boolean algebra, algebraic simplification, Karnaugh maps, Quine-McCluskey method, multi-level networks, combinational and sequential network design, flip-flops, and counters.

Credits Awarded: 3

Terms Offered: Spring, Odd Years

Prerequisites: Engs 240 with a grade of C- or better

**ENGS 331 - Dynamic Systems**

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.

Credits Awarded: 3

Terms Offered: Fall

Prerequisites: Math 231 with a grade of C- or better

Corequisites: Engs 333

**ENGS 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.

Credits Awarded: 3

Terms Offered: Spring

Prerequisites: Engs 331 with a grade of C- or better

**ENGS 333 - Dynamic Systems Laboratory**

A laboratory to accompany Engs 331. 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.

Credit Awarded: 1

Terms Offered: Fall

Prerequisites: Math 231 with a grade of C- or better

Corequisites: Engs 331

**ENGS 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. Students may take Math 132 either prior to enrollment in or concurrently with the class.

Credits Awarded: 2

Terms Offered: Fall

Prerequisites: Engs 150 with a grade of C- or better, Math 132 with a grade of C- or better

Corequisites: Math 132

**ENGS 342 - Electricity and Magnetism**

A course in classical electromagnetism. Cross-listed as PHYS 342. A full description may be found there.

Terms Offered:

**ENGS 344 - Mechanical Vibrations**

This course covers free and forced response of single and multiple degree of freedom lumped mass systems and continuous systems with an emphasis on developing mathematical models of physical systems. Topics include viscously damped mechanical systems, systems with rotating imbalances, directly and seismically forced structures, eigenvalue problems, accelerometers, and vibration of continuous systems, such as, beams and rods. Analytical and numerical methods for solving vibration problems are covered including solutions using MatLab.

Credits Awarded: 3

Terms Offered: Fall, Even Years

Prerequisites: Engs 220 with a grade of C- or better, Math 231 with a grade of C- or better



**ENGS 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.

**Credits Awarded:** 3

**Terms Offered:** Spring

**Prerequisites:** Math 231 with a grade of C- or better, Engs 250 or Engs 340 with a grade of C- or better

**ENGS 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, cylindrical and spherical coordinate systems are used in the analysis.

**Credits Awarded:** 3

**Terms Offered:** Spring, Even Years

**Prerequisites:** Math 231 with a grade of C- or better, Engs 250 or Engs 340 with a grade of C- or better

**ENGS 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.

**Credits Awarded:** 3

**Terms Offered:** Spring, Odd Years

**Prerequisites:** Engs 331 with a grade of C- or better

**ENGS 352 - Physics of the Optical Domain**

A course in geometrical and physical optics. Cross-listed with Phys 352. A full description may be found there.

**Terms Offered:**

**ENGS 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.

**Credits Awarded:** 3

**Terms Offered:** Fall, Odd Years

**Prerequisites:** Engs 222 and Engs 224 with a grade of C- or better

**ENGS 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.

Credits Awarded: 3

Terms Offered: Spring, Odd Years

Prerequisites: Engs 222 and Engs 224 with a grade of C- or better

**ENGS 361 - Analytical Mechanics**

This course covers classical mechanics. Cross-listed with PHYS 361. A full description may be found there.

Terms Offered:

**ENGS 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.

Credits Awarded: 3

Terms Offered: Fall, Even Years

Prerequisites: Engs 222 and Engs 224 with a grade of C- or better

**ENGS 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.

Credits Awarded: 3

Terms Offered: Spring, Even Years

Prerequisites: Engs 222 and Engs 224 with a grade of C- or better

**ENGS 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.

Credits Awarded: 3

Terms Offered: Fall, Odd Years

Prerequisites: Engs 250 with a grade of C- or better, Junior standing

**ENGS 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.

Credits Awarded: 4

Terms Offered: Fall, Even Years

Prerequisites: Engs 250 with a grade of C- or better, Junior standing

**ENGS 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.

**Credits Awarded:** 3

**Terms Offered:** Spring, Odd Years

**Prerequisites:** Engs 375 with a grade of C- or better

**ENGS 395 - Advanced Topics in Engineering**

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

**Credits Awarded:** 2-4

**Terms Offered:** As needed

**ENGS 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.

**Credits Awarded:** 3

**Terms Offered:** Fall

**Prerequisites:** Varies by section; see schedule

**ENGS 452 - Engineering Design**

Engineering design problems are usually solved by teams working in an industrial environment. In this course students work in teams to solve an engineering design problem. The scope of activity extends from problem definition and development of requirements, through construction of a working prototype. Other course work includes: basic techniques of engineering project management, a study of how the engineering design process is conducted within a typical industrial company or technical organization, building and working in an engineering design team, and development and refinement of communication skills needed in engineering design. Additionally, basic materials manufacturing processes for polymers, metals, and composite materials will be discussed.

**Credits Awarded:** 3

**Terms Offered:** Spring

**Prerequisites:** Engs 451 with a grade of C- or better, Junior standing

**ENGS 490 - Research in Engineering**

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.

Credits Awarded: 0-3

Terms Offered: Fall, Spring

Prerequisites: Permission of instructor

**ENGS 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.

Credits Awarded: 2-4

Terms Offered: Fall, Spring

Prerequisites: Junior standing, Declared Engineering major

**ENGS 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.

Credit Awarded: 1

Terms Offered: Fall, Spring

Prerequisites: Permission of chairperson

# ENGLISH

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.

## ABOUT THE PROGRAM

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 ministry, as well as 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 ministry, as well as 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 a 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.

### English Major with a Creative Writing Emphasis

A minimum of 10 courses distributed as follows:

1. ENGL 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. ENGL 231 – Western World Lit I or ENGL 233 – Ancient Global Literature IDS 171, 173 or 175 may be substituted for ENGL 231
3. Two four-credit literature courses numbered 270 or above, at least one in British literature and at least one in early literature British pre-1800 or American pre-1850
4. A four-credit course in American ethnic literature (ENGL 282 – Survey of American Ethnic Literatures or a designated 37x or 495 course involving American ethnic literature).
5. English 253. Introduction to Creative Writing (recommended) or another four-credit creative writing course at the 300 or 400 level.
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 in genre different from #6 for students who did not take English 253.
8. A 400-level creative writing workshop.
9. A culminating course to be chosen from the following: another 400-level creative writing workshop; ENGL 360 – Modern English Grammar; ENGL 480 – Introduction to Literary Theory; ENGL 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.

### English Major with an Emphasis in Literature

A minimum of nine courses, distributed as follows:

1. ENGL 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. ENGL 231 – Western World Lit I or ENGL 233 – Ancient Global Lit. IDS 171, 173 or 175 may be substituted for ENGL 231 or 233.
3. Four credits in writing courses numbered above 113 . English 253. Introduction to Creative Writing is recommended. ENGL 360 – Modern English Grammar or ENGL 375 -History of the English Language may be substituted.

4. 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 (ENGL 480 – Introduction to Literary Theory or ENGL 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 ENGL 270 – British Literature I, ENGL 373 – Shakespeare or a designated 37x or 495 course) or pre-1850 (if predominantly American, such as ENGL 280 – American Literature I or a designated 37x or 495 course). ENGL 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 (ENGL 270 – British Literature I, ENGL 271 – British Literature II, ENGL 373 – Shakespeare or a designated 37x or 495 course)
  - At least one of the 4-9 courses is to be in American literature (ENGL 280 – American Literature I, ENGL 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 (ENGL 282 – Survey of American Ethnic Literature or a designated 37x or 495 course)
  - ENGL 359 – Internship in English may be substituted for one of the 4-9 courses, but whenever possible it should be taken as a 10th course

Students considering graduate study in literature should include Shakespeare and History of the English Language among their elective courses. They 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 ENGL 480 – Contemporary Literary Theory and ENGL 495 – Advanced Studies among their courses for the major and courses in history and in ancient and modern philosophy as cognate courses.

Students considering careers in writing and editing should take ENGL 213 – Expository Writing II and ENGL 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 Cole, the department coordinator for internships, early in their college careers to begin plans for including an internship in their academic programs.

### **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.

### **The English Major for Secondary Teaching**

The English major for secondary teaching is a minimum of 36 hours of credit distributed as follows:

1. ENGL 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. ENGL 231 – Western World Literature I or ENGL 233 – Ancient Global Literature. IDS 171 – Cultural Heritage I may be substituted for ENGL 231 or 233.
3. Three of the following five courses: ENGL 270 – British Literature I, ENGL 271 – British Literature II, ENGL 280 – American Literature I, ENGL 281 – American Literature II, ENGL 282 – Survey of American Ethnic Literature. (Either 281 or 282 may be counted toward the three, but not both).
4. Two four-credit elective courses in literature, numbered 295 or higher. Note: At least two of 3-7 must be courses dealing primarily with literature before 1800 for British literature and before 1850 for American literature. At least two of 3-7 must be in British literature and at least two in American literature.
5. ENGL 375 – History of the English Language or its equivalent or ENGL 360 – Modern English Grammar or LING 364
6. A writing course numbered above 113, chosen from ENGL 213. Expository Writing II or English 253. Introduction to Creative Writing or ENGL 279 – Creative Writing for Teachers or another creative writing course.

ENGL 380 – Teaching of Secondary School English and ENGL 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

### General English Minor

A minimum of 21 credits, consisting of: 1. 248; 2. 231 or 233 (choosing one of these is recommended). IDS 171, 173 or 175 may be substituted, with two credits counting toward English; 3. a writing course above ENGL 113; 4. 12 credits of literature courses numbered 270 or higher. For further details, consult the advisor for English minors, Sarah Baar, Lubbers 338.

### Secondary Teaching Minor

A minimum of 24 credits, numbered 200 or above, distributed as follows: 1. 213, 253, 279 or 360; 2. 248; 3. 231 or 233 (recommended) - IDS 171, 173 or 175, may be substituted, with or two credits counted toward English; 4. 271; 5. 281; 6. electives in literature or writing to bring the total credits to at least 24. In addition to the 24 credit minor, ENGL 380 and 381 are required. For further details, consult the advisor for English minors, Sarah Baar, Lubbers 338



### Writing Minor

A minimum of 18 credits of courses on writing, not including ENGL 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 Klooster Center for Excellence in Writing. 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.

## 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 Cole. Early application, even in the freshman year, is encouraged.

- [Academic Success Center](#)
- [Klooster Center for Excellence in Writing](#)

## COURSES

### **ENGL 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 Engl 113. By placement.

**Credits Awarded:** 4

**Terms Offered:** Fall

### **ENGL 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.

**Credits Awarded:** 4

**Terms Offered:** Fall, Spring, Summer

### **ENGL 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. This course does not count toward the English major with a creative writing emphasis.

**Credits Awarded:** 2

**Terms Offered:** Spring

### **ENGL 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. This course does not count toward the English major with a creative writing emphasis.

**Credits Awarded:** 2

**Terms Offered:** Fall

### **ENGL 195 - Special Topics in English**

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

**Credits Awarded:** 1-4

**Terms Offered:** As Needed

**Prerequisites:** Permission of instructor

### **ENGL 213 - Expository Writing II**

A course designed to further the student's ability to write effective expository prose. For students in any discipline.

**Credits Awarded:** 2

**Terms Offered:** Fall, Spring

**Prerequisites:** Engl 113 or equivalent or waiver

### **ENGL 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.

**Credits Awarded:** 2

**Terms Offered:** Fall, Spring, Summer

**Prerequisites:** Engl 113 or equivalent or waiver

**ENGL 240 - Professional Writing**

A course that teaches practical, applicable, real-world writing skills and forms. The course may focus on grant writing, science writing, technical writing, writing for non-profits, multimodal composing, writing for the web, blogging and digital writing, writing in the public sphere, advanced argument, rhetorical studies, literacy studies, or other composition studies, individually or in combination. Intended particularly for the general liberal arts student and/or English elective credits. May be repeated for additional credit in a different focus area.

Credits Awarded: 2-4  
 Terms Offered: Fall, Spring, Summer  
 Prerequisites: Engl 113 or equivalent or waiver

**ENGL 253 - Intro to Creative Writing**

An introduction to the craft of poetry, fiction, and creative nonfiction, including reading as a writer. No prior writing experience required.

Credits Awarded: 4  
 Terms Offered: Fall, Spring, Summer

**ENGL 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. Cross-listed with Thea 256.

Credits Awarded: 4  
 Terms Offered: Spring, Odd Years  
 Prerequisites: Permission of instructor

**ENGL 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.

Credits Awarded: 4  
 Terms Offered: Fall, Odd Years

**ENGL 279 - Writing for Teachers**

An introduction to the basic techniques of creative writing intended especially for prospective teachers. Topics include writing practice in short fiction, poetry, and nonfiction; evaluating creative writing; and pedagogical methods and curriculum development. Includes attention to the student's understanding of his or her own writing process.

Credits Awarded: 4  
 Terms Offered: Fall, Spring

**ENGL 293 - 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.

Credits Awarded: 2-4  
 Terms Offered: Fall, Spring  
 Prerequisites: Departmental acceptance of application

**ENGL 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.

Credits Awarded: 2-4  
 Terms Offered: As needed

**ENGL 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.

Credits Awarded: 4  
 Terms Offered: Fall, Spring  
 Prerequisites: Engl 253 or equivalent

**ENGL 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.

Credits Awarded: 4

Terms Offered: Fall, Spring

Prerequisites: Engl 253 or equivalent

**ENGL 356 - Intermediate Creative Writing: Additional Genres**

Intensive study of and practice with the techniques of a creative writing genre such as the Novel, Graphic Fiction, Translation, or Screenwriting. May be repeated for additional credit.

Credits Awarded: 4

Terms Offered: Fall, Spring, Summer As Needed

**ENGL 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.

Credits Awarded: 4

Terms Offered: Spring

Prerequisites: Engl 253 or equivalent

**ENGL 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 beyond the minimum required for a major or minor. The general guideline for each credit is 3 hours on the job per week for a fifteen-week semester.

Credits Awarded: 1-8

Terms Offered: Fall, Spring

Prerequisites: Permission of instructor

**ENGL 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.

Credits Awarded: 4

Terms Offered: Fall, Spring

**ENGL 393 - 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.

Credits Awarded: 2-4

Terms Offered: Fall, Spring

Prerequisites: Departmental acceptance of application

**ENGL 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.

Credits Awarded: 4  
Terms Offered: Spring

**ENGL 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.

Credits Awarded: 4  
Terms Offered: Spring

**ENGL 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.

Credits Awarded: 2-4  
Terms Offered: Fall, Spring  
Prerequisites: Department acceptance of application

**ENGL 231 - Literature of the Western World I**

Masterpieces of Western literature through the Renaissance. Meets the Cultural Heritage I requirement.

Credits Awarded: 4  
Terms Offered: Fall, Spring

**ENGL 232 - Literature of the Western World II**

Masterpieces of Western literature since the Renaissance. Meets the Cultural Heritage II requirement.

Credits Awarded: 4  
Terms Offered: Fall, Spring

**ENGL 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.

Credits Awarded: 4  
Terms Offered: Fall

**ENGL 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.

Credits Awarded: 4  
Terms Offered: Spring

**ENGL 248 - Introduction to Literary Studies**

An introduction to college-level study of literature. This course 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.

Credits Awarded: 4  
Terms Offered: Fall, Spring

**ENGL 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, Sidney, Spenser, Shakespeare, Donne, Herbert, Milton, Behn, Swift, Pope, Johnson, Austen) and major genres, forms, and literary movements (e.g., epic, romance, sonnet, devotional poetry, drama, prose, fiction, satire).

Credits Awarded: 4

Terms Offered: Fall, Spring

**ENGL 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).

Credits Awarded: 4

Terms Offered: Fall, Spring

**ENGL 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).

Credits Awarded: 4

Terms Offered: Fall, Spring

**ENGL 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).

Credits Awarded: 4

Terms Offered: Fall

**ENGL 282 - Survey of American Ethnic Literature**

A historical and cultural study of African American, Asian American, Latino/Latina, and/or Native American literatures. It focuses on the evolving literary consciousness and cultural heritage of American ethnic writers, and major genres, forms, and literary movements.

Credits Awarded: 4

Terms Offered: Spring

**ENGL 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.

Credits Awarded: 4

Terms Offered: Fall, Spring

**ENGL 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 Shakespeare's Plays; Short Story Cycles; Exploring Graphic Novels; From Page to Screen: Contemporary Literature and Film Adaptation; The Liar in Literature; Chaucer's Canterbury Tales; War Stories; Telling Lives – Studies in Women's Autobiographical Prose. Literature for Children and Adolescents is offered every semester. May be repeated for additional credit with a different topic.

Credits Awarded: 4  
Terms Offered: Fall, Spring

**ENGL 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.

Credits Awarded: 4  
Terms Offered: Fall, Spring

**ENGL 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. Highly recommended to students considering graduate school.

Credits Awarded: 4  
Terms Offered: Fall  
Prerequisites: Permission of instructor

**ENGL 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 in English. Does not count toward the English major or minor.

Credits Awarded: 2  
Terms Offered: Fall, Spring  
Prerequisites: Admission to the teacher education program  
Corequisites: Engl 381

**ENGL 381 - Field Placement**

Must be taken concurrently with Engl 380. Does not count toward the English major or minor.

Credit Awarded: 1  
Terms Offered: Fall, Spring  
Corequisites: Engl 380

**ENGL 395 - Studies in English**

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4  
Terms Offered: As Needed  
Prerequisites: Permission of instructor

**ENGL 290 - 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.

Credits Awarded: 2-4

Terms Offered: Fall, Spring

Prerequisites: Departmental acceptance of application

**ENGL 299 - 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.

Credits Awarded: 2-4

Terms Offered: Fall, Spring

Prerequisites: Permission of department

**ENGL 390 - 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.

Credits Awarded: 2-4

Terms Offered: Fall, Spring

Prerequisites: Departmental acceptance of application

**ENGL 399 - 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.

Credits Awarded: 2-4

Terms Offered: Fall, Spring

Prerequisites: Departmental acceptance of application

**ENGL 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.

Credits Awarded: 2-4

Terms Offered: Fall, Spring

Prerequisites: Departmental acceptance of application

**ENGL 495 - Advanced Studies**

A seminar in a field designated by the instructor. Preparation and presentation of research papers are central to the course. 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

American West; Three Southern Writers; Shakespeare's History Plays; Renaissance Poetry; Irish and Scottish Women Writers; Walt Whitman's America; Shakespeare and Marlowe. Previous work in or related to the topic of the seminar is highly recommended prior to this course; students are urged to consult the instructor if they are doubtful about the nature and quality of their previous work.

Credits Awarded: 4

Terms Offered: Spring

**ENGL 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.

Credits Awarded: 2-4

Terms Offered: Fall, Spring

Prerequisites: Departmental acceptance of application



# ENVIRONMENTAL SCIENCES

Students in the environmental science program use scientific approaches to address environmental problems. When they complete the program, they earn an environmental science minor.

## ABOUT THE PROGRAM

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 help seek 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.

## MINORS

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.

### Environmental Sciences

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
- 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 interdisciplinary courses 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.

# ENVIRONMENTAL STUDIES

## ABOUT THE PROGRAM

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.

## MINORS

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.

### Environmental Studies

The 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.

## Requirements and Course Descriptions

### Required Courses (20 credits)

1. Natural Sciences: choose 8 credits from the following courses

GEMS 152: The Atmosphere and Environmental Change

a) A study of the atmosphere, weather, local pollution, acid rain, climate change, ozone depletion, storms, droughts and floods.

b) co/prerequisite: GEMS 100: Mathematics for Public Discourse; this requirement is waived for students with Math 131

c) 4 credits

GEMS 153: Populations in Changing Environments

a) A study of population growth and dynamics, ecology, evolution, species interactions, biodiversity and conservation.

b) co/prerequisite: GEMS 100: Mathematics for Public Discourse; this requirement is waived for students with Math 131

c) 4 credits

GEMS 157: The Planet Earth

a) A study of the atmosphere, hydrosphere, biosphere, geosphere and their interactions.

b) co/prerequisite: none

c) 4 credits

GEMS 160: The Chemistry of Our Environment

a) A study of matter, thermodynamics, groundwater pollution, chemical manufacturing and recycling.

b) co/prerequisite: GEMS 100: Mathematics for Public Discourse; this requirement is waived for students with Math 131

c) 4 credits

GEMS 204: Regional Flora and Fauna

a) A study of the identification, natural history, and ecological importance of the common plants and animals in the Great Lakes region.

b) co/prerequisite: none

c) 2 credits

GEMS 295: Abrupt Climate Change

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) co/prerequisite: none

c) 2 credits

2. Social Sciences: choose 4 credits from the following courses

Sociology 295: Environmental Sociology

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) prerequisites: none

c) 4 credits

GES 310: Environmental Public Policy

a) An in-depth study of federal lands, intergovernmental relations, agency law, comparative institutions, US environmental regulations and applied macro-economics.

b) prerequisites: Econ 211: Macroeconomics, science core

c) 4 credits

Management 356: Managing for Environmental Sustainability

- a) The study of practices usually associated with business, but applicable to other organizations, that create environmentally sustainable outcomes.
  - b) prerequisites: none
  - c) 4 credits
3. Humanities: choose 4 credits from the following courses
- English 375: American Literature and the Environment
- a) An in-depth study of classic and contemporary texts in environmental literature, e.g., Abbey, Austin, Dillard, Leopold, Lopez, Thoreau, Whitman.
  - b) prerequisites: Cultural Heritage core
  - c) 4 credits
- Environmental Studies 377: Environmental Philosophy and History
- 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) prerequisites: Cultural Heritage core
  - c) 4 credits
4. Senior Integration Experience: 4 credits
- Environmental Studies 490: Research Project
- a) An in-depth investigation of some issue or problem of the student's choosing.
  - b) prerequisites: all courses in the minor, except the internship
  - c) 2 credits
- Environmental Studies 499: Internship
- a) A supervised practical experience in a local work setting, e.g., business, non-profit organization, governmental agency, educational institution.
  - b) prerequisites: all courses in the minor, except the research project
  - c) 2 credits (minimum)

### Thematically Related Courses in the Core Curriculum

#### IDS 100: First Year Seminar

- a) The topics will vary depending on the section, but the sections with the following instructors focus on environmental themes.
- b) prerequisite: none
- c) 2 credits

#### Religion 100: Earth and Ethics

- a) An introductory course that focuses on place, worldviews, the state of the planet, cultural analysis, Christian and non-Christian religions, Bible and ecology and ecological virtues.
- b) prerequisite: none
- c) 2 credits

#### English 113: Expository Writing

- a) The topics will vary depending on the section, but the sections with the following instructors focus on environmental themes.
- b) prerequisite: none
- c) 4 credits

#### Religion 369: Ecological Theology and Ethics

- 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) prerequisite: religion core and permission of instructor
- c) 4 credits

#### IDS 467: God, Earth, Ethics

- 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) prerequisite: all core completed and senior status

c) 4 credits

## COURSES

### ENVR 295 - Topics Environmental Studies

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4  
Terms Offered: As Needed

### ENVR 377 - Environmental Philosophy and History

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.

Credits Awarded: 4  
Terms Offered:  
Prerequisites: Cultural heritage core

### ENVR 395 - Topics Environmental Studies

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4  
Terms Offered: As Needed

### ENVR 490 - Research Project

An in-depth investigation of some issue or problem of the student's choosing. Instructor: environmental studies faculty. Prerequisites: all courses in the minor, except the internship

Credits Awarded: 0-3  
Terms Offered: Spring, Fall  
Prerequisites: Permission of instructor

### ENVR 493 - Independent Study in Environmental Studies

An independent study project investigating an issue or problem of the student's choosing.

Credits Awarded: 1-4  
Terms Offered: As Needed  
Prerequisites: All minor requirements except for internship

### ENVR 499 - Internship

A supervised practical experience in a local work setting, e.g., business, non-profit organization, governmental agency, educational institution.

Credits Awarded: 2-4  
Terms Offered: Fall, Spring  
Prerequisites: All minor requirements except for research project

# GENERAL EDUCATION MATH & SCIENCE

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.

## ABOUT THE PROGRAM

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](#)."

### 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 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.

### 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.

## COURSES

### **GEMS 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.

**Credits Awarded:** 2

**Terms Offered:** Fall, Spring

### **GEMS 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.

**Credits Awarded:** 2

**Terms Offered:** Fall, Spring

### **GEMS 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.

**Credits Awarded:** 4

**Terms Offered:** Fall, Spring

### **GEMS 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 can be taken either prior to enrollment in or concurrently with the class. This requirement is waived for students who have received college credit for Math 126 or Math 131.

**Credits Awarded:** 4  
**Terms Offered:** Fall  
**Prerequisites:** Gems 100  
**Corequisites:** Gems 100

### **GEMS 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 can be taken prior to enrollment in or concurrently with this course. This requirement is waived for students who have received college credit for Math 126 or Math 131.

**Credits Awarded:** 4  
**Terms Offered:** Fall  
**Prerequisites:** Gems 100  
**Corequisites:** Gems 100

### **GEMS 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.

**Credits Awarded:** 4  
**Terms Offered:** As Needed

### **GEMS 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.

**Credits Awarded:** 4  
**Terms Offered:** As Needed  
**Prerequisites:** Four credits of the cultural heritage requirement

**GEMS 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.

**Credits Awarded:** 4

**Terms Offered:** Fall, Spring

**GEMS 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.

**Credits Awarded:** 4

**Terms Offered:** Spring

**GEMS 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. Cross-listed with Hist 159.

**Credits Awarded:** 4

**Terms Offered:** Fall

**GEMS 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. Gems 100 or Math 205 may be taken either prior to enrollment in or concurrently with the class.

Credits Awarded: 4

Terms Offered: As Needed

Prerequisites: Gems 100 or Math 205

Corequisites: Gems 100 or Math 205

**GEMS 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.

Credits Awarded: 4

Terms Offered: As Needed

**GEMS 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.

Credits Awarded: 4

Terms Offered: Fall

**GEMS 195 - Topics in General Education Mathematics and Science**

A course offered in response to student and instructor interest.

Credits Awarded: 4

Terms Offered: As needed

**GEMS 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.

Credits Awarded: 2

Terms Offered: Spring



**GEMS 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.

Credits Awarded: 2

Terms Offered: Fall

**GEMS 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.

Credits Awarded: 2

Terms Offered: As Needed

**GEMS 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.

Credits Awarded: 2

Terms Offered: Fall, Spring

**GEMS 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.

Credits Awarded: 2-4

Terms Offered: As Needed

# GEOLOGY

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.

## ABOUT THE PROGRAM

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.

## MAJORS

### 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
- 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, environmental science, 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 Chemistry Composite

For additional information, please refer

### Geology Education

In partnership with the Department of Education, the Department of Geological and Environmental Sciences offers a Geology/Earth Science teaching major 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. Consult with the Department of Education concerning detailed requirements.

### Geology-Physics Composite

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. You will find additional information about composites [here](#).

## MINORS

### Environmental Science

The Department of Geological and Environmental Sciences administers the environmental science minor, which is described in detail [here](#).

#### 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.

## **Geology**

A geology minor consists of at least 16 credits, not more than half of which may be numbered 203 or below.

## **Geology Education**

In partnership with the Department of Education, the Department of Geological and Environmental Sciences offers a geology/Earth science teaching minor through the State of Michigan. The Michigan Certification Code requires that prospective high school teachers complete 22 credits in geology for a minor. Consult with the Department of Education concerning detailed requirements.

## COURSES

### GES 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 environmental change and its 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. Cross-listed as Gems 157. A student may not receive credit for both Gems 157/Ges 100 and Ges 110.

**Credits Awarded:** 4  
**Terms Offered:** Fall, Spring

### GES 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 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.

**Credits Awarded:** 4  
**Terms Offered:** Fall, Spring

### GES 295 - Special Topics in Geology

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

**Credits Awarded:** 0-4  
**Terms Offered:** As Needed  
**Prerequisites:** Permission of instructor

### GES 493 - Independent Study: Geol/Enviro

**Terms Offered:**

### 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.

**Credits Awarded:** 3  
**Terms Offered:** Fall  
**Prerequisites:** Chem 125 or Chem 131 or permission of instructor

### 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.

**Credits Awarded:** 3  
**Terms Offered:** Spring  
**Prerequisites:** Chem 125 or Chem 131 or permission of instructor

**GES 220 - Laboratory Methods in Environmental Science**

This laboratory course accompanies Ges 211 and Ges 212. 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.

**Credits Awarded:** 2

**Terms Offered:** Spring

**Prerequisites:** Chem 127 or Chem 132

**GES 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. Four hours of lecture per week. Fulfillment of the NSL lab requirement is highly recommended prior to this course.

**Credits Awarded:** 4

**Terms Offered:** Spring

**Prerequisites:** Econ 211 with a grade of C- or better or Pol 100

**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 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.

**Credits Awarded:** 2

**Terms Offered:** Fall

**Prerequisites:** Ges 211 or Ges 212 or Ges 220

**GES 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. A student may not receive credit for both Gems 157/Ges100 and Ges 110.

**Credits Awarded:** 2

**Terms Offered:** Fall

**GES 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.

**Credits Awarded:** 2  
**Terms Offered:** Fall

**GES 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 field trips.

**Credits Awarded:** 4  
**Terms Offered:** Spring  
**Prerequisites:** Ges 100 or Gems 157 or Ges 111, or permission of instructor

**GES 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.

**Credits Awarded:** 2  
**Terms Offered:** Spring

**GES 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. Students may take Chem 125 or Chem 131 prior to enrollment in or concurrently with the course.

**Credits Awarded:** 4  
**Terms Offered:** Fall, Even Years  
**Prerequisites:** Chem 125 or Chem 131 or permission of instructor  
**Corequisites:** Chem 125 or Chem 131



**GES 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.

**Credits Awarded:** 4  
**Terms Offered:** Spring, Odd Years  
**Prerequisites:** Ges 243

**GES 251 - Surficial Geology: Earth Structures I**

This is an introduction to the natural processes shaping Earth's surface. Among other topics, the course will stress 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. The laboratory will emphasize the use of maps and other geographic images 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.

**Credits Awarded:** 4  
**Terms Offered:** Fall

**GES 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. The laboratory will emphasize the preparation and interpretation of geological maps and cross-sections. Three hours of lecture and one three-hour laboratory each week. One weekend field trip is required.

**Credits Awarded:** 4  
**Terms Offered:** Spring, Even, Years  
**Prerequisites:** Ges 251 or permission of instructor

**GES 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 techniques and strategies 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. Student will gain experience working individually and on teams in the evaluation of subsurface data and the development of exploration-related strategies.

**Credits Awarded:** 4  
**Terms Offered:** Spring, alternate years  
**Prerequisites:** Ges 100 or Gems 157 or Engs 100, or permission of instructor

**GES 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.

**Credits Awarded:** 2

**Terms Offered:** Spring

**Prerequisites:** Ges 100 or Gems 157 or Ges 110 or Ges 111, or permission of instructor

**GES 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.

**Credits Awarded:** 4

**Terms Offered:** Fall, Even Years

**Prerequisites:** Ges 203 or permission of instructor

**GES 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.

**Credits Awarded:** 4

**Terms Offered:** Spring, Odd Years

**Prerequisites:** Chem 331 or Ges 243

**GES 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.

**Credits Awarded:** 4

**Terms Offered:** Spring, Even Years

**Prerequisites:** Permission of instructor

**GES 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.

**Credits Awarded:** 4

**Terms Offered:** Fall, Odd Years

**Prerequisites:** Ges 203 or permission of instructor

**GES 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.

**Credits Awarded:** 0-3

**Terms Offered:** Fall, Spring, Summer

**Prerequisites:** Permission of instructor

**GES 495 - Study in Geology**

In this course a professor guides students in scholarly readings and discussions focused on a special area of geologic interest.

**Credits Awarded:** 1-2

**Terms Offered:** Fall, Spring, Summer

# HISTORY

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.

## ABOUT THE PROGRAM

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.

## MAJORS

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.

### History

A minimum of 36 credits in history is required for a major. The distribution requirement for the 36 credits in history is as follows:

- HIST 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
- One course in global history
- A seminar in history
- Two 200-level courses
- Two 300-level courses
- Students may count no more than three of the following courses toward the major:
  - HIST 130, HIST 131, HIST 160, HIST 161
  - Either IDS 171 or IDS 172
- No more than two two-credit HIST 200 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 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
- Africa, Asia, Latin America, and Middle Eastern history
- 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.

### History/French

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.

## MINORS

### History

The department offers a 20-credit minor. The minimum distribution requirement is as follows:

- HIST 140
- One course dealing with a period before 1500
- One course in American history
- One course in European history after 1500

- One course in Africa, Asia, Latin America, or Middle East
- One course in global history
- No more than one 2-credit History 200 course (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
  - Either IDS 171 or IDS 172

### 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
- EDUC 305
- They 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 257)
- 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.

## COURSES

### **HIST 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 the Cultural Heritage I requirement. The course is flagged for global learning international.

**Credits Awarded:** 4  
**Terms Offered:** Fall, Spring

### **HIST 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 the Cultural Heritage I requirement. The course is flagged for global learning international.

**Credits Awarded:** 4  
**Terms Offered:** Fall, Spring

### **HIST 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.

**Credits Awarded:** 2  
**Terms Offered:** Fall, Spring

### **HIST 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 159.

**Credits Awarded:** 4  
**Terms Offered:** Fall

### **HIST 200 - Historical Snapshots**

This course is designed to allow the exploration of some narrow moment in time (early imperial Rome) or some particular historical issue or problem (such as World War II, Christianity in China, or women in early Modern Europe). 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.

**Credits Awarded:** 2  
**Terms Offered:** Fall, Spring

**HIST 207 - World Civilizations I: Prehistory-c. 1500**

This introductory world history course surveys developments in global history from prehistory until about 1500. The course focuses on regional, interregional and global interactions from the beginning of written history to the European crossing of the Atlantic. It fulfills the Cultural Heritage I requirement and is flagged for cultural diversity and global learning international.

Credits Awarded: 4  
Terms Offered: Fall

**HIST 208 - World Civilizations II: 1500-Present**

This introductory world history course surveys developments in global history since 1500. The course focuses on interregional and global interactions from the European crossing of the Atlantic through the Cold War. It fulfills the Cultural Heritage II requirement and is flagged for cultural diversity and global learning international.

Credits Awarded: 4  
Terms Offered: Spring

**HIST 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 studies how Africans struggled for independence, using specific case studies to show the different paths toward independence. Novels by African authors will be used to examine the social and cultural experiences of colonialism. The course gives voice to the colonized in a variety of contexts across Africa by emphasizing how Africans shaped colonial encounters with Europeans. The course is flagged for cultural diversity and global learning international.

Credits Awarded: 4  
Terms Offered: Fall, Odd Years

**HIST 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.

Credits Awarded: 4  
Terms Offered: As Needed



**HIST 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, persuasion, public speaking, and interpersonal communication. The course is flagged for cultural diversity and global learning international.

**Credits Awarded:** 2  
**Terms Offered:** Spring

**HIST 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.

**Credits Awarded:** 4  
**Terms Offered:** Fall, Even Years

**HIST 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.

**Credits Awarded:** 4  
**Terms Offered:** Fall, Odd Years

**HIST 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.

**Credits Awarded:** 4  
**Terms Offered:** Spring, Odd Years

### **HIST 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.

**Credits Awarded:** 4  
**Terms Offered:** As Needed

### **HIST 321 - The Making of Modern Africa**

The course will focus on decolonization in Africa since 1940. Colonialism in Africa and the post-colonial period are covered, but the focus of the course is on resistance to colonialism and the process of decolonization, including case studies of South Africa, Nigeria and Algeria. 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.

**Credits Awarded:** 4  
**Terms Offered:** Spring, Even Years

### **HIST 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.

**Credits Awarded:** 4  
**Terms Offered:** Spring, Odd Years

### **HIST 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.

**Credits Awarded:** 4  
**Terms Offered:** Spring, Even Year

**HIST 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.

**Credits Awarded:** 4

**Terms Offered:** Fall, Odd Years

**HIST 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.

**Credits Awarded:** 4

**Terms Offered:** Fall

**HIST 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. This course is flagged for global learning domestic.

**Credits Awarded:** 4

**Terms Offered:** Spring

**HIST 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.

**Credits Awarded:** 2

**Terms Offered:** Fall, Spring

**HIST 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.

**Credits Awarded:** 4

**Terms Offered:** Fall, Odd Years

### **HIST 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.

Credits Awarded: 4  
Terms Offered: Fall, Even Years

### **HIST 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.

Credits Awarded: 4  
Terms Offered: Spring, Odd Years

### **HIST 256 - Recent America: The Challenge of Power**

This course focuses on the United States as a world power. We examine the ways American men and women of different classes, races, regions and religions dealt with the social, cultural, economic and political changes that happened during 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, the economic and foreign policy challenges of the 1990s, the rise of political conservatism in the 1980s, and the challenges of diversity and globalization in the 1990s. This course is flagged for global learning domestic.

Credits Awarded: 4  
Terms Offered: Spring, Even Years

### **HIST 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 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.

Credits Awarded: 4  
Terms Offered: Spring, Even Years

### **HIST 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.

**Credits Awarded:** 4

**Terms Offered:** Fall, Odd Years

### **HIST 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.

**Credits Awarded:** 4

**Terms Offered:** Spring, Odd Years

### **HIST 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.

**Credits Awarded:** 4

**Terms Offered:** Fall, Even Years

### **HIST 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 a force of overwhelming power, but an institutional organ of American society.

**Credits Awarded:** 4

**Terms Offered:** Spring, Every Third Year

### **HIST 210 - The Greek World**

This course surveys the major historical developments and literary figures of Greece from preclassical times to the end of the Hellenistic period. Cross-listed with Clas 210. Students who enroll for Hist 210 will write a paper on a historical topic; those who enroll for Clas 210 will write a paper on a literary topic. This course is flagged for global learning international.

**Credits Awarded:** 4

**Terms Offered:** Fall, Even Years

### **HIST 215 - The Roman World**

This course surveys major historical developments and literary figures from the foundation of the Roman Republic to the fall of the Empire. Cross-listed with Clas 215. Students who enroll for Hist 215 will write a paper on a historical topic; those who enroll for Clas 215 will write a paper on a literary topic. This course is flagged for global learning international.

**Credits Awarded:** 4

**Terms Offered:** Fall, Odd Years

### **HIST 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 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. Satisfies cultural diversity requirement and is flagged for global learning international.

