



- ▶ Dimnent
- ◀ VanderWerf
- ◀ Cook
- ▶ Nykerk
- ◀ Voorhees
- ▶ Van Zoeren
- ◀ DeWitt
- ▶ Sci Center



Hope COLLEGE

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Hope

COLLEGE

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

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

The “Hope People” personality profiles in this catalog were written by Caitlin M. Klask, a 2012 Hope College graduate from Pinckney, Mich.

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In 1851, four years after settlers from the Netherlands founded Holland on the eastern shore of Lake Michigan, a school was established to meet the educational needs of the young colony. In carving their new community from the wilderness, the Dutch settlers were sustained by a love of liberty and devotion to God that set the guidelines for their new institution. This Pioneer School evolved into the Holland Academy, which in 1862 enrolled its first college class. On May 14, 1866, the institution was chartered as Hope College, and on July 17, 1866, the first class of eight students graduated.

Today Hope is a distinguished and distinctive four-year, liberal arts, undergraduate college, affiliated with the Reformed Church in America. Its great religious heritage is expressed through a dynamic Christian community of students and teachers vitally concerned with a relevant faith that changes lives and transforms society.

The curriculum offers a variety of courses in 89 majors leading to a Bachelor of Arts, Bachelor of Music, Bachelor of Science, or Bachelor of Science in Nursing degree. The college has long been known for outstanding pre-professional training. Each year many graduates go on to further study in the leading graduate and professional schools in this country and abroad; others directly enter professions.

Hope College is accredited by The Higher Learning Commission a commission of the North Central Association, 30 North LaSalle 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 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, and the Teacher Education Accreditation Council (TEAC) recognizes the college's department of education as a nationally accredited program.

Hope is a member of the Michigan Intercollegiate Athletic Association and fields varsity teams for men and women in 20 sports, and has an active intramural program.

HOPE'S REASON FOR BEING



Hope occupies a special place in the vast array of educational opportunities offered in the United States. It makes its contribution to the vitality and diversity of American higher education through the distinctiveness of its educational philosophy and program. As a liberal arts college offering education within the context of the historic Christian faith, Hope is a place of open inquiry, acceptance of intellectual challenge, rigorous engagement with hard questions, and vigorous but civil discussion of different beliefs and understandings; in the words of the Covenant of Mutual Responsibilities between the Reformed Church in America and its colleges, it is a place characterized by “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).” For more than a century, Hope has cherished the conviction that life is God’s trust, a trust which each of us is called to personally activate by an insistent concern for intelligent involvement in the human community and its problems.

Hope’s Reason for being is each individual student. It seeks to develop the growth of each student as a competent, creative, and compassionate person. Its design is to provide a complete opportunity for the fulfillment of each individual student, not only for his or her self-gratification, but also for what can be given to others in service to God and humanity.

Hope Believes that a vital faith, which provides both the incentive and dynamic for learning and living, is central to education and life.

Hope Welcomes capable men and women of all social and economic levels. Hope is interested in students who sincerely seek to enlarge their minds, to deepen their commitments, and to develop their capacities for service.

Hope Provides an adventure in learning and living, not only for knowledge and wisdom, but also for understanding, meaning, and purpose.

As partners in this seeking fellowship, Hope students find a faculty of professionally distinguished scholars who have a genuine concern for the total development of each student. Hope’s finest professors teach introductory as well as advanced courses. Independent work on a self-directed basis is encouraged.

Hope Offers a well-equipped and friendly environment. Campus life pivots around residence halls, which serve as social centers and provide congenial surroundings for students to learn with one another. The diversity of student backgrounds, geographic and ethnic origins, and personal interests adds variety and richness to the group living experience. The campus is accessible to students who are mobility impaired. Examples of all housing options (residence hall, apartment and cottage), as well as most major academic buildings, are accessible to mobility-impaired persons.

Many co-curricular activities and cultural events provide a variety of rich opportunities for learning and personal development.

Hope Prepares men and women who are persons in their own rights — uncommon men and women who have a personal dignity based on intelligence, a sense of responsibility, and a deeply rooted faith. For more than a century, Hope has prepared alumni to go to the four corners of the world — alumni who have enriched their professions and humanity far out of proportion to their numbers. Hope graduates aim to go beyond specialization toward a synthesis of all learning in life.



Hope has long been recognized as a leading educational institution whose alumni have gone on to achieve distinction in their chosen professions. Distinguished academic, religious, political and business leaders are among Hope's graduates.

Government and foundation grants to individuals, to departments and to the college demonstrate the quality of the institution. In the spring 2012 semester, for example, departments and faculty held 69 grants totaling more than \$13 million.

Hope tied for fourth nationally in the "Undergraduate research/Creative projects" category in the *America's Best Colleges 2003* guide published by *U.S. News and World Report* for its success in teaching through active learning; Hope continues to be named to the annual listing, although the schools are no longer ranked. In addition, the guide's 2012 edition includes Hope among the top 100 liberal arts colleges in the nation.

The 2012 *Fiske Guide to Colleges* includes Hope as one of the country's "best and most interesting" colleges and universities, noting that "Hope's academic and athletic programs continue to grow and prosper," and quoting one student as observing that "The academic programs, particularly the research and collaborative opportunities, far surpass those of Hope's rivals." *Kiplinger's Personal Finance* included Hope in its annual listing of the best values among private institutions in higher education "because of a high four-year graduation rate, low average student debt at graduation, good student-to-faculty ratio, excellent on-campus resources and overall great value." The Princeton Review recognized Hope as one of the most environmentally responsible colleges in the United States and Canada, including the college in *The Princeton Review's Guide to 322 Green Colleges: 2012 Edition*.

The book *Colleges That Change Lives* cites Hope as one of 40 "life-changing" colleges that are "outdoing the Ivies and the major universities in producing winners" and describes the college as a place that "raises higher education's moral and intellectual levels." Hope is among 50 colleges recommended by the Intercollegiate Studies Institute in its guide *All-American Colleges: Top Schools for Conservatives, Old-Fashioned Liberals and People of Faith*, which notes that "The students and faculty we spoke with confirm that the school walks its talk; Hope College is both academically serious and theologically earnest."

ACADEMIC EXCELLENCE

Hope is one of only 10 church-related colleges and universities nationwide highlighted in the book *Putting Students First: How Colleges Develop Students Purposefully*. The institutions were included specifically for being “individually and collectively distinguished and distinctive in fostering holistic student development.”

Evidence of excellence abounds at Hope. For example, Hope is the only private, four-year liberal arts college in the United States with national accreditation in art, dance, music and theatre. Hope is also the only college or university in Michigan where business students can participate in the George F. Baker Scholars Program, which provides a wide range of real-world experiences beyond the classroom.

Hope has one of the largest summer undergraduate research programs in the nation; each year, 140-180 students participate in summer research at the college. Hope holds more grants through the NSF’s “Research Experiences for Undergraduates” program (five in 2012) than any other primarily-undergraduate institution nationwide. Because of the college’s proven record of success in teaching through original, collaborative research and creative performance, the Council on Undergraduate Research chose Hope to present its national 2011 Undergraduate Research Week webinar designed to help other colleges and universities.

Hope College Theatre’s production of *Gone Missing* was named in the category of “Distinguished Production of a Musical” by the national Kennedy Center American College Theater Festival, one of only five college and university musicals from across the country honored by the national festival. The production had previously been one of only eight plays chosen for presentation during the 2012 annual festival of the Great Lakes Region of the Kennedy Center American College Theater Festival.

Hope College Nursing was among the select eight percent of programs whose graduates achieved a 100-percent pass rate on the national licensing exam in the summer of 2011, the most recent data available. The teacher-education program is one of six statewide tied for second place in Michigan’s “Teacher Preparation Institution Performance Scores for Academic Year 2009-10,” the most recent rankings available.

The Van Wylen Library received a 2011 Citation of Excellence from the Library of Michigan Foundation. The library was also one of only 40 sites nationwide chosen to host the National Endowment for the Humanities-supported exhibition “Manifold Greatness: The Creation and Afterlife of the King James Bible.”

The international Organ Historical Society recognized the college’s Skinner Organ, dedicated in 1929 and restored in 2006, with a citation “as an instrument of exceptional history merit, worthy of preservation.” The 2009 adaptive restoration of historic Graves Hall, dedicated in 1894, was recognized as the area’s top historical-renovation project by both the Western Michigan Chapter of Associated Builders and Contractors Inc., and the Grand Valley American Institute of Architects.

The DeWitt Tennis Center was named the national 2010 “Public Facility of the Year” by the Professional Tennis Registry (PTR), which is the largest global organization of tennis-teaching professionals. The center’s manager, Jorge Capestany, in 2012 was both selected for induction into the Hall of Fame for the Midwest division of the United States Professional Tennis Association and named “PTR Member of the Year” by *Racquet Sports Industry* magazine.

For the past seven consecutive years, the college has been named one of the “101 Best and Brightest Companies to Work For” in West Michigan through a program coordinated by the Michigan Business and Professional Association and the National Association for Business Resources.

ACADEMIC EXCELLENCE



There is a wide diversity of honor societies at Hope. These organizations, open by invitation, give recognition to superior academic achievement and enable Hope's outstanding students to communicate with each other and discuss matters of mutual interest. Two national honor societies, Phi Beta Kappa and Mortar Board, are chartered at Hope. Hope received its Phi Beta Kappa charter in 1971, and is one of 280 institutions in the U.S. and only eight in Michigan able to grant this distinction. Students are elected to Phi Beta Kappa in the spring of their senior year. A complete list of the honor societies at Hope follows:

- | | |
|---|--|
| Phi Beta Kappa (national honorary) | Phi Epsilon Kappa (kinesiology) |
| Mortar Board (national honorary) | Pi Delta Phi (French) |
| Alpha Epsilon Delta
(premedical, pre dental) | Pi Kappa Lambda (music) |
| Beta Beta Beta (biology) | Pi Mu Epsilon (mathematics) |
| Chi Omega Omicron (computer science) | Pi Sigma Alpha (political science) |
| Delta Omicron (music) | Psi Chi (psychology) |
| Delta Phi Alpha (German) | Sigma Beta Delta (business) |
| Eta Sigma Phi (classical languages) | Sigma Delta Pi (Spanish) |
| Kappa Delta (forensics) | Sigma Gamma Epsilon (geology) |
| Lambda Pi Eta (communication) | Sigma Iota Rho (international studies) |
| Omicron Delta Epsilon (economics) | Sigma Omicron (dance) |
| Phi Alpha (social work) | Sigma Pi Sigma (physics) |
| Phi Alpha Theta (history) | Sigma Theta Tau (nursing) |
| | Sigma Xi (science) |

Hope has a strong commitment to those students that are admitted to its degree programs. This is demonstrated in the fact that its retention rates are excellent and that its graduation rates are very high. In a study done to demonstrate compliance with the Student Right-to-Know and Campus Security Act of 1992, the registrar reported that by 2011 Hope had graduated 79.1 percent of those students admitted as first-year students in the fall of 2005. This figure does not include those students admitted as transfers to Hope. Hope compares favorably with other highly selective institutions in the degree-completion rates of its first-year students.

ACADEMIC EXCELLENCE



Approximately one-third of Hope's graduates enter graduate schools to pursue advanced training for careers in medicine, science, business, education, economics, the humanities, psychology, and all areas of the performing and fine arts. Many of these graduates have received national awards for advanced study in fields as diverse as chemistry, social psychology, foreign languages, history, biology, education and physics.

Hope graduates continue to realize a high success rate in their efforts to get into law school. In recent years, close to 90 percent of Hope students applying to accredited law schools in the United States were accepted. The schools to which they have been admitted include nationally ranked law schools — Columbia, Cornell, Duke, Georgetown, George Washington, Harvard, Michigan, Minnesota, Northwestern, Notre Dame, Ohio State, William and Mary, and Wisconsin — as well as highly regarded regional schools such as Chicago-Kent, Michigan State, Loyola-Chicago, Toledo, Valparaiso, Wayne State and others.

Hope premedical students have been accepted into medical schools at a rate well above the national average. For example, during the past 10 years (2002 through 2011), 89 percent of the Hope medical-school applicants whose grade point averages were 3.4 or above were accepted..

During the past 10 years (2002 through 2011), 85 percent of the Hope dental-school applicants whose grade point averages were 3.2 or above were accepted.

The college emphasizes a solid program in the liberal arts as a base for both life and career. Career planning and job placement are regarded as important facets of the college experience.

ACADEMIC EXCELLENCE



Curriculum — Hope’s educational program offers a variety of courses in 87 majors. Throughout this educational program, Hope is concerned with developing intellectual discipline and fellowship in inquiry. (See “The Degree Program,” page 96 and departmental listings in “The Curriculum,” beginning on page 116.)

Students are given many opportunities to grow and develop within the academic structure. An active performance/exhibition program in the arts provides professional experiences. Students in all four academic divisions—the arts, the humanities, the natural and applied sciences, and the social sciences—conduct research side-by-side with faculty members. and conduct independent study projects.



ACADEMIC EXCELLENCE



For students with unusual academic maturity, several challenging programs have been designed, as well as independent and tutorial study during all four years. (See “Opportunities for Talented Students,” page 387.)

Research opportunities for students in all disciplines are available both on and off campus. Cross-cultural and language programs at GLCA member colleges permit Hope students to study many foreign cultures and languages both in this country and abroad.

A far-reaching internship program is available in many majors. These internships, available in major U.S. cities as well as Western Michigan, enable students to apply theory in practice and to learn from professionals outside the classroom.

The Hope College Summer Sessions On Campus — Hope offers four-week May, June and July Terms for intensive study in one subject, and one-week concentrated humanities seminars later in the summer. (See “Academic Sessions,” page 114.)

Domestic Off-Campus Programs — Students may enroll in area and language programs at GLCA member colleges, or pursue the arts, government, and urban studies at several locations in the United States. (See “Special Academic Programs,” page 384.)

International Education — The scope of the college’s involvement in international education is broad. Hope College believes that through exposure to a foreign society, students can expand knowledge of their own cultural heritage, gain facility in a foreign language, and achieve new perspectives on America and their own individual identity. (See “Overseas Study Opportunities,” page 376.)