**Credits Awarded:** 4

**Terms Offered:** Spring, Odd Years

**HIST 205 - British and Irish History to 1700**

A survey of British and Irish civilization from origins to the late 17th century. This course 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.

**Credits Awarded:** 4

**Terms Offered:** Fall, Odd Years

**HIST 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.

**Credits Awarded:** 4

**Terms Offered:** Spring, Even Years

**HIST 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 rise of Islam. This course is flagged for global learning international.

**Credits Awarded:** 4

**Terms Offered:** Spring, Even Years

**HIST 242 - Twentieth Century Europe**

Does each century have a "spirit of the age"? What do the trenches of the First World War, the gas chambers of the Holocaust, the communist experiment, and psychoanalysis reveal about the "spirit" of the twentieth century? This course surveys the history of twentieth-century Europe from three chronologically overlapping vantage points: "the age of catastrophe," "the age of secular ideological extremes," and "the limits of secularism." The events and developments examined in this course are chosen to reflect these concerns. In addition to mastering the main events and developments that have defined the twentieth century, we will seek to answer the question, In what ways are we heirs of the legacy of the twentieth-century Europe as seen from each of these vantage points? This course has been flagged for global learning international.

**Credits Awarded:** 4

**Terms Offered:** Spring, Even Years

**HIST 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.

Credits Awarded: 4

Terms Offered: Spring, Even Years

**HIST 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.

Credits Awarded: 4

Terms Offered: Fall, Even Years

**HIST 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.

Credits Awarded: 4

Terms Offered: Fall, Odd Years

**HIST 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.

Credits Awarded: 4

Terms Offered: Spring, Odd Years



**HIST 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 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.

**Credits Awarded:** 4  
**Terms Offered:** Fall, Even Years

**HIST 195 - Studies in History**

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

**Credits Awarded:** 1-4  
**Terms Offered:** As Needed  
**Prerequisites:** Permission of instructor

**HIST 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.

**Credits Awarded:** 2-4  
**Terms Offered:** As needed

**HIST 395 - Special Topics in History**

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

**Credits Awarded:** 1-4  
**Terms Offered:** As Needed  
**Prerequisites:** Permission of instructor

**HIST 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. Formal application and departmental approval of proposed study are required. This designation, with appropriate descriptive title, may be used for Washington Honors Semester credits and study abroad credits.

**Credits Awarded:** 1-4  
**Terms Offered:** Fall, Spring  
**Prerequisites:** Permission of instructor

**HIST 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.

**Credits Awarded:** 4  
**Terms Offered:** Fall, Spring  
**Prerequisites:** Hist 140

### **HIST 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 carried out in museums, businesses, and other institutions. 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.

**Credits Awarded:** 1-4

**Terms Offered:** Fall, Spring, Summer

**Prerequisites:** Permission of chairperson

# INTERDISCIPLINARY STUDIES

Living well in our complex world involves questioning “outside the lines.” Our future holds increasing, rapid changes.

## ABOUT THE PROGRAM

Preparing for the 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.

### CULTURAL HERITAGE

The goals of the Cultural Heritage requirement and ways of fulfilling it are explained in “[The Degree Program](#).” 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.”

### 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.

### 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: [m.tpc.edu](http://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.

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.

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/](http://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/](http://www.tpc.edu/internships/social_work/).

The following seminars and electives are offered at TPC:

- **CITY SEMINARS**, IDS 353,354,355,356 and 357
- **ELECTIVES**, IDS 361,363,364,365,366,367, 368,369 and 494

For more information about TPC, please visit [www.tpc.edu](http://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:

- Isolde Anderson and Linda Koetje, Department of Communication
- Pamela Koch, Department of Sociology and Social Work

- Tom Smith, Department of Economics, Management and Accounting

## 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. 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 shown in the courses tab, 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.

## INTERDISCIPLINARY MINORS

Hope offers a number of interdisciplinary minors. Three examples of such programs follow.

### 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.

### Peace and Justice Studies Minor

The Peace and Justice Studies Minor prepares students to assume their roles as global citizens and leaders through the development of knowledge and strategies for engaging a global society and promoting a peaceful and just world. The minor takes an interdisciplinary approach to understanding peace theory, application and strategy. The minor introduces students to the academic study of the religious, historical, political, environmental, sociological, cultural and economic causes of conflict, as well as the psychological, philosophical, religious and communication processes of building peace and justice. Students pursuing the Peace and Justice Studies Minor will gain an understanding of conflict from interpersonal to international contexts, by becoming more aware of their own and others' identities, cultures and communities. Students will be encouraged to supplement their minor with study abroad, internships, conferences and other experiential activities.

The Minor complements numerous majors and minors, including, but not limited to: business, communication, education, environmental studies, history, international studies, ministry minor, political science, religion and sociology.

Graduates will be positioned to pursue post-graduate work with:

- The Peace Corps
- Non-government organizations (NGO's)
- Religious organizations
- International agencies and corporations
- Political organizations
- Environmental groups

- Economic and development organizations
- Peace and justice foundations

### 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 internship, 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](#).

## COURSES

### **IDS 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.

**Credits Awarded:** 2  
**Terms Offered:** Fall

### **IDS 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).

**Credits Awarded:** 4  
**Terms Offered:** Fall

### **IDS 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.

**Credits Awarded:** 4  
**Terms Offered:** Fall, Spring, Summer

### **IDS 280 - Contemporary Issues in Japan**

Held on the campuses of Meiji Gakuin University in Tokyo and Yokohama, this seminar serves as an introduction to the rich cultural traditions of Japan. A series of lectures and field trips as well as personal contact with Japanese students will give a unique perspective on various aspects of contemporary Japanese society.

**Credits Awarded:** 2-4  
**Terms Offered:** Summer



**IDS 295 - Introduction to Peace Studies**

Peace Studies originates in the assumption that, just as war is too important to be left to the generals, peace is too important to be left only to those who have warm and fuzzy notions of doing good in this world. Introduction to Peace Studies develops understanding of the precursors and processes of violent conflict and peace, and provides a strong foundation on which students can build further learning related to peace. The discipline of peace studies has developed over the past half-century, and continues to develop, understandings and strategies that are proving much more effective than established theories in resolving and transforming conflict, and in moving societies toward more sustainable peace. This course, Introduction to Peace Studies, will engage questions and dilemmas: What is peace? What is "positive peace"? What are the forces and dynamics of conflict, especially violent conflict, at different levels of human interaction? What is "structural violence"? What are professed and actual causes and purposes of war? What is the relationship connecting justice and peace? How can people respond to conflict without violence? Why are diplomatic peace accords so problematic? What are core principles of negotiation, conflict transformation, and nonviolent social action? What makes nonviolent action powerful? What is "peacebuilding," and what principles guide its practice among people trapped in violent conflict? Finally, how can we, individually and together, live as agents of peace and justice?

Students in Introduction to Peace Studies will:

1. Learn the course material;
2. Analyze and reflect on the ways in which their understanding of conflict and peace affects their outlook on life in general, their approach to their future vocations and careers, and their lives as citizens; and
3. Advance their skills as thinkers, learners, writers and public speakers.

**Credits Awarded:** 4  
**Terms Offered:** Fall

**IDS 395 - Interdisciplinary Studies**

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

**Credits Awarded:** 4-6  
**Terms Offered:** As Needed

**IDS 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.”

**Credits Awarded:** 4  
**Terms Offered:** Fall, Spring, Summer

**IDS 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.”

**Credits Awarded:** 4  
**Terms Offered:** Fall, Spring, Summer

**IDS 173 - Cultural Heritage I (Lit/Hist)**

Literature and history in the pre-modern period (up to 1500 C.E.).

**Credits Awarded:** 4  
**Terms Offered:** Fall, Spring

**IDS 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."

**Credits Awarded:** 4  
**Terms Offered:** Fall, Spring, Summer

**IDS 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.”

Credits Awarded: 4  
Terms Offered: Fall, Spring

**IDS 176 - Cultural Heritage II (Lit/Phil)**

Philosophy and literature in the modern period (after 1500 C.E.).

Credits Awarded: 4  
Terms Offered: As Needed

**IDS 177 - Cultural Heritage I (Hist/Phil)**

History and philosophy in the pre-modern period (up to 1500 C.E.).

Credits Awarded: 4  
Terms Offered: As Needed

**IDS 178 - Cultural Heritage II (Hist/Phil)**

History and philosophy in the modern period (after 1500 C.E.).

Credits Awarded: 4  
Terms Offered:

**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, 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.

Credits Awarded: 4  
Terms Offered: Spring

**IDS 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.

Credits Awarded: 4  
Terms Offered: Spring

**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.

Credits Awarded: 4  
Terms Offered: Fall, Spring

**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.

**Credits Awarded:** 4  
**Terms Offered:** Fall, Spring

**IDS 341 - Social Work Field Practicum Seminar**

This four credit City Seminar, open to Hope College advanced Social Work majors will provide academic and supervisory support for students who are fulfilling their practicum requirements at The Philadelphia Center. This course is a companion to IDS 351, an 8 credit/440 hour field practicum, concurrently enabling students to work with individuals, groups, and community organizations under the close supervision of professional Social Workers.

We will meet in a small group to provide peer supervision and guidance discussing Social Work practicum issues and concerns as well as to fulfill the accreditation requirements of The Council on Social Work Education, Hope College, and the programmatic standards and requirements of The Philadelphia Center. This seminar will also help to facilitate communication and the learning contracts between field instructors, students and their faculty advisor.

The Social Work Field Practicum Seminar will enable students to practice basic entry level baccalaureate social work intervention skills. This seminar is an integrative course combining classroom learning with practice, encouraging the development of new knowledge and skills. In addition, the Social Work Field Practicum Seminar will further serve to provide a transition between the roles of student and emerging professional.

**Credits Awarded:** 4  
**Terms Offered:** Fall, Spring  
**Corequisites:** Ids 351

**IDS 353 - Power and Authority**

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.

**Credits Awarded:** 4

**Terms Offered:** Fall, Spring

**IDS 354 - Urban Political and Social Systems, Issues and Practices**

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.

**Credits Awarded:** 4

**Terms Offered:** Fall, Spring

**IDS 355 - Education and Difference at Work**

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?

**Credits Awarded:** 4

**Terms Offered:** Fall, Spring

**IDS 356 - Conversations on Construction of Race in America**

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.

**Credits Awarded:** 4

**Terms Offered:** Fall, Spring

### **IDS 359 - Inside Out: Pathways to Opportunity**

Inside Out offers an opportunity for outside students from colleges all over the U.S. to join with students living inside a correctional facility. Together we will explore and develop skills with transformative dialogue in order to enlarge our perspectives. This course will encourage an understanding of the macro systems of structural inequality, balanced with the micro view of our personal agency. We will examine the process by which people are led to specific paths of opportunity in: education, employment, housing, information (in a digital age), health care, economic rewards, and the criminal justice system. Through the exchange of perspectives, experiences, and social/historical influences, we will look at the continuing consequences of difference; how beliefs are formed and supported based on hierarchies of privilege and power, particularly in our social policies and procedures, laws, language, social conditioning, and the moral codes or values we hold. This transactional experience will provide the tools to empower learners to see one's self in relation to the other and our larger society, enabling a call to action in our respective and every-changing spheres of influence.

**Credits Awarded:** 4  
**Terms Offered:** Fall, Spring

### **IDS 361 - Abnormal Psychology**

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.

**Credits Awarded:** 4  
**Terms Offered:** Fall, Spring

### **IDS 363 - Exploring Relationships in Fiction and Film**

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.

**Credits Awarded:** 4  
**Terms Offered:** Fall, Spring

### **IDS 364 - Marketing Management**

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.

**Credits Awarded:** 4  
**Terms Offered:** Fall, Spring

### **IDS 365 - Principles of Finance**

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.

**Credits Awarded:** 4  
**Terms Offered:** Fall, Spring

**IDS 366 - Social Justice**

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.

**Credits Awarded:** 4  
**Terms Offered:** Fall, Spring

**IDS 368 - Urban Economics**

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.

**Credits Awarded:** 4  
**Terms Offered:** Fall, Spring

**IDS 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."

**Credits Awarded:** 4  
**Terms Offered:** As Needed



**IDS 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.

Credits Awarded: 4  
Terms Offered: As Needed

**IDS 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.”

Credits Awarded: 4  
Terms Offered: As Needed

**IDS 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.

Credits Awarded: 4  
Terms Offered: As Needed

**IDS 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.

Credits Awarded: 4  
Terms Offered: As Needed

**IDS 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.

Credits Awarded: 4  
Terms Offered: Fall, Spring

**IDS 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.

Credits Awarded: 4  
Terms Offered: Fall, Spring, Summer

**IDS 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.

Credits Awarded: 4  
Terms Offered: Fall, Spring

**IDS 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.

Credits Awarded: 3  
Terms Offered: Fall, Spring

**IDS 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.

Credits Awarded: 4  
Terms Offered: Fall, Spring

**IDS 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.

Credits Awarded: 4

Terms Offered: Fall, Spring

**IDS 460 - Forgiveness and Second Chances**

We will learn about the work of Shakespeare Behind Bars, travel to Brooks Correctional Facility in Muskegon, MI, read works about forgiveness and talk deeply about second chances, forgiveness- of ourselves and others, and how to use your gifts to make a difference.

Credits Awarded: 4

Terms Offered: Spring

**IDS 462 - Composing A Life**

Mary Catherine Bateson has suggested that we “compose” our lives in at least three ways: (1) we grow them over time, as is true of the unfolding manner of creating an artistic masterpiece; (2) we stitch together episodes with transitions which ultimately become a larger tale than the sum of the pieces; (3) we actively tell and retell our life stories in different ways in different contexts, always composing and recomposing who we are as we know ourselves better or differently. In this Senior Seminar we take Bateson at her word, reading a number of autobiographies and memoirs, viewing some life-changing movies, and hearing the input of others, all while writing chapters of our own life stories, discussing the meaning of key concepts that develop our worldviews, and presenting to the class our senses of personal meaning as we launch into the next phase of our life compositions.

Credits Awarded: 4

Terms Offered: Fall

**IDS 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.

Credits Awarded: 4

Terms Offered: Fall, Summer

**IDS 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.

**Credits Awarded:** 4  
**Terms Offered:** Summer

**IDS 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.

**Credits Awarded:** 4  
**Terms Offered:** Fall, Spring, Summer

**IDS 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.

**Credits Awarded:** 4  
**Terms Offered:** Fall, Spring, Summer

**IDS 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?

**Credits Awarded:** 4  
**Terms Offered:** Fall, Spring

**IDS 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.

**Credits Awarded:** 4

**Terms Offered:** Fall, Spring

**IDS 469 - Conflict, Peace, Reconciliation**

This May Term Senior Seminar experience is an experiential opportunity to explore your faith, the intersection of faith and social justice, your values and identity, and knowledge of peace-building and conflict transformation. Scotland and Northern Ireland afford us the opportunity to learn about conflict, peace-building and reconciliation through a life-changing study/travel experience in faith, communication, and community, living for a week in the Abbey of the Scottish Iona Christian Community and learning about The Troubles in Northern Ireland through the work of Corrmeela (ecumenical Christian peace and reconciliation center), the East Belfast Mission (Methodist), and Clonard's Monastery. We will explore the role of the arts, communication, religion, and policy of reconciliation. We will meet former IRA bomb-makers and Ulster paramilitaries. We will visit the Belfast barricades, former prisons, and museums, as well as the Highlands of Scotland and the cities of Glasgow, Edinburgh, Belfast and Dublin. By understanding the centuries-long histories of social, ethnic, sectarian, and political conflict that has shaped these nations, as well as the efforts to bring about lasting peace and reconciliation, this Senior May Term will address the broad themes of community in faith, peace building, intergroup dialogue, and Celtic culture and history. As a student in this course, you will develop a research question, video-interview experts and witnesses of conflict and peace-building during our travels in Scotland and Northern Ireland, and incorporate interview excerpts into a Life View Video Short that develops your thinking about who you are, what values motivate and define you, and how you will pursue the intersections of faith, social justice and reconciliation in your future.

**Credits Awarded:** 4

**Terms Offered:** Summer

**IDS 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.

**Credits Awarded:** 4

**Terms Offered:** Fall, Spring, Summer

**IDS 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.

**Credits Awarded:** 4

**Terms Offered:** Spring

**IDS 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.

**Credits Awarded:** 4

**Terms Offered:** Spring, Summer

**IDS 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/heeroes, 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.

**Credits Awarded:** 4

**Terms Offered:** Spring

**IDS 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.

**Credits Awarded:** 4

**Terms Offered:** Summer

**IDS 476 - From Facebook to Faces**

This course will examine the many ways we connect with one another and create community-face to face and online. During spring semester, we will critique our consumer society, consider ways to reweave the social fabric when it has worn thin, and reflect on the possibilities of virtual community. In May, we will travel to and throughout the northern U.K. to learn about different types of communities there, such as football, the arts, and the Anglican parish. Liverpool Hope University will be our home base, as we meet in seminar with international students, and create our own blogs to record and reflect on our learning about community. Readings, discussion, blog creation, and a world-and-life-view paper will provide a framework for reflecting on where you live (geographically and virtually) and what you live for.

**Credits Awarded:** 4  
**Terms Offered:** Summer

**IDS 477 - Human Rights and Human Wrongs**

The content of this course will focus on "Human Rights and Human Wrongs" as they manifest themselves internationally, nationally and at the individual level. Students will be challenged to consider their values, ideas and beliefs from a religious, philosophical, political, economic and ethical perspectives as they intersect with the notion of rights and wrongs. As they reflect, articulate and concretize their opinions, students will be discussing, reflecting openly and sensitively, engaged in peer learning and communicating with me regarding a myriad of issues related to the notion of human rights and wrongs. Every student will be responsible for a class presentation and a "life view" paper that articulates in a coherent and disciplined manner their views on this subject as it developed and became increasingly sophisticated in their years at Hope College "in the context of the historic Christian faith" and as it prepares them for "lives of leadership and service in a global society."

**Credits Awarded:** 4  
**Terms Offered:** Fall

**IDS 478 - Life Together**

This seminar will begin with basic questions of what it means to be part of a community, especially in the context of a Christian liberal arts college such as Hope College. We will start by reading the work of Shane Claiborne, a graduate of a Christian liberal arts institution himself, currently living in a community called "The Simple Way" in the heart of Philadelphia. From contemplating notions of a faith-based community (or communities), we will go on to tackle the ever-present problem of "race, racism, and racialization" and its role in fracturing or creating certain norms within community/communities that we will critically analyze and reflect. Here we will be reading texts by Beverly Daniel Tatum to help define race and think through race identity development, along with the work of Amy Eshleman, (and her colleagues: Jean Halley, Ramya Mahadevan Vijaya), a Hope College graduate herself, to think through patterns of "whiteness" as a racial identity and its implications for learning, community, and the academic context. We will then read a range of authors, topics, and textual genres to reflect on similar issues of faith, learning, race, and community, ranging from Native American, African American, Latina/o American, Asian American and Anglo American topics and authors, and fictional, biographical, and even legal non-fictional work. Finally, we'll come full circle by reading Claiborne again to reflect on the semester and your four years at Hope as a whole - and beyond.

**Credits Awarded:** 4  
**Terms Offered:** Fall

**IDS 479 - Making Good on Your Dreams**

Backpacking across Europe. Signing on for an extended service project. Getting accepted by your top choice of grad schools. Interviewing for your dream job. Establishing a relationship with a significant other. Growing in your knowledge of yourself and your world. As you think about college and about graduating from college, what do you imagine to be your absolutely top-notch, sparkling, over-the-top, utopian experience? In this class, we'll think about the ways we define our perfect worlds on several levels: personal, political, and global. We'll talk about our responsibilities in shaping, in making this utopian adventure, and we'll examine what our ideas of "the perfect world" mean within the context of the Christian faith. We'll consider how we respond when the world we live in doesn't meet our expectations. (Not just "why do bad things happen to good people," but why do bad things sometimes happen to me and how do I deal with them?) We'll read some great writing by others who have dreamed of what a perfect world might look like- and by some who are scary-good at pointing out the challenges to such idealizations. Energetic class discussion will be our goal. Disagreement and rebellion will be encouraged. Writing assignments will include reading responses and short essays which will culminate in the Senior Seminar "Life View" paper.

**Credits Awarded:** 4  
**Terms Offered:** Fall



### **IDS 481 - Values in Transit**

Students in this values-oriented course will listen to and question the philosophies and life choices articulated by daily speakers from Austria and other countries. Distinguished artists, business people, clergy, environmentalists, musicians, politicians, psychologists, teachers, and World War II veterans and victims share their life stories. Students will read books, interact with the speakers and each other, write response papers and journals, and formulate their personal views for a "Philosophy of Life" paper.

Credits Awarded: 4  
Terms Offered: Summer

### **IDS 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.

Credits Awarded: 4  
Terms Offered: Fall, Spring, Summer

### **IDS 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.

Credits Awarded: 3-4  
Terms Offered: Fall, Spring  
Prerequisites: Departmental acceptance of application

# INTERNATIONAL STUDIES

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.

## ABOUT THE PROGRAM

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, 8 credits of 2 directed elective and 4-6 credits of international or globally-related courses selected in consultation with the Academic Advisor and approved by the Director of the major, and a modern language successfully completed through the second year level (4th 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 requirement or elective courses at the discretion of the major's director.

## MAJORS

### International Studies Composite

Required Courses

1. ECON 211 – Principles of Macroeconomics
2. POL 151 – Introduction to Global Politics

Or

POL 251 International Relations

3. ECON 306 – Econometrics (Students enrolled as of Fall 2015)

Or

Communication 280. Research Methods

Or

History 140, History Workshop,

Or

POL 242, Research Methods

Or

Sociology 262, Methods of Social Research

4. History 355, History of U.S. Foreign Policy

Or

POL 378, American Foreign Policy

5. SOC 151, Cultural Anthropology

Or

Religion 281, Intro to World Religions

6. Capstone INTS 400

One course from the following Africa, Asia and Latin America courses:

- HIST 221, 225, 260, 263, 270, 280, 312, 321, 365, 370
- PHIL 241, 242
- POL 262, 303, 304, 305

One course from the following:

- COMM 371
- ECON 318
- HIST 242, 344
- POL 160, 201, 251, 351, 352

### **INTS 400 – Capstone Seminar in International Studies**

(Students enrolled as of 2014)

Students in this class will compile a portfolio and connect it with the academic classes they have taken on Hope's campus their language proficiency, their study abroad experience and the current international situation. In addition, they will be expected to formulate an international policy issue and reflect on it in a written research paper. In the paper, they should engage in a literature review, as well as a justification of the methodology they are utilizing for the paper. They must integrate the content they have learned with the skills and values they have acquired in the course

of their study. They will analyze the data/material, make a final presentation in class and turn in a written paper (15-20 pages long) of the same. Credits 4 Prerequisite(s): Senior Standing

### ELECTIVE COURSES

4 hours of course work (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.

INTS 399 or 499

### FOREIGN LANGUAGE REQUIREMENT

A modern language successfully completed through the second-year level (4th semester) or demonstrated equivalency.

### OFF-CAMPUS STUDY REQUIREMENT

A year or semester overseas study-abroad program.

\*Research Methods effective for students enrolled Fall 2015

# KINESIOLOGY

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.

## ABOUT THE PROGRAM

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
- Professors and coaches in colleges and universities
- Physical therapists
- Occupational therapists
- Teachers and coaches in elementary and secondary schools
- Directors of wellness programs
- Program directors in health facilities
- Athletic directors
- Personal trainers
- Strength and conditioning coaches
- Cardiac rehabilitation specialists
- Physicians
- Physician assistants
- Chiropractors
- Pharmaceutical sales
- Prosthetist/orthotist

### 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 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.

## MAJORS

Students currently majoring in the Department of Kinesiology also;

- Assist in laboratory experiences
- Assess fitness of college students, community members and athletes
- Assist in directing the intramural program at Hope College
- Assist coaches in collegiate sports
- Assist as Teaching Assistants in various class offerings
- Work as assistants to physical therapists in local schools, hospitals, and private practices
- Serve as camp counselors in scout camps, camps for the handicapped, and church camps
- Provide meaningful experiences for children in elementary physical education
- Gain critical experience as athletic training students in colleges, high schools, clinics, and physician offices
- Coach or serve as assistant coaches in area junior and senior high schools
- Work in corporate wellness programs
- Teach fitness in private health clubs and school settings

### 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](http://www.hope.edu/academic/kinesiology).

### Athletic Training

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:

- BIO 103 and 221
- KIN 198, 200, 208, 221, 222, 223, 241, 250, 251 298, 340, 385, 386, 398, 401, 402, 404, 405 and 498
- PSY 100
- SOC 101 and 333
- 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](http://www.hope.edu/academic/kinesiology).

### **Exercise Science**

Exercise science majors must take a minimum of 38 credits within the department. Required courses are:

- BIO 221
- CHEM 103, or CHEM 125/127
- MATH 210, or MATH 311 and 312
- KIN 200, 202, 208, 221, 222, 223, 250, 323, 324, 383, 422, 499 or 299
- One elective from the following list of courses:
  - KIN 308, 325, 326, 340 or 371

### **Physical Education Elementary Education**

#### **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.

#### **PHYSICAL EDUCATION MAJORS**

The major in physical education consists of a minimum of 35 credits. 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
- KIN 160, 201, 221, 222, 223, 301, 330, 344, 345

### **Physical Education Secondary Education**

#### **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.

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 35 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
- KIN 160, 201, 221, 222, 223, 301, 330, 344, 345 (for secondary PE majors with K-12 endorsement), 346, 350

## MINORS

Minors in kinesiology, health education, physical education, and exercise science are also offered.

### Exercise Science

An exercise science minors is available at Hope College. Students desiring an exercise science minor must take a minimum of 22 credits to include 18 credits of exercise science courses in the kinesiology department and four credits from Biology 221. Required courses include :

- BIO 221
- KIN 200, 208, 221, 222 and 223
- Three additional credits are required from the exercise science courses listed below:
  - KIN 301, 308, 323, 324, 325, 326, 340, 370, 383

### Health Education

The Health Education minor consists of 22 credit hours. The core courses consist of KIN 140, 208, 251, 351, 451, 453 and 455.

### Kinesiology

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.

### **Physical Education**

Teaching minors in physical education are also available. A minimum of 22 credits is required. Courses that must be taken for the teaching minor include KIN 160, 201, 221, 222, 223, 301, 344 and 345 or 346.

Consult the kinesiology website, [www.hope.edu/academic/kinesiology](http://www.hope.edu/academic/kinesiology), for specific details.

*Students cannot take courses for these minors on a pass/fail basis.*

## 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.

#### **KIN 140 - Health Dynamics**

This course is part of the General Education Curriculum and 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.

**Credits Awarded:** 2

**Terms Offered:** Fall, Spring, Summer

#### **KIN 195 - Physical Education Activities**

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

**Credits Awarded:** 1-4

**Terms Offered:** As Needed

#### **KIN 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.

**Credit Awarded:** 1

**Terms Offered:** Fall, Spring

**Prerequisites:** Permission of instructor

#### **KIN 200 - Human Anatomy**

A course where the human body is studied from histological and gross anatomical perspectives. Laboratories include examination of human cadaver prosections, use of models and human specimens. Three lectures and one 3-hour laboratory period per week. Students also register for a Lab section. Cross-listed with Biol 222.

**Credits Awarded:** 4

**Terms Offered:** Fall, Spring, Summer

**Prerequisites:** Permission of department

**KIN 201 - Physical Education: Movement, Meaning and Value**

This course is designed to provide introductory theories and philosophies of embodiment, meaningful movement, and physical activity values to physical education major and minor students. The current challenges of physical education and physical activity will be topics of discussion, along with theoretical remedies for those challenges. The required lab experience will provide students with physical and cognitive applications in a variety of activities.

Credits Awarded: 4  
Terms Offered: Fall

**KIN 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.

Credit Awarded: 1  
Terms Offered: Fall, Spring

**KIN 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.

Credits Awarded: 2  
Terms Offered: As Needed

**KIN 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.

Credits Awarded: 2  
Terms Offered: Fall, Spring

**KIN 208 - Introduction to 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.

Credits Awarded: 3  
Terms Offered: Fall, Spring, Summer

**KIN 209 - Medical Terminology for Health Care Professionals**

This basic medical terminology course will provide the framework needed before advancing to a more comprehensive professional graduate program. This course will focus on the many components of a medical term and how to break down a medical term by simply knowing the meaning of the prefix or suffix. It is important for students to realize that accurate spelling, pronunciation, and usage of medical terms is of extreme importance in the care of a patient.

**Credits Awarded:** 2  
**Terms Offered:** Summer

**KIN 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. The laboratory component of the class will focus on palpation, stretching and strength exercises. Additionally, exercises to explore kinesthesia and proprioception, passive vs. active inefficiency, etc. will be covered. Three lectures and one, 1-hour lab section per week.

**Credits Awarded:** 4  
**Terms Offered:** Fall  
**Prerequisites:** Kin 200

**KIN 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.

**Credits Awarded:** 3  
**Terms Offered:** Fall, Spring, Summer  
**Prerequisites:** Biol 221  
**Corequisites:** Kin 223

**KIN 223 - Exercise Physiology Laboratory**

Laboratory experience designed to demonstrate physiological principles learned in Kin 222. Required for Kinesiology majors and minors.

**Credit Awarded:** 1  
**Terms Offered:** Fall, Spring, Summer  
**Prerequisites:** Biol 221  
**Corequisites:** Kin 222

**KIN 241 - 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.

**Credits Awarded:** 2  
**Terms Offered:** Fall

**KIN 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.

**Credits Awarded:** 4  
**Terms Offered:** Fall, Spring  
**Prerequisites:** Math 210

**KIN 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.

Credits Awarded: 3  
Terms Offered: Fall

**KIN 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. Students may take Kin 140 either prior to enrollment in or concurrently with course.

Credits Awarded: 2  
Terms Offered: Fall, Spring  
Prerequisites: Kin 140  
Corequisites: Kin 140

**KIN 295 - Special Topics in Kinesiology**

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4  
Terms Offered: As Needed  
Prerequisites: Permission of instructor

**KIN 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.

Credit Awarded: 1  
Terms Offered: Fall, Spring  
Prerequisites: Kin 198

**KIN 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 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.

Credits Awarded: 1-3  
Terms Offered: Fall, Spring, Summer

**KIN 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.

Credits Awarded: 3  
Terms Offered: Spring

**KIN 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.

Credits Awarded: 3  
Terms Offered: Spring  
Prerequisites: Kin 208, Kin 222 and Kin 223

**KIN 323 - Clinical Exercise Physiology**

The purpose of this class is to familiarize the student with specialized knowledge in exercise science and its application to health and fitness. Students will understand the epidemiology and etiology of various disease states & health conditions. Further, students will understand how exercise and behavioral changes can impact disease risk. The course will also introduce an integrated approach to the assessment of physical fitness and the design of exercise programs in normal and special populations.

Credits Awarded: 3  
Terms Offered: Fall, Spring  
Prerequisites: Kin 222 and Kin 223  
Corequisites: Kin 324

**KIN 324 - Clinical Exercise Physiology Laboratory**

The laboratory portion of this class will expand on concepts learned in Kin 223. Aspects of fitness assessment and exercise prescription will be emphasized utilizing health as well as various special populations.

Credit Awarded: 1  
Terms Offered: Fall, Spring  
Prerequisites: Kin 222 and Kin 223  
Corequisites: Kin 323

**KIN 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 that 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.

Credits Awarded: 4  
Terms Offered: Fall  
Prerequisites: Kin 222 and Kin 223

**KIN 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.

Credits Awarded: 3  
Terms Offered: Spring  
Prerequisites: Kin 222 and Kin 223

**KIN 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.

Credits Awarded: 3  
Terms Offered: Fall

**KIN 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.

Credits Awarded: 3  
Terms Offered: Spring  
Prerequisites: Kin 200

**KIN 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.

Credits Awarded: 3  
Terms Offered: Spring

**KIN 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 that course to the situations encountered in a local elementary school setting.

Credits Awarded: 2  
Terms Offered: Fall  
Prerequisites: Kin 344

**KIN 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.

Credits Awarded: 2  
Terms Offered: Fall  
Prerequisites: Kin 344

**KIN 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 in an adapted physical education lab setting one hour each week.

Credits Awarded: 4  
Terms Offered: Fall, As needed

**KIN 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.

Credits Awarded: 3  
Terms Offered: Spring  
Prerequisites: Kin 251

**KIN 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.

Credits Awarded: 3  
 Terms Offered: Fall, Spring  
 Prerequisites: Psy 100

**KIN 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. The laboratory component of the class focuses on practical applications of the material covered in class, including simple machines as applied to the human body. Material mechanics including forces, collisions, bending and rupture of tissue. Center of gravity will be estimated by different formulae, and gait will be explored during both walking and running. Three lectures and one, 1-hour lab section per week. Students must register for laboratory.

Credits Awarded: 3  
 Terms Offered: Spring  
 Prerequisites: Kin 221

**KIN 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.

Credits Awarded: 4  
 Terms Offered: Spring, Even Years  
 Prerequisites: Kin 221, Biol 221

**KIN 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.

Credits Awarded: 3  
 Terms Offered: Spring, Even Years  
 Prerequisites: Kin 221, Biol 221

**KIN 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.

Credit Awarded: 1  
 Terms Offered: Fall, Spring  
 Prerequisites: Kin 298



**KIN 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. There is heavy emphasis on use and application of the various modalities studied, therefore lab and out-of-class access to the modalities is required for competence. 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.

Credits Awarded: 3  
 Terms Offered: Fall, Even Years  
 Prerequisites: Kin 200, Biol 221

**KIN 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. There is heavy emphasis on use and application of the various techniques covered in class. Therefore lab and out-of-class access to the modalities is required for competence.

Credits Awarded: 3  
 Terms Offered: Fall, Odd Years  
 Prerequisites: Kin 200, Kin 222 and Kin 223

**KIN 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.

Credits Awarded: 2  
 Terms Offered: Fall, Odd Years

**KIN 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. Basic 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.

Credits Awarded: 2  
 Terms Offered: Spring, Odd Years

**KIN 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. Students must register for an accompanying lab section where group research projects with human participants are designed and carried out.

Credits Awarded: 4  
 Terms Offered: Fall, Spring  
 Prerequisites: Chem 103, Kin 250, Kin 323 and Kin 324

**KIN 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.

Credits Awarded: 4  
 Terms Offered: Fall  
 Prerequisites: Kin 351

**KIN 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.

Credits Awarded: 4  
 Terms Offered: Spring  
 Prerequisites: Kin 451

**KIN 455 - Measurement and Evaluation in Health Education**

This course provides a forum for developing measurement and evaluation skills relevant to health education in schools and community health. Health education minors will develop competencies related to needs assessment and data collection, evaluation, and presentation, which are aligned with current best practice and available resources.

Credits Awarded: 3  
 Terms Offered: Fall  
 Prerequisites: Kin 351

**KIN 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. Experience in a research methods course is highly recommended.

Credits Awarded: 1-3  
 Terms Offered: Fall, Spring

**KIN 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.

Credit Awarded: 1

Terms Offered: Fall, Spring

Prerequisites: Kin 398

**KIN 499 - Special Studies in Exercise Science or 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.

Credits Awarded: 1-3

Terms Offered: Fall, Spring

Prerequisites: Kin 222 and Kin 223, Kin 250

# LEADERSHIP

The purpose of the Center for Faithful Leadership (CFL) is to transition and transform students.

## ABOUT THE PROGRAM

The Center for Faithful Leadership helps students prepare for work by helping them discern, develop, and deploy their gifts and calling; and transition from college. To do this it offers coursework and co-curricular experiences such as an entrepreneurship program and a student-led consulting program. For more information, please contact the Center for Faithful Leadership or visit its [website](#).

## COURSES

### **LDRS 201 - Introduction to Leadership**

This course helps students become more self-aware in the context of servant leadership and in viewing leadership in terms of their gifts and calling. Students are challenged to think about leadership that is counter-cultural and from a Christian perspective with the hopes that they will use it to inspire, influence and impact their world.

Credits Awarded: 2  
Terms Offered: Fall, Spring

### **LDRS 231 - Entrepreneurship**

This course helps students be creative and put into practice their imagination. They develop their own for-profit or non-profit business ideas using the “Four Steps to the Epiphany” process: Customer Discover, Customer Validation, Customer Creation, and Company Creation. This course also serves as “boot camp” and is the prerequisite for the HEI Award in the CFL Incubator.

Credits Awarded: 4  
Terms Offered: Fall, Spring

### **LDRS 291 - The Influential Leader**

This course helps students reflect on and understand four perspectives on influence and put into practice both transactional and transformational strategies for change.

Credits Awarded: 2  
Terms Offered: Fall, Spring

### **LDRS 292 - The Trusted Advisor**

This course examines how to build trusting relationships in order to better lead and serve. It is designed for those students who intend to work in the advisory professions (e.g., accounting, consulting, engineering, financial services, law, public relations, etc.) and gives students the opportunity to positively influence clients and team members. This course also serves as a “boot camp” and prerequisite for CFL Consulting.

Credits Awarded: 2  
Terms Offered: Fall, Spring

### **LDRS 295 - Studies in Leadership**

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4  
Terms Offered: As Needed

### **LDRS 299 - Internship: Student Leadership Development**

An experience integrating concurrent student leadership experiences with readings and faculty and staff-guided reflections.

Credit Awarded: 1  
Terms Offered: Fall, Spring

### **LDRS 390 - Independent Study in Leadership**

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.

Credits Awarded: 4  
Terms Offered: Fall, Spring

### **LDRS 395 - Studies in Leadership**

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4

Terms Offered: As Needed

### **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.

Credits Awarded: 4

Terms Offered: Fall, Spring

### **LDRS 401 - Leadership Capstone Seminar**

In this course students continue to make the transition from college to career.

Credits Awarded: 2

Terms Offered: Spring

# MATHEMATICS

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.

## ABOUT THE PROGRAM

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.

## MAJORS

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 for students intending to become middle school or high school mathematics teachers. We also offer a Mathematics Elementary Education Major for students going into elementary or middle school 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:

- MA 280, 331 and 341 must be included

- Additional credits chosen from the following courses: MA 126, 131, 132, 231, 232, 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 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:

- MA 280, 331 and 341 must be included
- Additional credits chosen from the following courses: MA 126, 131, 132, 231, 232, 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 39 required credits

See individual course descriptions for prerequisites.

### **Mathematics Elementary Education**

In partnership with the Hope College Department of Education, the Department of Mathematics offers a teaching major in the elementary level for certification through the State of Michigan.

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:

- Complete MA 126 or MA 131
- Complete MA 132, 205, 206, 231, 280, 311, 312, 321 and 351
- Complete at least 4 additional credits selected from MA 207, MA 208, and GEMS courses centered on mathematical topics (GEMS 100 or 105).

### **Mathematics Secondary Education**

In partnership with the Hope College Department of Education, the Department of Mathematics offers a teaching major in the secondary level for certification through the State of Michigan.

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:



- MA 132, 231, 280, 311, 312, 321, 331, 341, and 351 must be included
- Additional credits chosen from the following courses: MA 126 or 131, MA 232 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 34 required credits
- MA 323 and 324 must also be taken (*this counts as education credit, and does not count toward the 34 mathematics credits*).

## MINORS

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. We offer a Mathematics Secondary Education Minor for students intending to become middle school or high school mathematics teachers. We also offer a Mathematics Elementary Education Minor for students going into elementary teaching.

### Mathematics

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)
- Numerical Analysis (MA 372)

For more specific recommendations for your proposed career, speak with your advisor or a member of the Department of Mathematics.

### Mathematics Elementary Education

In partnership with the Hope College Department of Education, the Department of Mathematics offers a teaching minor at the elementary level for certification through the State of Michigan.

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:

- Complete two courses from MA 123, 125, 126, 131, 132 for a total of 8 credits
- Complete MA 205 and 206
- Complete either MA 210, MA 311 and 312, or MA 311 and MA 0110 – Statistics transfer credit
- Complete at least 4 additional credits selected from MA 207, MA 208, and GEMS courses centered on mathematical topics (GEMS 100 or 105).

### Mathematics Secondary Education

In partnership with the Hope College Department of Education, the Department of Mathematics offers a teaching minor in the secondary level for certification through the State of Michigan.

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:

- MA 132, 231, 280, 311, 312, 321, and 351 must be included
- Additional credits chosen from the following courses: MA 126 or 131, MA 232, 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 24 required credits
- MA 323 and 324 must also be taken (*this counts as education credit and does not count toward the 24 mathematics credits*)

**Note: a student cannot receive credit for both MA 123 and MA 125, or MA 126 and MA 131.**

## COURSES

### **MATH 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 Math 123 and Math 125.

**Credits Awarded:** 4  
**Terms Offered:** Spring

### **MATH 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 Math 125 and Math 123.

**Credits Awarded:** 4  
**Terms Offered:** Fall

### **MATH 126 - Calculus with Review II**

This course is a continuation of Math 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 Math 126 and Math 131.

**Credits Awarded:** 4  
**Terms Offered:** Spring  
**Prerequisites:** Math 125 with grade of C- or better, or permission of instructor

### **MATH 131 - Calculus I**

Topics include functions, limits, continuity, differentiation, integration, and applications of the derivative and integral. A student cannot receive credit for both Math 131 and Math 126. An ACT Math score of 25+ is highly recommended.

**Credits Awarded:** 4  
**Terms Offered:** Fall, Spring

### **MATH 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.

**Credits Awarded:** 4  
**Terms Offered:** Fall, Spring  
**Prerequisites:** Math 126 or Math 131 with a grade of C- or better

**MATH 205 - Mathematics for Elementary and Middle School Teachers I**

The first of a two-course sequence in which prospective K-8 teachers explore the fundamental aspects of the mathematics they will be expected to teach in their future classrooms. Emphasis is on developing a conceptual understanding of the mathematics and the ability to communicate mathematical concepts effectively to K-8 students. Topics addressed: Number Concepts and Operations; Algebraic Thinking, Statistics & Probability. Proficiency in basic mathematical skills is assumed. For prospective elementary and middle school teachers only. Completion of, or concurrent enrollment in, an Educ-200-level course is highly recommended prior to this course.

Credits Awarded: 4  
Terms Offered: Fall

**MATH 206 - Mathematics for Elementary and Middle School Teachers II**

A continuation of Math 205 with a focus on geometry and measurement. For prospective elementary and middle school teachers only.

Credits Awarded: 2  
Terms Offered: Spring  
Prerequisites: Math 205 with a grade of C- or better, or permission of instructor

**MATH 207 - K-8 Mathematics Software Applications**

A course designed to deepen participants' understanding of mathematical concepts by exploring current information and communication technologies used in K-8 classrooms. As technology rapidly changes, emphasis is on "learning to learn" with different technologies in a project-focused, collaborative setting.

Credits Awarded: 2  
Terms Offered: Spring, Odd Years  
Prerequisites: Math 205 with a grade of C- or better, or permission of instructor

**MATH 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.

Credits Awarded: 2  
Terms Offered: Spring, Even Years  
Prerequisites: Math 205 with a grade of C- or better, or permission of instructor

**MATH 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 Math 210 and Math 311.

Credits Awarded: 4  
Terms Offered: Fall, Spring

**MATH 231 - Multivariable Mathematics I**

The study of linear algebra and ordinary differential equations.

Credits Awarded: 4  
Terms Offered: Fall, Spring  
Prerequisites: Math 132 with a grade of C- or better

**MATH 232 - Multivariable Mathematics II**

The study of systems of differential equations and multivariable calculus including differentiation, multiple integration, and calculus on vector fields.

Credits Awarded: 4

Terms Offered: Fall, Spring

Prerequisites: Math 231 with a grade of C- or better

**MATH 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.

Credits Awarded: 3

Terms Offered: Spring

Prerequisites: Math 132

**MATH 295 - Studies in Mathematics**

A course offered in response to student interest and need. Covers mathematical topics not included in regular courses.

Credits Awarded: 1-3

Terms Offered: Fall, Spring

Prerequisites: Permission of instructor

**MATH 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. A student may not receive credit for both MA 210 and MA 311.

Credits Awarded: 2

Terms Offered: Spring

Prerequisites: Math 131 or permission of instructor

**MATH 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 two 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.

Credits Awarded: 2

Terms Offered: Spring

Prerequisites: Math 210 or Math 311

**MATH 318 - Mathematical Biology**

An exploration of the ways in which mathematics is used to understand and model biological systems. Using examples from ecology, neuroscience, epidemiology, and molecular evolution, we will focus on continuous and discrete models and their analytical and computational solutions. Systems of differential equations, linear algebra, and statistical methods will figure prominently among the mathematical topics. Students will become familiar with the statistical, graphical & modeling capabilities of the R computer language. Cross-listed with Biol 318.

Credits Awarded: 4  
Terms Offered: Spring, Odd years

**MATH 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.

Credits Awarded: 2  
Terms Offered: Fall  
Prerequisites: Math 132

**MATH 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. Cross-listed as Educ 323.

Credits Awarded: 2  
Terms Offered: Fall  
Prerequisites: Admission to the teacher education program  
Corequisites: Math 324

**MATH 324 - Teaching Mathematics in the Secondary School Field Placement**

This is a field placement that must be taken concurrently with Math 323.

Credit Awarded: 1  
Terms Offered: Fall  
Prerequisites: Admission to the teacher education program  
Corequisites: Math 323

**MATH 331 - Real Analysis I**

Study of the real number system, sequences, functions, continuity, uniform continuity, differentiation, and theory of integration.

Credits Awarded: 3  
Terms Offered: Fall  
Prerequisites: Math 232, Math 280

**MATH 332 - Real Analysis II**

A continuation of Math 331 including functions of several variables, series, uniform convergence, Fourier Series.

Credits Awarded: 3  
Terms Offered: Spring, Even Years  
Prerequisites: Math 331

**MATH 334 - Complex Analysis**

The study of the algebra and geometry of complex numbers, analytic functions, complex integration, series, conformal mapping.

Credits Awarded: 3  
Terms Offered: Fall, Odd Years  
Prerequisites: Math 232 or permission of instructor

**MATH 341 - Algebraic Structures I**

An introduction to algebraic systems including a study of groups, rings, and integral domains.

Credits Awarded: 3  
Terms Offered: Fall  
Prerequisites: Math 232, Math 280

**MATH 342 - Algebraic Structures II**

A continuation of Math 341 including topics chosen from Galois theory, advanced linear algebra, group representation theory, and algebraic geometry.

Credits Awarded: 3  
 Terms Offered: Spring, Odd Years  
 Prerequisites: Math 341

**MATH 345 - Linear Algebra**

The study of abstract vector spaces, matrices and linear transformations, determinants, canonical forms, the Hamilton-Cayley theorem, inner product spaces.

Credits Awarded: 3  
 Terms Offered: Spring, Even Years  
 Prerequisites: Math 231, Math 280, or permission of instructor

**MATH 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.

Credits Awarded: 3  
 Terms Offered: Fall  
 Prerequisites: Math 280 or permission of instructor

**MATH 360 - Combinatorics and Graph Theory**

A study of topics in discrete mathematics. Topics may include enumeration, algorithms, graphy theory, graphy planarity, graph coloring, the pigeonhole principle, permutations and combinations, binomial coefficients, search algorithms, generating functions, and recurrence relations.

Credits Awarded: 3  
 Terms Offered: Spring, Odd Years  
 Prerequisites: Math 280 or permission of Instructor

**MATH 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.

Credits Awarded: 3  
 Terms Offered: Fall, Even Years  
 Prerequisites: Math 132  
 Corequisites: Math 363

**MATH 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.

Credits Awarded: 3  
 Terms Offered: As Needed  
 Prerequisites: Math 361  
 Corequisites: Math 364

**MATH 363 - Probability Problem Solving Session**

This course runs concurrent to Math 361 and serves as an opportunity to practice probability problems. This course is required for all students in Math 361.

Credit Awarded: 1  
 Terms Offered: Fall, Even Years  
 Prerequisites: Math 132  
 Corequisites: Math 361

**MATH 364 - Laboratory for Mathematical Statistics**

A computer-based laboratory to aid the learning and understanding of statistical concepts in Math 362.

Credit Awarded: 1  
 Terms Offered: As needed  
 Prerequisites: Math 361  
 Corequisites: Math 362

**MATH 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.

Credits Awarded: 3  
 Terms Offered: Spring, Odd Years  
 Prerequisites: Math 232

**MATH 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.

Credits Awarded: 3  
 Terms Offered: Spring, Even Years  
 Prerequisites: Math 232

**MATH 395 - Special Studies in Mathematics**

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4  
 Terms Offered: As Needed

**MATH 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.

Credits Awarded: 2  
 Terms Offered: As Needed

**MATH 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. Students may take Math 331 either prior to enrollment in or concurrently with the class.

Credits Awarded: 3  
 Terms Offered: As Needed  
 Prerequisites: Math 331  
 Corequisites: Math 331

**MATH 490 - Research in Mathematics**

Course provides opportunity for a junior or senior mathematics major to engage in a research project in an area of mathematics in which the student has special interest.

Credits Awarded: 0-4  
 Terms Offered: Fall, Spring  
 Prerequisites: Permission of chairperson

**MATH 493 - Independent Study in Mathematics**

Course provides opportunity for a junior or senior mathematics major to engage in an independent study project in an area of mathematics in which the student has special interest.

Credits Awarded: 1-4  
 Terms Offered: Fall, Spring  
 Prerequisites: Permission of instructor



**MATH 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.

Credits Awarded: 1-3

Terms Offered: Fall, Spring

Prerequisites: Permission of chairperson

# MELLON SCHOLARS

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.

## ABOUT THE PROGRAM

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 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 Newberry Library
- 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

Production, 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 those opportunities and the program, please contact the director or the [website](#).

## 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 semester) of IDS 180-181 – the Mellon 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 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 Mellon 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 to 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.

## MINISTRY

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.

### ABOUT THE PROGRAM

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
- Future seminary training and theological education.

### MINORS

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 to:

- Help students explore Christian ministry as vocation
- Equip students for Christian ministry by nurturing a community of learners who can love, think, discern, serve and pray together
- Foster the development of a theological framework for ministry
- Encourage students to develop spiritual disciplines that will sustain a lifetime of discipleship and service
- Provide all students with the opportunity to begin a lifelong love of theology and commitment to the church
- 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; Social Witness, Worship Leadership, (with two sub-tracks: pastoral and musical) and Youth Ministry. 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:

One of the following Religion courses and all of the following Ministry 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

Capstone course sequence of MIN 371, 372 to be taken concurrently with the internship

- MIN 371 – Theology of Ministry I, 2 credits
- MIN 372 – Theology of Ministry II, 2 credits

Year-long internship in a Christian ministry:

- MIN 398 – Internships in Ministry I, 2-4 credits

- MIN 399 – Internships in Ministry II, 2-4 credits

### **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 Communication, 4 credits
- LDRS 201 – Intro to Leadership, 2 credits **and**
- LDRS 291 – The Influential Leader, 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 Politics, 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 – Women in a Global Society, 4 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; 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 – The Influential Leader, 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.

## Youth Ministry

26-30 required credits

For specific training in youth ministry settings, whether in churches or para-church organizations.

Additional required course:

- MIN 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 – The Influential Leader, 2 credits

## COURSES

### **MIN 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 required for applying to the Studies in Ministry minor.

Credits Awarded: 2  
Terms Offered: Spring

### **MIN 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.

Credits Awarded: 4  
Terms Offered: Fall

### **MIN 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, and mission theology. Special attention is given to developing a theology of cultural plurality with implications for witness, conversion, and ministry.

Credits Awarded: 4  
Terms Offered: Fall

### **MIN 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.

Credits Awarded: 4  
Terms Offered: Fall

### **MIN 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.

Credits Awarded: 2  
Terms Offered: Fall

### **MIN 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.

Credits Awarded: 2  
Terms Offered: Spring

### **MIN 395 - Studies in Ministry**

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4  
Terms Offered: As Needed

### **MIN 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.

Credits Awarded: 2-4  
Terms Offered: Fall

### **MIN 399 - Internships in Ministry II**

This course is a continuation of 398. See the course description above for more information.

Credits Awarded: 2-4  
Terms Offered: Spring

# MODERN & CLASSICAL LANGUAGES

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.

## ABOUT THE PROGRAM

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, Spanish and 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.

## 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 can be found under the Course Tab.

- Classics (Classical Studies, Greek and Latin)
- Arabic
- Chinese
- Dutch
- Education
- English As a Foreign Language
- French
- German
- Japanese
- Linguistics
- Russian
- Spanish

The descriptions of major and academic minor programs follow under these headings:

- Classics (Classical Studies, Greek and Latin)
- French
- German
- Japanese
- Spanish

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.

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).

## MAJORS

The department offers major programs in Classics (Classical Studies, Greek and Latin), French, German, Japanese Studies Composite and Spanish. The major programs are designed to meet the needs of students with a wide variety of career interests.

## Classical Studies

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 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
- Many offerings in the IDS 170s (Cultural Heritage I) such as, IDS 175 – Homer’s Iliad and Odyssey or IDS 171 – Tragedy, Comedy, Democracy.

TOTAL: 32 credits.

### German

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)
- 6 other courses numbered 280 or higher, including a minimum of two 400-level courses
- Normally this would include German 311, 375, 325 or 333, 313, 355, 464, and one of 452, 455, 470 and 475

Majors are strongly encouraged to complement their German major with courses from other departments. Among recommended courses are:

- Economics 402
- Education 305 and 384
- History 131 and 240
- Philosophy 373
- Theatre 304

### German Education

#### 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).

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

### Global French Studies

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 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 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. In the French Honors Program, students will:

- Select and discuss supplementary reading materials with the faculty member in whose courses they are registered
- Research and write more extensive papers
- 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.



## French Education

**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).

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.

Second majors that complement the French major and can be combined with a study-abroad experience:

- Dance – Courses taught through IES Paris include dance choreography, criticism, history, anthropology, writing and/or working for an international dance company.
- Engineering – Courses taught through IES Nantes include coursework in global engineering.
- History – Courses taught through IES Paris, IES Nantes or CIEE Rennes include coursework focused on French History. Courses taught through SIT Dakar include coursework focused on Francophone Studies
- Art History - Courses taught through IES Paris, IES Nantes, CIEE Rennes, or SIT Dakar prepare a student for graduate work in art history, art gallery and museum work, publishing and teaching.
- Communication – Courses taught through IES or CIEE Paris or Rennes prepare students for a variety of fields including journalism, politics, business, and teaching.
- Management – Courses taught through IES Paris or Nantes offer management courses and internships.

### Japanese Studies Composite

Students may also pursue a Japanese Studies Composite Major by combining courses taken at Hope with a variety of off-campus study 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
- Courses from the Departments of History, Philosophy, Political Science and Religion
- May Term in Japan program, 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
  - 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.

### Latin Education

#### TEACHER CERTIFICATION

In partnership with the Hope College Department of Education, the Department of Modern and Classical Languages offers a teaching major 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.*

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 LING 364 – Linguistics.
- 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.*

## Spanish

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
- Eight credits of electives
- LING 364 or SPAN 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.

## Spanish Education

### 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.*

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.

## MINORS

The department offers academic minors in Classics (Classical Studies, Greek and Latin), French, German, Japanese, Russian, and Spanish.

Minors are strongly encouraged to complement their German minor with courses from other departments. Among recommended courses are: Economics 402; Education 305 and 384; History 131 and 240; Philosophy 373; Theatre 304.

### 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.

### French Education

In partnership with the Hope College Department of Education, the Department of Modern and Classical Languages offers a teaching 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).

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

The minor has two options:

1. Global French Studies
2. 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.

In Option II, French-Arabic Studies, the student completes a minimum of 28 credits. Of these credits, 24 must consist of FRE 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

### German

A minor consists of a minimum of 28 credits, of which 12 must be numbered 280 or higher.

### Japanese

A Japanese minor consists of a minimum of 24 credits taken at the college level and approved by the chairperson. Of these, eight must be in courses numbered 280 or higher and up to eight 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 and/or IDS 280 – May Term in Japan program.

Majors and minors are strongly encouraged to complement their Japanese major/minor with courses from other departments.

## Latin Education

### TEACHER CERTIFICATION

In partnership with the Hope College Department of Education, the Department of Modern and Classical Languages offers a teaching 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.*

Requirements for the 20 hour Latin teaching minor are:

- 16 credits in Latin at the 300-level or above
- 4 credits of LING 364 – Linguistics
- 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.*

## 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.

## COURSES

### CLAS 210 - The Greek World

This course surveys the major historical developments and literary figures of Greece from preclassical times to the end of the Hellenistic period. Cross-listed with Hist 210.

Credits Awarded: 4

Terms Offered: Fall, Even Years

### CLAS 215 - The Roman World

This course surveys major historical developments and literary figures from the foundation of the Roman Empire to the fall of the Empire. Cross-listed with Hist 315.

Credits Awarded: 4

Terms Offered: Fall, Odd Years

### CLAS 250 - Classical Mythology

This course 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. Cross-listed with IDS 175.

Credits Awarded: 4

Terms Offered: Spring

### CLAS 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.

Credits Awarded: 1-4

Terms Offered: Fall, Spring

Prerequisites: Permission of instructor

### CLAS 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 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. Cross-listed with Hist 285.

Credits Awarded: 4

Terms Offered: Spring, Odd Years

### CLAS 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.

Credits Awarded: 2-4

Terms Offered: Fall, Spring

Prerequisites: Permission of instructor

### CLAS 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.

Credits Awarded: 2-4

Terms Offered: Fall, Spring

Prerequisites: Permission of instructor

**CLAS 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.

Credits Awarded: 1-6  
 Terms Offered: Fall, Spring  
 Prerequisites: Permission of instructor

**GRK 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.

Credits Awarded: 4  
 Terms Offered: Fall

**LATN 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.

Credits Awarded: 4  
 Terms Offered: Fall

**GRK 172 - Ancient/Biblical Greek II**

A continuation of Grk 171.

Credits Awarded: 4  
 Terms Offered: Spring  
 Prerequisites: Grk 171

**LATN 172 - Latin II**

A continuation of Latn 171.

Credits Awarded: 4  
 Terms Offered: Spring  
 Prerequisites: Latn 171 or equivalent or placement

**GRK 271 - Greek III**

A continuation of Grk 171 and Grk 172, with reinforcement of grammar and vocabulary. Selected readings from the Gospels and a number of Classical authors.

Credits Awarded: 4  
 Terms Offered: Fall  
 Prerequisites: Grk 172 or equivalent or placement

**LATN 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.

Credits Awarded: 4  
 Terms Offered: Fall  
 Prerequisites: Latn 172 or equivalent or placement



**GRK 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.

**Credits Awarded:** 1-6

**Terms Offered:** Fall, Spring

**Prerequisites:** Permission of instructor

**LATN 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.

**Credits Awarded:** 1-4

**Terms Offered:** Fall, Spring

**GRK 295 - Studies in Greek**

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

**Credits Awarded:** 1-4

**Terms Offered:** As Needed

**GRK 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.

**Credits Awarded:** 2

**Terms Offered:** Fall, Spring

**LATN 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.

**Credits Awarded:** 2

**Terms Offered:** As Needed

**GRK 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.

**Credits Awarded:** 2

**Terms Offered:** Fall, Spring

**LATN 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.

**Credits Awarded:** 2

**Terms Offered:** As Needed

**GRK 373 - Koine Greek**

A study of the Greek literature which flowers in the post-Classical era. Representative works include passages from the Septuagint, some apocryphal books, Josephus, writings of the Church Fathers, and especially the New Testament. May be repeated for additional credit with a different topic.

Credits Awarded: 2  
Terms Offered: As Needed

**LATN 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.

Credits Awarded: 2  
Terms Offered: As Needed

**GRK 490 - Special Authors**

Material covered to vary, depending upon the needs and desires of those who elect the course.

Credits Awarded: 2-4  
Terms Offered: Fall, Spring  
Prerequisites: Grk 271 or permission of instructor

**LATN 490 - Special Authors**

Material covered to vary, depending on the needs and desires of those who elect the course.

Credits Awarded: 2-4  
Terms Offered: Fall, Spring  
Prerequisites: Permission of instructor

**GRK 495 - Studies in Greek Language and Literature**

A course designed to allow a professor to teach in an area of special interest and experience.

Credits Awarded: 2-4  
Terms Offered: Fall, Spring  
Prerequisites: Permission of instructor

**LATN 495 - Studies in Latin Language and Literature**

A course designed to allow a professor to teach in an area of special interest and experience.

Credits Awarded: 2-4  
Terms Offered: Fall, Spring  
Prerequisites: Permission of instructor

**ARAB 101 - Arabic I**

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.

Credits Awarded: 4  
Terms Offered: Fall

**CHIN 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 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.

Credits Awarded: 4  
Terms Offered: Fall

**DUT 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.

Credits Awarded: 4  
Terms Offered: As Needed

**FREN 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.

Credits Awarded: 4  
Terms Offered: Fall

**GERM 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.

Credits Awarded: 4  
Terms Offered: Fall

**JAPN 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.

Credits Awarded: 4  
Terms Offered: Fall

**RUSS 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.

Credits Awarded: 4  
Terms Offered: Fall

**ARAB 102 - Arabic II**

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.

**Credits Awarded:** 4  
**Terms Offered:** Spring  
**Prerequisites:** Arab 101 or permission of instructor

**CHIN 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.

**Credits Awarded:** 4  
**Terms Offered:** Spring  
**Prerequisites:** Chin 101 or equivalent or placement

**DUT 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.

**Credits Awarded:** 4  
**Terms Offered:** Spring  
**Prerequisites:** Dut 101 or equivalent or placement

**FREN 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.

**Credits Awarded:** 4  
**Terms Offered:** Fall, Spring  
**Prerequisites:** Fren 101 or equivalent or placement

**GERM 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.

**Credits Awarded:** 4  
**Terms Offered:** Spring  
**Prerequisites:** Germ 101 or equivalent or placement

**JAPN 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.

**Credits Awarded:** 4  
**Terms Offered:** Spring  
**Prerequisites:** Japn 101 or equivalent or placement

**RUSS 102 - Russian II**

A continuation of Russ 101. 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.

Credits Awarded: 4

Terms Offered: Spring

Prerequisites: Russ 101 or equivalent or placement

**SPAN 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.

Credits Awarded: 4

Terms Offered: Fall, Spring

**SPAN 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.

Credits Awarded: 4

Terms Offered: Fall, Spring

Prerequisites: Span 121 or equivalent or placement

**SPAN 124 - Intensive Beginning Spanish**

An accelerated and thorough study of materials currently being taught in Span 121 and Span 122. This course 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 Span 121 than the current Span 122 offers, or students who are highly motivated beginners and have had experience in another foreign language. Students who complete this course will have completed the second language requirement in general education and will be prepared to enroll in Span 221.

Credits Awarded: 4

Terms Offered: Fall, Spring

**CHIN 195 - Studies in Chinese**

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4

Terms Offered: As Needed

**DUT 195 - Studies in Dutch**

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 2-4

Terms Offered: As Needed

**SPAN 195 - Studies in Spanish**

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4

Terms Offered: As Needed

**CHIN 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.

Credits Awarded: 4  
Terms Offered: Fall

**FREN 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.

Credits Awarded: 4  
Terms Offered: Fall, Spring  
Prerequisites: Fren 102 with a grade of C+ or better or equivalent, Or placement

**GERM 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.

Credits Awarded: 4  
Terms Offered: Fall  
Prerequisites: Germ 102 or equivalent or placement

**JAPN 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.

Credits Awarded: 4  
Terms Offered: Fall  
Prerequisites: Japn 102 with a grade of C or better or equivalent, Or placement

**RUSS 201 - Russian III**

Continuation of Russ 102 with greater emphasis on reading. Culture will also be studied in additional depth.

Credits Awarded: 4  
Terms Offered: Fall  
Prerequisites: Russ 102 with a grade of C- or better or equivalent, Or placement

**CHIN 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.

Credits Awarded: 4  
Terms Offered: Spring

**GERM 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.

Credits Awarded: 4  
Terms Offered: Spring  
Prerequisites: Germ 201 with a C+ or better or equivalent, or placement

**JAPN 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. Conducted primarily in Japanese. The prerequisite can also be met with an equivalent course or placement.

Credits Awarded: 4  
Terms Offered: Spring  
Prerequisites: Japn 201 with a grade of C or better or equivalent, Or placement

**RUSS 202 - Russian IV**

Continuation of Russ 201 with greater emphasis on writing. Cultural history will be touched on through the medium of short stories in Russian.

Credits Awarded: 4  
Terms Offered: As Needed  
Prerequisites: Russ 201 with a grade of C or better or equivalent, Or placement

**SPAN 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.

Credits Awarded: 4  
Terms Offered: Fall, Spring  
Prerequisites: Span 122 with a grade of C+ or better or equivalent, or placement

**SPAN 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.

Credits Awarded: 4  
Terms Offered: Fall, Spring  
Prerequisites: Span 221 with a grade of C+ or better or equivalent, or equivalent

**FREN 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.

**Credits Awarded:** 4

**Terms Offered:** Fall, Spring

**Prerequisites:** Fren 201 with a grade of C+ or better

**FREN 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.

**Credits Awarded:** 1-6

**Terms Offered:** Fall, Spring

**Prerequisites:** Fren 250 with a grade of C+ or better, Permission of instructor

**GERM 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 Germ 280 may be counted as part of a German major or minor.

**Credits Awarded:** 1-6

**Terms Offered:** Fall, Spring

**Prerequisites:** Permission of instructor or chairperson

**JAPN 280 - 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.

**Credits Awarded:** 1-6

**Terms Offered:** Fall, Spring

**Prerequisites:** Permission of instructor

**SPAN 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 Span 280 may be counted as part of a Spanish major or minor.

**Credits Awarded:** 1-6

**Terms Offered:** Fall, Spring

**Prerequisites:** Permission of instructor



**ARAB 295 - Studies in Arabic**

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4  
Terms Offered: As Needed

**CHIN 295 - Studies in Chinese**

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4  
Terms Offered: As Needed

**DUT 295 - Studies in Dutch Language and Literature**

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4  
Terms Offered: As Needed

**FREN 295 - Studies in French Language and Literature**

A course designed to allow a professor to teach in an area of special interest and experience.

Credits Awarded: 2-4  
Terms Offered: Fall, Spring  
Prerequisites: Permission of instructor

**GERM 295 - Studies in Germanic Language and Literature**

A course designed to allow a professor to teach in an area of special interest and experience.

Credits Awarded: 2-4  
Terms Offered: Fall, Spring  
Prerequisites: Permission of instructor

**JAPN 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. Conducted in English.

Credits Awarded: 4  
Terms Offered: Summer

**LING 295 - Studies in Linguistics**

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4  
Terms Offered: As Needed  
Prerequisites: Permission of instructor

**RUSS 295 - Studies in Russian Language and Literature**

A course designed to allow a professor to teach in an area of special interest and experience.

Credits Awarded: 2-4  
Terms Offered: Fall, Spring

**SPAN 295 - Studies in Hispanic Language and Literature**

A course designed to allow a professor to teach in an area of special interest and experience. Permission of instructor is required.

Credits Awarded: 3-4  
Terms Offered: Fall, Spring

**JAPN 299 - Apprentice Teaching Internship**

A practical and contractual internship in assisting the beginning level of Japanese classes. Enrollment by selection.

Credits Awarded: 0  
Terms Offered: Fall

**CHIN 301 - Advanced Chinese Language I**

Advanced Chinese language and culture focuses on grammar review, conversation, and the study of Chinese and Asian cultures. Students will gain increased communicative competency and cultural knowledge through the study of a variety of texts. Conducted in Chinese.

Credits Awarded: 4  
 Terms Offered: Fall  
 Prerequisites: Chin 202

**JAPN 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.

Credits Awarded: 4  
 Terms Offered: Fall  
 Prerequisites: Japn 202 with a grade of C or better or equivalent, Or placement

**CHIN 302 - Advanced Chinese Language II**

A continuation of advanced Chinese I. This course is designed to expand on the communicative skills acquired in the sequence of Chinese I–IV, and advanced Chinese I. The secondary objective is to provide the student with basic translation skills.

Credits Awarded: 4  
 Terms Offered: Spring  
 Prerequisites: Chin 301

**JAPN 302 - Advanced Japanese II**

A continuation of Japn 302. 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.

Credits Awarded: 4  
 Terms Offered: Spring  
 Prerequisites: Japn 301 with a grade of C or better or equivalent, Or placement

**FREN 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.

Credits Awarded: 4  
 Terms Offered: Fall  
 Prerequisites: Fren 250 with a grade of C+ or better or equivalent, or placement

**GERM 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.

Credits Awarded: 4  
 Terms Offered: Fall  
 Prerequisites: Germ 202 or placement or equivalent

**FREN 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.

Credits Awarded: 4

Terms Offered: As needed

Prerequisites: Fren 250 with a grade of C+ or better or equivalent, or placement

**GERM 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.

Credits Awarded: 4

Terms Offered: As Needed

Prerequisites: Germ 202 or placement or equivalent

**SPAN 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.

Credits Awarded: 4

Terms Offered: Fall, Spring

Prerequisites: Span 222 a grade of C+ or better or equivalent, or placement

**SPAN 322 - Spanish VI - Advanced Grammar and Composition**

This continuation of Span 321 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.

Credits Awarded: 4

Terms Offered: Fall, Spring

Prerequisites: Span 321 with a grade of C+ or better or equivalent, or placement

**GERM 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.

Credits Awarded: 4

Terms Offered: Fall

Prerequisites: Germ 311 or equivalent or placement

**SPAN 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.

Credit Awarded: 1

Terms Offered: Fall, Spring

Prerequisites: Span 222 with a grade of C+ or better or equivalent, or placement

**GERM 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.

Credits Awarded: 4

Terms Offered: As Needed

Prerequisites: Germ 202 or placement or equivalent

**FREN 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.

Credits Awarded: 4

Terms Offered: Fall

Prerequisites: Fren 250 with a grade of C+ or better or equivalent, or placement

**SPAN 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.

Credits Awarded: 4

Terms Offered: Fall, Spring

Prerequisites: Span 322 with a grade of C+ or better or equivalent, or placement

**FREN 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.

Credits Awarded: 4

Terms Offered: As needed

Prerequisites: Fren 250 with a grade of C+ or better or equivalent, or placement

**SPAN 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.

Credits Awarded: 4

Terms Offered: Spring

Prerequisites: Span 341 with a grade of C+ or better or equivalent, or placement

**FREN 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.

Credits Awarded: 4

Terms Offered: Spring

Prerequisites: Fren 250 with a grade of C+ or better or equivalent, or placement

**FREN 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.

Credits Awarded: 4

Terms Offered: Spring

Prerequisites: Fren 250 with a grade of C+ or better or equivalent, or placement

**SPAN 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 (19th and 20th 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.

Credits Awarded: 4

Terms Offered: Fall

Prerequisites: Span 341 with a grade of C+ or better or equivalent, or placement

**FREN 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.

Credits Awarded: 4

Terms Offered: As needed

Prerequisites: Fren 250 with a grade of C+ or better or equivalent, or placement

**FREN 346 - French for the Professions**

Whether you want to work for a law firm, think of a position with a non-governmental organization or wish to work with a company that is expanding abroad, your use of French and understanding of the cultural aspects of your professional area will be put to test. In this course, we will look at the economy, political system and social life of France. You will learn how to interview for a position, hire someone for your company, make arrangements for a meeting or a stay in France. We will use authentic material and current information (from newspapers, magazines, web sites, videos), to help you develop your proficiency in oral and written French. The course will focus heavily on oral communication.

Credits Awarded: 4  
Terms Offered: As Needed

**GERM 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.

Credits Awarded: 4  
Terms Offered: As Needed  
Prerequisites: Germ 202 or placement or equivalent

**LING 364 - Intro 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.

Credits Awarded: 4  
Terms Offered: As Needed

**GERM 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.

Credits Awarded: 4  
Terms Offered: Spring  
Prerequisites: Germ 202 or placement or equivalent

**FREN 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.

Credits Awarded: .5  
Terms Offered: Fall, Spring  
Prerequisites: Fren 102 or equivalent

**GERM 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 Germ 380 may be counted as part of a German major or minor.

Credits Awarded: .5

Terms Offered: Fall, Spring

Prerequisites: Germ 102 or placement or equivalent

**SPAN 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 1 credit of Span 380 may be counted as part of a Spanish major or minor.

Credits Awarded: .5

Terms Offered: Fall, Spring

Prerequisites: Span 222 with a grade of C+ or better or equivalent, or placement

**ARAB 395 - Studies in Arabic**

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4

Terms Offered: As Needed

**CHIN 395 - Studies in Chinese**

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4

Terms Offered: As needed

**FREN 395 - Topics in French**

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4

Terms Offered: As Needed

**SPAN 395 - Topics in Spanish**

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4

Terms Offered: As Needed

**FREN 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.

Credits Awarded: 4-8

Terms Offered: As Needed

**JAPN 399 - Apprentice Teaching Internship**

A practical and contractual internship in assisting the beginning level of Japanese classes. Enrollment by selection.

Credits Awarded: 0

Terms Offered: Spring

**SPAN 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.

**Credits Awarded:** 4

**Terms Offered:** As Needed

**Prerequisites:** Span 341 with a grade of C+ or better or equivalent, or placement

**FREN 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.

**Credits Awarded:** 4

**Terms Offered:** As Needed

**Prerequisites:** Two 300-level Fren courses with a C+ or better, or equivalent or placement

**SPAN 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.

**Credits Awarded:** 4

**Terms Offered:** Spring

**Prerequisites:** Span 342 or Span 344 with a grade of C+ or better, or equivalent or placement

**FREN 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; stories of passion.

**Credits Awarded:** 4

**Terms Offered:** As Needed

**Prerequisites:** Two 300-level Fren courses with a C+ or better, or equivalent or placement



**SPAN 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.

**Credits Awarded:** 4  
**Terms Offered:** Fall, Summer  
**Prerequisites:** Span 342 or Span 344 with a grade of C+ or better, or equivalent or placement

**FREN 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.

**Credits Awarded:** 4  
**Terms Offered:** Fall  
**Prerequisites:** Two 300-level Fren courses with a C+ or better, or equivalent or placement

**GERM 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.

**Credits Awarded:** 4  
**Terms Offered:** As Needed  
**Prerequisites:** Two 300-level Germ courses or equivalent, or placement

**GERM 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 Brothers, Marx, Spengler, Wagner, and Nazi mythology.

**Credits Awarded:** 4  
**Terms Offered:** As Needed  
**Prerequisites:** Two 300-level Germ courses or equivalent, or placement

**SPAN 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.

**Credits Awarded:** 4  
**Terms Offered:** Fall, Spring  
**Prerequisites:** Span 341 with a grade of C+ or better or equivalent, or placement

**GERM 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.

Credits Awarded: 4

Terms Offered: As Needed

Prerequisites: Two 300-level Germ courses or equivalent, or placement

**GERM 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.

Credits Awarded: 4

Terms Offered: As Needed

Prerequisites: Germ 375 or placement or equivalent

**GERM 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).

Credits Awarded: 4

Terms Offered: As Needed

Prerequisites: Germ 375 or permission of instructor

**FREN 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.

Credits Awarded: 2-4

Terms Offered: Fall, Spring

Prerequisites: One 400-level Fren course with a C+ or better, Permission of chairperson

**GERM 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.

Credits Awarded: 2-4

Terms Offered: Fall, Spring

Prerequisites: One 400-level Germ course, Permission of instructor

**JAPN 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.

Credits Awarded: 2-4

Terms Offered: Fall, Spring

Prerequisites: Permission of instructor

**SPAN 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 2 credits from Span 490 may be counted as part of a Spanish major or minor.

Credits Awarded: 3-4

Terms Offered: Fall, Spring

Prerequisites: Permission of instructor

**FREN 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.

Credits Awarded: 3-4

Terms Offered: Fall, Spring

Prerequisites: One 400-level Fren course with a A- or better, Permission of chairperson, Senior standing

**SPAN 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.

Credits Awarded: 4

Terms Offered: Fall

Prerequisites: Span 342 or Span 344 with a grade of C+ or better, or equivalent or placement

**CHIN 495 - Studies in Chinese**

A course designed for advanced students of Chinese. The primary object of this course is to enhance speaking, listening, reading, writing and translation skills in the higher level.