Scholarships, Honors, Awards — Hope’s aim is that all deserving students who desire to attend Hope may do so, regardless of their economic resources. A three-fold student aid program has been developed, which includes scholarships and grants-in-aid, loans, and a work-study program. In addition to serving financially worthy students, the aid program is designed to recognize students for outstanding academic achievement. (See “Financial Aid for Students,” page 71.)



The Core Values that shape Hope

- to offer rigorous academic programs;
- to contribute to the body of knowledge in the academic disciplines;
- to nurture vibrant Christian faith;
- to be a caring community;
- to foster development of the whole person — intellectually, spiritually, socially, physically;
- to be wise stewards of resources.

The Vision that motivates Hope

- to pursue truth so as to renew the mind, enrich the disciplines, and transform the culture;
- to inspire passion for knowledge that grows into understanding and bears fruit in wisdom;
- to be an exceptional undergraduate liberal arts college that provides excellent professional and pre-professional programs;
- to be a leading Christian college, ecumenical in character and rooted in the Reformed tradition;
- to enhance education through residential community and superior co-curricular programs;
- to embrace and nurture racial, ethnic, cultural, and geographic diversity;
- to promote faithful leadership and grateful service as manifestations of Christian commitment;
- to engage in mutually beneficial relationships with area communities, academic organizations, the Reformed Church in America, and other partners throughout the world;
- to provide human, physical, and financial resources commensurate with outstanding programs.

The Virtues that mark conversation at Hope College

- Humility to listen;
- Hospitality to welcome;
- Patience to understand;
- Courage to challenge;
- Honesty to speak the truth in love.

ANCHORS OF HOPE COLLEGE



THE QUALITIES THAT DISTINGUISH HOPE

Academic excellence and deep Christian faith joined together to strengthen each other in a supportive and welcoming community.

Masterful teaching coupled with rigorous faculty scholarship.

National leadership in collaborative faculty/student research and creative activity: Hope is consistently awarded more National Science Foundation grants for undergraduate research than any other liberal arts college in the country and was ranked fourth in the nation behind the University of Michigan, Stanford, and MIT for undergraduate research and creative activity in the initial ranking by *U.S. News and World Report*.

Recognition in the arts and humanities: Hope is the only liberal arts college in the country with national accreditation in art, dance, music, and theatre. To complement departmental events, Hope sponsors diverse nationally recognized cultural programs like the Jack Ridl Visiting Writers Series, the Hope Summer Repertory Theatre, and the Great Performance Series.

Unique Christian character: Hope provides many spiritual growth opportunities including a widely acclaimed chapel program and an interdisciplinary capstone senior seminar.

Nationally recognized undergraduate library: Hope received the Excellence in Academic Libraries Award (college division) from the Association of College & Research Libraries.

Award-winning student activities and intercollegiate athletic programs: Hope has continually received student activities programming recognition and has won 80 percent of the All-Sports Awards in the Michigan Intercollegiate Athletic Association in the last quarter of a century.

Attractive lakeshore location with a downtown campus and an unusually harmonious town-gown relationship with the Holland community.



WHY HOPE?

The question is often asked, “What kind of student chooses Hope College?” It would be difficult to define a “typical” Hope student, but in general Hope serves those best who want to be serious students, who are looking for close contact with faculty members and fellow students, and who want a solid program in the liberal arts as a base for both life and career.

Hope is primarily a residential college and the great majority of its students are under 25 years of age and unmarried. The enrollment reflects relative co-educational balance, with last year’s student body consisting of 2,004 women and 1,245 men.

While the current racial make-up of the student body is approximately 87 percent Caucasian, Hope is committed to enhancing the diversity of its student body. As the college strives to reflect the diversity in our society, all Hope students will be afforded the opportunity to prepare for life in a multicultural world.

Most Hope students come from a middle-income background, and 59 percent receive need-based financial aid. On the whole, 91 percent of Hope students receive some kind of financial assistance.

Finally, it is evident that many Hope students consider religion to be a prominent part of their lives. The denominations with the largest representation are the Roman Catholic Church and the Reformed Church in America. Nine other church affiliations have been consistently present during the past decade, indicating a diversity of denominational preference.

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

A more important aspect of Hope College is the people who make up the college community. It is through diverse individuals, such as those featured on the following pages, that the vital nature of a Hope education finds expression.

HOPE PEOPLE

THE FACULTY

The faculty is comprised of men and women of high scholastic attainment who have a deep concern for the growth and development of students. Hope's faculty insures a quality education which has long been the hallmark of the college.

Hope's faculty members serve not only as teachers, but also as counselors, advisors, and friends to students. Outside the classroom, they contribute to the intellectual vitality of the campus through evenings with students in their homes, colloquia and performances, essays in the *Anchor*, and many other informal contacts.

Hope's full-time faculty number 220, and 96 individuals serve as part-time lecturers or adjunct professors. Most hold doctorates or other terminal degrees. The student-faculty ratio is 12-to-1, assuring students excellent opportunities for learning interaction and personal contact with professors.

Faculty professional activity is encouraged. Members of the faculty publish widely and are involved in many other scholarly activities. Recent books authored, co-authored or edited by members of the faculty range from a discussion of how to help first-generation college students adjust to college, to an annotated collection of letters written by Holland's founder, to a text on athletic training.

- Dr. Kirk Brumels, associate professor of kinesiology, athletic trainer and director of the athletic training program is serving a two-year term as president of the Michigan Athletic Trainers' Society.
- Dr. Natalie Dykstra, associate professor of English, received reviews in publications around the country for *Clover Adams: A Gilded and Heartbreaking Life*, including *The New York Times* and *The Wall Street Journal*.
- Dr. Yooyeon Hwang, professor of education, received recognition as an excellent instructor based on the evaluations completed by the students she taught while at the Catholic University of Korea during a spring 2011 sabbatical.
- Edye Evans Hyde, instructor of vocal jazz, was named the 2011 Musician of the Year by the West Michigan Jazz Society.
- Dr. Jeff Johnson, assistant professor of chemistry and Towsley Research Scholar, received a major award in support of his research through the "Faculty Early Career Development (CAREER) Program" of the National Science Foundation.
- Dr. John Lunn, who is the Robert W. Haack Professor of Economics, is serving a two-year term as president of the Association of Christian Economists.
- Dr. Huw Lewis, professor of music, was featured on *Pipedreams*, American Public Radio's nationally syndicated weekly program of organ music.
- Matt Neil, assistant professor of kinesiology and men's basketball coach, received the Glenn Robinson National Coach of the Year award, presented annually to the top Division III men's basketball coach, from collegeinsider.com.
- Dr. Daina Robins, professor of theatre and chairperson of the department, was recognized as a "Distinguished Director of a Musical" by the national Kennedy Center American College Theater Festival for her work on the college's production of *Gone Missing*.
- Dr. Caroline Simon, associate dean for teaching and learning and professor of philosophy, received the "2012 Distinguished Woman Leadership Award" from the Michigan American Council on Education Network for women in higher education.

HOPE PEOPLE

Dr. Maria Claudia André leaves her students with more than a grade: she gives them a broader mind, something she considers one of the most important aspects of a college education.

Born in Buenos Aires, Argentina, Dr. André “brings the global learning and cultural component” to Hope, a place she finds rewarding for students and mentors alike.

“I like the one-on-one relationship we get to develop with our students,” she notes. “We can chat about a whole variety of issues from the personal to the existential, the mundane to the intellectual, so that we as professors serve as role models, and I’m glad to be a part of that.”

“Student interaction makes me a better person; I learn from my students and I grow as an individual. Some of them are very challenging: they ask very intelligent questions, and they keep us on our toes,” she says.

Dr. André came to the United States in 1986 as an interpreter and translator in New York City. After working in fashion design for several years, she began her Ph.D. in Latin American literature. In 1994, while working on her dissertation, she began her career at Hope.

“Even though I had other job opportunities, I thought that this was the place for me, firstly because I liked the sense of community I found here,” she says. “I liked the students, I loved the area and its proximity to Chicago, and I thought, this would be a very good place to teach.”

She values the opportunity to play a part in building understanding, helping students to look beyond the surface and see the world, particularly Latin America, more fully.

“People in general have a very narrow vision or are unaware of the cultural richness and diversity of Latin America,” she points out. “In my classes, students explore the relationship between Latin America and the United States, and in addition to gaining an appreciation towards this region, they reevaluate their own personal opinions.”

Dr. André appreciates the respectful open-mindedness of Hope students and is impressed by the college’s grounding in the historic Christian faith, as well as enriching opportunities like off-campus study. The mix, she feels, serves students well, preparing them to live, lead and serve in the diverse and interconnected world.

“Our job as faculty is to broaden students’ horizon, promoting Christian values of understanding and empathy, teach them to place themselves in others’ shoes, be compassionate to issues they otherwise would not have considered,” she says. “Get them to see the world from a different perspective, that’s what this is all about.”



Dr. Maria Claudia André
Professor of Spanish
and Chairperson of the Department
of Modern and Classical Languages

HOPE PEOPLE

Dr. Matt DeJongh found the perfect way to combine computer science, molecular biology, biochemistry, Christian ministry, academics, world travel and family: teaching at Hope College.

While working as a software engineer for a bioinformatics company, Dr. DeJongh realized his calling might be elsewhere.

“Although I enjoyed my work a lot, I was interested in getting back into an academic setting,” he says. “I was looking for a place where I could combine my computer science expertise with my experience in Christian ministry. We were visiting family in Holland and realized that the Holland community is a good fit for our family, and that Hope College is a good fit for me.”

In addition to teaching, Dr. DeJongh conducts collaborative research with students in bioinformatics, working also with colleagues in other departments to develop software that can determine the metabolic capabilities of organisms based on their genome in order to find out more about disease-causing bacteria. Given his interdisciplinary focus, he values that Hope provides a larger perspective, equipping students to handle change and complexity.

“I love the liberal arts,” Dr. DeJongh says, “and I think that Hope College does a good job of giving students a good, broad foundation in their education.”

With degrees in both theology and computer science, Dr. DeJongh also appreciates Hope’s emphasis on mentoring students academically and spiritually and is “grateful for an institution that takes the Christian context seriously and engages faculty and students in thinking about how education provides a means of worshipping God.”

“The Christian context of the liberal arts education means that students get a broad-based education where they can learn to love God with their mind as well as their heart, soul and strength,” he says.

The college’s holistic approach to education is also reflected by the emphasis college-wide on the individual student. It’s a priority not only shared by Hope’s faculty and staff, but supported by an environment that makes it possible.

“I appreciate that I can get to know my students individually because the class enrollments are kept to a reasonable size,” Dr. DeJongh says. “They can develop meaningful relationships with faculty who know them well and care about them.”

As with most professors who collaboratively work on research with students, Dr. DeJongh has come to appreciate the archetypal Hope student who is willing to become involved.

“In my experience Hope students in general are kind, fun-loving, engaged in their studies and thoughtful,” he says. “Most students in my classes are there because they want to be there, willing to put forth an effort to learn.”



Matthew DeJongh
Associate Professor of Computer Science

HOPE PEOPLE

Dr. Gregory Fraley knows the best way to move on from college: learn from someone who has been there.

“I teach students who want to go on to professional and graduate schools,” says Fraley. “I know what makes a good graduate or professional student because I’ve taught at those course levels before, and I bring that into my classes to help prepare students for their next stage of education.”

What better way to prepare oneself for the future than learning by doing? Dr. Fraley conducts collaborative research with undergraduate students.

Research concerning the treatment of Parkinson’s disease through deep brain stimulation, being conducted through June 2013 by Dr. Fraley and several colleagues at the New York College of Osteopathic Medicine with Hope students centrally involved as part of the team, was supported last year by the Campbell Foundation of Grand Rapids with a \$50,000 grant.

“What motivates me to do research is just the drive to understand the unknown, and to apply that to help the human condition,” Dr. Fraley says. “Students are doing graduate-level research in my lab and many of them publish a similar number of papers as do students that earn a master’s degree.

“The type of thinking you do, whether you’re doing basic research or whether you’re [practicing] medicine it’s the same — it’s all critical thinking,” he says.

Dr. Fraley also values the way that critical and complex thinking are fostered through the opportunities that Hope provides for students to develop a variety of skills and perspectives. “Being able to play an instrument but also join an athletic team . . . to be in the dance program or write for the paper, have those dancers experience science — that kind of cross interaction is extremely valuable,” he says.

At the same time, Dr. Fraley remains deeply committed to his own academic discipline and the difference that it can help prepare students to make in the world. “My research and my classes both deal with the basic human condition,” he says. “Whether you’re looking at a rat or a human or a duck — we are all more similar than different — and ultimately [we try] to create a better global society, better global health.”

Dr. Fraley began teaching at Hope in 2004 when he was attracted to the college’s close-knit community and the state-of-the-art science facilities. He enjoys the interaction with students at a level he knows would not be possible at a larger school.

“They’re fun, they’re intelligent, motivated, they’re excited when they learn something new. Just the glow that they get, I just enjoy seeing that,” he says.



Dr. Gregory Fraley
Associate Professor of Biology

HOPE PEOPLE

Before coming to Hope in 2009, Professor Stephanie Milanowski had her fair share of experience in the design field.

Encouraged by her mentors, she started at age five.

“I’ve always been a very driven artist,” Professor Milanowski says, “and blessed to work alongside world-renowned artists, professionals – forever friends.”

In addition to teaching at Hope and elsewhere, she is an award-winning designer who has spent more than two decades working with a variety of clients in guiding ideas from concept to market. Operating her own business since 1999, she helps clients with anything from digital media products to annual reports.

Professor Milanowski values the opportunity to be a mentor to new generations, to help students understand, develop and apply their own talents and interests. The process frequently reaches beyond the classroom, with student design projects ranging from the abstract booklet for the college’s annual Celebration of Undergraduate Research and Creative Performance, to displays for the De Pree gallery, to beverages and promotional materials for a local coffee shop, to “artists’ books” exhibited in the Van Wylen Library.