Credits Awarded: 2-4

Terms Offered: As needed

Prerequisites: Chin 302 with a grade of C or better

**FREN 495 - Studies in French Culture**

A course designed to allow a professor to teach in an area of special interest and expertise.

Credits Awarded: 4

Terms Offered: As needed

Prerequisites: Two 300-level Fren courses with a C+ or better, or equivalent or placement

**GERM 495 - Studies in German Language and Literature**

A course designed to allow a professor to teach in an area of special interest and experience.

Credits Awarded: 2-4

Terms Offered: Fall, Spring

Prerequisites: Permission of instructor

**JAPN 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. The prerequisite can also be met with an equivalent course or placement.

Credits Awarded: 2-4

Terms Offered: Fall, Spring

Prerequisites: Japn 302 with a grade of C or better or equivalent, Or placement

**SPAN 495 - Studies in Spanish Language and Literature**

A course designed to allow a professor to teach in an area of special interest and experience.

Credits Awarded: 1-8

Terms Offered: Fall, Spring

Prerequisites: Permission of instructor

**GERM 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 Germ 499 may be counted as part of a German major or minor.

**Credits Awarded:** 1-6

**Terms Offered:** Fall, Spring

**Prerequisites:** Permission of chairperson

**JAPN 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 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

**Credits Awarded:** 1-6

**Terms Offered:** Fall, Spring

**Prerequisites:** Permission of chairperson

**SPAN 499 - Internship in Spanish**

This course provides supervised practical experience in international business, media, education, or government. 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. Junior status and the completion of at least a Spanish minor are highly recommended prior to this course.

**Credits Awarded:** 1-4

**Terms Offered:** Fall, Spring

**Prerequisites:** Permission of chairperson

# MUSIC

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.

## ABOUT THE PROGRAM

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.

Students enrolled in the music program at Hope College engage in a wide variety of experiences outside the classroom:

- Directing choirs in area churches
- Teaching private instrumental lessons
- Have organized combos and play in area night spots
- Play in area symphony orchestras

Graduates of the Department of Music have gone on to careers 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
- Church musicians

Others have pursued careers in recording/sound engineering, arts administration, law, medicine, psychology, film, theater and other fields.

## MAJORS

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.

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.

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 (MUS 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 MUS 160 or fulfill the ensemble participation requirement by accompanying in the Department of Music in conjunction with course requirements for MUS 177 or 179.

#### 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 Arts With A Major In Music**

General education requirements are the same as general education requirements for all other Bachelor of Arts programs ([The Degree Program](#), General Education Requirements).

##### Electives (non-music):

- 12-24 credits

##### Electives (music):

- 0-12 credits

##### Basic Musicianship:

- MUS 080 – Concert Attendance, six semesters
- MUS 102 – Perspectives in Music
- MUS 111, 112, 211, 212 – Theory I, II, III and IV
- MUS 113, 114, 213, 214 – Aural Skills I, II, III and IV



- MUS 201, 202 – Eurhythmics
- MUS 197-198, 297-298, OR 397-398 – Keyboard Skills
- MUS 321 – Music Literature Before 1700
- MUS 324 – History and Literature of the Symphony OR
- MUS 326 – History and Literature of Opera
- MUS 491 – Seminar in Music

**Performance:**

- 8 credits in Applied Major Area (chose one from MUS 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

**Bachelor Of Music In Instrumental Music Education**

**Bachelor Of Music In Jazz Performance**

**GENERAL EDUCATION CURRICULUM:**

- First-Year Seminar
- Expository Writing
- One course in Mathematics
- Science I
- Cultural Heritage I and II -- fulfilled by taking MUS 321 and MUS 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
- Senior Seminar – IDS 400-level course

**Electives:** 5-13 credits – must include one course from the following:

- IDS 171
- ENG 231, 232
- HIS 130, 131
- PHIL 230, 232

**Basic Musicianship:**

- MUS 080 – Concert Attendance, eight semesters
- MUS 102 – Perspectives in Music
- MUS 111,112,211,212 – Theory I, II, III and IV
- MUS 113, 114 – Aural Skills I, II
- MUS 197,198 – Keyboard Skills
- MUS 324 – History and Literature of the Symphony or MUS 326 – History and Literature of Opera
- MUS 491 – Seminar in Music
- MUS 365 – Jazz Literature and Pedagogy

**Performance:**

24 credits in Applied Major Area

- Choose one jazz instrument from MUS164, 167, 168, 171, 176, 179, 180, 181
- 4 credits in ensembles chosen from MUS 135 and 160 – Jazz Chamber Ensemble
- Students are required to participate in an ensemble each semester

**Jazz Studies:**

- MUS 105 – Survey of Jazz
- MUS 179 – Jazz Piano, 6 credits
- MUS 361 – Jazz Theory and Improvisation I
- MUS 363 – Jazz Styles and Analysis
- MUS 366 – Jazz Composition and Arranging I

**Electives:**

14 credits chosen from the following courses:

- MUS 315 – Counterpoint
- MUS 321 – Music Literature before 1700
- MUS 341 – Orchestration
- MUS 345 – Conducting Techniques
- MUS 362 – Jazz Theory and Improvisation II
- MUS 367 – Jazz Composition and Arranging II
- MUS 368 – Recording Arts and Techniques

TOTAL CREDITS = 132 credits

### **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 MUS 321, 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
- Senior Seminar – IDS 400-level course

**Electives:** 5-13 credits, must include one course from the following:

- IDS 171
- ENG 231, 232
- HIST 130, 131
- PHIL 230, 232

#### **Basic Musicianship:**

- MUS 080 – Concert Attendance, eight semesters
- MUS 102 – Perspectives in Music
- MUS 111,112,211,212 – Theory I, II, III and IV
- MUS 113, 114 – Aural Skills I, II
- MUS 197,198 – Keyboard Skills
- MUS 324 – History and Literature of the Symphony or MUS 326 – History and Literature of Opera
- MUS 224 – History and Literature of the Symphony or
- MUS 326 – History and Literature of Opera
- MUS 341 – Orchestration
- MUS 345 – Conducting Techniques
- MUS 491 – Seminar in Music

- Plus courses in Literature and Pedagogy of the principal applied area.
- MUS 347, 348 AND 349 – Diction courses are required for voice majors.

**Performance:**

- 24 credits in Applied Major Area, choose one from MUS 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 MUS 321 and MUS 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 ED 220, 221 – Educational Psychology/Field Placement
- Senior Seminar – IDS 400-level course

**Basic Musicianship:**

- MUS 080 – Concert Attendance, seven semesters
- MUS 102 – Perspectives in Music
- MUS 111, 112, 211, 212 – Theory I, II, III and IV
- MUS 113, 114, 213, 214 – Aural Skills I, II, III and IV
- MUS 201, 202 – Eurhythmics
- MUS 298\* – Keyboard Skills
- MUS 321 – Music Literature Before 1700
- MUS 324 – History and Literature of the Symphony or MUS 326 – History and Literature of Opera
- MUS 491 – Seminar in Music

\*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 (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
- Enroll in an ensemble in each of 7 semesters
- At least four semesters of private studio voice
- Recital performance 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):**

- MUS 300 – Elementary Music Methods
- MUS 337 – Instruments of the Band and Orchestra I
- MUS 338 – Instruments of the Band and Orchestra II
- MUS 345 – Conducting Techniques
- MUS 355 – Advanced Choral Conducting
- MUS 376 – Secondary Choral Methods

**Professional Education Courses (secondary certification):**

- ED 220, 221 – Educational Psychology/Field Placement
- ED 225, 226 – Exceptional Child/Field Placement

- ED 270 – Foundations of Education (when possible, ED 270 should be taken concurrently with either ED 220/221 or ED 225/226)
- ED 275 – Introduction to Secondary Education and instructional Design (ED 275 must be taken concurrently with another Field Placement. If students take ED 275 concurrently with another field placement, students will not be required to register for ED 276. To fulfill the field placement requirement, when possible, ED 275 should be taken concurrently with either MUS 300 or ED 225/226)
- ED 285, 286 – Literacy in the Content Area/Field Placement
- ED 360, 361 – Secondary Principles and Methods/Field Placement
- ED 500 – Perspectives in Education
- ED 455 – Student Teaching Seminar
- ED 485 – Student Teaching in the Elementary and Secondary Schools K-12

TOTAL CREDITS = 132-133 credits

### **Bachelor Of Music Instrumental Music Education**

#### **GENERAL EDUCATION CURRICULUM:**

- First-Year Seminar
- Expository Writing
- IDS 200
- One course in MAT
- Science I
- Cultural Heritage I and II -- fulfilled by taking MUS 321 and MUS 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 ED 220, 221 – Educational Psychology/Field Placement
- Senior Seminar – IDS 400-level course

#### **Basic Musicianship:**

- MUS 080 – Concert Attendance, seven semesters
- MUS 102 – Perspectives in Music
- MUS 111, 112, 211, 212 – Theory I, II, III and IV
- MUS 113, 114, 213, 214 – Aural Skills I, II, III and IV
- MUS 201, 202 – Eurhythmics

- MUS 298\* – Keyboard Skills
- MUS 321 – Music Literature Before 1700
- MUS 324 – History and Literature of the Symphony or MUS 326 – History and Literature of Opera
- MUS 491 – Seminar in Music

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; minimum of 4 credits in ensembles
- Participation 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:

- MUS 300 – Elementary Music Methods
- MUS 333 – String Methods
- MUS 336, 340 – Woodwind Methods I and II
- MUS 339 – Brass Methods
- MUS 346 – Percussion Methods
- MUS 345 – Conducting Techniques

- MUS 356 – Advanced Instrumental Conducting
- MUS 370 – Secondary Instrumental Methods and Administration

#### Professional Education Courses:

- ED 220, 221 – Educational Psychology/Field Placement
- ED 225, 226 – Exceptional Child/Field Placement
- ED 270 – Foundations of Education (when possible, ED 270 should be taken concurrently with either ED 220/221 or ED 225/226)
- ED 275 – Introduction to Secondary Education and instructional Design (ED 275 must be taken concurrently with another Field Placement. If students take ED 275 concurrently with another field placement, students will not be required to register for ED 276. To fulfill the field placement requirement, when possible, ED 275 should be taken concurrently with either MUS 300 or ED 225/226)
- ED 285, 286 – Literacy in the Content Area/Field Placement
- ED 360, 361 – Secondary Principles and Methods/Field Placement
- ED 500 – Perspectives in Education
- ED 455 – Student Teaching Seminar
- ED 485 – Student Teaching in the Elementary and Secondary Schools K-12

TOTAL CREDITS = 133-134 credits

## MINORS

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.

### Jazz Studies

The requirements for the optional minor in jazz studies are as follows:

- MUS 080, four semesters
- MUS 111, 112, 8 credits
- MUS 113, 114, 2 credits
- MUS 361, 3 credits
- MUS 179 – Jazz Piano, 4 credits
- MUS 102, 4 credits
- MUS 105, 4 credits



One applied Jazz instrument chosen from

- MUS 164, 167, 168, 171, 176, 179, 180, 182 - 4-6 credits

Ensembles chosen from

- MUS 135 and 160 – Jazz Chamber Ensemble, 0-2 credits

TOTAL: 29 credits

### Music

The requirements for the optional music minor are as follows:

- MUS 080, four semesters
- MUS 111, 112, 8 credits
- MUS 113, 114, 2 credits
- MUS 197-198 or 297-298 or 397-398, 2 credits
- MUS 102, 4 credits

Choice of one Music History Course:

- MUS 105, 321, 324, 326, 328, 3 or 4 credits

One applied instrument chosen among

- MUS 161-181, 4-6 credits

Ensemble chosen among

- MUS 115, 116, 117, 120, 130, 133, 135, 140, 150, 0-2 credits

**TOTAL: 24-27 credits**

## COURSES

### **MUS 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.

Credits Awarded: 0

Terms Offered: Fall, Spring

### **MUS 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.

Credits Awarded: 4

Terms Offered: Fall, Spring

### **MUS 102 - Perspectives in Music**

An introduction to music as it is experienced, the historical development of music, and the skills necessary in listening to music from Euro-American Western musical styles to non-Western musical traditions. People listen to music in diverse settings for a range of reasons. This course examines music from a variety of historical eras and cultures through experiences in Western and non-Western music: religious observance; music for the stage (opera and musical theatre); music for dancing; music for singing; music for mourning; music for celebration, inspiration, and commemoration; music for the concert hall; music for the movies; an insight into improvisation. This course is designed for specialists in music and others with an extensive music background – a working knowledge of musical theory and notation is assumed. Required for all music majors and minors.

Credits Awarded: 4

Terms Offered: Spring

### **MUS 104 - World Music**

Introduction to the sounds and social activities of musical traditions from around the globe, including Africa, Asia, Europe, the Middle East, and the Americas. 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.

Credits Awarded: 4

Terms Offered: Fall, Spring

**MUS 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.

Credits Awarded: 4  
Terms Offered: Fall, Spring

**MUS 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.

Credits Awarded: 4  
Terms Offered: Fall

**MUS 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 Mus 111 and will also introduce chromatic harmony and modulation.

Credits Awarded: 4  
Terms Offered: Spring  
Prerequisites: Mus 111 with a grade of C or better

**MUS 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. Students may take Mus 111 either prior to enrollment in or concurrently with the class.

Credit Awarded: 1  
Terms Offered: Fall  
Prerequisites: Mus 111  
Corequisites: Mus 111

**MUS 114 - Aural Skills II**

A continuation of Mus 113, adding dictation in several parts. Students may take Mus 112 either prior to enrollment in or concurrently with the class.

Credit Awarded: 1  
Terms Offered: Spring  
Prerequisites: Mus 113 with a grade of C or better, Mus 112  
Corequisites: Mus 112

**MUS 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.

Credits Awarded: .5  
Terms Offered: Fall

**MUS 202 - Eurhythmics II**

A continuation of Mus 201.

Credits Awarded: .5  
Terms Offered: Spring  
Prerequisites: Mus 201 with a grade of C or better

**MUS 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 Mus 112, and will do so in the context of the analysis of longer musical excerpts and complete pieces.

Credits Awarded: 4  
 Terms Offered: Fall  
 Prerequisites: Mus 112 with a grade of C or better

**MUS 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.

Credits Awarded: 4  
 Terms Offered: Spring  
 Prerequisites: Mus 211 with a grade of C or better

**MUS 213 - Aural Skills III**

A continuation of Mus 114. Students may take Mus 211 either prior to enrollment in or concurrently with the class.

Credit Awarded: 1  
 Terms Offered: Fall  
 Prerequisites: Mus 114 with a grade of C or better, Mus 211  
 Corequisites: Mus 211

**MUS 214 - Aural Skills IV**

A continuation of Mus 213. Students may take Mus 212 either prior to enrollment in or concurrently with the class.

Credit Awarded: 1  
 Terms Offered: Spring  
 Prerequisites: Mus 114 with a grade of C or better, Mus 211  
 Corequisites: Mus 211

**MUS 295 - Studies in Music**

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4  
 Terms Offered: As Needed

**MUS 297 - Intermediate Keyboard Skills**

Practical piano training for students who evidence a degree of proficiency. Deals with harmonization, improvisation, transposition, and sight reading techniques. Enrollment in course may be granted by instructor placement.

Credit Awarded: 1  
 Terms Offered: Fall  
 Prerequisites: Mus 198 with a grade of C or better or placement

**MUS 298 - Keyboard Skills**

A continuation of Mus 297.

Credit Awarded: 1  
 Terms Offered: Spring  
 Prerequisites: Mus 297 with a grade of C or better

**MUS 300 - Elementary Music Methods**

This course provides an in-depth study of how to teach elementary general music. Students develop and exercise teaching skills for engaging students in pattern instruction, singing, chanting, moving, playing of instruments, and listening activities. Students reflect on their own teaching by intentionally examining pedagogy, materials, and personal resources. Students plan developmentally appropriate elementary general music lesson plans and curricula. Students learn how to evaluate student achievement through the use of appropriate tests and performance measures. Required for both Instrumental and Vocal Music Education majors.

Credits Awarded: 4  
 Terms Offered: Fall  
 Prerequisites: Sophomore standing or permission of instructor

**MUS 315 - Counterpoint**

A study of the basic techniques of eighteenth century counterpoint using a modified species approach.

Credits Awarded: 3

Terms Offered: Spring

Prerequisites: Mus 212 with a grade of C or better

**MUS 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.

Credits Awarded: 4

Terms Offered: Spring

Prerequisites: Mus 101 or Mus 102 or permission of instructor, Mus 112

**MUS 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 Mus 324 or Mus 326 must be completed for any music major curriculum. Students may take Mus 112 either prior to enrollment in or concurrently with the class.

Credits Awarded: 4

Terms Offered: Fall, Even Years

Prerequisites: Mus 101 or Mus 102 or permission of instructor, Mus 112

Corequisites: Mus 112

**MUS 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 Mus 324 or Mus 326 must be completed for any music major curriculum. Students may take Mus 211 either prior to enrollment in or concurrently with the class.

**Credits Awarded:** 4  
**Terms Offered:** Fall, Odd Years  
**Prerequisites:** Mus 101 or Mus 102 or permission of instructor, Mus 211  
**Corequisites:** Mus 211

**MUS 327 - Organ Literature**

A survey of the various periods of organ composition, with emphasis upon the study and performance of representative works.

**Credits Awarded:** 2  
**Terms Offered:** Fall, Odd Years

**MUS 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.

**Credits Awarded:** 3  
**Terms Offered:** Fall, Even Years

**MUS 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.

**Credit Awarded:** 1  
**Terms Offered:** Fall, Even Years

**MUS 330 - Piano Pedagogy II**

A continuation of Mus 329.

**Credit Awarded:** 1  
**Terms Offered:** Spring, Odd Years

**MUS 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 Instrumental Music Education majors whose principal instrument is piano.

**Credit Awarded:** 1  
**Terms Offered:** Fall, Odd Years

**MUS 332 - Piano Literature II**

A continuation of Mus 331. Required of Piano Performance majors and strongly recommended for Instrumental Music Education majors whose principal instrument is piano.

**Credit Awarded:** 1  
**Terms Offered:** Spring, Even Years

**MUS 333 - String Methods**

A course in the fundamentals of playing and teaching string instruments. Designed primarily for the major.

**Credit Awarded:** 1  
**Terms Offered:** Spring, Even Years

**MUS 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 Organ Performance majors.

Credits Awarded: 2  
Terms Offered: Spring, Even Years

**MUS 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.

Credits Awarded: 3  
Terms Offered: Fall, Odd Years

**MUS 336 - Woodwind Methods I**

A course in the fundamentals of playing and teaching woodwind instruments. Required for Instrumental Music Education majors.

Credit Awarded: 1  
Terms Offered: Fall, Even Years

**MUS 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.

Credit Awarded: 1  
Terms Offered: Fall, Even Years

**MUS 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.

Credit Awarded: 1  
Terms Offered: Spring, Odd Years

**MUS 339 - Brass Methods**

A course in the fundamentals of playing and teaching brass instruments. Required for instrumental music education majors.

Credit Awarded: 1  
Terms Offered: Spring, Odd Years

**MUS 340 - Woodwind Methods II**

A continuation of Mus 336.

Credit Awarded: 1  
Terms Offered: Fall, Even Years

**MUS 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.

Credits Awarded: 3  
Terms Offered: Fall, Odd Years

**MUS 345 - Conducting Techniques**

A practical study of the fundamentals of conducting.

Credits Awarded: 2  
Terms Offered: Fall

**MUS 346 - Percussion Methods**

A course in the fundamentals of playing and teaching percussion instruments. Required for Instrumental Music Education majors.

Credit Awarded: 1  
Terms Offered: Fall, Odd Years

**MUS 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 Mus 181. Required for Voice Performance majors.

Credit Awarded: 1  
Terms Offered: Spring

**MUS 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 Voice Performance majors.

Credit Awarded: 1  
Terms Offered: Fall, Even Years

**MUS 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 Voice Performance majors.

Credit Awarded: 1  
Terms Offered: Fall, Odd Years

**MUS 350 - Service Playing**

Instruction in anthem and oratorio accompaniment, conducting from the console, and improvisation. Recommended for Organ Performance majors. One and a half years of organ is highly recommended prior to this course.

Credits Awarded: 2  
Terms Offered: Spring, Odd Years

**MUS 351 - Voice Literature**

Required for Voice Performance majors; recommended for Vocal Music Education majors. A survey of standard solo voice literature. Guided independent work will require approximately 2-3 hours weekly outside of class.

Credits Awarded: 2  
Terms Offered: Spring, Odd Years

**MUS 352 - Voice Pedagogy**

Required for 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.

Credits Awarded: 2  
Terms Offered: Fall, Even Years

**MUS 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 Performance majors in these instruments.

Credits Awarded: 3  
Terms Offered: As Needed

**MUS 355 - Advanced Choral Conducting**

A course designed to further the study of conducting technique begun in Mus 345, with special attention to choral music. Required for Vocal Music Education majors.

Credits Awarded: 2  
Terms Offered: Spring



**MUS 356 - Advanced Instrumental Conducting**

This course is designed to further the study of conducting technique begun in Mus 345, with special attention to band and orchestral music. Required for Instrumental Music Education majors.

Credits Awarded: 2

Terms Offered: Spring, Odd Years

**MUS 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.

Credits Awarded: 3

Terms Offered: Fall

**MUS 362 - Jazz Theory and Improvisation II**

The purpose of the course is to continue the skill building process established in Mus 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.

Credits Awarded: 3

Terms Offered: Spring

Prerequisites: Mus 361

**MUS 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.

Credits Awarded: 3

Terms Offered: As Needed

**MUS 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.

Credits Awarded: 3

Terms Offered: As Needed

**MUS 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.

Credits Awarded: 3

Terms Offered: Fall

**MUS 367 - Jazz Composition and Arranging II**

The purpose of the course is to continue the skill building process established in Mus 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.

**Credits Awarded:** 3  
**Terms Offered:** Spring, Even Years

**MUS 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.

**Credits Awarded:** 2  
**Terms Offered:** Fall

**MUS 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 Instrumental Music Education majors.

**Credits Awarded:** 4  
**Terms Offered:** Fall, Odd Years

**MUS 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.

**Credits Awarded:** 4  
**Terms Offered:** Spring

**MUS 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.

**Credits Awarded:** 2-4  
**Terms Offered:** As Needed  
**Prerequisites:** Mus 212 with a grade of C or better

**MUS 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. May be repeated for credit.

Credits Awarded: 2-4

Terms Offered: Spring

Prerequisites: Mus 102 with a grade of C or better, Mus 212 with a grade of C or better

**MUS 395 - Studies in Music**

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4

Terms Offered: As Needed

**MUS 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.

Credit Awarded: 1

Terms Offered: Fall

Prerequisites: Department exam

**MUS 398 - Keyboard Skills for Piano and Organ Students**

A continuation of Mus 397.

Credit Awarded: 1

Terms Offered: Spring

Prerequisites: Mus 397 with a grade of C or better

**MUS 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.

Credits Awarded: 1-4

Terms Offered: Fall, Spring

Prerequisites: Permission of chairperson

**MUS 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. Students may take Mus 324 or Mus 326 either prior to enrollment in or concurrently with the class.

Credits Awarded: 2

Terms Offered: Fall

Prerequisites: Mus 321, Mus 324 or Mus 326

Corequisites: : Mus 324 or Mus 326

**MUS 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. May be repeated for credit.

Credits Awarded: 2-4

Terms Offered: As Needed

Prerequisites: Mus 212 with a grade of C or better

**MUS 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. May be repeated for credit.

Credits Awarded: 2-4

Terms Offered: As Needed

Prerequisites: Mus 102 with a grade of C or better, Mus 212 with a grade of C or better

**MUS 495 - Studies in Music**

A lecture or class in a special topic for music majors.

Credits Awarded: 1-4

Terms Offered: As Needed

**MUS 161 - Flute**

Private instruction. Available to all students from beginners to advanced. Audition required with professor prior to placement. Additional course fee. Declared music education majors must register for a specific section.

Credits Awarded: 2-3

Terms Offered: Fall, Spring

**MUS 162 - Oboe**

Private instruction. Available to all students from beginners to advanced. Audition required with professor prior to placement. Additional course fee. Declared music education majors must register for a specific section.

Credits Awarded: 2-3

Terms Offered: Fall, Spring

**MUS 163 - Clarinet**

Private instruction. Available to all students from beginners to advanced. Audition required with professor prior to placement. Additional course fee. Declared music education majors must register for a specific section.

Credits Awarded: 2-3

Terms Offered: Fall, Spring

**MUS 164 - Saxophone**

Private instruction. Available to all students from beginners to advanced. Audition required with professor prior to placement. Additional course fee. Declared music education majors must register for a specific section.

Credits Awarded: 2-3

Terms Offered: Fall, Spring

**MUS 165 - Bassoon**

Private instruction. Available to all students from beginners to advanced. Audition required with professor prior to placement. Additional course fee. Declared music education majors must register for a specific section.

Credits Awarded: 2-3

Terms Offered: Fall, Spring

**MUS 166 - Horn**

Private instruction. Available to all students from beginners to advanced. Audition required with professor prior to placement. Additional course fee. Declared music education majors must register for a specific section.

Credits Awarded: 2-3

Terms Offered: Fall, Spring

**MUS 167 - Trumpet**

Private instruction. Available to all students from beginners to advanced. Audition required with professor prior to placement. Additional course fee. Declared music education majors must register for a specific section.

Credits Awarded: 2-3

Terms Offered: Fall, Spring

**MUS 168 - Trombone**

Private instruction. Available to all students from beginners to advanced. Audition required with professor prior to placement. Additional course fee. Declared music education majors must register for a specific section.

Credits Awarded: 1-3

Terms Offered: Fall, Spring

**MUS 169 - Baritone**

Private instruction. Available to all students from beginners to advanced. Audition required with professor prior to placement. Additional course fee. Declared music education majors must register for a specific section.

Credits Awarded: 1-3

Terms Offered: Fall, Spring

**MUS 170 - Tuba/Euphonium**

Private instruction. Available to all students from beginners to advanced. Audition required with professor prior to placement. Additional course fee. Declared music education majors must register for a specific section.

Credits Awarded: 1-3

Terms Offered: Fall, Spring

**MUS 171 - Percussion**

Private instruction. Available to all students from beginners to advanced. Audition required with professor prior to placement. Additional course fee. Declared music education majors must register for a specific section.

Credits Awarded: 1-3

Terms Offered: Fall, Spring

**MUS 172 - Harp**

Private instruction. Available to all students from beginners to advanced. Audition required with professor prior to placement. Additional course fee. Declared music education majors must register for a specific section.

Credits Awarded: 1-3

Terms Offered: Fall, Spring

**MUS 173 - Violin**

Private instruction. Available to all students from beginners to advanced. Audition required with professor prior to placement. Additional course fee. Declared music education majors must register for a specific section.

Credits Awarded: 1-3

Terms Offered: Fall, Spring

**MUS 174 - Viola**

Private instruction. Available to all students from beginners to advanced. Audition required with professor prior to placement. Additional course fee. Declared music education majors must register for a specific section.

Credits Awarded: 1-3

Terms Offered: Fall, Spring

**MUS 175 - Cello**

Private instruction. Available to all students from beginners to advanced. Audition required with professor prior to placement. Additional course fee. Declared music education majors must register for a specific section.

Credits Awarded: 1-3

Terms Offered: Fall, Spring

**MUS 176 - String Bass**

Private instruction. Available to all students from beginners to advanced. Audition required with professor prior to placement. Additional course fee. Declared music education majors must register for a specific section.

Credits Awarded: 1-3

Terms Offered: Fall, Spring

**MUS 177 - Organ**

Private instruction. Available to all students from beginners to advanced. Audition required with professor prior to placement. Additional course fee. Declared music education majors must register for a specific section.

Credits Awarded: 1-3

Terms Offered: Fall, Spring

**MUS 178 - Harpsichord**

Private instruction. Available to all students from beginners to advanced. Audition required with professor prior to placement. Additional course fee. Declared music education majors must register for a specific section.

Credits Awarded: 1-3

Terms Offered: Fall, Spring

**MUS 179 - Piano**

Private instruction. Available to all students from beginners to advanced. Audition required with professor prior to placement. Additional course fee. Declared music education majors must register for a specific section.

Credits Awarded: 1-3

Terms Offered: Fall, Spring

**MUS 180 - Guitar**

Private instruction. Available to all students from beginners to advanced. Audition required with professor prior to placement. Additional course fee. Declared music education majors must register for a specific section.

Credits Awarded: 2-3

Terms Offered: Fall, Spring

**MUS 181 - Voice**

Private instruction. Available to all students from beginners to advanced. Audition required with professor prior to placement. Additional course fee. Declared music education majors must register for a specific section.

Credits Awarded: 2-3

Terms Offered: Fall, Spring

**MUS 182 - Jazz Voice**

Private instruction. Available to all students from beginners to advanced. Audition required with professor prior to placement. Additional course fee. Declared music education majors must register for a specific section.

Credits Awarded: 2-3

Terms Offered: Fall, Spring

**MUS 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.

Credits Awarded: 2

Terms Offered: Fall, Spring

**MUS 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.

Credits Awarded: 2

Terms Offered: Fall, Spring

**MUS 188 - Applied Composition**

Individualized instruction.

Credits Awarded: 2-3

Terms Offered: As needed

**MUS 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.

Credits Awarded: 2

Terms Offered: Fall, Spring

**MUS 192 - Beginning Voice Class**

This course is intended for students with little or no prior singing experience. We 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.

Credits Awarded: 2

Terms Offered: Fall, Spring

**MUS 193 - Voice Class, Intermediate**

This course will focus on contemporary musical theatre and commercial music. Students study and explore vocal technique, styles, and performance practices in a wide range of commercial music. Students will gain an understanding of their own vocal technique as it pertains to contemporary styles and genres.

Credits Awarded: 2  
Terms Offered: Fall, Spring

**MUS 197 - Keyboard Skills IA**

Designed for students with little piano background; beginning repertoire, scales, studies are covered, as well as elementary harmonization, improvisation and other functional skills.

Credit Awarded: 1  
Terms Offered: Fall

**MUS 198 - Keyboard Skills IB**

A continuation of Mus 197.

Credit Awarded: 1  
Terms Offered: Spring  
Prerequisites: Mus 197 with a grade of C or better

**MUS 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.

Credits Awarded: 0-1  
Terms Offered: Fall, Spring

**MUS 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.

Credits Awarded: 0-1  
Terms Offered: Fall, Spring

**MUS 117 - Women's Chamber Choir**

The Choir is open to all women by audition. The ensemble explores choral literature for treble voices.

Credits Awarded: 0-1  
Terms Offered: Fall, Spring

**MUS 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.

Credits Awarded: 0-1  
Terms Offered: Fall, Spring

**MUS 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.

Credits Awarded: 0-1  
Terms Offered: Fall, Spring

**MUS 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.

Credits Awarded: 0-1

Terms Offered: Fall, Spring

**MUS 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.

Credits Awarded: 0-1

Terms Offered: Fall, Spring

**MUS 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.

Credits Awarded: 0-1

Terms Offered: Fall

**MUS 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.

Credits Awarded: 0-1

Terms Offered: Spring

**MUS 160 - Chamber Ensembles**

Various faculty coach chamber ensembles in both jazz and classical repertoire.

Credits Awarded: 0-5

Terms Offered: Fall, Spring



# NEUROSCIENCE

Neuroscience is one of the fastest growing interdisciplinary fields of study, combining biology, chemistry, computer science, psychology, physics, mathematics and philosophy.

## ABOUT THE PROGRAM

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:

- Students will obtain an understanding of the fundamental principles of neuroscience.
- Students will obtain an appreciation/understanding of the interdisciplinary aspect of neuroscience.
- Students will be able to develop hypotheses, design experiments, carry on these experiments and interpret data for a question related to a neuroscience issue.
- Students will discuss ethical issues related to scientific research.
- Students will be able to access, read and gain insight from the primary neuroscience literature.

## MINORS

### Neuroscience

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, combining three core neuroscience courses listed below with flagged courses from multiple disciplines.

The core courses will consist of:

- NSCI 211 – Introduction to Neuroscience, 4 credits
- NSCI 411 – Advanced Neuroscience Research I, 4 credits
- NSCI 412 – Advanced Neuroscience Research II, 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 credits

- BIO 335 – Neurochemistry and Disease, 4 credits
- BIO 348 – Advanced Topics in Cell Biology, 4 credits
- BIO 355 – Embryology, 4 credits
- BIO 370 – Animal Behavior, 4 credits
- BIO 442 – Advanced Topics in Animal Physiology, 4 credits

**CHEMISTRY:**

- CHEM 335 – Neurochemistry and Disease, 4 credits

**ENGINEERING:**

- ENGS 140 – Introduction to Electrical Circuits, 2 credits
- ENGS 240 – Electrical Circuits, 2 credits
- ENGS 351 – Signal Analysis and Communications, 3 credits

**MATHEMATICS:**

- MATH 395 – Mathematical Biology, 4 credits

**PHILOSOPHY**

- PHIL 325 – Philosophy of Mind, 4 credits
- PHIL 360 – Philosophy of Science, 4 credits

**PSYCHOLOGY**

- PSY 310 – Practical Aspects of Memory, 4 credits
- PSY 340 – Cognitive Psychology, 4 credits
- PSY 370 – Behavior Disorders, 4 credits
- PSY 395 – Learning and Learning Strategies, 4 credits

**NURSING**

- NURS 320 – Pathophysiology, 4 credits
- NURS 325 – Psychiatric Mental Health Theory and Practicum, 3 credits

**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.

## COURSES

### **NSCI 211 - Introduction to Neuroscience**

This interdisciplinary course covers basic information from biology, chemistry, psychology, and philosophy that is relevant for understanding the nervous system and its role in behavior. Topics include structure and function of neurons, brain anatomy, sensory and motor systems, and the neuroscience of motivation, emotion, sleep, memory, language, and consciousness. Laboratory projects expose students to research methods in neuroscience, including monitoring the activity of individual neurons and recording physiological responses from humans. Three hours of lecture plus one 3-hour lab session per week.

Credits Awarded: 4  
Terms Offered: Fall, Spring

### **NSCI 295 - Studies in Neuroscience**

A topical lecture, seminar, or laboratory course designed to supplement the regular course offerings in neuroscience. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4  
Terms Offered: As Needed

### **NSCI 411 - Advanced Neuroscience Research I**

An interdisciplinary course in which students with different academic majors work together as a team to complete a self-designed neuroscience research project supervised by the instructor. This course is the first half of the capstone project for the Neuroscience minor program. Students will read and discuss primary research literature, write a formal research proposal, then design and conduct a study on a neuroscience topic. One 3-hour lab session plus 3 hours of discussion per week.

Credits Awarded: 4  
Terms Offered: Fall  
Prerequisites: Nsci 211

### **NSCI 412 - Advanced Neuroscience Research II**

This is the second semester of the capstone project for the neuroscience minor program. In this course, students with different academic majors work together as a team to complete the self-designed neuroscience research project that was initiated in Nsci 411. Students will continue to examine and discuss the relevant neuroscience literature, finish any remaining data collection and data analysis, and prepare a formal scientific report and research presentation. Three hours of discussion per week.

Credits Awarded: 3  
Terms Offered: Spring  
Prerequisites: Nsci 411

# NURSING

The Hope College Nursing Department 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.

## ABOUT THE PROGRAM

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 multidimensional, compassionate and culturally sensitive care for individuals, families, groups, communities and populations.

**Nursing Program Outcomes:** Upon completion of the program, the Hope College Department of Nursing graduate will:

- Provide value-based nursing care within the context of the Christian faith.
- Engage in the roles of the professional nurse to promote the optimal health of persons across the lifespan.
- Practice evidence-based professional nursing care using critical thinking to provide safe, quality patient care.
- Utilize the nursing process to provide complex, multi-dimensional, holistic care.
- Engage in effective intra-professional and inter-professional communication and collaboration to advocate for the optimal health of persons.
- Assume accountability for planning and/or providing community-based nursing care for individuals, families, groups, communities, or populations.
- Provide culturally competent care for individuals, families, groups, communities, or populations.
- Engage in continuous professional development through advanced education and/or activities of life long learning.

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:

- Helen DeVos Children's Hospital
- Holland Hospital
- Spectrum Health
- Pine Rest Christian Mental Health Services
- Berrien County Health Department
- 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).

## MAJORS

The nursing major can begin as early as fall of the sophomore year. A student who wishes to 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.

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](#). 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, drug screening and meeting clinical agency requirements..

### **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.

**Prerequisite and Corequisite Courses (39 credits):**

- BIO 103 – Introduction to Cellular Biology, 4 credits
- BIO 221 –Human Physiology, 4 credits
- BIO 222/KIN 200 – Human Anatomy, 4 credits
- BIO 231 –Microbiology, 4 credits
- CHEM 103 –Introduction to Biological Chemistry, 4 credits
- KIN 208 – Introduction to Nutrition, 3 credits
- MAT 210 – Introductory Statistics, 4 credits
- PYS 100 –Introduction to Psychology, 4 credits
- PSY 230 – Developmental Psychology, 4 credits
- SOC 101 – Sociology and Social Problems, 4 credits
- ENG 113 – Expository Writing, 4 credits

The Hope College general education requirements have some adaptations.

**General Education Courses:**

- IDS 100 – First Year Seminar, 2 credits
- KIN 140 – Health Dynamics, 2 credits
- REL 100 –Religion I only, 2 credits
- Arts I only, 4 credits
- Cultural Heritage – At least one course will be interdisciplinary.
- Cultural Heritage I & II, 8 credits
- Second (Foreign) Language – Courses 102, 122 or 172
- Senior Seminar, 4 credits

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:

- Health and immunization reports
- American Heart Association BLS for Health/Care provider CPR card



- 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. Any deviation from the listed prerequisites or corequisite courses must be approved by the instructor.

## COURSES

### **NURS 210 - Introduction to Professional Nursing**

This course introduces professional nursing within the context of the Christian faith. The course content includes nursing theory, critical thinking, professional nursing roles, community-based nursing, nursing process and holistic nursing care for individuals, families, groups and communities across cultures.

**Credits Awarded:** 2

**Terms Offered:** Fall, Spring

**Prerequisites:** Declared Nursing major or permission of chairperson

### **NURS 222 - Basic Skills Laboratory**

This course will develop introductory healthcare psychomotor skills through laboratory practice. Skills will be examined with a focus on the provision of introductory evidence-based care to individuals across the lifespan and across cultures. Laboratory, one 3-hour session per week and 3 hours of independent study/skills practice per week for a half semester. Open to non-nursing majors by permission of the chairperson. Meets the first half of each semester. Students may take Biol 222 either prior to enrollment in or concurrently with the class.

**Credit Awarded:** 1

**Terms Offered:** Fall, Spring

**Prerequisites:** Declared Nursing Major or permission of chairperson, Biol 222 with a grade of C or better

**Corequisites:** Biol 222, Nurs 242

### **NURS 242 - Advanced Skills Laboratory**

This course will develop advanced professional nursing psychomotor skills through laboratory practice. Skills will be examined with a focus on the provision of care to individuals across the lifespan and across cultures. Laboratory, one 3-hour session per week and 3 hours of independent study/skills practice per week for a half semester. Meets the second half of each semester. Students may take Biol 222 either prior to enrollment in or concurrently with the class.

**Credit Awarded:** 1

**Terms Offered:** Fall, Spring

**Prerequisites:** Declared Nursing major, Biol 222 with a grade of C or better

**Corequisites:** Biol 222, Nurs 222

### **NURS 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 within the context of the Christian faith. This course is a combination of theory and applied experiences in the laboratory and community. Theory, one hour per week; Laboratory/Community, three hours per week. Nurs 210, Biol 221, Biol 222, and Psy 100 may be taken either prior to enrollment in or concurrently with the class.

**Credits Awarded:** 2

**Terms Offered:** Fall, Spring

**Prerequisites:** Nurs 210 with a grade of C or better, Biol 221 with a grade of C or better, Biol 222 with a grade of C or better, Psy 100 with a grade of C or better

**Corequisites:** Nurs 210, Biol 221, Biol 222, Psy 100

**NURS 260 - Pharmacology**

This course provides a study of medication and their interactions with individuals across the lifespan and across cultures. A focus will be placed on roles of the professional nurse and other health professionals in using a problem solving process for the promotion of optimal health. Open to non-Nursing majors by permission of the chairperson. Biol 103, Biol 221, Biol 222, Biol 231, and Chem 103 may be taken either prior to enrollment in or concurrently with the class.

Credits Awarded: 3

Terms Offered: Spring

Prerequisites: Declared Nursing major or permission of chairperson, Biol 103 with a grade of C or better, Biol 221 with a grade of C or better, Biol 222 with a grade of C or better, Biol 231 with a grade of C or better, Chem 103 with a grade of C or better

Corequisites: Biol 103, Biol 221, Biol 222, Biol 231, Chem 103

**NURS 295 - Studies in Nursing**

A special theory, seminar, or practicum course in a specific study in nursing.

Credits Awarded: 1-4

Terms Offered: Fall, Spring, May, June, July

Prerequisites: Permission of chairperson

**NURS 310 - Special Topics in Professional Nursing**

This course will explore topics common within professional nursing practice including lab/diagnostic testing, care of patients with chronic illnesses, inter-professional collaboration, end of life care, and care of patients with addictive disorders. Topics will be examined with a focus on the provision of care for individuals across the lifespan and across cultures. This course will analyze the professional nursing roles performed in the provision of evidence-based care within the context of the Christian faith. Students may take Nurs 320 and Kin 208 either prior to enrollment in or concurrently with the class.

Credits Awarded: 3

Terms Offered: Fall

Prerequisites: Nurs 222 and Nurs 242 with a grade of C or better, Nurs 255 with a grade of C or better, Nurs 260 with a grade of C or better, Nurs 320 with a grade of C or better, Kin 208 with a grade of C or better

Corequisites: Nurs 320, Kin 208

**NURS 315 - Family Health Nursing Theory and Practicum**

This course provides an opportunity to integrate concepts of evidence-based health care for families in the community. Students will 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 across cultures. 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. 1 additional theory and practicum course is highly recommended prior to this course.

Credit Awarded: 1

Terms Offered: Spring

Prerequisites: Nurs 310 with a grade of C or better

**NURS 320 - Pathophysiology**

A study of the physiologic dysfunction in disease processes across the lifespan and across cultures. Etiology, predisposing/risk factors, pathogenesis and clinical manifestations will be discussed in relation to alterations in health. Open to non-Nursing majors by permission of the chairperson.

**Credits Awarded:** 4

**Terms Offered:** Fall

**Prerequisites:** Declared Nursing major or permission of chairperson, Biol 103 with a grade of C or better, Biol 221 with a grade of C or better, Biol 222 with a grade of C or better, Biol 231 with a grade of C or better, Chem 103 with a grade of C or better

**NURS 325 - Psychiatric Mental Health Nursing Theory and Practicum**

This course provides an opportunity to apply concepts of evidence-based psychiatric mental health nursing care across the lifespan and across cultures. 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. This course meets both first and second half of each semester. Theory, two hours per week; practicum, twelve hours per week, 84 hours per rotation for a half semester. Students may take Nurs 310 either prior to enrollment in or concurrently with the class.

**Credits Awarded:** 3

**Terms Offered:** Fall, Spring

**Prerequisites:** Psy 230 with a grade of C or better, Soc 101 with a grade of C or better, Nurs 310 with a grade of C or better  
**Corequisites:** Nurs 310

**NURS 335 - Maternity and Women's Health Nursing Theory and Practicum**

This course provides an opportunity to integrate concepts of evidence-based maternity and women's health nursing care for the woman from menarche through post-menopause, including care of the perioperative patient. Emphasis will be placed on utilizing a variety of nursing roles in the provision of care to promote or restore optimal health in the child-bearing family across cultures. This course is a combination of theory and practicum experiences. This course meets both first and second half of each semester. Theory, two hours per week; practicum, twelve hours per week, 84 hours per rotation for a half semester. Students may take Nurs 310 and Psy 230 either prior to enrollment in or concurrently with the class.

**Credits Awarded:** 3

**Terms Offered:** Fall, Spring

**Prerequisites:** Nurs 310 with a grade of C or better, Psy 230 with a grade of C or better  
**Corequisites:** Nurs 310, Psy 230

**NURS 345 - Pediatric Nursing Theory and Practicum**

This course provides an opportunity to integrate concepts of evidence-based pediatric nursing care for the neonate through the adolescence, across cultures. 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. This course meets both first and second half of each semester.

Theory, two hours per week; practicum, twelve hours per week, 84 hours per rotation for a half semester. Nurs 310 and Nurs 320 may be taken either prior to enrollment in or concurrently with the class. 1 additional theory and practicum course is highly recommended prior to this course.

**Credits Awarded:** 3

**Terms Offered:** Fall, Spring

**Prerequisites:** Nurs 310 with a grade of C or better, Nurs 320 with a grade of C or better

**Corequisites:** Nurs 310, Nurs 320

**NURS 365 - Adult Nursing Theory and Practicum**

This course provides an opportunity to integrate concepts of evidence-based, adult nursing care across cultures. 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. This course meets both first and second half of each semester.

Theory, two hours per week; practicum, twelve hours per week, 84 hours per rotation for a half semester. 1 additional theory and practicum course is highly recommended prior to this course.

**Credits Awarded:** 3

**Terms Offered:** Fall, Spring

**Prerequisites:** Nurs 310 with a grade of C or better, Nurs 320 with a grade of C or better

**Corequisites:** Nurs 465

**NURS 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 across the lifespan and across cultures will be analyzed. 1 additional theory and practicum course is highly recommended prior to this course.

**Credits Awarded:** 4

**Terms Offered:** Spring

**Prerequisites:** Nurs 310 with a grade of C or better, Nurs 320 with a grade of C or better, Engl 113 with a grade of C or better, Math 210 or equivalent with a grade of C or better

**NURS 385 - Gerontological Nursing Theory and Practicum**

This course provides an opportunity to apply concepts of evidence-based gerontological nursing care across cultures. 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. This course meets both first and second half of each semester. Theory, two hours per week; practicum, twelve hours per week, 84 hours per rotation for a half semester. Students may take Nurs 310, Nurs 320, and Psy 230 either prior to enrollment in or concurrently with the class.

**Credits Awarded:** 3

**Terms Offered:** Fall, Spring

**Prerequisites:** Nurs 310 with a grade of C or better, Nurs 320 with a grade of C or better, Psy 230 with a grade of C or better

**Corequisites:** Nurs 310, Nurs 320, Psy 230

**NURS 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 in part upon the practicum courses completed prior to the course. Practicum, three hours per week. One credit required for Nursing major. Additional credits optional with permission of the chair. Course can be repeated for additional credit with permission of the chairperson. 1 additional theory and practicum course is highly recommended prior to this course.

**Credits Awarded:** 1-3  
**Terms Offered:** Fall, Spring  
**Prerequisites:** Nurs 380 with a grade of C or better

**NURS 420 - Community Health Nursing Theory and Practicum**

This course provides an opportunity to evaluate concepts of evidence-based and population-based community health care across cultures. An emphasis will be placed on utilizing a variety of nursing roles to improve the 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. This course meets both first and second half of each semester. Theory, two hours per week; practicum, twelve hours per week, 84 hours per rotation for a half semester. Students may take Nurs 315 either prior to enrollment in or concurrently with the class. 2 additional theory and practicum courses are highly recommended prior to this course.

**Credits Awarded:** 3  
**Terms Offered:** Fall, Spring  
**Prerequisites:** Nurs 315 with a grade of C or better  
**Corequisites:** Nurs 315

**NURS 465 - Advanced Adult Nursing**

This course provides an opportunity to analyze advanced concepts of caring for the complex, hi-acuity adult client across cultures. 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 theory course meets the second half of each semester.

**Credit Awarded:** 1  
**Terms Offered:** Fall, Spring  
**Prerequisites:** Nurs 385 with a grade of C or better  
**Corequisites:** Nurs 365

**NURS 480 - Nursing Management and Transitions**

This course provides an in-depth examination of issues essential to nursing leadership and management roles and professional nursing practice. An emphasis will be placed on integration of critical thinking skills and management skills necessary for providing evidence-based practice for patients across the lifespan and across cultures in a variety of health care settings. This theory course meets the first half of each semester. 3 additional theory and practicum courses are highly recommended prior to this course.

**Credits Awarded:** 2  
**Terms Offered:** Fall, Spring

**NURS 486 - Clinical Reasoning in Nursing**

This course provides a comprehensive evaluation of clinical reasoning in nursing. An emphasis will be placed on the critical evaluation of specialty content areas, with a focus on the integration of critical thinking skills necessary for providing evidence-based care to patients across the lifespan and across cultures in a variety of health care settings. This course also includes 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.

**Credits Awarded:** 2

**Terms Offered:** Fall, Spring

**Prerequisites:** Nurs 480 with a grade of C or better

**Corequisites:** Nurs 480, Nurs 488

**NURS 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 roles of the professional nurse in the provision of evidence-based care. The student will have a minimum of 150 hours 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. This is a half-semester course that meets both first half and second half.

**Credits Awarded:** 4

**Terms Offered:** Fall, Spring

**Prerequisites:** Nurs 480 with a grade of C or better, Nurs 465 with a grade of C or better

**Corequisites:** Nurs 480, Nurs 465, Nurs 486

**NURS 490 - Independent Study in Nursing**

This course provides an opportunity for in-depth study in an area of special interest in nursing.

**Credits Awarded:** 0-3

**Terms Offered:** Fall, Spring

**Prerequisites:** Permission of chairperson

**NURS 495 - Advanced Studies in Nursing**

A special theory, seminar, or practicum course in a specific advanced study in nursing. All 200-level Nurs courses and 3 additional theory and practicum courses are highly recommended prior to this course.

**Credits Awarded:** 1-4

**Terms Offered:** Fall

**Prerequisites:** Permission of chairperson

# PHILOSOPHY

Philosophy comes from two Greek words meaning ‘love of wisdom.’ This may still be the best short definition of philosophy.

## ABOUT THE PROGRAM

“Philosophy” is a word that means “love of wisdom.” That might sound broad, and that’s because it is. Every academic discipline was once a part of philosophy, which is why professors in most other disciplines have a “Ph.D.,” an abbreviation for “doctor of philosophy.” Why is philosophy so broad? Because it asks the most fundamental questions behind everything we know. Like Socrates, perhaps the quintessential philosopher, philosophers ask questions like “what is love?,” “what is justice?,” and “what is a person?” Often you’ve already answered those questions by the time you enter a laboratory or a courtroom, but that doesn’t mean you’re right. Because of this, philosophy is often countercultural, because it asks us to think and rethink our assumptions so that we can live more reflective and meaningful lives.

Why study philosophy? Here are three reasons: first, the study of philosophy gives you valuable transferable skills, like critical thinking, that employers expect and generally don’t get. How do we know? Because philosophy-bound students consistently outperform every other major on the Graduate Record Exam (GRE), and every non-STEM field in every other major standardized test, like the GMAT, LSAT, and even MCAT. Second, if you’ve ever felt like a speck of dust in our vast universe, we can relate. Philosophers ask the ultimate questions, questions that never get old and never get boring. Third, every religion, and certainly Christianity, is grounded in a response to these big philosophical questions. If you want to grow in faith, or you just want to know what all the fuss is about, many philosophers through the ages have sought to understand their faith through philosophy.

Hope’s Philosophy Department offers courses in applied ethics, philosophy of law, political philosophy, philosophy of mind, philosophy of religion, philosophy of science, as well as courses in major philosophical movements (such as existentialism and postmodernism), cultures (such as those of India, Tibet, China, and Japan), and time periods (such as ancient, medieval, and modern).

## 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

## Philosophy

### GENERAL REQUIREMENTS FOR THE MAJOR IN PHILOSOPHY

- PHIL 200 – Informal Logic, 2 credits or Philosophy 201 – Formal Logic, 4 credits
- PHIL 450 – Capstone Seminar in Philosophy
- One course from List II
- One from List III
- One from List IV (see course listings), 12 credits
- At least one other elective, minimum 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.

### MAJORS 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:

### PRE-SEMINARY STUDENTS

- PHIL 230 – Ancient Philosophy
- PHIL 320 – Knowledge and Belief
- PHIL 331 – Philosophy of Religion
- PHIL 345 – Ethics
- PHIL 370 – Metaphysics

#### **PRE-LAW STUDENTS**

- PHIL 201 – Logic
- PHIL 341 – Ancient and Medieval Political Thought
- PHIL 342 – Modern Political Thought
- PHIL 343 – Twentieth Century Political Thought
- PHIL 345 – Ethics
- PHIL 375 – Philosophy of Law

#### **PREMEDICAL STUDENTS**

- PHIL 245 – Applied Ethics
- PHIL 331 – Philosophy of Religion
- PHIL 345 – Ethics
- PHIL 360 – Philosophy of Science

#### **FUTURE EDUCATORS IN LITERATURE AND THE ARTS**

- PHIL 331 – Philosophy of Religion
- PHIL 373 – Aesthetics
- PHIL 380 – Existentialism
- PHIL 385 – Postmodernism

#### **FUTURE SOCIAL SCIENTISTS AND PSYCHOLOGISTS**

- PHIL 245 – Applied Ethics
- PHIL 320 – Knowledge and Belief
- PHIL 325 – Philosophy of Mind
- PHIL 341 – Ancient and Medieval Political Thought
- PHIL 342 – Modern Political Thought
- PHIL 360 – Philosophy of Science
- PHIL 373 – Twentieth Century Political Thought

## 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.

## MINORS

### Philosophy

#### GENERAL REQUIREMENTS FOR THE MINOR IN PHILOSOPHY

A minimum of 16 credits from Department of Philosophy courses, following these guidelines:

- PHIL 200 – Informal Logic
- PHIL 201 – Logic
- COMM 160 – Analytic Skills

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.

**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:

#### **PRE-SEMINARY STUDENTS**

- PHIL 230 – Ancient Philosophy
- PHIL 320 – Knowledge and Belief
- PHIL 331 – Philosophy of Religion
- PHIL 345 – Ethics
- PHIL 370 – Metaphysics

**PRE-LAW STUDENTS**

- PHIL 201 – Logic
- PHIL 341 – Ancient and Medieval Political Thought
- PHIL 342 – Modern Political Thought
- PHIL 343 – Twentieth Century Political Thought
- PHIL 345 – Ethics
- PHIL 375 – Philosophy of Law

**PREMEDICAL STUDENTS**

- PHIL 245 – Applied Ethics
- PHIL 331 – Philosophy of Religion
- PHIL 345 – Ethics
- PHIL 360 – Philosophy of Science

**FUTURE EDUCATORS IN LITERATURE AND THE ARTS**

- PHIL 331 – Philosophy of Religion
- PHIL 373 – Aesthetics
- PHIL 380 – Existentialism
- PHIL 385 – Postmodernism

**FUTURE SOCIAL SCIENTISTS AND PSYCHOLOGISTS**

- PHIL 245 – Applied Ethics
- PHIL 320 – Knowledge and Belief
- PHIL 325 – Philosophy of Mind
- PHIL 341 – Ancient and Medieval Political Thought
- PHIL 342 – Modern Political Thought
- PHIL 360 – Philosophy of Science
- PHIL 373 – Twentieth Century Political Thought

## COURSES

### PHIL 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."

Credits Awarded: 2  
Terms Offered: As needed

### PHIL 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.

Credits Awarded: 2  
Terms Offered: Spring

### PHIL 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.)

Credits Awarded: 4  
Terms Offered: Fall

### PHIL 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?"

Credits Awarded: 4  
Terms Offered: Spring

### PHIL 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.)

Credits Awarded: 4  
Terms Offered: Fall, Spring

### PHIL 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 Rel 364.

Credits Awarded: 4  
Terms Offered: Spring

**PHIL 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.

Credits Awarded: 4

Terms Offered: Fall, Spring

**PHIL 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.

Credits Awarded: 4

Terms Offered: As Needed

**PHIL 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 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.

Credits Awarded: 4

Terms Offered: As Needed

**PHIL 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.

Credits Awarded: 4

Terms Offered: Spring, As Needed

**PHIL 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.

Credits Awarded: 4

Terms Offered: Fall, Odd Years

**PHIL 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 Pol 343.

Credits Awarded: 4

Terms Offered: Fall, Spring

**PHIL 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.

Credits Awarded: 4  
Terms Offered: Fall

**PHIL 373 - Philosophy of Art**

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.

Credits Awarded: 4  
Terms Offered: As Needed

**PHIL 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 Pol 375.

Credits Awarded: 4  
Terms Offered: As Needed

**PHIL 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.

Credits Awarded: 4  
Terms Offered: As Needed

**PHIL 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.

Credits Awarded: 4  
Terms Offered: As Needed

**PHIL 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.

Credits Awarded: 4  
Terms Offered: As Needed

**PHIL 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.

Credits Awarded: 4

Terms Offered: Fall, Spring

**PHIL 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, 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.

Credits Awarded: 4

Terms Offered: Fall, Spring

**PHIL 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.

Credits Awarded: 4

Terms Offered: Spring

**PHIL 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 Pol 341.

Credits Awarded: 4

Terms Offered: Fall, Odd Years

**PHIL 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.

Credits Awarded: 4

Terms Offered: Fall, Even Year

**PHIL 393 - 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.

Credits Awarded: 4

Terms Offered: As needed



**PHIL 295 - Studies In Philosophy**

A lecture or seminar class in a special topic of philosophy.

Credits Awarded: 2, 4

Terms Offered: As needed

**PHIL 395 - Studies in Philosophy**

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4

Terms Offered: As Needed

**PHIL 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. Topics of the seminar vary and have included "Philosophies of Affection and Desire," "God and Morality," and "James and Wittgenstein on Religion." 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.

Credits Awarded: 4

Terms Offered: Fall

Prerequisites: Permission of instructor

**PHIL 490 - Independent Study**

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 this course should plan ahead to study with the professor whose expertise and interests most clearly correspond to the student's interests and intentions. Departmental approval of a student-proposed project is required prior to enrollment in the course.

Credits Awarded: 2-4

Terms Offered: Fall, Spring

Prerequisites: Permission of department

**PHIL 495 - Topical Seminars**

Seminars in topics not ordinarily offered in the department curriculum, focusing upon philosophic writing and the critique of papers in class.

Credits Awarded: 4

Terms Offered: When Feasible

Prerequisites: Permission of instructor

# PHYSICS

The Department of Physics offers several majors. The course structure allows students to tailor their programs to their main interests.

## ABOUT THE PROGRAM

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
- Scanning electron microscope
- Atomic force microscope
- Nuclear physics laboratory
- Superconductivity/microwave laboratory
- Electrochemistry/nanoscale laboratory
- 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.

### 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. PHY 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 in the major/minor tab 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.

### 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 PHY 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 PHY 121, 122, 141, 142.

### 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.

## MAJORS

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.

Program for students interested in post-graduate professional work in physics, astronomy, medicine, biophysics, chemical physics, materials physics, radiation physics, environmental physics, medical physics, please see the major/minor tab.

### Bachelor of Arts Degree

A minimum of 27 credits in physics courses numbered 121 and higher including 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 and 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 are required. Two semesters of PHYS 080 (Seminar) are required. In 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.

### Physics Education

In partnership with the Hope College Department of Education, the Department of Physics offers a teaching major for certification through the State of Michigan. This includes a 30-credit major 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.

## MINORS

### Physics

A minor in physics consists of 20 credits. PHYS 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.

### Physics Education

In partnership with the Hope College Department of Education, the Department of Physics offers a teaching minor for certification through the State of Michigan. This includes a 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.

## COURSES

### PHYS 080 - Seminar

All students interested in physics and engineering are encouraged to attend departmental seminars. Registered students are required to attend at least 80% 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.

Credits Awarded: 0  
 Terms Offered: Fall, Spring  
 Prerequisites: Junior standing

### PHYS 104 - Matter and Energy

One of a two-semester sequence of courses, along with Biol 104. The combined courses will satisfy the natural science laboratory general education requirements only for elementary education teacher candidates. Cross-listed with Chem 104. A full description may be found there.

Credits Awarded: 4  
 Terms Offered: Fall, Spring

### PHYS 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).

Credits Awarded: 3  
 Terms Offered: Fall  
 Prerequisites: Math 123 or equivalent  
 Corequisites: Phys 107 or Phys 141

### PHYS 106 - College Physics II

A continuation of Phys 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.

Credits Awarded: 3  
 Terms Offered: Spring  
 Prerequisites: Phys 105, Math 123 or equivalent  
 Corequisites: Phys 108 or Phys 142

### PHYS 107 - College Physics Laboratory I

The laboratory is designed to accompany Phys 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 Phys 105.

Credit Awarded: 1  
 Terms Offered: Fall  
 Corequisites: Phys 105

**PHYS 108 - College Physics Laboratory II**

A continuation of Phys 107. The laboratory accompanies Phys 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.

**Credit Awarded:** 1

**Terms Offered:** Spring

**Prerequisites:** Phys 107

**Corequisites:** Phys 106

**PHYS 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. Students may take Math 125 or Math 131 either prior to enrollment in or concurrently with the class.

**Credits Awarded:** 2

**Terms Offered:** Fall

**Prerequisites:** Math 125 or Math 131

**Corequisites:** Math 125 or Math 131

**PHYS 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. Students may take Math 132 either prior to enrollment in or concurrently with the class.

**Credits Awarded:** 2

**Terms Offered:** Fall

**Prerequisites:** AP credit for Phys 122, Math 132

**Corequisites:** Math 132

**PHYS 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. Students may take Math 126 or Math 131 either prior to enrollment in or concurrently with the class.

**Credits Awarded:** 3

**Terms Offered:** Fall, Spring

**Prerequisites:** Math 126 or Math 131

**Corequisites:** Math 126 or Math 131, Phys 141

**PHYS 122 - General Physics II**

A continuation of Phys 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. Students may take Math 132 either prior to enrollment in or concurrently with the class.

**Credits Awarded:** 3

**Terms Offered:** Fall, Spring

**Prerequisites:** Phys 121 with a grade of C- or better, Math 132

**Corequisites:** Math 132, Phys 142

**PHYS 141 - Physics Laboratory I**

The laboratory is designed to accompany Phys 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.

**Credit Awarded:** 1

**Terms Offered:** Fall, Spring

**Corequisites:** Phys 105 or Phys 121

**PHYS 142 - Physics Laboratory II**

A continuation of Phys 141. This laboratory accompanies Phys 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.

**Credit Awarded:** 1

**Terms Offered:** Fall, Spring

**Corequisites:** Phys 106 or Phys 122

**PHYS 195 - Topics in Physics**

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different. Permission of instructor is required.

**Credits Awarded:** 1-4

**Terms Offered:** As Needed

**Prerequisites:** Permission of instructor

**PHYS 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 Schroedinger 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.

**Credits Awarded:** 4

**Terms Offered:** Fall

**Prerequisites:** Phys 122, Math 132

**PHYS 280 - Introduction to Mathematical Physics and Engineering**

Mathematical methods applicable to physical systems are studied. These include effective use of MAPLE, modeling with ordinary 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. Students may take Math 232 either prior to enrollment in or concurrently with the class.

**Credits Awarded:** 2

**Terms Offered:** Spring

**Prerequisites:** Math 232

**Corequisites:** Math 232



**PHYS 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.

Credits Awarded: 2  
 Terms Offered: Spring  
 Prerequisites: Phys 270

**PHYS 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.

Credits Awarded: 1-2  
 Terms Offered: Fall, Spring  
 Prerequisites: Permission of instructor

**PHYS 295 - Studies in Physics**

A lecture and/or laboratory course in a physics area of current interest.

Credits Awarded: 2-4  
 Terms Offered: As Needed  
 Prerequisites: Permission of instructor

**PHYS 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. Cross-listed with Biol 330. A full description may be found there.

Credits Awarded: 4  
 Terms Offered: Spring

**PHYS 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.

Credits Awarded: 4  
 Terms Offered: Spring  
 Prerequisites: Phys 122, Phys 280

**PHYS 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. Cross-listed with Eng 352.

Credits Awarded: 3  
 Terms Offered: Spring  
 Prerequisites: Phys 122, Phys 280

**PHYS 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 Phys 280. 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. Cross-listed with Eng 361.

Credits Awarded: 4  
 Terms Offered: Fall  
 Prerequisites: Phys 121, Phys 280

**PHYS 362 - States of Matter**

The prominent states of matter are examined from classical and quantum mechanical points of view. A thorough overview of thermodynamics and statistical mechanics is given. Nonidealities in gases are treated in order to examine cooling and phase transitions. Effects of Bose-Einstein and Fermi-Dirac statistics are detailed for gases, liquids and solids. Slightly degenerate perfect gases, electrons in metals and Bose-condensation, viewed as a first order phase transition, are discussed. Students may take Phys 280 either prior to enrollment in or concurrently with the class.

**Credits Awarded:** 4  
**Terms Offered:** Spring, Odd Years  
**Prerequisites:** Phys 270, Phys 280  
**Corequisites:** Phys 280

**PHYS 372 - Quantum Theory**

A detailed study of the mathematical and physical foundations of quantum mechanics. Topics include the Schroedinger wave equation, one-dimensional potentials, operator methods in quantum mechanics, the Heisenberg representation of operators, the three-dimensional Schroedinger 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.

**Credits Awarded:** 4  
**Terms Offered:** Fall, Even Years  
**Prerequisites:** Phys 270, Phys 280

**PHYS 380 - Mathematical Physics and Engineering II**

This is a continuation of Phys 280. Additional mathematical methods, primarily for physics, are considered, including complex analysis, numerical methods, probability and statistics, additional special functions, and more partial differential equations.

**Credits Awarded:** 2  
**Terms Offered:** Fall, Odd Years  
**Prerequisites:** Phys 280

**PHYS 382 - Advanced Laboratory**

This laboratory builds on the skills learned in Phys 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.

**Credits Awarded:** 2  
**Terms Offered:** Fall  
**Prerequisites:** Phys 270, Phys 281, Math 232

**PHYS 395 - Studies in Physics**

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

**Credits Awarded:** 1-4  
**Terms Offered:** As Needed  
**Prerequisites:** Permission of instructor

**PHYS 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.

Credits Awarded: 0-3

Terms Offered: Fall, Spring

Prerequisites: Permission of Instructor

**PHYS 495 - Advanced Studies in Physics**

A lecture or seminar in an area of special interest or experience. Department chairperson's approval required.

Credits Awarded: 2-4

Terms Offered: Fall, Spring

Prerequisites: Permission of department chairperson

# POLITICAL SCIENCE

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.

## ABOUT THE PROGRAM

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

#### SOCIAL SCIENCE REQUIREMENT:

Students who are interested in fulfilling the college social science requirements have the option of taking Political Science 100 or 151.

## MAJORS

### Political Science

#### GENERAL PROGRAM FOR MAJORS

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
- 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.

## MINORS

### 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.

### Political Science Education

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.

## COURSES

### **POL 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.

Credits Awarded: 4  
Terms Offered: Fall, Spring

### **POL 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.

Credits Awarded: 2  
Terms Offered: Fall, Spring

### **POL 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.

Credits Awarded: 4  
Terms Offered: Fall, Spring

### **POL 160 - Women in a Global Society**

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. Cross-listed with WGS 160.

Credits Awarded: 4  
Terms Offered: Fall

### **POL 195 - Studies in Political Science**

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4  
Terms Offered: As Needed  
Prerequisites: Permission of instructor

### **POL 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 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.

Credits Awarded: 4  
Terms Offered: Fall

**POL 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.

Credits Awarded: 4  
Terms Offered: Fall, Even Years

**POL 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 Pol 235 Pol 391.

Credits Awarded: 4  
Terms Offered: Fall, Odd Years

**POL 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 Pol 294 or Pol 391 or a Washington Honors Semester internship (Pol 392 or Pol 393).

Credits Awarded: 4  
Terms Offered: Spring, Odd Years

**POL 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.

Credits Awarded: 4  
Terms Offered: Spring, Odd Years

**POL 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.

Credits Awarded: 4  
Terms Offered: Fall, Spring  
Prerequisites: Pol 100 or Pol 151

**POL 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.

Credits Awarded: 4  
Terms Offered: Fall, Spring  
Prerequisites: Pol 151



**POL 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 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.

**Credits Awarded:** 4  
**Terms Offered:** Fall, Spring

**POL 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.

**Credits Awarded:** 4  
**Terms Offered:** As Needed

**POL 295 - Studies in Political Science**

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

**Credits Awarded:** 1-4  
**Terms Offered:** As Needed  
**Prerequisites:** Permission of instructor

**POL 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.

**Credits Awarded:** 4  
**Terms Offered:** As needed

**POL 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.

**Credits Awarded:** 4  
**Terms Offered:** As Needed

**POL 304 - Politics and Society of the Middle East**

The purpose of this course is to examine the way in which politics and society plays out in the Middle East and North Africa. We will be looking at the region through the lenses of economics, politics, and culture. The course is meant to give you a more in-depth understanding of the Middle East but will focus more on contemporary issues and the impact that Middle-Eastern nations have on international politics and society as a whole.

**Credits Awarded:** 4  
**Terms Offered:** Fall, Spring

**POL 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.

**Credits Awarded:** 4  
**Terms Offered:** Spring, Odd Years

**POL 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. Four hours of lecture per week. Fulfillment of the NSL lab requirement is highly recommended prior to this course.

**Credits Awarded:** 4  
**Terms Offered:** Spring  
**Prerequisites:** Econ 211 with a grade of C- or better or Pol 100

**POL 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.

**Credits Awarded:** 4  
**Terms Offered:** Fall, Even Years

**POL 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.

**Credits Awarded:** 4  
**Terms Offered:** Fall, Even Years

**POL 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 Phil 341.

**Credits Awarded:** 4  
**Terms Offered:** Fall, Odd Years

**POL 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 Phil 342.

**Credits Awarded:** 4  
**Terms Offered:** Fall, Even Years

**POL 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 Phil 343.

**Credits Awarded:** 4  
**Terms Offered:** Spring, Odd Years

**POL 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.

**Credits Awarded:** 4  
**Terms Offered:** Fall, Even Years

**POL 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 examination of the variety of political ideologies present in contemporary American political thought, and the outlook for the future.

**Credits Awarded:** 4  
**Terms Offered:** Spring, Even Years  
**Prerequisites:** Sophomore standing

**POL 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.

Credits Awarded: 4

Terms Offered: Spring, Even Years

**POL 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.

Credits Awarded: 4

Terms Offered: Fall, Odd Years

**POL 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.

Credits Awarded: 2

Terms Offered: Spring

**POL 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.

Credits Awarded: 4

Terms Offered: Spring

**POL 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.

Credits Awarded: 4

Terms Offered: Fall

Prerequisites: Pol 151

**POL 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 Phil 375.

**Credits Awarded:** 4

**Terms Offered:** Spring, Even Years

**POL 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.

**Credits Awarded:** 4

**Terms Offered:** Fall, Odd Years

**Prerequisites:** Sophomore standing

**POL 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.

**Credits Awarded:** 1-4

**Terms Offered:** Fall, Spring

**POL 392 - Washington Semester Internship**

These internships are offered under the Washington Honors Semester Program (see Pol 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.

**Credits Awarded:** 4-8

**Terms Offered:** Spring

**POL 393 - Washington Semester Internship**

These internships are offered under the Washington Honors Semester Program (see Pol 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.

**Credits Awarded:** 4-8

**Terms Offered:** Spring

**POL 395 - Studies in Political Science**

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

**Credits Awarded:** 1-4

**Terms Offered:** As Needed

**Prerequisites:** Permission of instructor

**POL 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.

Credits Awarded: 4  
Terms Offered: Fall, Even Years

**POL 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.

Credits Awarded: 1-4  
Terms Offered: Fall, Spring  
Prerequisites: Permission of instructor, Senior standing

**POL 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.

Credits Awarded: 1-4  
Terms Offered: Fall, Spring, Summer  
Prerequisites: Permission of instructor

**POL 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.

Credits Awarded: 1-2  
Terms Offered: Fall

**POL 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.

Credits Awarded: 4  
Terms Offered: Fall, Spring

**POL 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; 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, the executive branch, or with political interest groups; and prepare extensive research papers based upon their semester's work.

Credits Awarded: 4  
Terms Offered: Spring  
Prerequisites: Permission of Program Director

# PSYCHOLOGY

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.

## ABOUT THE PROGRAM

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 many 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.

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 thirteen of the last sixteen years; approximately 20 are awarded per year out of more than 250 applicants from the 11-state Midwest region. 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 available on our website.

## MAJORS

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 PSY 265 – Theory and Practice of Helping course. Other pertinent courses include COMM 210, 220 and 330.

Students considering work in probation and the criminal justice system might want to take POL 237 and 339 and SOC 221 and 222.

Human service professions related courses include SOC 101, 232 and 233 and IDS 200 – Encounter with Cultures.

Students interested in human resources and/or business should take PSY 350 and MGMT 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](#) .

## Psychology

The psychology major is composed of a minimum of 32 credits plus a statistics course. Only one psychology course may be transferred into the major (unless the student is a transfer student). The major requirements are broken down into the following elements:

### Fundamental Courses

All majors must take:

- PSY 100 – Introduction to Psychology
- PSY 200 – Research Methods
- MAT 210 or MAT 311– Statistics

### Survey Courses

Students must take four of the following courses:

- PSY 211 – Introduction to Neuroscience
- PSY 230 – Developmental Psychology
- PSY 280 – Social Psychology
- PSY 340 – Cognitive Psychology
- PSY 370 – Behavior Disorders
- NSCI 211 – Intro to Neuroscience

### Topical Seminar

- PSY 305 – The Psychology of Latino Children, 4 credits



- PSY 308 – Multicultural Psychology, 4 credits
- PSY 335 – Adult Development and Aging, 2 credits
- PSY 350 – Industrial/Organizational Psychology, 4 credits
- PSY 382 – Psychology of Gender, 4 credits
- PSY 390 – Advanced Research, 4 credits
- PSY 395 – Studies in Psychology, 2 or 4 credits
- PSY 410 – Clinical Psychology, 4 credits
- PSY 420 – Health Psychology, 2 credits

### Electives

Four additional credits in psychology are required, and these credits may be from another survey course, seminar course, or one of the following courses:

- EDUC 225 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 or Psychology Internship.

Students who are interested in attending a research-based graduate program are encouraged to take PSY 390 – Advanced Research or a PSY 295/395 course that focuses on conducting research. Students interested in a career in the helping professions are encouraged to take PSY 265

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.

## MINORS

### Psychology

The psychology minor consists of a minimum of 20 credits of psychology. Only one psychology course may be transferred in to count toward the minor (unless the student is a transfer student). The minor includes the following required courses:

#### Fundamental Courses

All minors must take:

- PSY 100 – Introduction to Psychology
- PSY 200 – Research Methods

#### Survey Courses

Students must take two of the following courses:

- PSY 211 – Introduction to Neuroscience
- PSY 230 – Developmental Psychology
- PSY 280 – Social Psychology
- PSY 340 – Cognitive Psychology
- PSY 370 – Behavior Disorders

#### Elective Course

Students must take 4 credits of elective course work (courses must be in the psychology curriculum). PSY 235, 290 and 490 cannot be taken for the minor.

### Psychology Education

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](#) for more information about courses required for this minor.

## COURSES

### **PSY 290R - Supervised Study in Psychology**

Terms Offered:

### **PSY 490R - Special Studies in Psychology**

Terms Offered:

### **PSY 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.

Credits Awarded: 4

Terms Offered: Fall, Spring

### **PSY 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 general education requirements. This course serves as the laboratory component of the Social Science I requirements.

Credit Awarded: 1

Terms Offered: Summer

### **PSY 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 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.

Credits Awarded: 2

Terms Offered: Fall

### **PSY 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. Math 210 or equivalent is highly recommended prior to this course.

Credits Awarded: 4

Terms Offered: Fall, Spring

Prerequisites: Psy 100

**PSY 211 - Introduction to Neuroscience**

This interdisciplinary course covers basic information from biology, chemistry, psychology, and philosophy that is relevant for understanding the nervous system and its role in behavior. Topics include structure and function of neurons, brain anatomy, sensory and motor systems, and the neuroscience of motivation, emotion, sleep, memory, language, and consciousness. Laboratory projects expose students to research methods in neuroscience, including monitoring the activity of individual neurons and recording physiological responses from humans. Three hours of lecture plus one 3-hour lab session per week.

**Credits Awarded:** 4  
**Terms Offered:** Fall, Spring

**PSY 225 - The Exceptional Child**

See course description under Educ 225.