“I really enjoy working on entrepreneurial projects with students, collaborating with faculty and staff on projects inside and outside Hope,” she says. “I am in my element when I am brainstorming.”

The same energy and enthusiasm reflected in her teaching inform her own work as an artist and design professional. Even as the computer is an indispensable tool, for example, she has enjoyed exploring the possibilities in an older technology in her firm. “This spring I am opening a letterpress studio,” she says. “I purchased a vintage platen press . . . I learned how to set type the old-fashioned way in 1988 at the Rhode Island School of Design. I fell in love with the process and results.” In the same way, a new garden at home provided not only family time and fresh vegetables, but a chance to appreciate Creation. “I love sketching plants, flowers, birds and insects,” she says.

Professor Milanowski’s love of all creativity and beauty mirrors the liberal arts philosophy found at Hope. The artistic power behind her classes can be applied in any job field and any endeavor; she states that Hope’s department of art “teaches students the skills, theory and practice to lead a creative life.”

She appreciates that students, in turn, are eager to make the most of the opportunities they find at Hope to learn and grow. It makes teaching them a joy.

“Hope students stand out from other college students. They’re confident, bright, and hard-working,” she says. “I recently noticed I start every semester in each class with these words: ‘Hope is truly a magical place.’”



Stephanie Milanowski

The Howard R. and Margaret E. Sluyter
Assistant Professor of Art

HOPE PEOPLE

Dr. William Pannacker knows how important new technological developments are, and he embraces them.

“We are living through a revolution unlike anything in human history,” Dr. Pannacker says. “Today’s students have never known a time before the Internet, and they need to cultivate a critical relationship with it.”

Dr. Pannacker is known for his innovative teaching style, involving his students in digital humanities to further their learning. He doesn’t desist traditional teaching; rather, he integrates emerging technology to enhance the way his students learn.

“As an English professor,” he says, “I value literature as an art, along with traditional forms of writing such as the long-form research paper, but I also want students to become literate in the new genres and media that are proliferating online.

“I want our students to participate in this revolution so that their values can influence the global conversation about our future,” he says.

Dr. Pannacker appreciates that Hope provides a supportive environment for new forms of scholarship. “In particular,” he says, “Hope College has benefitted from a major grant from the Andrew W. Mellon Foundation to create a three-year program that seeks to bridge the gap between the traditional arts and humanities and the ongoing digital revolution.”

The program’s participants, known as Mellon Scholars, are recruited in their first year and given rigorous instruction in the liberal arts. “That training is enhanced by additional experience working with Internet-based technologies for scholarly collaboration and dissemination of their work,” he says.

Dr. Pannacker’s enthusiasm for the digital humanities reflects his student focus. His passion is for equipping students with the best tools for their futures. “As much as I value my academic research and writing, that vocation seems incomplete without a strong commitment to teaching undergraduate students,” he says.

“Most professors will say that liberal arts colleges provide the best kind of undergraduate education,” he says. “In Hope’s case, that approach is combined with a vibrant Christian culture and a dedication to service in a global context.”

Dr. Pannacker, who holds a B.A. from St. Joseph’s University, his M.A. from the University of Miami and an A.M. and Ph.D. from Harvard, knows personally the value of good education and the makings of a good student. He finds both at Hope College.

“I think Hope students are characterized by a dedication to service, a generosity of spirit, and a desire to make the world a better place,” he says. “It’s a great honor to help prepare students with those values for the challenges of the future while celebrating the achievements of the past.”



William Pannacker
Associate Professor of English
and Director, Mellon Scholars Program

HOPE PEOPLE

ADMINISTRATION & STAFF

Many people with a variety of academic, business, counseling, and service skills make up the Hope administration. Some work “behind the scenes;” many work directly with students to provide services and fulfill needs.

It’s to be expected that a college president would be an advocate for the institution he leads, but Dr. James Bultman’s enthusiasm for Hope stems from far more than his role or time in office. He was first a Hope student himself, and then returned and taught in the department of education, coached baseball and football, and served as the dean for the social sciences.

It was the strength of those experiences, the difference that Hope made to him and the difference that he saw Hope make in the lives of so many others, that led him to the presidency in 1999. Hope, he notes, stands very tall relative to others in educating the whole person, intellectually, spiritually, socially and physically.

“First of all, Hope is academically exceptional,” President Bultman says. “Hope provides a rigorous, challenging academic experience through which students are not simply given a diploma but instead earn an education. There is a difference!”

“Secondly, Hope provides that exceptional education in an atmosphere that is vibrantly Christian, where faith matters in how we set priorities and engage with and serve the world,” he says. “That is a path not often traveled by any institution, especially when the Christian dimension is not narrowly defined, prescriptive or parochial. Rather, Hope is ecumenical in nature while rooted in the Reformed Christian faith, and provides opportunities as opposed to requirements.”

The blend not only serves students well in preparing for the lives they will lead after graduation, but buoys them across their years at Hope, where the caring environment fosters a community that makes a priority of each individual. Faculty and staff teach, mentor or serve with dedication born of a sense of calling. Students view each other not as competitors to be surpassed, but as peers to be supported.

The people of Hope want the best for students, and they’re pleased when it happens. None more so than the president.

“Of all the things that bring joy in this job, it’s the achievement of our students that means the most,” President Bultman says. “In so many ways, both inside and outside the classroom, our students make us proud for who they are as persons, for their commitment to things just and right and good, and for the energy that they bring to campus.”



Dr. James E. Bultman
President of Hope College

HOPE PEOPLE

Working in the academic hub of Hope College comes with many duties, but for registrar Carol De Jong, it also never comes without reward.

“It’s been absolutely wonderful,” De Jong says of her position, which she took over in the summer of 2011. She began working at Hope with the registrar’s office in 1988. “In hindsight, each step and move that I made as far as work in the office and projects and working with others was God leading me to this point.”

De Jong set her career with Hope in motion when her husband, a computer application specialist with the college’s Computing and Information Technology center, tipped her off with a few Hope job postings. She began as records manager of grades and transcripts, and as the years passed assumed new levels of responsibility with the office.

Now, as registrar, she meets with all types of Hope students and helps them sort out their college careers.

She helps them plan their time at Hope wisely, whether they’re sure of their majors or completely undecided. Her office works with students who need anything from a transcript to a four-year academic plan. With a plate this full, there’s never a dull moment.

“We offer a lot beginning to end,” she says. “Talking to a lot of new students and their parents, then registration along the way each year and advising, and if a student does not know where to go, we’re kind of like a directory. We don’t know all of the answers, but we like to point them to the people that do have the answers.”

There’s benefit in experience. After more than two decades of working with students, there is little that De Jong hasn’t encountered and she understands well the resources and options available and how best to help. At the same time, though, her emphasis is on the individual student, each unique and probably seeking answers to questions they’ve never even thought to ask before. Hers is an approach that she notes is reflected by the college as a whole, where people take time to listen and care about helping. It’s why she remained at Hope.

“That’s the beauty of working at Hope. Whether you’re male or female, whether you’re dean’s list or struggling, whether you’re in fine arts or natural science, there’s this community that does happen,” De Jong says. “And I would probably have to say that’s one reason why my 23 years at Hope does not feel like 23 years; it feels like a few years.”



Carol De Jong
Registrar

HOPE PEOPLE

Hope College makes a commitment to preparing students for life in a global society. Staff members like those at the Office of Multicultural Education take that commitment personally.

Latoya Gates has worked within OME since 2007 seeking to promote intercultural awareness throughout Hope. Her passion to promote multiculturalism grew from her own undergraduate experiences and continues to be part of her professional life. Beyond advising many of the cultural student organizations on campus, Gates facilitates a number of diversity trainings each year.

In the community, she is a newly appointed board member of the Lakeshore Ethnic Diversity Alliance and worked to develop a network of young professionals committed to serving underrepresented and multicultural communities in West Michigan.

She values being a part of Hope, where the positive first impressions that initially drew her to the community have only strengthened with experience.

“I came into the Hope community by chance, but my decision to stay has been very purposeful,” she says. “I did not know much about Hope before I joined the OME team. I had attended a couple of programs on campus and found everyone to be very friendly.

“I was attracted to the smaller, Christian context where I could more intentionally incorporate my faith into my work,” Gates says.

She is especially motivated by Hope students, whether it’s helping them adjust to becoming a part of the campus community or exploring together what it means to live in a diverse and interconnected world.

“I love the students,” she says. “My relationships with students develop for a number of different reasons. For some, it’s because Hope is the most homogenous place they have ever been, and transitioning here is difficult.

“For others, their involvement with OME is rooted in a deep belief that God calls us to engage in issues of social justice and multiculturalism. Whatever the reason, I consider it a privilege to help young people find their voices and live into their God-given potential,” she says.

Gates’s position at Hope has enabled growth in many young inquiring minds. “I enjoy being part of the Hope community,” she says. “We’re grounded in a tradition that demands we confront the inequity around us and respond to the marginalized and oppressed.”

She also appreciates that her office is part of a larger team.

“At Hope, I value the allies who walk alongside OME in trying to create a campus culture that doesn’t view diversity with a ‘one and done’ mentality, but instead promotes the integration of social justice matters in our daily Christian living.”



Latoya Gates
Assistant Director of Multicultural
Education

HOPE PEOPLE

THE STUDENTS

Through the years, Hope students have displayed their academic, athletic and leadership talents, not only campus-wide, but regionally and nationally. A number of 2011-12 student accomplishments appear below:

Three graduating seniors received recognition through the Graduate Research Fellowship program of the National Science Foundation. Anne Georges of Ramsey, Minn., and Colin Rathbun of Ada, Mich., each received fellowships, while Patrick Lutz of Canton, Mich., received honorable mention.

Xander Krieg, a 2012 graduate from Franklin, Mich., received a national Undergraduate Research Award for excellence in research from Psi Chi — The International Honor Society in Psychology.

Three graduating seniors received English teaching assistantships for 2012-13 through the Fulbright U.S. Student Program: Michael Blauw of East Grand Rapids, Mich., to teach in Malaysia; Katelyn Hemmeke of Hamilton, Mich., to teach in South Korea; and Amber Rogers of Hershey, Pa., to teach in Spain.

Three science seniors were recognized by the Barry M. Goldwater Scholarship and Excellence in Education Foundation. Andreeana Rosnik of Shelby Township, Mich., received a scholarship, while Howie Dobbs of Warrenville, Ill., and Danielle Goodman of Big Rapids, Mich., received Honorable Mention.

Senior Katie Callam of Holland, Mich., was one of 74 students nationwide chosen by the Council on Undergraduate Research for the “Posters on the Hill” reception in Washington, D.C., selected for her research on a piano trio.

A three-member team won a bronze medal in the 2011 University Physics Competition for undergraduate students. Seniors Matthew Eiles of Beaverton, Ore., and Andrew McCubbin of Galesburg, Mich., and 2012 graduate Caitlin Taylor of Kalamazoo, Mich., placed in the top half among 77 teams from around the world.

Tracy DeKoekkoek, a 2012 graduate from Martin, Mich., won first place in the undergraduate research poster competition of the 36th Annual Midwest Nursing Research Society conference.

Erin McIntyre, a 2012 graduate from Munster, Ind., received one of 52 scholarships granted nationwide by the Public Company Accounting Oversight Board for students pursuing careers in public accounting and auditing.

Junior Kelsey Herbert of Avon, Conn., was one of 162 students nationwide named a Newman Civic Fellow by Campus Compact for her commitment to civic engagement.

Junior Israel Moore of Okemos, Mich., was one of three singers from the United States chosen to compete as finalists in the fourth global Voice of McDonald’s contest in Orlando, Fla., in April.

Brent Smith, a 2012 graduate from Owosso, Mich., won first in the Opera Grand Rapids Collegiate Competition and among Fourth-Year College Men in the National Association of Teachers of Singing Great Lakes Regional Competition .

David Krombeen, a 2012 graduate from Grandville, Mich., was one of eight players nationwide named a Division III first-team All-American by the National Association of Basketball Coaches.

HOPE PEOPLE

Choosing a college is difficult. Knowing you must stick with that decision for the next four years is even harder.

For Skye Edwards of Morrison, Colo., though, selecting Hope was easy.

"I wanted a Christian school, I wanted a liberal arts school, I wanted a small school, and I wanted a school with good arts programs, which narrows it way, way down," he says.

Edwards appreciates Hope's potpourri of opportunities for active involvement. He complements his composite double major in theater and dance with his involvement in various co-curricular activities. Such an active approach, he notes, is key to making the most of college.

"Hope is as perfect as you make it for yourself," he says.

He is active in the department of theatre on stage and as a member of the publicity staff. This past January, Edwards performed with the cast of the college's production of *Gone Missing*, which was chosen for the annual festival of the Great Lakes Region of the Kennedy Center American College Theater Festival; he won a national individual award for choreographing in the show as well. He has also earned honors in the Musical Theatre category in the Michigan State Chapter Auditions of the National Association of Teachers of Singing.

After his experience as a professional hip-hop dancer back in Colorado, Edwards is committed to his academic and co-curricular involvement in Hope's dance program. He dances for the Hip Hop Club, a student-run organization motivated by the roots and purpose of the dance form, and Hip Hop Anonymous, a group that performs every fall at the Student Dance Concert.

Being intensely involved with both departments gives Edwards a penchant for the stage. "I'm more interested in being an entertainer," he says. "It wouldn't be my dream job, but I guess I wouldn't mind being a game show host for 20 years."

But the spotlight, Edwards says, wouldn't be pointed at him if he were to attend a bigger school. He appreciates that Hope values students as individuals, instead of viewing them as accessories or products of the school, as he has seen at larger institutions. "At Hope, it's kind of the opposite: Hope is a supplement to your educational environment," he says.

He finds that emphasis on the individual an engaging quality of the campus in general. "It's one of the friendliest, most welcoming environments to come into," he says.

"I guess [the students] are sort of like those lamps we have around campus. Certain individual students are just happy, lively, filled with the Holy Spirit, making the environment better. It's very ideologically diverse."