**Terms Offered:**

**PSY 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. Psy 100 is highly recommended prior to this course.

**Credits Awarded:** 4  
**Terms Offered:** Fall, Spring

**PSY 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.

**Credits Awarded:** 4  
**Terms Offered:** Spring

**PSY 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.

**Credits Awarded:** 2  
**Terms Offered:** Spring

**PSY 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. Psy 100 is highly recommended prior to this course.

**Credits Awarded:** 2  
**Terms Offered:** Fall

**PSY 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. Psy 100 and Psy 200 are highly recommended prior to this course. Cross-listed as Soc 280.

**Credits Awarded:** 4

**Terms Offered:** Fall, Spring

**PSY 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. Psy 100 is highly recommended prior to this course.

**Credits Awarded:** 1-4

**Terms Offered:** Fall, Spring

**Prerequisites:** Permission of instructor

**PSY 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 18-credit Psychology minor. Psy 100 is highly recommended prior to this course.

**Credits Awarded:** 2-4

**Terms Offered:** As needed

**PSY 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. Psy 100 is highly recommended prior to this course.

**Credits Awarded:** 4

**Terms Offered:** Spring

**PSY 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. Psy 100 is highly recommended prior to this course.

**Credits Awarded:** 4

**Terms Offered:** Spring

**PSY 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. Psy 100 is highly recommended prior to this course.

Credits Awarded: 2  
 Terms Offered: Fall, Spring  
 Prerequisites: Psy 230

**PSY 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. Psy 100 and Psy 200 are highly recommended prior to this course.

Credits Awarded: 4  
 Terms Offered: Fall

**PSY 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, and practical applications (involving interviews and data analysis). Complements a Management major. Psy 100, Psy 200, and Math 210 or equivalent are highly recommended prior to this course.

Credits Awarded: 4  
 Terms Offered: Spring

**PSY 370 - Behavior Disorders**

A study of the major psychological/psychiatric disorders. Information regarding the diagnostic criteria, causes, treatment, attitudes toward people who have disorders will be explored. Psy 100 and Psy 200 are highly recommended prior to this course.

Credits Awarded: 4  
 Terms Offered: Fall, Spring

**PSY 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. Psy 100 is highly recommended prior to this course.

Credits Awarded: 4  
 Terms Offered: Spring

**PSY 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 highly recommended that the course be taken no later than during the Junior year. This course may be taken only once.

**Credits Awarded:** 4  
**Terms Offered:** Fall, Spring  
**Prerequisites:** Psy 100, Psy 200, Permission of instructor

**PSY 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 18-credit psychology minor. Psy 100 is highly recommended prior to this course.

**Credits Awarded:** 2-4  
**Terms Offered:** As needed

**PSY 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. Psy 100 and Psy 200 are strongly recommended prior to this course.

**Credits Awarded:** 4  
**Terms Offered:** Fall, Spring  
**Prerequisites:** Psy 370

**PSY 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. Psy 100 is highly recommended prior to this course.

**Credits Awarded:** 2  
**Terms Offered:** Fall

**PSY 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. 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 related course work, good independent study habits, initiative and high motivation. 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. If the proposed research involves data collection, Psy 200 and Psy 390 are highly recommended prior to this course.

**Credits Awarded:** 1-6  
**Terms Offered:** Fall, Spring, Summer  
**Prerequisites:** Psy 100, Permission of instructor

**PSY 493 - Honors Research**

**Terms Offered:**

**PSY 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.

**Credits Awarded:** 2-4  
**Terms Offered:** Fall, Spring, Summer  
**Prerequisites:** Psy 100, Permission of instructor

**PSY 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. Psy 100, Psy 200, Psy 230, and Psy 370 are highly recommended prior to this course.

**Credits Awarded:** 1-10  
**Terms Offered:** Fall, Spring, Summer  
**Prerequisites:** Permission of instructor



# RELIGION

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.

## ABOUT THE PROGRAM

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).

## MAJORS

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. Biblical Studies
2. Christian History and Theology
3. Ethics, Culture and Social Witness
4. Standard Religion Major

Religion 100 does not count toward any major. The details 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 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.

### Biblical Studies

#### 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 of the following 200-level courses **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 of the following Religion 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 elective, not listed above, 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.

### Independent Study (1-4 credits)

Students may take REL 490.

## **Christian History and Theology**

### Introductory Courses (16 credits)

Students must take 4 courses, one in each area (220's, 241, 260's 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 REL 490.

**Ethics, Culture, and Social Witness****Introductory Courses (12 credits)**

Students must take three 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
- 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 REL 490.

### Religion

This major includes four 4-credit introductory courses in religion (220s, 240s, 260s, 280s) and four 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
- 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

#### **Standard Religion Major**

This major includes four 4-credit introductory courses in religion (220s, 240s, 260s, 280s) and four 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
- 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

## MINORS

### 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

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](#).

## COURSES

### REL 195 - Studies in Religion

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-2  
Terms Offered: As Needed

### REL 295 - Topics in Religion

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4  
Terms Offered: As Needed

### REL 395 - Studies in Religion

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4  
Terms Offered: As Needed

### REL 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. Religion 100 may be taken for credit only once; exceptions are granted by the chairperson in unusual circumstances.

Credits Awarded: 2  
Terms Offered: Fall, Spring

### HEBR 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 Rel 171.

Credits Awarded: 2-4  
Terms Offered: Fall

### HEBR 295 - Studies in Hebrew

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 0-4  
Terms Offered: As Needed  
Prerequisites: Permission of instructor

### REL 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 Hebr 171.

Credits Awarded: 4  
Terms Offered: As Needed

### REL 221 - Introduction to Biblical Literature

An introductory study of the history and theology of the Old and New Testaments.

Credits Awarded: 4  
Terms Offered: Fall, Spring

**REL 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.

Credits Awarded: 4  
Terms Offered: Fall, Spring

**REL 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.

Credits Awarded: 4  
Terms Offered: Fall, Spring, Summer

**REL 241 - Introduction to the History of Christianity**

An introductory study of the history of Christianity.

Credits Awarded: 4  
Terms Offered: Fall, Spring, Summer

**REL 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.

Credits Awarded: 4  
Terms Offered: As Needed

**REL 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.

Credits Awarded: 4  
Terms Offered: Fall, Spring, Summer

**REL 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.

Credits Awarded: 4  
Terms Offered: Spring

**REL 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.

Credits Awarded: 4  
Terms Offered: Fall

**REL 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.

Credits Awarded: 4  
Terms Offered: Fall, Spring

**REL 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.

Credits Awarded: 4  
Terms Offered: Spring

**REL 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.

Credits Awarded: 4  
Terms Offered: Fall, Spring

**REL 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.

Credits Awarded: 4  
Terms Offered: Fall, Spring

**REL 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. Rel 100 and a Rel 200-level course are highly recommended prior to this course.

Credits Awarded: 4  
Terms Offered: As Needed

**REL 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.

Credits Awarded: 4  
Terms Offered: As Needed

**REL 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 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.

Credits Awarded: 4  
Terms Offered: As Needed

**REL 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.

Credits Awarded: 4  
Terms Offered: Spring

**REL 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.

Credits Awarded: 4  
Terms Offered: Fall, Spring

**REL 326 - Bible and Archaeology**

An examination of Middle Eastern archaeological and textual discoveries that relate to biblical literature, including their impact on understanding history and religion.

Credits Awarded: 4  
Terms Offered: As Needed

**REL 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.

Credits Awarded: 4  
Terms Offered: As Needed

**REL 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.

Credits Awarded: 4  
Terms Offered: Fall, Spring

**REL 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.

Credits Awarded: 4  
Terms Offered: As Needed

**REL 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. Rel 241 highly recommended prior to this course.

Credits Awarded: 4  
Terms Offered: As Needed

**REL 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 theological developments, but also the interaction of religious, political, and cultural impulses and trends. Rel 241 highly recommended prior to this course.

Credits Awarded: 4  
Terms Offered: As Needed

**REL 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.

Credits Awarded: 4  
Terms Offered: As Needed

**REL 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.

Credits Awarded: 4  
Terms Offered: Fall, Spring, Summer

**REL 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. Rel 260-level course highly recommended prior to this course.

Credits Awarded: 4  
Terms Offered: As Needed

**REL 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.

Credits Awarded: 4  
Terms Offered: As Needed

**REL 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. Rel 260-level course highly recommended prior to this course. Cross-listed with Phil 331.

Credits Awarded: 4  
Terms Offered: Spring, As Needed

**REL 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.

Credits Awarded: 4  
Terms Offered: Summer

**REL 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.

Credits Awarded: 4  
Terms Offered: As Needed

**REL 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.

Credits Awarded: 4  
Terms Offered: As Needed

**REL 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.

Credits Awarded: 4  
Terms Offered: Fall, Spring

**REL 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.

Credits Awarded: 4  
Terms Offered: Fall, Even Years

**REL 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.

Credits Awarded: 4  
Terms Offered: As Needed

**REL 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.

Credits Awarded: 4  
Terms Offered: As Needed

**REL 420 - Seminar in Scripture**

A senior level seminar course on some topic related to the study of scripture.

Credits Awarded: 4  
Terms Offered: As Needed  
Prerequisites: Declared Religion major or minor

**REL 440 - Seminar in the History of Christianity**

A senior level seminar course on some topic related to the study of the history of Christianity.

Credits Awarded: 4  
Terms Offered: As Needed  
Prerequisites: Declared Religion major or minor



**REL 460 - Seminar in Theology and Ethics**

A senior level seminar course on some topic related to the study of theology and/or religious ethics.

Credits Awarded: 4  
 Terms Offered: As Needed  
 Prerequisites: Declared Religion major or minor

**REL 480 - Seminar in World Religions**

A senior level seminar course on some topic related to the study of religions of the world.

Credits Awarded: 4  
 Terms Offered: Spring, Summer  
 Prerequisites: Permission of instructor

**REL 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.

Credits Awarded: 1-4  
 Terms Offered: Fall, Spring, Summer  
 Prerequisites: Permission of chairperson

**REL 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 (Rel 498) or two (Rel 498 and Rel 499) semesters. Rel 220 and 1 additional Rel course are highly recommended prior to this course.

Credits Awarded: 4  
 Terms Offered: Fall, Spring  
 Prerequisites: Permission of instructor

**REL 499 - Religion Internship II**

A continuation of Rel 498. 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. Rel 220 and one additional Rel course are highly recommended prior to this course.

Credits Awarded: 4  
 Terms Offered: Fall, Spring  
 Prerequisites: Permission of instructor

# SOCIOLOGY & SOCIAL WORK

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.

## MAJORS

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 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.

### Social Work

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 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:

- SWK 241 – Introduction to Social Welfare
- SWK 232 – Social Work and Family or Social Work 242 – Child Welfare
- SWK 262 – Methods of Social Research
- SWK 312 – Human Behavior and Social Environment I
- SWK 315 – Social Work with Diverse Populations
- SWK 320 – Social Work Interviewing
- SWK 322 – Contemporary Social Policy
- SWK 351, 352 and 401 – Social Work Interventions I, II and III
- SWK 443 and 446 – Social Work Field Experience I and II

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 PSYy 100, SOC 101 and SWK 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:

- PSY 100 – Introduction to Psychology
- POL 100 – Introduction to American Political Institutions or POL 110
- SOC 101 – Sociology and Social Problems
- GEMS 158
- MAT 210 – Introductory Statistics

SWK 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	Course	Credits
<b>Freshman Year Fall</b>		
PSY 100	Introduction to Psychology S1A	4
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
<b>TOTAL</b>		<b>16</b>
<b>Freshman Year Spring</b>		
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 credits (S1B) or	4
POL 110 or POL 151	Topics in Political Science or Introduction to Global Politics	2 - 4
<b>TOTAL</b>		<b>16 - 18</b>
<b>Sophomore Year Fall</b>		
MATH 210	MA1 – Introductory Statistics	4
Language requirement	Language II 102/122/172 (FL2)	
Cultural Heritage II requirement	IDS 172/ENGL 232/HIST 1314 or PHIL 232 (CH2)	
Natural Science requirement	GEMS, mathematics, or science course, MA1 or NS2	2
or SWK 241	or Introduction to Social Welfare	2
Arts II requirement	Studio or performance course(s) in art, creative writing, dance, music, theatre	
or SWK 232	Social Work and Family	2
<b>TOTAL</b>		<b>16</b>
<b>Sophomore Year Spring</b>		
REL 200+	200-level course in biblical, historical, theological or world religions studies (RL2)	4

SWK 232	Social Work and Family 242 or Child Welfare	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 +SWK 295	or Social Work Interviewing Lab		3
<b>TOTAL</b>			<b>18</b>
<b>Junior Year Fall</b>			
SWK 312	Human Behavior in the Social Environment		6
SWK 352	Social Work Interventions II		4
SWK 320	Social Work Interviewing or Elective (2 credits)		2-4
Arts I Requirement	ART 109 or 110/IDS 101/MUS 101 or 104 or 105/THEA 153 (FA1)		4
<b>TOTAL</b>			<b>16 or 18</b>
<b>Junior Year Spring</b>			
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		
<b>TOTAL</b>		<b>16</b>
<b>Senior Year Fall</b>		
SWK 401	Social Work Interventions III	4
or Elective		
SWK 443	Social Work Field Practicum I	6
Arts II Requirement	Studio or performance course(s) in art, creative writing, dance, music, theatre (FA2)	2
or Elective (2 cr)		
Electives	Electives	4
<b>TOTAL</b>		<b>16</b>
<b>Senior Year Spring</b>		
Senior Seminar Requirement	IDS course numbered 400 or above (SRS)	4
SWK 446	Social Work Field Practicum II	6
Electives	Electives	6
<b>TOTAL</b>		<b>16</b>

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.

### **Sociology**

The sociology major requires a minimum of 28 credits. This must include:

- SOC 101 – Sociology and Social Problems
- SOC 261 – Theoretical Perspectives in Sociology
- SOC 262 – Methods of Social Research
- At least two 4-credit 300-level courses
- SOC 495 – Capstone Seminar in Sociology

In addition, students must demonstrate competence in statistics; this is usually accomplished by completing MAT 210 or 311.

### **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	COURSE	CREDITS
<b>First Year</b>		
SOC 101	Sociology and Social Problems	4
IDS 100	First Year Seminar (FYS)	2
ENG 113	Expository Writing I (EW)	4
REL 100	Basic Studies in Religion (RL1)	2
KIN 140	Health Dynamics	2
GEMS	General Education Mathematics	2
GEMs	General Education Science	4
Foreign Language Requirement		8
Cultural Heritage Requirement		4
<b>TOTAL</b>		<b>32</b>
<b>Second Year</b>		
SOC 261	Theoretical Perspectives (Fall)	4
SOC 262	Methods of Social Research (spring)	4
4 Credits of Sociology Elective	Students who intend to complete the Criminal Justice Emphasis must take SOC 221 <b>and</b> 222	4
MATH 210	Introductory Statistics (MA1) or	

MATH 311	Statistical Methods	2 -4
Social Science II requirement		2
Cultural History requirement		4
Performing Arts requirement		4
Other Electives		6
<b>TOTAL</b>		<b>30-32</b>
<b>Third Year</b>		
2 Sociology Electives	At 300-level	8
Upper Division Religion Requirement		4
Remaining Performing Art Requirement		2
4-5 General Electives	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.	17
<b>TOTAL</b>		<b>31</b>
<b>Fourth Year</b>		
SOC 495	Capstone Course in Sociology (Spring)	4
1 Sociology Elective		4
IDS 495	Senior Seminar	4
4 General Electives		20

**TOTAL****32**

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**Sociology with 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. Students must complete:

- SOC 101, 261 and 262,
- SOC 221 and 222 – Criminology I and II sequence
- Four-credit sociology elective at the 300-level (preferably SOC 312 – Urban Sociology)
- Four-credit course entitled Social Justice (IDS 366 to be offered through The Philadelphia Center)
- Related 8 credit internship in Philadelphia (IDS 351)

As with all majors, CJ students must demonstrate competence in Statistics.

**MINORS****Sociology**

The Sociology minor consists of 20 credits of courses. Students will be required to complete SOC 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.

## COURSES

### **SOC 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 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.

Credits Awarded: 4  
Terms Offered: Fall, Spring

### **SOC 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.

Credits Awarded: 4  
Terms Offered: Fall

### **SOC 221 - Criminology I**

Students will be introduced to the principal sociological perspectives on the causes of crime, with special emphasis on critically assessing and comparing key theoretical explanations of crime. This course is required for students planning to major in Sociology with a criminal justice emphasis and fulfills the Social Science II requirement.

Credits Awarded: 2  
Terms Offered: Fall

### **SOC 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.

Credits Awarded: 2  
Terms Offered: Fall  
Prerequisites: Soc 221

### **SOC 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.

Credits Awarded: 4  
Terms Offered: Spring

### **SOC 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.

Credits Awarded: 4  
Terms Offered: Fall  
Prerequisites: Soc 101, Declared Sociology major or minor

**SOC 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. Cross-listed with Swk 262.

Credits Awarded: 4

Terms Offered: Spring

Prerequisites: Soc 101, Declared Sociology major or minor, or declared Social Work major

**SOC 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.

Credits Awarded: 2

Terms Offered: Fall

**SOC 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. 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.

Credits Awarded: 2

Terms Offered: Spring

**SOC 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.

Credits Awarded: 2

Terms Offered: Spring

Prerequisites: Soc 271

**SOC 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. Psy 100 and Psy 200 are highly recommended prior to this course. Cross-listed as Psy 280.

Credits Awarded: 4

Terms Offered: Fall, Spring

**SOC 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.

Credits Awarded: 4

Terms Offered: Spring

**SOC 295 - Studies in Sociology**

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 2-4  
Terms Offered: As Needed

**SOC 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.

Credits Awarded: 4  
Terms Offered: Fall

**SOC 333 - Medical Sociology**

An introduction to the sociological study of health, illness, and medicine more generally. The impact of gender, race and social class on health outcomes will be emphasized. Attention will also be directed to health care delivery systems, health professional education and socialization, and patient perspectives and experiences.

Credits Awarded: Four  
Terms Offered: Spring

**SOC 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. A focus will be on sociological explanations of religious beliefs, affiliation and practices.

Credits Awarded: 2  
Terms Offered: As Needed

**SOC 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.

Credits Awarded: 4  
Terms Offered: Spring

**SOC 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.

Credits Awarded: 4  
Terms Offered: Spring

**SOC 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. This course may be taken only once.

Credits Awarded: 4

Terms Offered: Fall

Prerequisites: Soc 262, Permission of instructor

**SOC 395 - Studies in Sociology**

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4

Terms Offered: As Needed

Prerequisites: Permission of instructor

**SOC 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.

Credits Awarded: 2-4

Terms Offered: Fall, Spring

Prerequisites: Permission of instructor

**SOC 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. A minimum of 16 credits in Soc courses is highly recommended prior to this course.

Credits Awarded: 4

Terms Offered: Spring

**SOC 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.

Credits Awarded: 1-6

Terms Offered: Fall, Spring

Prerequisites: Senior status, Declared Sociology major, Permission of department

**SWK 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.

Credits Awarded: 2

Terms Offered: Fall, Spring

Prerequisites: Soc 101

**SWK 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. Students may take Soc 101 either prior to enrollment in or concurrently with the class.

Credits Awarded: 2  
 Terms Offered: Fall, Spring  
 Prerequisites: Soc 101  
 Corequisites: Soc 101

**SWK 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.

Credits Awarded: 2  
 Terms Offered: Fall

**SWK 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. Cross-listed as Soc 262.

Credits Awarded: 4  
 Terms Offered: Spring  
 Prerequisites: Soc 101, Declared Sociology major or minor, or declared Social Work major

**SWK 295 - Studies in Social Work**

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4  
 Terms Offered: As Needed

**SWK 312 - Human Behavior & Social Environ**

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.

Credits Awarded: 6  
 Terms Offered: Fall  
 Prerequisites: Declared Social Work major

**SWK 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.

Credits Awarded: 4  
 Terms Offered: Spring  
 Prerequisites: Declared Social Work major

**SWK 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.

Credits Awarded: 4  
 Terms Offered: Fall, Spring  
 Prerequisites: Swk 241, Declared Social Work major



**SWK 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.

Credits Awarded: 4

Terms Offered: Spring

Prerequisites: Swk 241, Pol 100 or 110, Declared Social Work major

**SWK 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.

Credits Awarded: 4

Terms Offered: Fall, Spring

Prerequisites: Swk 241, Declared Social Work major

**SWK 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.

Credits Awarded: 4

Terms Offered: Fall, Spring

Prerequisites: Swk 351

**SWK 395 - Studies in Social Work**

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4

Terms Offered: As Needed

Prerequisites: Permission of instructor

**SWK 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.

Credits Awarded: 4

Terms Offered: Fall, Spring

Prerequisites: Swk 352

**SWK 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. Students may take Swk 401 either prior to enrollment in or concurrently with the class.

Credits Awarded: 6

Terms Offered: Fall

Prerequisites: Swk 401

Corequisites: Swk 401

**SWK 446 - Social Work Field Experience II**

This course is a continuation of Swk 443.

Credits Awarded: 6

Terms Offered: Fall, Spring

**SWK 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. A minimum of 20 credits in Swk courses is highly recommended prior to this course.

Credits Awarded: 2-3

Terms Offered: Fall, Spring

**SWK 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.

Credits Awarded: 4

Terms Offered: Fall, Spring

Prerequisites: Senior standing, Declared Social Work major, Permission of instructor

# THEATRE

The Department of Theatre offers an academic program of recognized excellence which develops students as practicing theatre artists and engaged audience members.

## ABOUT THE PROGRAM

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 to:

- (1) Provide significant and challenging artistic experiences for our students
- (2) Engage the student body as a whole by producing performances of historical, contemporary, literary and/or theatrical merit
- (3) 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

## MAJORS

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.

### Theatre

The major program is designed on a "contract" basis, with provisions as follows:

Theatre Major: 35 credits consisting of

- THEA 161 – Acting I
- THEA 205 – Principles of Design
- THEA 210/211 – Theatre Crafts I and II
- One course chosen from THEA 222 – Scene Design, THEA 223 – Lighting Design, or THEA 224 – Costume Design
- THEA 243 – Play Analysis
- THEA 250 – Stage Management
- Two courses chosen from THEA 301/ 302 – Western Theatre I and II, and THEA 306 – American Theatre
- THEA 331 – Stage Direction I
- Three credits chosen from either THEA 380 – Advanced Theatre Practicum, THEA 490 – Independent Studies in Theatre or THEA 495 – Seminar in Theatre
- Or an internship with the Hope Summer Repertory Theatre or with an off-campus program, as approved by the theatre faculty

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: THEA 101, 153

Arts II: THEA 110, 130, some sections of THEA 280

## MINORS

### Theatre

21-22 credits consisting of :

- THEA 161 – Acting I
- THEA 243 – Play Analysis
- THEA 210 and 211 – Theatre Crafts I and II
- THEA 301, 302 and 306 – One theatre history course chosen from Western Theatre History I and II and American Theatre

An additional 3-4 credits chosen from the following:

- THEA 205 – Principles of Design
- THEA 222 – Scene Design
- THEA 223 – Lighting Design
- THEA 224 – Costume Design

- THEA 250 – Stage Management
- THEA 331 – Stage Direction, or a second theatre history course.

The theatre student handbook, available in the theatre department office, contains further information on the theatre minor.

## COURSES

### **THEA 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.

Credits Awarded: 4  
Terms Offered: As Needed

### **THEA 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.

Credits Awarded: 2  
Terms Offered: Both Semesters

### **THEA 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.

Credits Awarded: 2  
Terms Offered: As Needed

### **THEA 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.

Credits Awarded: 4  
Terms Offered: Fall

### **THEA 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.

Credit Awarded: 1  
Terms Offered: Fall

### **THEA 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.

Credits Awarded: 4  
Terms Offered: Fall

### **THEA 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.

Credits Awarded: 4  
Terms Offered: Spring

**THEA 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.

Credits Awarded: 2  
Terms Offered: Spring

**THEA 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.

Credits Awarded: 4  
Terms Offered: Fall

**THEA 211 - Theatre Crafts II**

Continuation of Thea 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.

Credits Awarded: 4  
Terms Offered: Spring

**THEA 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.

Credits Awarded: 2  
Terms Offered: As Needed

**THEA 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. Thea 210 and Thea 211 are highly recommended prior to this course.

Credits Awarded: 3  
Terms Offered: Spring, Odd Years

**THEA 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. Thea 210 and Thea 211 are highly recommended prior to this course.

Credits Awarded: 3  
Terms Offered: Fall, Even Years

**THEA 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. Thea 210 and Thea 211 are highly recommended prior to this course.

Credits Awarded: 3  
Terms Offered: Fall, Odd Years



**THEA 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.

Credits Awarded: 2  
Terms Offered: Spring

**THEA 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.

Credits Awarded: 2  
Terms Offered: Fall

**THEA 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. Cross-listed with Engl 257.

Credits Awarded: 4  
Terms Offered: Spring, Odd Years  
Prerequisites: Permission of instructor

**THEA 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. Thea 161 and Thea 162 are highly recommended prior to this course.

Credits Awarded: 3  
Terms Offered: Fall

**THEA 262 - Acting IV**

A continuation of Thea 261, emphasizing the voice and movement challenges inherent in the plays of Moliere, Restoration and Georgian comedy, Chekhov, and absurdist writers. Thea 161, Thea 162, and Thea 261 are highly recommended prior to this course.

Credits Awarded: 3  
Terms Offered: Spring

**THEA 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. Casting by the director, or acceptance on a production crew by the technical director is required.

Credits Awarded: 0-2  
Terms Offered: Fall, Spring  
Prerequisites: Permission of instructor

**THEA 295 - Studies in Theatre**

Instruction in specific performance or production techniques, such as furniture design, mime, stage combat, 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.

Credits Awarded: 1-2

Terms Offered: As needed

Prerequisites: Permission of instructor

**THEA 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. Thea 161, Thea 210, and Thea 211 are highly recommended prior to this course.

Credits Awarded: 3

Terms Offered: Fall

**THEA 332 - Stage Direction II**

A continuation of Thea 331. Each student will produce at least one one-act play. Thea 161, Thea 210, Thea 211, and Thea 311 are highly recommended prior to this course.

Credits Awarded: 2

Terms Offered: Spring

**THEA 361 - Acting V**

This is an advanced course and 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. Thea 161, Thea 162, Thea 261, and Thea 262 are highly recommended prior to this course.

Credits Awarded: 2

Terms Offered: Spring, Odd Years

**THEA 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. Thea 161 is highly recommended prior to this course.

Credits Awarded: 2

Terms Offered: Fall, Odd Years

**THEA 376 - Musical Theatre Workshop B**

A continuation of Thea 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. The course will culminate in a showcase presented at the end of the spring semester. Thea 161 is highly recommended prior to this course.

Credits Awarded: 2

Terms Offered: Spring, Even Years

**THEA 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 an 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.

Credits Awarded: 0-3

Terms Offered: Fall, Spring

Prerequisites: Permission of department

**THEA 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).

**Credits Awarded:** 3

**Terms Offered:** Summer

**Prerequisites:** Acceptance into summer theatre company

**THEA 395 - Studies in Theatre**

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

**Credits Awarded:** 1-4

**Terms Offered:** As Needed

**Prerequisites:** Permission of instructor

**THEA 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.

**Credits Awarded:** 1-3

**Terms Offered:** Fall, Spring

**Prerequisites:** Permission of department

**THEA 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.

**Credits Awarded:** 2-3

**Terms Offered:** As Needed

**Prerequisites:** Permission of instructor

**THEA 301 - Western Theatre History I**

Plays, theatre, and theatre performances reflect the cultural, political, and spiritual climate of the particular epoqe 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. Thea 243 is highly recommended prior to this course.

**Credits Awarded:** 4

**Terms Offered:** Fall

**THEA 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). Thea 243 is highly recommended prior to this course.

**Credits Awarded:** 4

**Terms Offered:** Spring, Even Years

### **THEA 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. Thea 243 is highly recommended prior to this course.

Credits Awarded: 4

Terms Offered: Spring, Odd Years

### **THEA 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.

Credits Awarded: 2-3

Terms Offered: As Needed

Prerequisites: Permission of instructor

### **THEA 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.

Credits Awarded: 2-3

Terms Offered: Fall, Spring

Prerequisites: Permission of instructor

# WOMEN'S AND GENDER STUDIES

Women's and Gender Studies focuses on issues of identity and systems of power, through reflection on personal, social and historical realities.

## ABOUT THE PROGRAM

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.

### 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

## MAJORS

### Women's And Gender Studies

The women's and gender studies major consists of 32 credits. All students must take 16 credits of core courses:

- WGS 160 – Women in a Global Society
- WGS 200 – Introduction to Women's and Gender Studies
- WGS 350 – Feminist Visions of Justice: Feminist Theory and Methodology
- 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.

## MINORS

### Women's And Gender Studies

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 – Women in a Global Society
- WGS 350 – Feminist Visions of Justice: Theory and Methodology
- 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.

## COURSES

### **WGS 160 - Women in a Global Society**

This course seeks to investigate the broad spectrum of women's movements that thrive across the developing world. Particular emphasis is on globalization and 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 Pol 160.

Credits Awarded: 4  
Terms Offered: Once a Year

### **WGS 195 - Women's & Gender Studies Topic**

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4  
Terms Offered: As Needed

### **WGS 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.

Credits Awarded: 4  
Terms Offered: Fall, Spring

### **WGS 295 - Special Studies**

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 2-4  
Terms Offered: As Needed

### **WGS 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.

Credits Awarded: 4  
Terms Offered: Fall

### **WGS 395 - Special Studies**

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4  
Terms Offered: As Needed

### **WGS 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.

Credits Awarded: 1-4  
Terms Offered: As Needed

**WGS 494 - Keystone Seminar**

A course designed to examine feminist perspectives in practice and support projects on women's and gender issues.

Credits Awarded: 4

Terms Offered: Spring

**WGS 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.

Credits Awarded: 1-4

Terms Offered: As Needed



## FACULTY LISTING

### **Abrahantes, Dr. Miguel**

*Associate Professor of Engineering (2003)*  
Ph.D., Universidad Nacional del Sur, 2000  
B.S., Universidad Central Las Villas, 1993

### **Alberg, Cindy**

*Lecturer in Dance (2007)*  
B.A., Hope College, 1992

### **Albers, Diana**

*Lecturer in Kinesiology (1999)*  
M.S., Indiana University Bloomington,  
B.A., Hope College, 2002

### **Aldrich, Mike**

*Men's Basketball Coach (2004)*  
B.A., Hope College, 2007

### **Allis, Dr. James**

*Professor of Philosophy (1986)*  
Ph.D., University of Pittsburgh, 1986  
M.A., University of Pittsburgh, 1984  
M.Ed., Harvard University, 1980  
M.A., New Jersey City University, 1980  
B.A., Dartmouth College, 1975

### **Alvelo, Patria**

*Lecturer, Philadelphia Center (2015)*

### **Anderson, Dr. Isolde**

*Associate Professor of Communication and Department Chair (2003)*  
Ph.D., Northwestern University, 2002  
M.Div., North Park Theological Sem, 1981  
B.A., Smith College, 1975

### **Anderson, Dr. Mary Elizabeth**

*Assistant Professor of Chemistry (2010)*  
Ph.D., Pennsylvania State University, 2006  
B.S., Samford University, 2001

### **Anderson, Shawn**

*Lecturer/Computer Science (2015)*

### **Andre, Dr. Maria**

*Professor of Spanish (1994)*  
Ph.D., SUNY University at Albany, 1995  
B.A., Universidad del Salvador, 1982

### **Arendshorst, Dr. Thomas**

*(2015)*

### **Aschbrenner, Charles**

*Retired Faculty (1963)*  
MMUS, Yale University, 1963

### **Aslanian, Janice**

*Adjunct Assistant Professor of English (2001)*  
M.S., Univ Southern California, 1976  
B.A., Western Michigan University, 1971

### **Bade, Dr. Amy**

*Adjunct Assistant Professor of Psychology (1996)*  
Ed.D., Western Michigan University, 1991  
M.S., University of Wisconsin, 1981  
BSN, Niagara University, 1978

### **Baer, Dr. Marc**

*Professor of History and Department Chair (1983)*  
Ph.D., University of Iowa, 1976  
M.A., University of Iowa, 1971  
B.S., Iowa State University, 1967

### **Bahle, Jean**

*Assistant Professor of Theatre (1991)*

### **Baker-Bush, Rebecca**

*Lecturer/Education (2014)*

### **Bandstra, Dr. Barry**

*Professor of Religion & Director of Academic Computing and Department Chair (1983)*  
Ph.D., Yale University, 1982  
MPHI, Yale University, 1978  
M.A., Yale University, 1978  
B.D., Calvin Theological Seminary, 1975  
B.A., University of Illinois Chicago, 1972

**Banner, Joshua***Lecturer in English (2006)*

B.A., Wheaton College,

**Barney, Dr. Christopher***The T. Eliot Weier Professor of Biology (1980)*

Ph.D., Indiana University Bloomington, 1977

B.S., Wright State University, 1973

**Bassett, Greg***Lecturer in Philosophy (2012)***Beals, George***(2015)***Beard, Dr. Virginia***Associate Professor of Political Science (2007)*

Ph.D., Michigan State University, 2006

MPA, Michigan State University, 2005

B.A., Calvin College, 2000

**Beaulieu, Genevieve***Lecturer/Music (2015)***Bekken, Nancy***Lecturer/Nursing (2014)***Bekmetjev, Dr. Airat***Associate Professor of Mathematics (2003)*

Ph.D., Arizona State Univ, 2002

B.A., Moscow State University, 1991

**Bell, Dr. Albert Jr.***Professor of History (1978)*

Ph.D., Univ North Carolina Greensboro, 1977

M.Div., Southeastern Baptist Theol Sem, 1973

M.A., Duke University, 1968

B.A., Carson-Newman College, 1966

**Beltman, KayLynn***Kinesiology Lecturer (1996)***Bertolone, Shari***Assistant Professor of Nursing (2010)*

MSN, Grand Valley State University, 1992

BSN, Grand Valley State University, 1986

**Best, Dr. Aaron***Harrison C. and Mary L. Visscher Professor of Genetics (2004)*

Ph.D., University of Illinois Urbana, 2001

M.S., University of Illinois Urbana, 1999

B.A., William Jewell College, 1996

**Bischak, Mike***Lecturer/Physics (2011)***Bishop, Rachel***Research and Instruction Librarian with rank of Assistant Professor (2005)*

MLIS, Wayne State University, 2004

M.A., Center for Humanistic Studies, 1996

B.A., Michigan State University, 1988

**Bodenbender, Dr. Brian***Associate Professor of Geology & Environmental Science and Department Chair (1996)*

Ph.D., University of Michigan, 1994

M.S., University of Michigan, 1990

B.A., College of Wooster, 1987

**Bombe, Michelle***Professor of Theatre (1991)*

MFA, University of Texas Arlington, 1989

B.S., University of Evansville, 1985

**Booke, Dr. Paula***Assistant Professor of Political Science (2009)*

Ph.D., University of Chicago, 2009

M.A., University of Chicago, 2005

B.A., University of Rochester, 2002

**Booker, Linda***Part Time Lecturer (1987)***Bos, Laura***Lecturer/DEMA (2015)*

**Bouma-Prediger, Dr. Steven**

*Professor of Religion, Associate Dean for Teaching and Learning (1994)*

Ph.D., University of Chicago, 1992  
M.Div., Fuller Theological Seminary, 1987  
MPHI, Institute Christian Studies, 1984  
B.A., Hope College, 1979

**Boumgarden, Dr. Peter**

*Assistant Professor of Management (2010)*

Ph.D., Washington Univ in St. Louis, 2010  
MSBA, Washington Univ in St. Louis, 2008  
B.A., Calvin College, 2005

**Bouws, Dr. Melissa**

*Assistant Professor of Nursing (2005)*

Ph.D., Univ Nevada Las Vegas, 2013  
MSN, Michigan State University, 2007  
BSN, Hope College, 1995

**Brechtig, Dr. Emily**

*Lecturer/Psychology (2015)*

M.S., Univ Kentucky Lexington,  
Ph.D., Univ Kentucky Lexington,  
Ph.D., Univ Kentucky Lexington,  
B.A., Hope College, 1999

**Bredow, Dr. Carrie**

*Assistant Professor of Psychology (2012)*

Ph.D., University of Texas Austin, 2012  
M.A., University of Texas Austin, 2008  
B.S., Central Michigan University, 2005

**Brieve, Jeremy**

*Lecturer/Economics & Business (2002)*

**Briggs, Adam**

*Lecturer in Music (2012)*

**Brondyk, Dr. Susan**

*Assistant Professor of Education (2013)*

Ph.D., Michigan State University, 2009  
MAT, Aquinas College, 2000  
B.A., Hope College, 1984

**Brouwer, Dr. Wayne**

*Associate Professor of Religion (2000)*

Ph.D., McMaster University, 1999  
M.A., McMaster University, 1989  
Th.M., Calvin Theological Seminary, 1985  
M.Div., Calvin Theological Seminary, 1980  
B.A., Dordt College, 1976

**Brown, Dr. Kenneth**

*Associate Professor of Chemistry and Department Chair (1999)*

Ph.D., Oklahoma State University, 1999  
B.S., Oral Roberts University, 1993

**Brumels, Dr. Kirk**

*Professor of Kinesiology and Department Chair (2001)*

Ph.D., Western Michigan University, 2005  
MAT, Western Michigan University, 1990  
B.A., Hope College, 1988

**Bultman, Dr. Baars**

*Professor of Education (1985)*

Ph.D., Michigan State University, 1995  
M.A., Western Michigan University, 1976  
B.A., Hope College, 1971

**Bultman, Dr. Tom**

*Professor of Biology (2001)*

Ph.D., Arizona State Univ, 1985  
M.S., University of Cincinnati, 1981  
B.A., Hope College, 1978

**Burgess, Jason**

*Lecturer in Kinesiology (2015)*

**Burkey, Lyne**

*Lecturer in Education (1999)*

**Burnatowska-Hledin, Dr. Maria**

*The Frederick Garrett & Helen Floor Dekker Professor of Biomedicine & Chemistry (1992)*