Skye Edwards '13
Morrison, Colo.

HOPE PEOPLE

Sometimes it's remarkable to discover how well known Hope College has become, even overseas.

Sa'eed Husaini, a Hope student from a Nigerian city over 6,000 miles away, heard about Hope through a classmate who was also applying and a teacher who had family in Holland.

When he arrived as a new student, Husaini joined the Phelps Scholars Program to acclimate himself to Hope's environment. "I had no family in the United States," Husaini said. "The Phelps Scholars Program was my home away from home."

Most important, he said, was the program's help for students adjusting to college. "It helped us not immediately get lost; it introduced me to a different culture and different people. I encourage others to check it out," he said.

Later in college, Husaini became a resident assistant, first in Scott Hall and then in College East Apartments. He also declared his majors in political science and international studies. "I've always been interested in creating policies, and I think I'd be good at it," he said. After graduation, Husaini hopes to attend law school.

Not long ago, Husaini was familiarizing himself with the college; now, he seems to be the pinnacle of adjustment, helping his fellow students become comfortable at school. He offers his advice: "The first year takes getting used to." But Husaini thinks it's possible to find one's place on campus. "I recommend trying different things," he added.

At Hope, Husaini is a natural at trying different things. His interest in music and co-curricular activities brought him to WTHS 89.9, the campus radio station, where he broadcasts playlists of classic soul and hip-hop music.

He also participated in the Pull tug-of-war as a member of the odd-year team — an experience no other schools could offer. But the Pull wasn't the only benefit unique to Hope for Husaini. The liberal arts experience changed the way he thought of education.

"I didn't understand what liberal arts meant before I came here, but now I like the idea of exploring various disciplines," he said. Husaini's double major and co-curricular activities, as well as leadership positions on campus, present him with a full range of liberal arts possibilities.

After immersing himself in Hope College culture for his first five semesters of college, Husaini spent the spring semester of 2012 taking advantage of the chance to participate in Hope's Washington Honors Semester in Washington, D.C. But his home away from home remains at Hope.

"My general impression of the community is that it is very welcoming," he said. "Everyone is friendly and very knowledgeable, on a personal and professional level."



Sa'eed Husaini '13
Jos, Nigeria

HOPE PEOPLE

Angelina Matthews, like any other student, cements her education with intellect and hard work. But at Hope, Matthews appreciates that compassion also plays a key role.

Her interest in nursing stems from these prevailing traits. After learning about what Hope had to offer, strong academics paired with a commitment to making a difference in the world, Matthews picked the school and program most significantly tailored to her interests.

“I have that personality where I like to be of help,” she says. “I like to be in that caring role.”

Matthews’s commitment to service includes giving back to the department of nursing itself, counseling students in the nursing mentorship program.

“We give incoming or new nursing students tips, help them in classes — or if they’re feeling like it’s tough, they can contact their mentor . . . it allows them that advice of what to do, what not to do,” she says.

Meeting new friends and coming to a deeper understanding with their circumstances is just part of the nursing program for Matthews. “[Nursing students] all have wonderful stories; some of them were really sick as young children, some of them have had major illnesses and survived it, and they say that the reason they made it through is because of the nurses.

“And it’s impacted their lives, and that’s why they’re here now. It’s amazing,” she says.

The connection between Hope nursing students also creates a supporting community. “There are definitely times where it gets tough, and you’re feeling like you’re the only one, and then you go to someone else they’re feeling the same way, and you’re validated . . . it’s a great field to be in and a great experience to have.”

The faculty, Matthews says, are just as supportive and always willing to help. Her advisor eased her in transition into her program, and her professors take time to meet outside of class to provide extra help or a friendly ear. She also appreciates the opportunities that the program and faculty provide for additional learning, like involvement in original, collaborative research.

“They’re really wanting you to strive, and they’re there for you when you’re confused and you’re unclear,” she says. “I feel like I had plenty of people of rooting for me.”

This attention and enthusiasm is unique to Hope, Matthews believes.

“Hope is very much faith-based in the fact that its core values and morals and ethics are instilled in every single class you take,” she says, “so you’re constantly being reminded of the simple things in life . . . and how to incorporate those values into your career.”



Angelina Matthews '13
Amityville, N.Y.

HOPE PEOPLE

Danielle Mila was looking for a Christian school with a knack for science, and she found it no further than a few hours away from home.

Mila chose Hope College because it offers individual academic attention. What she also found was that the college welcomes students with a nurturing but unconstrained atmosphere outside of the classroom.

“Hope’s strong science program with all of the opportunities that were available to actually do science in and outside of the classroom were definitely a huge draw,” she says. “I wanted a personal school with smaller class sizes, but without compromising a solid curriculum.

“I chose to study biochemistry and molecular biology at Hope because I was really interested in both biology and chemistry, and with the strength of both departments, I was able to take a lot of classes in both disciplines.”

Within her molecular biology studies at school, Mila has enjoyed her undergraduate research with Dr. Aaron Putzke studying the importance of model organisms.

The research with these model organisms, called *C. elegans*, helps the researchers further understand the function of the gene called *frk-1*. Before this study, Mila was honored at Hope’s 10th annual undergraduate research celebration in 2011 for her work with Dr. Joseph Stukey on mycobacteriophages.

“I love being able to look at what is happening at the cellular level. It enables me to take a lot of biology and chemistry classes, which are all really interesting,” Mila says. Along with this interest in subject material, Mila appreciates the help she receives from faculty members, who make it clear that their students are their top priority.

“The professors are great. All of my professors know my name, even in my larger classes — which are still probably a fourth of the size of what the classes would be at a larger institution,” she says.

Mila notes, “They make an effort to get to know their students and are always willing to help with anything.”

Mila enjoys helping as well. A mentor in the Howard Hughes Medical Institute mentoring program named FACES, Mila uses her experience to guide students who are transitioning to college into the natural sciences with ease. It is a way that she can give back and support the same welcoming environment that she has so deeply valued.

“I really like the aspect that is small enough to be personal and that students are not just considered a number,” she continues. “The people are all really nice and provide a great atmosphere to live and learn.”



Danielle Mila '14
Livonia, Mich.

HOPE PEOPLE

Sam Pederson likes a quick pace and a school that can keep up. After visiting Hope College, he knew he'd found the right place.

"I love it here," he says. "I definitely love the smaller class sizes and being able to talk to professors."

Pederson appreciates outstanding teachers so much that he's hoping to become one himself, majoring in secondary mathematics education with a Spanish minor. "I just really want to be a teacher," he says. "It's always been something I've enjoyed."

Pederson is equally engaged outside of the classroom. He runs distance for the Hope men's track and field team and was named rookie of the year as a freshman on the men's cross country team. He is also a resident assistant, serving in Wyckoff Hall last year, and involved in Hope's chapter of Habitat for Humanity, a Christian housing ministry that came to Hope in 1993 and is working to provide proper shelter for families in need.

Sometimes, the activities even prove complementary.

"This year, as an RA, I got my whole hall together, and we just went to a house and some people painted, some people cleaned out the backyard," he says.