Ph.D., McGill University, 1980  
M.S., McGill University, 1977  
B.S., McGill University, 1975

**Burton, Dr. Rhoda***Associate Professor of English (2000)*

Ph.D., Univ of California Los Angeles, 2002

M.A., Univ of California Los Angeles, 1997

M.A., University of Florida, 1989

B.A., Fresno Pacific University, 1984

**Cairn, North***Lecturer/English (2014)*

B.A., Hope College,

**Carlson, Chad***Assistant Professor of Kinesiology (2001)*

Ph.D., Pennsylvania State University, 2010

M.A., Western Michigan University, 2005

B.A., Hope College, 2003

**Carlson, Colly***Women's Basketball Coach (2005)*

M.A., Western Michigan University,

B.A., Hope College, 1992

**Carlson, Jeff***Men's Basketball Coach (2008)*

B.A., Hope College, 2007

**Carrasco de Miguel, Dr. Berta***Assistant Professor of Spanish (2012)*

Ph.D., Western Michigan University, 2011

M.A., Western Michigan University, 2007

B.A., University Antonio de Nebrija, 2005

**Chambers, Dick***Lecturer/Education (2001)***Chase-Wallar, Dr. Leah***Associate Professor of Biology & Chemistry (2000)*

Ph.D., Univ of Minnesota Twin Cities, 1999

B.S., University of Michigan-Flint, 1993

**Chavis, Dr. Llana***Assistant Professor of Social Work (1996)*

Ph.D., Southern Illinois Univ Carbondale, 2014

M.S.W., Grand Valley State University, 2002

B.A., Hope College, 2000

**Cherup, Susan***The Arnold & Esther Sonneveldt Professor of Education (1976)*

M.A., Western Michigan University, 1967

B.A., Hope College, 1964

**Childress, Dr. Susanna***Assistant Professor of English (2006)*

Ph.D., Florida State University, 2007

M.A., University of Texas Austin, 2003

B.A., Indiana Wesleyan University, 2001

**Cho, Dr. David***Associate Professor of English (2008)*

Ph.D., University Of Washington, 2006

M.A., Purdue University, 2001

MFA, Purdue University, 1999

B.A., University of Illinois Chicago, 1995

**Chuang, Flora***Assistant Professor of Mandarin Chinese (2015)*

Ph.D., University of Texas Austin, 2015

M.A., University of New Mexico Taos, 2008

B.A., National Sun Yat-Sen Univ, 2005

**Cinzori, Dr. Aaron***Associate Professor of Mathematics and Department Chair (2001)*

Ph.D., Michigan State University, 1998

M.S., Michigan State University, 1993

B.A., Michigan State University, 1990

B.S., Michigan State University, 1990

**Clark, Linda***Lecturer in English (2011)***Clark, Mark***Faculty and Adjunct Faculty (1990)***Cnossen, James***Servant Leader-in-Residence (2012)*

B.A., Calvin College,

M.S., University of Michigan,

**Cole, Dr. Ernest**

*Associate Professor of English and Department Chair (2008)*

Ph.D., University of Connecticut, 2008  
M.A., University of Sierra Leone, 1994  
B.A., University of Sierra Leone, 1990

**Cole, Dr. Kevin**

*Associate Professor of Kinesiology (2005)*

Ph.D., Ball State University, 1994  
M.S., Texas Christian University, 1991  
B.A., Hope College, 1988

**Colsen, Wendy**

*Part-time Lecturer (2011)*

MAT, National-Louis University, 1996  
B.A., Purdue University, 1992

**Commeret, Michelle**

*Lecturer/Education (2014)*

**Cook, Nancy**

*Professor of Education (1985)*

M.A., Michigan State University, 1978  
B.A., Michigan State University, 1973

**Corbato, Barbara**

*Lecturer in Music (2002)*

**Coyle, Dr. Brian**

*Professor of Music (1993)*

D.M.A., Michigan State University, 1997  
MMUS, Calif State Univ Northridge, 1990  
BMU, University of South Florida, 1987

**Craioveanu, Dr. Mihai**

*Professor of Music (1992)*

D.M.A., Ciprian Porumbescu Conservator, 1979  
BMU, Gheorghe Dima Music Academy, 1975

**Crowley, Willy**

*Lecturer in Dance (2014)*

MFA, University of Michigan,  
B.A., Hope College, 1992

**Cunningham, Dr. David**

*Professor of Religion / Director, CrossRoads & Center for Writing & Research (2003)*

Ph.D., Duke University, 1990  
M.A., Cambridge University, 1989  
B.A., Cambridge University, 1985  
B.S., Northwestern University, 1983

**Cusack, Dr. Charles**

*Associate Professor of Computer Science (2005)*

Ph.D., University of Nebraska Omaha, 2000  
M.S., University of Nebraska Omaha, 1998  
B.S., Michigan Tech University, 1992  
M.S., Michigan Tech University, 1992

**Dandavati, Dr. Annie**

*Professor of Political Science & Director of International Education and Department Chair (1992)*

Ph.D., University of Denver, 1992  
M.A., Jawaharlal Nehru University, 1987  
B.A., Jesus & Mary College, 1985

**Dass, Rakesh**

*(2016)*

**Davelaar, Tom**

*Adjunct Assistant Professor of Kinesiology (1983)*

B.A., Hope College, 1972

**De Grau Amaya, Rodrigo**

*(2004)*

**De Jong, Thomas**

*Lecturer in Kinesiology (2015)*

**DeBoer, James**

*Adjunct Associate Professor of Music (2002)*

M.A., Western Michigan University, 1982  
B.A., Calvin College, 1978

**DeBruyn, Maxine**

*Lecturer in Kinesiology (1976)*

B.S., Michigan State University, 1959

**DeJongh, Dr. Matthew***Professor of Computer Science (2002)*

M.A., Winebrenner Theological Seminary, 1998

Ph.D., Ohio State University, 1991

M.S., Ohio State University, 1986

B.S., Ohio State University, 1985

**DeVries, Rick***Lecturer/Economics (2015)***DeVries-Zimmerman, Suzanne***Adjunct Assistant Professor of Geological & Environmental Science (1999)*

M.A., Princeton University, 1989

B.A., Hope College, 1986

B.S., Hope College, 1982

**DeWitt-Brinks, Dawn***Assistant Professor of Communication (1989)*

M.A., Western Michigan University, 1989

B.A., Hope College, 1984

**DeYoung, Dr. Paul***The Kenneth G. Herrick Professor of Physics (1985)*

Ph.D., University of Notre Dame, 1982

B.A., Hope College, 1977

**Dell'Olio, Dr. Andrew***Professor of Philosophy (1993)*

Ph.D., Columbia Univ., 1994

MPHI, Columbia Univ., 1991

M.A., Columbia Univ., 1984

B.A., Rutgers Univ New Brunswick, 1981

**Dentel, Maria***Lecturer in Modern and Classical Languages (2012)***Detwiler, Timothy***Lecturer/Communication (2015)***Devanney, Amy***Lecturer in English (2013)***Dibble, Dr. Jayson***Associate Professor of Communication (2012)*

Ph.D., Michigan State University, 2008

M.A., Western Michigan University, 2003

B.S., Western Michigan University, 1997

**Dieleman, Bethany***Lecturer in Nursing (2000)*

MSN, Michigan State University,

BSN, Hope College, 2003

**Donk, Dr. Tony***Professor of Education (1987)*

Ph.D., Michigan State University, 1996

M.S.W., Western Michigan University, 1983

B.A., Western Michigan University, 1977

**Dorado, Dr. Liliana***Associate Professor of Spanish (2004)*

Ph.D., University of Florida, 2001

M.A., University of Florida, 1998

B.A., Universidad Católica, 1985

**Doshi, Dr. Marissa***Assistant Professor of Communication (2014)*

Ph.D., Texas A&amp;M Univ College Sta\*, 2014

M.S., Texas A&amp;M Univ College Sta\*, 2010

M.S., University of Abertay Dundee, 2005

B.S., University of Mumbai, 2003

**Dummer, Carrie***Instructor of Chemistry (2005)*

M.A., University of Michigan, 1996

B.S., University of Notre Dame, 1994

**Dunn, Dr. Maureen***Professor of Kinesiology (1997)*

Ph.D., University of Guelph, 1997

M.S., McMaster University, 1994

B.S., University of Victoria, 1991

**Duran, Terri***Lecturer/Nursing (2015)*

MSN, Vanderbilt University,

BSN, Hope College, 1995

**Dykstra, Dr. Natalie**

*Associate Professor of English (2000)*  
 Ph.D., University of Kansas, 2000  
 M.A., University of Wyoming, 1992  
 B.A., Calvin College, 1986

**Dykstra, Linda**

*Associate Professor of Music (1997)*  
 MMUS, Univ Maryland College Park, 1988

**Eagin, Mary**

*Lecturer in Education PATH (1990)*

**Ebels, Robert**

*Men's Golf Coach (1991)*

**Eckermann, Dr. Amanda**

*Assistant Professor of Chemistry (2013)*  
 Ph.D., University of Illinois Urbana, 2002  
 B.S., Calif Institute Tech, 1997

**Edgington, Mark**

*Assistant Professor of Computer Science and Engineering (2012)*  
 M.S., Illinois Institute Tech, 2003  
 B.S., Illinois Institute Tech, 1998

**Edwards, Dr. Stephanie**

*Associate Professor of Mathematics (2007)*  
 Ph.D., University of Wisconsin, 1998  
 M.A., University of Wisconsin, 1994  
 B.S., Miami University, 1991

**Elzinga Wentworth, Mary**

*Coordinator of Student Teachers (2001)*  
 B.A., Hope College,

**Ensink, Robert**

*Lecturer/Engineering (2015)*

**Entingh, Anita**

*Lecturer in Education (2010)*

**Eppinga, Alicia**

*Lecturer in Music (2014)*

**Eriks, Leigh Ann**

*Lecturer/Chemistry (2015)*

**Estelle, Dr. Sarah**

*Associate Professor of Economics and Ruch Faculty Fellow (2012)*  
 Ph.D., University of Virginia, 2008  
 M.A., University of Virginia, 2002  
 B.A., Hillsdale College, 2000

**Evans, Kathy**

*Lecturer in Chemistry (2007)*

**Everts, Dr. Jenny**

*Associate Professor of Religion (1985)*  
 Ph.D., Duke University, 1985  
 M.Div., Fuller Theological Seminary, 1977  
 M.A., Claremont Graduate School, 1973  
 B.A., Wellesley College, 1972

**Ewald, Tim**

*Instructor in Upward Bound (1990)*  
 B.A., Hope College, 1994

**Farmer, Matthew**

*Assistant Professor of Dance and Department Chair (2000)*  
 MFA, University of Michigan, 2007  
 B.A., Hope College, 2004

**Fashun, Dr. Christopher**

*Assistant Professor of Music (2015)*  
 D.M.A., University of Iowa, 2012  
 MMUS, University of Wisconsin, 2003  
 BMU, Saint Olaf College, 1996

**Feaster, Dr. Dennis**

*Assistant Professor of Social Work (2013)*  
 Ph.D., University of Louisville, 2012  
 M.S.W., Indiana/Purdue U: Indianapolis, 2000  
 B.A., Purdue University, 1991

**Fernandez-Dominguez, Dr. Renata**

*Associate Professor of Spanish (2008)*  
 Ph.D., Univ Kentucky Lexington, 2006  
 M.A., University of Kansas, 1997  
 B.A., Universidad Veracruzana, 1993

**Fila, Marcus**

*Assistant Professor of Management (2013)*  
 M.S., Ohio University, 2013  
 MBA, Kingston University, 2004  
 ASC, Hillsborough Community College, 2002

**Finn, Dr. Jane**

*Associate Professor of Education (2002)*  
 Ed.D., Western Michigan University, 2005  
 M.A., Western Michigan University, 1989  
 B.A., Hope College, 1986

**Fitzgerald, Mary**  
*(2015)*

**Flinn, Nicki**

*Assistant Professor of Dance (2008)*  
 M.A., Marygrove College, 2001  
 B.A., Hope College, 1997

**Folkert, Eva**

*Lecturer/IDS (1985)*  
 M.A., Western Michigan University,  
 B.A., Hope College,

**Foreman, Margaret**

*Lecturer/Art (2015)*

**Forester, Dr. Lee**

*Professor of German (1992)*  
 Ph.D., University of Calif Berkeley, 1992  
 M.A., University of Calif Berkeley, 1986  
 B.A., University of Calif Berkeley, 1984

**Fraley, Dr. Gregory**

*Professor of Biology (2004)*  
 Ph.D., Washington State Univ, 1998  
 M.S., Univ Maryland College Park, 1992  
 B.S., Univ Maryland College Park, 1989

**Fraley, Susan**

*Lecturer in Biology (2013)*

**Franzen, Dr. Aaron**

*Assistant Professor of Sociology (2014)*  
 Ph.D., Baylor University, 2014  
 M.A., Baylor University, 2011  
 M.A., Concordia Seminary, 2009  
 B.A., Univ Colorado Colorado Spgs, 2005

**Frazier, Crystal**

*Instructor of Dance (2011)*

**French, Allen II**

*Lecturer in Music (2013)*

**Frens, Meg**

*Assistant Professor of Kinesiology and Athletic Trainer*  
*(1992)*  
 M.S., Indiana University Bloomington, 1997  
 B.A., Hope College, 1996

**Frey, Jonathan**

*Visiting Assistant Professor of Art (2015)*  
 MFA, Pratt Institute, 2014  
 MFA, University of Florida, 2008  
 B.F.A., University Of Dayton, 2004

**Fritz, Stuart**

*Assistant Professor of Kinesiology (1993)*  
 M.A., Univ of Northern Colorado, 1992  
 B.A., Wartburg College, 1988

**Fyfe, Russell**

*Lecturer/DEMA (2010)*  
 B.A., Hope College, 2013

**Fynaardt, Emily**

*Lecturer in Nursing (2010)*

**Galarza, Alex**

*Digital Humanities Fellow (2014)*



**Gall, Dr. Andrew**

*Assistant Professor of Psychology (2015)*  
 Ph.D., University of Iowa, 2011  
 M.A., University of Iowa, 2006  
 B.S., University of Iowa, 2003

**Gardiner, Jennifer**

*Adjunct Assistant Professor of Art (1997)*  
 MFA, Suny Coll Buffalo, 1993  
 B.F.A., University of Michigan, 1990

**Gardner, Kevin**

*Lecturer/Physics (1978)*

**Garrett, Donna**

*Assistant Professor of Nursing and Department Chair (2006)*  
 MSN, University of Cincinnati, 1990  
 BSN, University of Cincinnati, 1982

**Geddes, Sheri**

*Assistant Professor of Accounting (2013)*  
 MBA, University of Iowa, 1998  
 BBA, University of Iowa, 1993

**Geerlings, Jodi**

*Lecturer in Education (2000)*  
 M.Ed., Grand Valley State University,  
 B.A., Hope College, 2002

**Gerrits, Jodi**

*Lecturer/Education (2015)*  
 B.A., Hope College,

**Giannini, Dr. Heidi**

*Assistant Professor of Philosophy (2014)*  
 Ph.D., Baylor University, 2013  
 M.A., Baylor University, 2008  
 B.A., Houghton College, 2006

**Gibbs, Dr. Janis**

*Associate Professor of History (1996)*  
 Ph.D., University of Virginia, 1996  
 M.A., University of Virginia, 1991  
 LL.D., University of Chicago, 1984  
 B.A., Coll William And Mary, 1981

**Gillmore, Dr. Jason**

*Associate Professor of Chemistry (2004)*  
 Ph.D., University of Rochester, 2003  
 M.S., Virginia Polytech Inst St U, 1998  
 B.S., Virginia Polytech Inst St U, 1996

**Gkekas, David**

*Coach-Men's Football (2011)*

**Glotfelty, Dr. Morgan**

*Assistant Professor of Management (2016)*  
 Ph.D., University of Illinois Chicago, 2013  
 B.A., Hope College, 2008

**Golin, Zack**

*Diving Coach (2010)*

**Gonthier, Dr. Peter**

*Professor of Physics (1983)*  
 Ph.D., Texas A&M Univ College Sta\*, 1980  
 B.A., Texas A&M Univ College Sta\*, 1975

**Goris, Dr. Emilie**

*Assistant Professor of Nursing (2007)*  
 Ph.D., Michigan State University, 2013  
 BSN, Hope College, 2008

**Graham, Adam**

*(2015)*

**Graham, Joe**

*Lecturer/Leadership (2016)*

**Graham, Mary Linda**

*Dorothy Wiley DeLong Professor of Dance (1983)*  
 MFA, University of Illinois Urbana, 1982  
 B.F.A., University of Illinois Urbana, 1979

**Grant, Stephanie**

*Lecturer/Psychology (2015)*

**Green, Adriene**

*Lecturer/Nursing (2005)*

**Green, Dr. Chuck***Professor of Psychology (1983)*

Ph.D., University of Florida, 1983

M.A., University of Florida, 1980

B.S., Trevecca Nazarene University, 1978

**Greij, Dr. Eldon***Associate Professor (1962)*

Ph.D., Iowa State University,

**Griffin, Dr. Gerald***Assistant Professor of Psychology and Biology (2015)*

Ph.D., University of Pennsylvania, 2009

B.A., Cornell University, 2003

**Griffin, Dr. Patricia***Assistant Professor of Education (2012)*

Ph.D., Oakland University, 2008

M.A., Eastern Michigan University, 1997

B.S., Eastern Michigan University, 1993

**Gruenler, Dr. Curtis***Professor of English (1997)*

Ph.D., Univ of California Los Angeles, 1997

B.A., Stanford University, 1985

**Gruppen, Tonia***Assistant Professor of Kinesiology and Athletic Trainer (2001)*

M.S., Indiana University Bloomington, 1999

B.A., Hope College, 1998

**Gulker, Dr. Virgil***Servant Leader-in-Residence (2009)*

DFA, University of Michigan,

M.A., University of Michigan,

B.A., Grand Valley State University,

**Gyulamiryan, Tatevik***Assistant Professor of Spanish (2015)*

Ph.D., Purdue University, 2015

M.A., Purdue University, 2010

B.A., Yerevan State Linguistic Univ, 2008

**Haefner, Peter***Lecturer in Economics and Business (2004)***Hagen, Brianne***Metadata Librarian w/rank of Assistant Professor (2012)*

MLS, Indiana/Purdue U: Indianapolis, 2012

B.A., Indiana/Purdue U: Indianapolis, 2009

**Hagood, Dr. Jonathan***Associate Professor of History (2008)*

Ph.D., University of Calif Davis, 2008

M.A., University of Calif Davis, 2005

B.A., University of Texas Austin, 1998

**Hamon-Porter, Dr. Brigitte***Associate Professor of French and Department Chair (1994)*

Ph.D., Indiana University Bloomington, 1996

M.A., Indiana University Bloomington, 1992

M.A., Universite De Nantes, 1987

B.A., Universite d'Angers, 1984

**Hampton, Dr. Jennifer***Associate Professor of Physics (2007)*

Ph.D., Cornell University, 2002

MPHI, Cambridge University, 1996

B.A., Oberlin College, 1995

**Han, Dr. Choonghee***Assistant Professor of Communication (2010)*

Ph.D., University of Iowa, 2010

M.A., Ball State University, 2005

M.A., Kyung Hee University, 2002

B.A., Kyung Hee University, 1993

**Hansen, Dr. Edward***Professor of Geology & Environmental Science (1984)*

Ph.D., University of Chicago, 1983

B.S., University of Cincinnati, 1978

**Hardy, Judy***Lecturer in Education (2007)***Harron, Stephanie***Lecturer/Art (2012)***Hasapis, Amy***(2016)*

**Heath Wiersma, Dr. Anne**

*Associate Professor of Art (2007)*  
 Ph.D., Brown University, 2005  
 M.A., Florida State University, 1998  
 B.A., University of Maine, 1992

**Hemenway, Dr. Stephen**

*Professor of English (1972)*  
 Ph.D., University of Illinois Chicago, 1972  
 M.A., Boston College, 1967  
 B.A., Coll Holy Cross, 1964

**Hernandez Jarvis, Dr. Lorna**

*Professor of Psychology (1993)*  
 Ph.D., Kent State University, 1993  
 M.A., Kent State University, 1990  
 B.A., University Of Akron, 1988

**Herrick, Dr. James**

*The Guy VanderJagt Professor of Communication (1984)*  
 Ph.D., University of Wisconsin, 1986  
 M.A., Univ of California Los Angeles, 1978  
 B.A., Calif St Univ San Bernardino, 1976

**Hilldore, Amanda**

*Lecturer in Computer Science (2001)*  
 M.S., University of Illinois Urbana,  
 B.S., Hope College, 2004

**Hirayama, Megumi**

*Meiji Gakuin Exchange Professor (2015)*

**Hoats, Charlie**

*Lecturer in Music (1988)*

**Hodson, Dr. Robert**

*Professor of Music (2002)*  
 Ph.D., University of Wisconsin, 2000  
 MMUS, Michigan State University, 1993  
 BMU, Hope College, 1989

**Hoffmaster, Kyle**

*Lecturer/Nursing (2008)*  
 BSN, Hope College, 2012

**Hofmeyer, Ruth**

*Lecturer in Education (2003)*  
 B.A., Hope College,  
 M.Ed., Western Michigan University,

**Holmes, Dr. Vicki-Lynn**

*Associate Professor of Mathematics and Education (2009)*  
 Ph.D., University of Louisville, 2009  
 B.A., Coll William And Mary, 1981

**Hoogerwerf, Dr. Steven**

*Associate Professor of Religion (1992)*  
 Ph.D., Duke University, 1991  
 M.Div., Western Theological Seminary, 1981  
 B.A., Hope College, 1977

**Hornbach, Dr. Christina**

*Associate Professor of Music (2007)*  
 Ph.D., Michigan State University, 2005  
 MMUS, University of Michigan, 1996  
 BMU, University of Michigan, 1993

**Horton, Dr. Libbey**

*Assistant Professor of Education (2015)*  
 Ph.D., George Mason University, 2014  
 M.Ed., George Mason University, 2009  
 B.S., Kuyper College, 2006

**Hronchek, Jessica**

*Research and Instruction Librarian with rank of Assistant Professor (2009)*  
 M.A., Indiana University Bloomington, 2009  
 MLS, Indiana University Bloomington, 2009  
 B.A., Lawrence University, 2005

**Hulst, Cheryl**

*Lecturer in Education (2007)*  
 B.A., Hope College,

**Hunsberger, Kristen**

*Lecturer/Psychology (2015)*

**Husbands, Dr. Mark**

*The Leonard and Marjorie Maas Associate Professor of Reformed Theology (2007)*

Ph.D., University of Toronto, 2005  
B.A., University of Toronto, 1998  
MRE, University of Toronto, 1990

**Hwang, Dr. Yooyeun**

*Professor of Education (1996)*

Ph.D., University of Wisconsin, 1996  
M.A., Univ California Santa Barbara, 1990  
B.S., Sacred Heart College for Women, 1983

**Hyde, Edith**

*Gospel Choir Director (2006)*

BMU, Aquinas College,

**Hyde, Michael**

*Lecturer in Music (1995)*

**Iannacone, Steven**

*Associate Professor of Dance (1990)*

B.A., Newark State College, 1972

**Inman, Dr. Mary**

*Professor of Psychology (1999)*

Ph.D., University of Iowa, 1992  
M.A., University of Iowa, 1989  
B.S., Iowa State University, 1987

**Ipri Brown, Susan**

*Director, Hope Explore / Instructor of Engineering (2013)*

M.S., Mass Institute of Technology, 1995  
B.S., Princeton University, 1993

**Isola, Dr. Vicki**

*Assistant Professor of Biology (1988)*

Ph.D., University of Pennsylvania, 1988  
B.S., Michigan Tech University, 1981

**Iverson, Douglas**

*Adjunct Assistant Professor of Economics & Ruch Executive-in-Residence (1984)*

MBA, Western Michigan University, 1975  
B.A., Hope College, 1972

**Jackson, Dr. Stacy**

*The Kenneth J. Weller '48 Professor of Management and Department Chair (2007)*

Ph.D., Rice University, 1998  
M.A., Rice University, 1993  
B.A., University of Oklahoma, 1989

**Jahng, Dr. Rosie**

*Assistant Professor of Communication (2013)*

Ph.D., Univ of Missouri - Columbia, 2012  
M.A., University of Texas Austin, 2008  
M.A., Seoul National University, 2006  
B.A., Sookmyung Women's University, 2004

**Janes, Dr. Lauren**

*Assistant Professor of History (2001)*

Ph.D., Univ of California Los Angeles, 2011  
M.A., Univ of California Los Angeles, 2006  
B.A., Hope College, 2004

**Japinga, Rev. Dr. Lynn**

*Professor of Religion (1988)*

Ph.D., Union Theological Seminary, 1992  
M.Div., Princeton Theological Seminary, 1984  
B.A., Hope College, 1981

**Jipping, Dr. Michael**

*Professor of Computer Science (1987)*

Ph.D., University of Iowa, 1986  
M.S., University of Iowa, 1984  
B.S., Calvin College, 1981

**Johnson, Dr. Fred III**

*Associate Professor of History (2000)*

Ph.D., Kent State University, 1999  
M.A., Kent State University, 1993  
B.S., Bowie State University, 1981

**Johnson, Dr. Jeffrey**

*Associate Professor of Chemistry (2007)*

Ph.D., University of Wisconsin, 2004  
B.A., Gustavus Adolphus College, 2000

**Johnson, Dr. Lisa**

*Visiting Assistant Professor of Chemistry (2015)*  
Ph.D., University of Wisconsin, 2012  
B.A., University of Minnesota Morris, 2006

**Johnston, Dr. Dede**

*Professor of Communication (1994)*  
Ph.D., University of Iowa, 1988  
M.A., University of Texas Austin, 1985  
B.A., Drake University, 1983

**Kain, Ben**

*Coach-Men's Football (2009)*  
Unknown, Hanover College,

**Kallemeyn, Sylvia**

*Associate Professor of Spanish (1990)*  
MAT, Calvin College, 1982  
B.A., Kuyper College, 1974

**Kamstra, Nancy**

*Associate Professor of Kinesiology (2005)*  
M.Ed., Grand Valley State University, 2008  
B.A., Hope College, 1982

**Karafa, Sandi**

*Part Time Lecturer for Kinesiology Department (2005)*

**Karis, Kristi**

*Part Time Lecturer (2007)*  
M.A., Michigan State University,  
B.A., Hope College,

**Keen, Howard**

*Lecturer, Philadelphia Center (1991)*

**Kegerreis, Jean**

*Women's Volleyball Coach (2004)*  
B.A., Hope College, 1999

**Kenagy, Rob**

*Assistant Professor of English (2007)*  
MFA, Virginia Polytech Inst St U, 2012  
B.A., Hope College, 2008

**Kiekoever, Angela**

*Lecturer in Kinesiology (2011)*

**Kim, Dr. Jung Woo**

*Assistant Professor of Music (2010)*  
D.M.A., University of Colorado, 2014  
MMUS, Indiana University Bloomington, 2003  
BMU, Chung-Ang University, 1996

**Kipp, Dr. Julie**

*Professor of English (1998)*  
Ph.D., University of Notre Dame, 1997  
M.A., University of Notre Dame, 1992  
B.A., University of Notre Dame, 1984

**Knapp, Joe**

*Men's Football Coach (1996)*

**Koberna, Timothy**

*Assistant Professor of Kinesiology and Head Athletic Trainer (2013)*  
M.A., Western Michigan University, 1992  
B.S., Mount Union College, 1990

**Koch, Dr. Pamela**

*Associate Professor of Sociology (2008)*  
Ph.D., University of South Carolina, 2008  
MPA, University of Nebraska Lincoln, 2003  
B.S., South Dakota State University, 2000

**Koch, John**

*Lecturer in Sociology and Social Work (2014)*

**Koh, Dr. Yew-Meng**

*Assistant Professor of Mathematics (2014)*  
Ph.D., Iowa State University, 2014  
M.S., Iowa State University, 2010  
M.S., University of Malaya, 2001  
B.S., University of Malaya, 1997

**Kolean, Lora**

*Adjunct Assistant Professor of Music (2001)*  
MMUS, Western Michigan University, 2005  
BMU, Hope College, 1997

**Kontowicz, Ellen**

*Lecturer/Education (2015)*

**Kopek, Dr. Benjamin**

*Assistant Professor of Biology (2014)*  
 Ph.D., University of Wisconsin, 2008  
 B.A., Spring Arbor University, 2002

**Kornfield, Dr. Sarah**

*Assistant Professor of Communication (2015)*  
 Ph.D., Pennsylvania State University, 2012  
 M.A., Texas A&M Univ College Sta\*, 2009  
 B.A., Wheaton College, 2007

**Koster, Dr. Margaretta**

*Lecturer/Chemistry (2015)*

**Kraus, Dr. Heidi**

*Assistant Professor of Art (2012)*  
 Ph.D., University of Iowa, 2010  
 M.A., University of Iowa, 2004  
 B.F.A., Drake University, 2002

**Kreps, Dean**

*Associate Professor of Kinesiology (1986)*  
 M.S., University of Illinois Chicago, 1986  
 B.A., Monmouth College, 1984

**Krieg, Brandon**

*Lecturer/English (2015)*

**Kroeze, Joan**

*Lecturer in Kinesiology (2009)*

**Krueger, Dr. Brent**

*Professor of Chemistry (2001)*  
 Ph.D., University of Chicago, 1999  
 M.S., University of Chicago, 1994  
 B.S., Truman State University, 1993

**Krupczak, Dr. John Jr.**

*Professor of Engineering (1994)*  
 Ph.D., Univ of Massachusetts Amherst, 1994  
 M.S., Univ of Massachusetts Amherst, 1986  
 B.A., Williams College, 1980

**Kukla, Madeline**

*National Accreditation Coordinator (2005)*  
 M.A., Western Michigan University,  
 B.S., Kent State University,

**LaBarge, Marty**

*Associate Professor of Accounting (2007)*  
 MBA, Michigan State University, 1988  
 B.A., Hope College, 1985

**LaPorte, Dr. Joseph**

*Professor of Philosophy (1998)*  
 Ph.D., Univ of Massachusetts Amherst, 1998  
 B.A., Franciscan Univ Steubenville, 1991

**LaRoche, Audrey**

*(2011)*

**Landes, Perry**

*Associate Professor of Theatre (1987)*  
 MFA, University of Montana, 1987  
 B.A., Whitworth University, 1981

**Larsen, Dr. Anne**

*Professor of French (1984)*  
 Ph.D., Columbia U Sch General Studies, 1975  
 M.A., Columbia U Sch General Studies, 1971  
 B.A., Hope College, 1970

**Larsen, Kami**

*Lecturer/Kinesiology (2015)*  
 B.A., Hope College, 1997

**Larson, Melinda**

*Associate Professor of Kinesiology and Co-Director of Athletics (2014)*  
 M.S., Florida International Univ, 1994  
 B.A., Whitworth University, 1992

**Le, Dr. Andrew**

*Associate Professor of Music (2005)*  
 D.M.A., Juilliard School, 2007  
 MMUS, University of Michigan, 2001  
 BMU, University of Michigan, 1999

**Leach, Jimmy**

*Lecturer in Music (2005)*

**Leibel, Deborah**

*Faculty (1990)*

**Leventhal, Marcia**

*Lecturer in Dance (2000)*

**Lewis, Dr. Huw**

*Professor of Music (1990)*

D.M.A., University of Michigan, 1990

M.A., University of Michigan, 1983

**Lewison, Mark**

*Lecturer in English (2001)*

**Li, Dr. Jianhua**

*Associate Professor of Biology (2009)*

Ph.D., Univ New Hampshire Durham, 1997

M.S., Huazhong Normal University, 1987

B.S., Henan University, 1984

**Lichtenwalner, Benjamin**

*Lecturer in Economics and Business (2014)*

**Lincoln, Nicolas**

*Lecturer/Dance (2016)*

**Lindell, Jay**

*Lecturer in Religion (1998)*

M.Div., Western Theological Seminary,

B.A., Hope College,

**Liverance, Krista**

*Assistant Director of Intramurals (2006)*

B.A., Hope College, 2010

**Lockwood, Thomas**

*Lecturer in Music (2006)*

**Ludwig, Dr. Thomas**

*The John Dirk Werkman Professor of Psychology (1977)*

Ph.D., Washington Univ in St. Louis, 1977

M.A., Christ Seminary-SEMINEX, 1975

B.A., Concordia Senior College, 1972

**Lunderberg, Dr. Marla**

*Associate Professor of English (1994)*

Ph.D., University of Chicago, 1996

M.A., University of Chicago, 1986

B.A., Hope College, 1982

**Lunderberg, Jon**

*Track Coach (2011)*

B.A., Hope College,

MBA, University of Michigan,

**Lunn, Dr. John**

*The Robert W. Haack Professor of Economics (1992)*

Ph.D., Univ of California Los Angeles, 1980

M.A., Calif State Univ East Bay, 1975

B.A., Samford University, 1970

**Maat, Pamela**

*Lecturer in Education (1993)*

**Mader, Dr. Catherine**

*Professor of Physics (1993)*

Ph.D., Michigan State University, 1993

M.S., Colorado School Mines, 1989

B.S., Colorado School Mines, 1987

**Maiullo, Dr. Stephen**

*Assistant Professor of Classics (2010)*

Ph.D., Ohio State University, 2010

B.A., Saint Anselm College, 2003

**Mann, Dr. Eric**

*Assistant Professor of Mathematics (2013)*

Ph.D., University of Connecticut, 2005

MAT, Colorado College, 1997

M.S., Univ Southern California, 1980

B.A., Albion College, 1974

**Mann, Rebecca**

*Lecturer in Psychology (2013)*

**Manning, Jake**

*Men's Football Coach (2005)*

B.A., Hope College, 2009

**Marietta, Andrea***Lecturer in Education PATH (2001)*

B.A., Hope College, 2004

**Markel, Paul***Track Coach (2003)***Marthens, Megan***(2015)***Martin, David***Adjunct Assistant Professor of Music (2007)*

MMUS, University of Cincinnati, 2006

B.A., Grand Valley State University, 2003

**Martin, Herbert***Associate Professor Emeritus of Accounting (1982)*

M.S., Univ Arkansas Fayetteville, 1977

B.S., John Brown University, 1975

**Mayer, Billy***Professor of Art (1978)*

MFA, Pennsylvania State University, 1978

B.F.A., Univ of Minnesota Twin Cities, 1976

**McCombs, Bruce***Professor of Art (1969)*

MFA, Tulane University, 1968

B.F.A., Cleveland Institute Art, 1966

**McCoy, Dr. Andrew***Director, Center for Ministry Studies/Asst. Prof. of Ministry Studies (2012)*

Ph.D., University of Saint Andrews, 2009

M.Div., Seattle School of Theology/Psy, 2004

M.A., Western Seminary, 2002

BMU, Belmont University, 1997

**McCrumb, Shana***(2013)***McDonough-Stukey, Dr. Virginia***Associate Professor of Biology and Department Chair (1995)*

Ph.D., Rutgers Univ New Brunswick, 1992

B.S., Rutgers Univ New Brunswick, 1983

**McFall, Dr. Ryan***Professor of Computer Science and Department Chair (2000)*

Ph.D., Michigan State University, 2000

M.S., Michigan State University, 1995

B.S., Hope College, 1993

**McGrath, Christopher***Lecturer in Modern and Classical Languages (2014)***McMullen, Dr. Steven***Assistant Professor of Economics (2014)*

Ph.D., University of North Carolina, 2008

B.A., Bethel University, 2004

**Mezeske, Barbara***Lecturer/English (1978)*

M.A., Michigan State University, 1978

B.A., Hope College, 1970

**Mezeske, Dr. Richard***Professor of Education (1988)*

Ph.D., Michigan State University, 2000

M.A., Michigan State University, 1978

B.A., Hope College, 1969

**Misovich, Dr. Michael***Associate Professor of Engineering (2002)*

Ph.D., Michigan State University, 1988

M.S., Michigan State University, 1988

M.S., Michigan State University, 1984

B.A., Michigan State University, 1981

B.S., Michigan State University, 1981

**Mitchell, Greg***Assistant Professor of Kinesiology & Men's Basketball Coach (2004)*

M.S., Michigan State University, 1999

B.A., Hope College, 1989

**Monaco, Anthony***Lecturer in Music (2014)*



**Montano, Dr. Jesus**

*Associate Professor of English (1999)*  
 Ph.D., Ohio State University, 1999  
 M.A., Ohio State University, 1996  
 B.A., University of Texas Austin, 1991

**Moreau, Bill**

*Associate Professor of English (1983)*  
 M.Ed., Grand Valley State University, 1982  
 B.A., Hope College, 1976

**Morehouse, Dean**

*Coach-Women's Basketball (2001)*

**Morgan, Patrick**

*Research and Instruction Librarian w/rank of Assistant Professor (2012)*  
 MSLIS, Drexel University, 2009  
 M.A., University of Michigan, 2001  
 B.A., University of Michigan, 2000

**Morrison, Kyle**

*Assistant Professor of Kinesiology (2001)*  
 Ph.D., Michigan State University, 2015  
 B.A., Hope College, 2004

**Muilenburg, Vanessa**

*Lecturer/Biology (2013)*

**Mulder, Dr. Jack Jr.**

*Associate Professor of Philosophy and Department Chair (2004)*  
 Ph.D., Purdue University, 2004  
 M.A., Purdue University, 2003  
 B.A., Hope College, 2000

**Mulder, Melissa**

*Instructor of Spanish (2005)*  
 M.A., Purdue University, 2001  
 B.A., Hope College, 1999

**Mullin, Stephen**

*Lecturer, Philadelphia Center (2013)*

**Munch, Jean-Yves**

*Lecturer in Music (2011)*

**Munoa, Dr. Phillip**

*Professor of Religion (1993)*  
 Ph.D., University of Michigan, 1993  
 M.A., University of Michigan, 1989  
 M.A., Fuller Theological Seminary, 1983  
 B.A., Grace Bible College, 1979

**Murray, Dr. Greg**

*Professor of Biology (1986)*  
 Ph.D., University of Florida, 1986  
 M.S., Calif State Univ Northridge, 1980  
 B.A., Calif State Univ Northridge, 1977

**Myers, Dr. David**

*Professor of Psychology (1967)*  
 LHD, Whitworth University, 1989

**Nakajima, Andy**

*Associate Professor of Japanese (1994)*  
 M.A., Columbia U Sch General Studies, 2001  
 CERT, Columbia U Sch General Studies, 1998  
 M.Div., Western Theological Seminary, 1995  
 B.A., Hokusei Gakuen University, 1990

**Nelson, Steve**

*Associate Professor of Art (1989)*

**Nemeth, Dr. Roger**

*Professor of Sociology and Department Chair (1983)*  
 Ph.D., University of North Carolina, 1986  
 M.A., University of North Carolina, 1981  
 B.A., Western Michigan University, 1978

**Neucks, Jobie**

*Assistant Professor of Nursing (2001)*  
 MSN, Indiana University, 2002  
 BSN, Hope College, 1998

**Northuis, Dr. Mark**

*Professor of Kinesiology (1988)*  
 Ph.D., Univ of Minnesota Twin Cities, 1998  
 M.A., University of Michigan, 1984  
 B.A., Hope College, 1982

**Nyenhuis, Karie**

*(2011)*

**O'Brien, David**

*Librarian-Head of Access Services w/rank of Associate Professor (1991)*

M.S., University of Illinois Urbana, 1991  
M.Ed., University Of Georgia, 1989  
B.S., Pennsylvania State University, 1982

**Ortiz, Dr. Jared**

*Assistant Professor of Religion (2012)*

Ph.D., Catholic University of America, 2012  
M.A., Catholic University of America, 2009  
M.A., St. John's College, 2005  
B.A., University of Chicago, 2000

**Osborn, Jon**

*Adjunct Associate Professor of Sociology & Social Work (1974)*

M.S.W., Western Michigan University, 1972  
B.A., Hope College, 1970

**Pannapacker, Dr. William**

*The DuMez Professor of English (2000)*

Ph.D., Harvard University, 1999  
M.A., Harvard University, 1997  
M.A., University of Miami, 1993  
B.A., Saint Josephs University, 1990

**Pardo, Dr. Laura**

*Evert J. and Hattie E. Blekkink Professor of Education and Department Chair (2005)*

Ph.D., Michigan State University, 2004  
M.A., Michigan State University, 1990  
B.S., Central Michigan University, 1982

**Parker, Dr. Kendra**

*Assistant Professor of English (2013)*

Ph.D., Howard University, 2014  
B.A., University of West Georgia, 2008

**Patnott, Dr. John**

*Professor of Kinesiology (1978)*

Ph.D., University of Utah, 1989  
M.A., Calif St Univ San Bernardino, 1973

**Pavlak, Dr. Greg**

*Lecturer/Engineering (2015)*

**Pearson, Dr. Mark**

*Associate Professor of Mathematics (2003)*

Ph.D., Northwestern University, 2003  
M.A., University of Chicago, 1997  
B.A., Saint Olaf College, 1994

**Pearson, Dr. Paul**

*Assistant Professor of Mathematics (2012)*

Ph.D., Northwestern University, 2006  
B.A., Saint Olaf College, 2001

**Peaslee, Dr. Graham**

*The Elmer E. Hartgerink Professor of Chemistry/Professor of Geology/Env Science (1993)*

Ph.D., Stony Brook University Suny, 1987  
B.A., Princeton University, 1981

**Peckens, Dr. Courtney**

*Assistant Professor of Engineering (2003)*

Ph.D., University of Michigan, 2014  
M.S., University of Michigan, 2011  
M.S., University of Michigan, 2008  
B.S., Hope College, 2006  
B.A., Hope College, 2006

**Pelz, Tori**

*Assistant Professor of Art (2012)*

MFA, Washington Univ in St. Louis, 2008  
B.A., University of Dallas, 2003

**Pen, Dr. Aranh**

*Postdoctoral Fellow in Chemistry (1997)*

Ph.D., University of Chicago,  
B.S., Hope College, 2002

**Perez, Richard**

*Assistant Professor of Theatre and Managing Director, HSRT (2013)*

MFA, Arizona State Univ, 2001  
B.A., Hunter Coll. of City Univ. NY, 1996

**Perovich, Dr. Anthony**

*Professor of Philosophy (1980)*

Ph.D., University of Chicago, 1978  
M.A., University of Chicago, 1974  
B.A., University of Calif Davis, 1973

**Peschiera, Dr. Pablo**

*Associate Professor of English (2008)*  
 Ph.D., University of Houston, 2005  
 M.A., Western Michigan University, 1998  
 MFA, Western Michigan University, 1998  
 B.A., Hope College, 1993

**Peterson, Dr. Jonathan**

*The Lavern '39 and Betty DePree '41 Van Kley*  
*Professor of Geology & Env Science (1994)*  
 Ph.D., University of Chicago, 1989  
 B.A., Hope College, 1984

**Petit, Dr. Jeanne**

*Professor of History (2000)*  
 Ph.D., University of Notre Dame, 2000  
 M.A., University of Notre Dame, 1993  
 B.A., Knox College, 1992

**Petrarca, Anne-Rene**

*Lecturer in Dance (2008)*

**Phillips, Dr. David**

*Assistant Professor of Economics (2012)*  
 Ph.D., Georgetown University, 2012  
 M.A., Georgetown University, 2009  
 B.A., Butler University, 2007

**Piers, Dr. James**

*Professor of Sociology (1975)*  
 Ph.D., Case Western Reserve Univ, 1997  
 M.S.W., University of Michigan, 1972  
 B.A., Hope College, 1969

**Pikaart, Dr. Michael**

*Associate Professor of Chemistry (1999)*  
 Ph.D., University of Michigan, 1992  
 B.S., Calvin College, 1986

**Pike, Tyler**

*Coach-Men's Football (2014)*  
 Unknown, Western Michigan University,

**Pilon, Sherri**

*Adjunct Assistant Professor of Music (2001)*  
 MMUS, Webster University, 1982  
 BMU, Univ Wisconsin Stevens Point, 1980

**Pocock, Rob**

*Adjunct Assistant Professor of Communication (1989)*  
 M.A., Michigan State University, 1981  
 B.A., Hope College, 1977

**Polasek, Dr. Katharine**

*Assistant Professor of Engineering (2010)*  
 Ph.D., Case Western Reserve Univ, 2007  
 B.S., University of Michigan, 2001

**Polet, Dr. Jeffrey**

*Professor of Political Science (2004)*  
 Ph.D., Catholic University of America, 1992  
 M.A., Catholic University of America, 1989  
 B.A., Calvin College, 1985

**Polik, Dr. William**

*The Edward & Elizabeth Hofma Professor of Chemistry*  
*(1988)*  
 Ph.D., University of Calif Berkeley, 1988  
 B.A., Dartmouth College, 1982

**Porter, Dr. Brian**

*Professor of Management (1999)*  
 Ph.D., Indiana University Bloomington, 1994  
 MBA, University of Michigan, 1990  
 B.A., Alma College, 1984

**Portfleet, Dr. Dianne**

*Associate Professor of English (1988)*  
 Ph.D., Columbia Pacific University, 1984  
 B.A., Pennsylvania State University, 1969

**Postma-Montano, Regan**

*Lecturer/English (2014)*  
 Unknown, Hollins University,

**Powell, Julie**

*Instructor of Dance (2012)*

**Pretzer, Paul**

*Lecturer/English (2015)*

**Preuninger, Phoebe**

*(2003)*

**Pruden, Christine**

*Lecturer/French (2015)*

**Quist, Deone**

*Adjunct Assistant Professor of Communication (2009)*

M.A., Geneva College, 1996

B.A., Calvin College, 1990

**Randel, Dr. Julia**

*Associate Professor of Music and Department Chair (2005)*

Ph.D., Harvard University, 2004

M.A., University Of Georgia, 1997

MMUS, Univ Kentucky Lexington, 1996

B.A., Yale University, 1993

**Rappleye, Gregory**

*Lecturer in English (2001)*

**Remillard, Dr. Stephen**

*Associate Professor of Physics and Department Chair (2007)*

Ph.D., Coll William And Mary, 1993

M.S., Coll William And Mary, 1990

B.S., Calvin College, 1988

**Remy, Pauline**

*Assistant Professor of French (2015)*

Ph.D., University of Iowa, 2015

M.A., Ohio University, 2009

**Reynolds, Allison**

*(2007)*

**Reynolds, Geoffrey**

*Mary Riepma Ross Director of the Archives with rank of Associate Professor (1997)*

MLIS, Wayne State University, 1995

B.S., Central Michigan University, 1989

**Ricci, Susan**

*Lecturer, Philadelphia Center (2011)*

**Richmond, Dr. Brad**

*Professor of Music (1998)*

D.M.A., Michigan State University, 1992

MMUS, University of Illinois Urbana, 1986

B.A., Saint Olaf College, 1985

**Rider, Brian**

*Assistant Professor of Kinesiology (2015)*

Ph.D., Univ Tennessee Knoxville, 2015

M.A., Oakland University, 2011

B.A., Adrian College, 2007

**Rifkin-Gainer, Iris**

*Lecturer in Dance (2014)*

**Risedorph, Sarah**

*Lecturer/Chemistry (1996)*

**Risner, Joshua**

*(2015)*

**Ritsema, Dr. Christina**

*Lecturer in Economics and Business (2001)*

**Roberts, Nate**

*Lecturer in FYS (2009)*

Unknown, Berklee College Music,

**Robins, Dr. Daina**

*Professor of Theatre and Department Chair (1991)*

Ph.D., Tufts University, 1988

M.A., Tufts University, 1981

B.A., Morehead State University, 1975

**Roden, Jonathan**

*Coach-Men's Football (2013)*

**Rodriguez, Joanna**

*Lecturer in Dance (2006)*

B.A., Hope College, 2007

**Roehling, Dr. Patricia***Professor of Psychology (1987)*

Ph.D., Wayne State University, 1986

M.A., Wayne State University, 1984

B.A., University of Michigan, 1980

**Rondeau Madrid, Erin***Visiting Instructor of French (2015)*

M.A., Purdue University, 2015

B.A., George Mason University, 2011

B.S., Virginia Commonwealth Univ, 2003

**Root Luna, Dr. Lindsey***Assistant Professor of Psychology (2012)*

Ph.D., University of Miami, 2009

M.S., University of Miami, 2005

B.A., Hope College, 2003

**Ross, Ryan***Women's Basketball Manager (2012)*

B.A., Hope College, 2012

**Ruby, Chad***Men's Baseball Coach (2001)*

B.A., Hope College, 1998

**Ruch, Doug***Lecturer/CFL (2015)*

B.A., Hope College,

MBA, University of Colorado,

**Rumpsa, Josh***Men's Football Coach (2000)*

B.A., Hope College, 2004

**Ryden, Dr. David***Professor of Political Science (1994)*

Ph.D., Catholic University of America, 1994

LL.D., Univ of Minnesota Twin Cities, 1985

B.A., Concordia College, 1981

**Sanford, Dr. Elizabeth***Professor of Chemistry (1994)*

Ph.D., Univ of California Los Angeles, 1992

B.A., Smith College, 1987

**Schakel, Dr. Peter***The Peter C. & Emajean Cook Professor of English (1969)*

Ph.D., University of Wisconsin, 1969

M.A., Southern Illinois Univ Carbondale, 1964

B.A., Central College, 1963

**Schanhals, Michael***Coach-Men's Lacrosse (2005)*

M.A., Michigan State University,

B.A., Hope College, 1992

**Scheerhorn, Mary***Visiting Assistant Professor of Nursing (1999)*

MSN, Andrews University, 1993

**Schekman, Joel***Lecturer in Music (2008)***Scheldt, Chris Jr.***Men's Lacrosse Coach (2010)*

Unknown, Grand Valley State University,

**Schindler, Gypsy***(2015)***Schmidt, Becky***Assistant Professor of Kinesiology (1994)*

M.S., Miami University, 2003

B.A., Hope College, 1999

**Schoonveld, Timothy***Assistant Professor of Kinesiology and Co-Director of Athletics (1995)*

M.A., Western Michigan University, 2005

B.A., Hope College, 1996

**Schopp, Lee***Men's Soccer Coach (1991)*

B.A., Hope College, 1993

**Schut, Andrew***Lecturer/Accounting (2015)*

B.A., Hope College, 1991

**Schwend, Dr. Tyler**

*Assistant Professor of Biology (2015)*  
 Ph.D., Northwestern University, 2010  
 B.S., University of Illinois Urbana, 2003

**Scogin, Stephen**

*Assistant Professor of Biology and Education (2014)*  
 Ph.D., Texas A&M Univ College Sta\*, 2014  
 M.S., Stephen F Austin State Univ, 1995  
 B.S., Stephen F Austin State Univ, 1993

**Sears, Dr. Leigh**

*Associate Professor of Kinesiology (2000)*  
 Ph.D., Ohio State University, 2007  
 M.S., Ithaca College, 1999  
 B.A., Ohio Wesleyan University, 1991

**Secor, Gregory**

*Lecturer in Music (1996)*

**Seymour, Dr. Michael**

*Professor of Chemistry (1978)*  
 Ph.D., University of Arizona, 1997  
 B.A., Saint Johns University, 1972

**Shank, Dr. Benjamin**

*Lecturer/Physics (2014)*  
 Ph.D., Stanford University, 2014  
 B.S., Case Western Reserve Univ, 2007

**Shaughnessy, Dr. John**

*Professor of Psychology (1975)*  
 Ph.D., Northwestern University, 1972  
 M.S., Northwestern University, 1971  
 B.S., Loyola University Chicago, 1969

**Shorb, Dr. Justin**

*Assistant Professor of Chemistry (2000)*  
 Ph.D., University of Wisconsin, 2011  
 B.A., Hope College, 2004  
 B.S., Hope College, 2004

**Silver, Dr. Michael**

*Dekker Professor Emeritus of Chemistry (1983)*  
 Ph.D., Cornell University, 1982

**Slaughter, Gloria**

*Technical Services Librarian w/rank of Associate Professor (1988)*  
 M.A., Western Michigan University, 1978  
 B.A., Central Michigan University, 1971

**Slenk, Elliot**

*Women's Soccer Coach (2013)*

**Slette, Stein**

*Assistant Professor of Kinesiology (2008)*  
 M.S., University of Utah, 1992  
 B.A., Hope College, 1987

**Smith, Dr. Matthew**

*Assistant Professor of Engineering (2012)*  
 Ph.D., Cornell University, 2009  
 B.A., Cedarville University, 2003  
 B.S., Cedarville University, 2003

**Smith, Dr. Steven**

*Professor of Kinesiology (1990)*  
 Ph.D., Michigan State University, 1989  
 M.A., Michigan State University, 1984  
 B.A., Cornerstone University, 1982

**Smith, Dr. Temple**

*Assistant Professor of Sociology (2014)*  
 Ph.D., Michigan State University, 2011  
 B.A., Michigan State University, 2003

**Smith, Dr. Thomas**

*The Dr. Leon A. Bosch '29 Professor of Management (1993)*  
 Ph.D., University of Michigan, 1994  
 MBA, University of Iowa, 1983  
 BBA, University of Michigan, 1980

**Smith, Julie**

*Lecturer in Nursing (2003)*  
 BSN, Hope College, 1998

**Smith, Richard**

*Adjunct Associate Professor of English (1984)*  
 M.A., University of Michigan, 1977  
 B.A., Hope College, 1973

**Smith, Richard***Professor of Theatre (1972)*

MFA, Univ of Minnesota Twin Cities, 1972

B.F.A., Univ of Minnesota Twin Cities, 1969

**Smith, Traci***Instructor in Chemistry (2003)*

M.S., University of Texas Austin, 1998

B.S., Northern Arizona University, 1995

**Smitter, Pamela***Lecturer in Music (2004)***Smothers, Sara***Women's Volleyball Coach (2011)***Sooy, Julie***Adjunct Assistant Professor of Music (1998)*

MMUS, Bowling Green State University, 1994

BMU, Bowling Green State University, 1990

**Southard, Dr. Gabe***Associate Professor of Music (2007)*

D.M.A., Michigan State University, 2006

MMUS, University of Wisconsin, 1997

BMU, Ithaca College, 1994

**Southard, Sarah***Lecturer in Music (2007)***Stafford, Gregory***Women's Golf Coach (2009)***Steen, Dr. Todd***The Granger Professor of Economics (1988)*

Ph.D., Harvard University, 1992

M.A., Harvard University, 1987

B.A., Indiana University of PA, 1984

B.S., Pennsylvania State University, 1981

**Stephenson, Dr. Darin***Professor of Mathematics (1997)*

Ph.D., University of Michigan, 1994

M.S., University of Michigan, 1990

B.S., Univ Kentucky Lexington, 1988

**Stewart, Dr. Joanne***Professor of Chemistry (1988)*

Ph.D., University of Calif Berkeley, 1988

B.A., Kalamazoo College, 1982

**Stockinger, Pamela***Lecturer in Education (2012)***Stradal, Alex***Coach-Cheerleading (2010)***Straus, Melissa***Lecturer in Music (2008)***Strouf, Linda***Adjunct Assistant Professor of Music (1988)*

MMUS, University of Wyoming, 1986

BMU, Hope College, 1984

**Stukey, Dr. Joseph***Assistant Professor of Biology (2000)*

Ph.D., Rutgers Univ New Brunswick, 1990

B.A., Rutgers Univ New Brunswick, 1981

**Sturtevant, Dr. Deb***Professor of Sociology (1988)*

Ph.D., Michigan State University, 1997

M.S.W., Western Michigan University, 1984

B.A., Hope College, 1975

**Sullivan, Katherine***Associate Professor of Art (2003)*

MFA, Boston University, 2001

B.F.A., University of Michigan, 1997

**Swanson, Dr. Debra***Professor of Sociology (1989)*

Ph.D., Catholic University of America, 1995

M.A., Catholic University of America, 1988

B.A., Hope College, 1983

**Swanson, Todd***Associate Professor of Mathematics (1989)*

M.A., Michigan State University, 1989

B.S., Grand Valley State University, 1985

B.S., Michigan State University, 1982

**Talaga, Steve**

*Adjunct Assistant Professor of Music (1998)*  
 MMUS, Western Michigan University, 1994  
 BMU, Western Michigan University, 1992  
 B.A., Central Michigan University, 1986

**Tedesco, Joan**

*Student Teaching Supervisor (2006)*

**Templeton, Jeffrey**

*(2016)*

**TenHaken, Vicki**

*Professor of Management (2000)*  
 MBA, Grand Valley State University, 1981  
 B.A., Hope College, 1973

**Toppen, Dr. Joel**

*Associate Professor of Political Science (1996)*  
 Ph.D., Purdue University, 1998  
 M.A., Purdue University, 1993  
 B.A., Hope College, 1991

**Trembley, Dr. Beth**

*Associate Professor of English (1988)*  
 Ph.D., University of Chicago, 1991  
 M.A., University of Chicago, 1986  
 B.A., Hope College, 1985

**Trent-Brown, Dr. Sonja**

*The John H. and Jeanne M. Jacobson Associate Professor of Psychology (2005)*  
 Ph.D., University of South Florida, 2004  
 M.A., University of South Florida, 1997  
 B.A., Harvard University, 1989

**Trierweiler, Amanda**

*Lecturer/Nursing (2015)*

**Tseng, Dr. Gloria**

*Associate Professor of History (2003)*  
 Ph.D., University of Calif Berkeley, 2002  
 M.A., University of Calif Berkeley, 1995  
 B.A., Pitzer College, 1992

**Tyler, Dr. Jeff**

*Professor of Religion (1995)*  
 Ph.D., University of Arizona, 1995  
 M.Div., Western Theological Seminary, 1986  
 B.A., Hope College, 1982

**Tzou, Sam**

*Lecturer/CFL (2010)*

**Van Duinen, Dr. Deborah**

*Assistant Professor of Education (2011)*  
 Ph.D., Michigan State University, 2011  
 M.A., Calvin College, 2002  
 B.A., Calvin College, 1998

**Van Lente, Michael**

*Lecturer in Dance (1996)*  
 B.A., Hope College,

**Van Oosterhout, Dr. Keith**

*Lecturer/History (2015)*

**Van Til, Dr. Kent**

*Lecturer in Religion (2004)*

**Van Tongeren, Dr. Daryl**

*Assistant Professor of Psychology (2012)*  
 Ph.D., Virginia Commonwealth Univ, 2011  
 M.A., University of Colorado, 2006  
 B.A., Colorado Christian University, 2004

**Van Voorst, Dr. Robert**

*Lecturer in Modern and Classical Languages (2015)*  
 Ph.D., Unknown,  
 B.A., Hope College,  
 M.Div., Western Theological Seminary,

**Van Woerkom, Gordon**

*Labratory Director in Biology (2012)*

**Van Wylen, Dr. Steve**

*Lecturer in Kinesiology (2005)*  
 B.A., Hope College,  
 M.D., Michigan State University,

**Van Wylen, Pat**

*Lecturer/Kinesiology (2015)*



**VanDyken, Matthew**

*Lecturer in Geological and Environmental Science (2012)*

**VanNamen, Eric**

*Lecturer in Economics and Business (2011)*

MBA, Western Michigan University,  
B.A., Hope College, 1996

**VanSledright, Heidi**

*Lecturer/Education (2015)*

**VanZanten, Brian**

*Cross Country Coach (1999)*

M.S., Grand Valley State University,  
B.S., Hope College, 1995

**Vance, Kate**

*Adjunct Assistant Professor of Mathematics (2002)*

M.S., University of Michigan, 1994  
B.S., Hope College, 1990

**Vanden Berg, Melyn**

*Assistant Professor of Accounting (2005)*

MBA, Western Michigan University, 2013  
B.A., Hope College, 2009

**VanderLugt, Dana**

*Lecturer/English (1997)*

**VanderMeer, Sarah**

*Lecturer/Geology (2007)*

**VanderMeulen, Brenda**

*Lecturer/Leadership (2015)*

MMGT, Aquinas College,  
B.A., Hope College,

**VanderStoep, Jill**

*Adjunct Assistant Professor of Mathematics (1999)*

M.S., University of Michigan, 1991  
M.S., University of Illinois Urbana, 1989  
B.S., Hope College, 1987

**VanderVeen, Dr. Steve**

*Professor of Management/Director, Center for Faithful  
Leadership (2004)*

Ph.D., University of Illinois Chicago, 1995

MBA, Western Michigan University, 1985

B.A., Calvin College, 1982

**Vega, Yolanda**

*Director of Phelps Scholars Program and Assistant  
Professor of Education (1990)*

M.Ed., Grand Valley State University, 2012  
B.A., Hope College, 1988

**Veldman, Dr. Roger**

*Professor of Engineering and Department Chair (1998)*

Ph.D., Western Michigan University, 2001  
M.S., Western Michigan University, 1995  
B.S., Hope College, 1989

**Veltman, Austin**

*Coach-Swimming (2012)*

B.A., Hope College, 2011

**Verbrugge, Dawn**

*Lecturer in Mathematics (2014)*

**Verduin, Dr. Kathleen**

*Professor of English (1978)*

Ph.D., Indiana University Bloomington, 1980  
M.A., George Washington University, 1969  
B.A., Hope College, 1965

**Vincensi, Dr. Barbara**

*Assistant Professor of Nursing (2006)*

Ph.D., Loyola University Chicago, 2011  
MSN, Indiana University Bloomington, 1985  
BSN, Purdue University, 1978

**Vincent, Kimberly**

*Coach-Women's Lacrosse (2014)*

**Vollbrecht, Dr. Pete**

*Visiting Assistant Professor of Biology (2005)*

Ph.D., Vanderbilt University, 2014  
B.S., Hope College, 2007

**Voskuil, Vicki**

*Assistant Professor of Nursing (2004)*

M.S., University of Michigan, 1994  
BSN, Calvin College, 1989

**Voss, Lisa**

*Lecturer in Education (2011)*

**Vredevoogd, Brad**

*Lecturer in Art Department (2009)*

**Vruggink, Gary**

*Lecturer in Education (2005)*

B.A., Hope College,

M.A., Michigan State University,

**Waldvogel-Warren, Martha**

*Lecturer in Music (2009)*

**Waters, Diana**

*Faculty (1987)*

**Weeda, Janet**

*Assistant Professor of Nursing (2012)*

MSN, Univ New Mexico Albuquerque, 2000

BSN, Trinity Christian College, 1986

**Wells, Stephen**

*(2016)*

**Wesselink, Paul**

*Lecturer in Music (2001)*

BMU, Hope College, 2004

**Wesselius, Allison**

*Lecturer/Nursing (2015)*

**West, Dr. Elizabeth**

*Lecturer (2000)*

D.M.A., University of Michigan, 2006

MMUS, University of Michigan, 2003

BMU, Houghton College, 1992

**Wettack, Dr. Sheldon**

*Dean of Science (2004)*

**Wetzler, Elizabeth**

*Lecturer/Psychology (2015)*

**Wiebe, Todd**

*Librarian w/rank of Associate Professor; Head of Research & Instruction (2006)*

MLIS, University of Denver, 2006

B.A., Anderson University, 2003

**Wilson, Dr. Boyd**

*Professor of Religion (1982)*

Ph.D., University of Iowa, 1982

M.A., Wheaton College, 1976

B.A., Trinity International Univ, 1971

**Winnett-Murray, Dr. Kathy**

*Professor of Biology (1986)*

Ph.D., University of Florida, 1986

M.S., Calif State Univ Northridge, 1979

B.S., University of Calif Irvine, 1976

**Winton, Kara**

*Track Coach (2007)*

B.A., Hope College, 2011

**Wolfe, Jennifer**

*Assistant Professor of Music (1998)*

MMUS, Michigan State University, 1991

MMUS, University of Illinois Urbana, 1986

BMU, University of Toronto, 1985

**Wong, Sharon**

*Visiting Assistant Professor of Dance (2005)*

**Woolsey, Dr. Daniel**

*Associate Professor of Spanish (2005)*

Ph.D., Indiana University Bloomington, 2006

M.A., Wheaton College, 1998

B.A., Wheaton College, 1996

**Woolsey, Dr. Lisa**

*Lecturer in Psychology (2014)*

**Yasuhara, Emma**

*Lecturer in Modern and Classical Languages (1990)*

B.A., Hope College, 1995

**Yelding, John**

*The Susan M. and Glenn G. Cherup Associate Professor of Education (1994)*

M.A., Western Michigan University, 1981

B.A., Michigan State University, 1969

**Yetzke, Angela**

*Assistant Professor of Dance (2009)*

MFA, Univ of Wisconsin Milwaukee, 2012

B.A., Western Michigan University, 1994

**Yonker, Cinda**

*Student Teacher Coordinator and Part Time Lecturer (Ed) (2010)*

**Yost, Brian**

*Librarian/Head of Technical Services & Systems w/ rank of Associate Professor (1997)*

M.S., University of Illinois Urbana, 1993

B.A., Calvin College, 1989

**Young, Dr. Kelley**

*Visiting Assistant Professor of Chemistry (2015)*

Ph.D., Michigan State University, 2015

B.S., Adrian College, 2009

**Yurk, Dr. Brian**

*Associate Professor of Mathematics (2000)*

Ph.D., Utah State University, 2009

B.S., Hope College, 2003

**Zimmerman, Lori**

*Women's LaCrosse Coach (2014)*

Unknown, Grand Valley State University,

**Zomerlei, Dr. Daniel**

*Lecturer/Psychology (2001)*

**Zwyghuizen, Melanie**

*Lecturer/M&C Languages (2015)*

**de Roo, Mark**

*El Coach and Coordinator of Mentoring (2009)*

M.A., Western Michigan University,

B.A., Hope College,

**deHaan, Dr. Sander**

*Professor of German & Dutch (1979)*

Ph.D., Northwestern University, 1980

M.A., Northwestern University, 1970

B.A., Calvin College, 1967

**vanOyen-Witvliet, Dr. Charlotte**

*Professor of Psychology and Department Chair (1997)*

Ph.D., Purdue University, 1997

M.S., Purdue University, 1993

B.A., Calvin College, 1991

## SPECIAL ACADEMIC PROGRAMS

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 programs run by the Associated College of the Midwest (ACM), Institute for the International Education of Students (IES Abroad), the Council on International Education Exchange (CIEE), the School for International Training (SIT), the Center for Ecological Living and Learning (CELL), the Organization of Tropical Studies - Duke University, Creation Care Study Program (CCSP) and International Studies Abroad (ISA). Hope students also have opportunity to direct enroll in a number of overseas institutions which have a partnership with Hope College. 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.

### 1. 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.

### Off-campus 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.

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.

off-campus study programs

**The [International Education website](#) provides a complete list of the official programs available.**

#### 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 program leader for further information about these courses.

#### 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 50 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 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.

**Contact:** Professor Anne Heath, Department of Art History

### **THE ARTS PROGRAM IN NEW YORK**

The New York Arts Program 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.

**Contact:** Daina Robins, 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.

**Contact:** Professor Jonathan Peterson, 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.

**Contact:** Professor Jim Allis, 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. TPC also offers an 8-week summer program designed to accommodate students who are unable to attend the full semester program. Course descriptions are listed under [Interdisciplinary Studies](#).

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.

**Contact:** Linda Koetje, Department of Communication.

### **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, 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.

Most students take an 8-credit internship and two 4-credit seminars. Past topics have included Arts in the City, Values & Vocations, Urban Planning, Religion and Urban America. Special internships tracks are available for student teaching, social work and nursing.

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.

**Contact:** 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.

**Contact:** Professor Paula Booke, 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:

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](mailto:vega@hope.edu)).

### **TRiO UPWARD BOUND PROGRAM**

TRiO 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:

##### 1. 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.

##### 1. 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.

##### 1. 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.

### **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](#).

# 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](http://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 work 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 professional 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	Marty LaBarge
Art	Patrice Rankine
Athletic Training	Meg Frens
Biology	Virginia McDonough-Stuckey
Chemistry (Industrial and Research)	Kenneth Brown
Christian Ministry	Andrew McCoy
Church Work	Chaplain's Office
Dance	Matthew Farmer
Dentistry	Marikay Dobbins and Lindsay Schwend
Diplomatic and Government Service	Jeffrey Polet
Economics, Management and Accounting	Stacey Jackson

Engineering	Roger Veldman
Environmental Science	Brian Bodenbender
Geology	Brian Bodenbender
Journalism	Marissa Doshi and Rosie Jahng
Law	David Ryden
Library and Information Sciences	Kelly Jacobsma
Medicine	Marikay Dobbins and Lindsay Schwend
Music	Julia Randal
Nursing	Donna Garrett
Occupational Therapy	Marikay Dobbins and Lindsay Schwend
Optometry	Marikay Dobbins and Lindsay Schwend
Pharmacy	Marikay Dobbins and Lindsay Schwend
Physical Therapy	Marikay Dobbins and Lindsay Schwend
Physician Assistant	Marikay Dobbins and Lindsay Schwend
Physics	Stephen Remillard
Podiatry	Marikay Dobbins and Lindsay Schwend
Public Health	Marikay Dobbins and Lindsay Schwend
Religion	Jeff Tyler
Social Work	Jim Piers and Deb Sturtevant
Sociology	Roger Nemeth
Teaching Elementary or Secondary	Laura Pardo



Theatre	Daina Robins
Veterinary Medicine	Greg Fraley
Writing, Editing	Peter 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 has a history of helping students think theologically about their career, calling (or "vocation") and life. The college, through the Academic Advising Program, Career Development Center, Center for Ministry Studies, CrossRoads Project, and many other faculty and staff, offers numerous vocational discernment opportunities. Students are supported in their discernment and planning through advising meetings, personality and strengths inventories, volunteering, exploratory internships and through many other campus resources and relationships.

### 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.

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 in the [Department of Economics and Business](#). 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](mailto: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](http://www.beanactuary.org).

### Christian Ministry and Church Vocation

Students with an interest in Christian ministry and church vocations should consult the [religion major program](#) and the studies in [ministry minor program](#). 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 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](#), or the special program in foreign area studies in the [Department of Political Science](#).

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](#). 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.

### 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 Wylen 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 are located in the [Department of Music](#).

### 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.

## 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 105/107 and 106/108
- Chemistry 125/127, 126/128 (or 131/132), 221/255, 231/256 and 311 and 314
- 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](http://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](http://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](http://www.hope.edu/academic/pre-pro/prohealth.htm).

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 a Health Professions Advisor, 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](http://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
- 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.



# ACADEMIC CALENDAR

2015-2016

## Fall Semester 2015

August 25-28, Tue-Fri.	International Student Orientation
August 27-31, Thur.-Mon.	Pre-College Conference
August 28, Friday	Residence Halls Open for New Students, 10 a.m.
August 28-31, Fri.-Mon.	New Student Orientation
August 30, Sunday	Residence Halls Open for Returning Students, 12 noon
August 30, Sunday	Convocation for New Students & Parents, 2 p.m.
September 1, Tuesday	Classes Begin, 8 a.m.
September 7, Monday	Labor Day – Classes in Session
September 9, Wednesday	Last Day to Enroll for Credit; Last Day to Drop Courses (First-Half and Full-Semester Courses)
September 22, Tuesday	Rescheduled Critical Issues Symposium for Spring 2016.
September 23, Wednesday	Rescheduled Critical Issues Symposium for Spring 2016.
October 2, Friday	Last Day to Withdraw with a “W” Grade or Pass/Fail a Half-Semester Courses
October 2, Friday	Fall Recess Begins, 6 p.m.
October 7, Wednesday	Fall Recess Ends, 8 a.m. <b><i>Monday schedule in effect</i></b>

October 21, Wednesday	Mid-Term Grades Due in Registrar's Office, 4 p.m.
October 21, Wednesday	First Half-Semester Classes End
October 22, Thursday	Last Half-Semester Classes Begin
October 23-25, Fri.-Sun.	Homecoming Weekend
October 30, Friday	Last Day to Enroll for Credit and Drop Last-Half Semester Courses
Oct. 30 – Nov. 1. (Fri-Sun)	Family Weekend
November 6, – Friday	Last Day to Withdraw from a “W” Grade or Pass/Fail a Full-Semester Courses
November 9-11, Mon.-Wed.	On-Line Registration for Spring (students with 20 or more credits)
November 12-13, Thurs.-Fri.	In-Person Registration for Spring (FTCs and students with fewer than 20 credits)
November 24, Tuesday	Last Day to Withdraw with a “W” Grade or Pass/Fail a Last-Half Course
November 26, Thursday	Thanksgiving Recess Begins, 8 a.m.
November 30, Monday	Thanksgiving Recess Ends, 8 a.m.
December 11, Friday	Last Day of Classes
December 14-18, Mon.-Fri.	Semester Examinations
December 18, Friday	Residence Halls Close, 5 p.m.
December 22, Tuesday	Final Grades Due in Registrar's Office, 4 p.m.
<b>Spring Semester 2016</b>	
January 9, Saturday	Residence Halls Open, 12 Noon

January 11, Monday	Classes Begin, 8 a.m.
January 20, Wednesday	Last Day to Enroll for Credit; Last Day to Drop Courses (First-Half and Full-Semester Courses)
January 29, Friday	Incompletes from the Fall Semester not completed become an "F"
February 12, Friday	Last Day to Withdraw with a "W" Grade or Pass/Fail Full-Semester Courses
February 12 Friday	Winter Recess Begins 6 p.m.
February 17, Wednesday	Winter Recess Ends, 8 a.m. <b><i>Monday schedule in effect</i></b>
February 23, Wednesday	Opening Convocation for Critical Issues Symposium, 7 p.m.
February 24, Thursday	Critical Issues Symposium - Day Classes Not in Session (Evening Classes Meet)
March 2, Wednesday	Mid-Term Grades Due in Registrar's Office, 4 p.m.
March 2, Wednesday	First Half-Semester Classes End
March 3, Thursday	Last Half-Semester Classes Begin
March 10, Thursday	Last Day to Enroll for Credit and to Drop Last-Half Semester Courses
March 17, Thursday	Last Day to Withdraw with a "W" Grade or Pass/Fail Full-Semester Course
March 18, Friday	Spring Recess Begins, 8 a.m.
March 25, Friday	Good Friday – Classes Not in Session, Offices Closed
March 28, Monday	Easter Holiday, Classes Not in Session, Office Open

April 4 - 6, Mon.-Wed.	On-Line Registration for Fall (students with 18 or more credits)
April 7-8, Thurs.-Fri.	In-Person Registration for Fall (students with fewer than 18 credits)
April 14, Thursday	Last day to Withdraw with a "W: Grade or Pass/ Fail a Last-Half Course
April 28, Thursday	Honors Convocation, Dimment Chapel, 7 p.m.
April 29, Friday	Spring Festival; Classes Dismissed at 3 p.m.
April 29-30, Fri.-Sat.	Alumni Weekend
May 2 - 6, Mon.-Fri.	Semester Examinations
May 6, Friday	Residence Halls Close for those not participating in Commencement, 5 p.m.
May 8, Sunday	Baccalaureate and Commencement
May 9, Monday	Residence Halls close for graduating seniors, 12 noon
May 11, Wednesday	Final Grades Due in Registrar's Office, 5 p.m.
<b>May Term 2016</b>	
May 9, Monday	Classes Begin at 9 a.m.
May 11, Wednesday	Last Day to Enroll for Credit; Last Day to Drop Course
May 13, Friday	Last Day to Withdraw (50% Refund) with a "W" Grade
May 26, Thursday	Last Day to Withdraw (No Refund) with a "W" Grade or Pass/Fail

May 30, Monday	Memorial Day, No Classes
June 3, Friday	May Term Ends
<b>June Term 2016</b>	
June 6, Monday	Classes Begin at 9 a.m.
June 8, Wednesday	Last Day to Enroll for Credit; Last Day to Drop Course
June 10, Friday	Last Day to Withdraw (50% Refund) with a "W" Grade or Pass/Fail
June 23, Thursday	Last Day to Withdraw (No Refund) with a "W" Grade or Pass/Fail
June 24, Friday	Incompletes from Spring Semester not completed become an "F"
July 1, Friday	June Term Ends
<b>July Term 2016</b>	
July 5, Tuesday	Classes Begin at 9 a.m.
July 7, Thursday	Last Day to Enroll for Credit; Last Day to Drop Course
July 11, Monday	Last Day to Withdraw (50% Refund) with a "W" Grade or Pass/Fail
July 21, Thursday	Last Day to Withdraw (No Refund) with a "W" Grade or Pass/Fail
July 29, Friday	July Term Ends



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**Hope** COLLEGE

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