A satisfying part of the college for Sam is the community found in Christ. When he first experienced the campus, he noticed that he "liked the Christian aspect of Hope, Chapel and the Gathering," he says.

But Pederson has also found diversity within the groups of students that he has valued. "There's not one set way that people are. If you look at the different dorms, especially, you notice the different ways people are." Even within Hope's close-knit community, the unpredictability between all 11 residence halls can be refreshing.

Balancing his job as a residence assistant with his participation in athletics on top of his academic career has been easier than Pederson expected, with help from Hope's faculty.

Particularly, he says, Dr. Pearson of the mathematics department stands out. "He's my advisor, and explains everything in class really well. I rarely have to go into his office to ask him questions, but when I do, it always helps a lot," he says.

"He's really approachable, too, and friendly. When I go in his office, we don't just talk about math. He'll ask how I'm doing."

This welcoming atmosphere inside and outside of the classrooms is what attracts many students, including Pederson, to Hope.

"I love seeing people I know and saying hi to them when I'm walking by. It's really easy to get connected and meet new people," he says.



Samuel Pederson '14
Mount Prospect, Ill.

HOPE PEOPLE

The small and welcoming community within Hope College boasts more than just renowned academics; over 70 campus organizations are looking for students to get involved.

Jamie Sloan knows first-hand how simple yet rewarding it is to join these organizations. “Something that really drew me to come to Hope was the amount of possibilities to branch out and make new friends and experience new things,” she said.

Sloan, by her second year at Hope, became highly involved in co-curricular activities. A communication major and leadership minor with a track towards event planning, she works on the Dance Marathon dream team to help organize the entire charity event. She joined the Kappa Beta Phi sorority. She holds a position on the Student-Alumni Leadership Council, served as an orientation assistant to ease the transition of incoming freshmen, and manages the Student Union Desk in the DeWitt Center. Sloan also participated in Nykerk, a traditional event in which members of the freshmen and sophomore classes compete in song, plays and oration, and plays several intramural sports.

“There are such great opportunities that you can take advantage of every day, whether it is in academics, sports, extra-curricular activities, jobs, trips to Chicago or fun SAC events, Hope really has a fun and lively campus that always has something going on.”

Time commitment can be a concern for some busy college students, but Sloan manages her time wisely. “I have a planner, a calendar hanging in my room and constant reminder messages from my cell phone calendar to make sure that I have enough time to do school work and be involved in campus activities,” she says.

Often times, Sloan finds, one of the easiest ways to make a smooth college transition is to meet people and become involved.

“It is hard as a freshman finding that balance and it is a process you need to keep working on over your four years and throughout your life. But being involved in things other than academics is such a rewarding experience and it makes managing your time easier when it’s something you love to do.”

Sloan, a Generational student at the college, feels that Hope has the best environment for a busy college student; she found that the school melted perfectly into her lifestyle. “I have been able to make a home here and it’s great to be able to share in the same experiences my family has had that I am experiencing now,” Sloan says.

“From professors to classmates to your best friends, everyone here at Hope is so warm and welcoming I couldn’t see myself finding a better place to be.”



Jamie Sloan '14
Wayland, Mich.

HOPE PEOPLE

ALUMNI

More than 30,000 men and women claim Hope as their *alma mater*. Hope graduates are educated to think about life's most important issues with clarity, wisdom, and a deep understanding of the foundational commitments of the historic Christian faith. They are prepared to communicate effectively, bridging boundaries that divide human communities. They are agents of hope who live faithfully into their vocations. Hope graduates make a difference in the world.

Becky Lathrop knows the value of first-hand experience. The hands-on opportunities she found in engineering at Hope make a difference to her every day.

She conducted original, collaborative research with Dr. Roger Veldman focused on structural blast response. As a member of Hope's chapter of Engineers Without Borders, she participated in a service project to help provide the village of Nkuv in Cameroon with clean water.

"Hope prepared me by challenging me to think for myself," says Lathrop, who since graduation has been pursuing a doctorate in mechanical engineering at the Ohio State University. "With my research and involvement in Engineers Without Borders, I got to take what I was learning in the classrooms and apply it to real life."

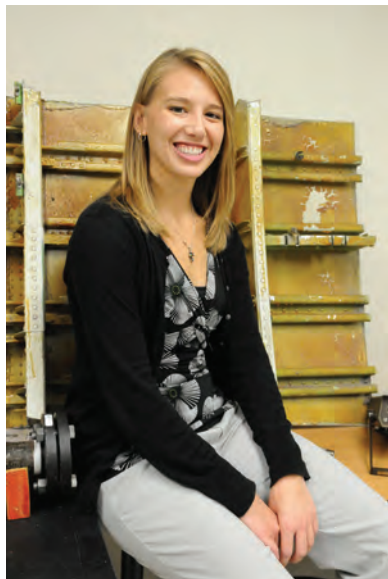
Such skills apply directly to her graduate program. "I work in a biomechanics lab where we look at the human body from an engineering perspective," she says. "My research is focused on cartilage injuries in the knee and trying to understand what causes cartilage damage and which factors may place a person at risk for these injuries."

Lathrop finds joy in applying basics of engineering to real life in order to help others. "Engineering was the mix of math and creativity that I was looking for," she says. She appreciates that the faculty at Hope were encouraging mentors who supported her learning and growth.

"The faculty in the engineering department really made a huge difference in my time at Hope," she says. "No one was ever too busy to answer homework questions or help me sort out my post-college goals. I was challenged in my classes, but the faculty wanted us to succeed and were available to help whenever they could."

Beyond her good experiences in the engineering program, Lathrop values that Hope fostered her academically and individually in a broader sense through activities like the Nykerk Cup competition, Mortar Board, spring break mission trips, intramural sports and tutoring in the Math Lab.

"Every aspect of my time at Hope helped me develop into the person I am today," she says. "I am thankful for the way that my life view has been shaped by friends and classmates, times in Chapel, Critical Issues Symposiums and Veritas Forums, community involvement, faculty guidance and so many other things."



Becky Lathrop '07
Columbus, Ohio

HOPE PEOPLE

Hope College and Hope faculty and students consistently receive national recognition in a variety of ways, and each accolade is an important reflection of the institution.

But, Hope's quality and character are revealed equally significantly through another measure: the impact on the alumni for whom the experience has made a lasting difference — people like Dr. Duane Dede, now a clinical professor at the department of Clinical Health and Psychology at the University of Florida, who looks back on his time at Hope after 28 years warmly.

"Choosing Hope was one of the better decisions of my life. I was blessed enough to meet my wife of 28 years there and also got great mentoring in my field of study," Dr. Dede says. "The Christian environment and the commitment of the faculty cinched it for me."

As a Hope student, Dr. Dede was fascinated by the sciences, particularly psychology. He became involved with the department and found his footing for the future.

"I took all the psych courses that I could get over the next two years," he says. "By the end of this experience, I was convinced that a career in psychology was what I wanted."

Now, Dr. Dede specializes in adult learning disabilities and sports-related concussions as well as other types of mild traumatic brain injuries. Beyond the classroom, he has been involved in clinical work, training and research, where he oversees graduate students working in psychotherapy and neuropsychology.

"I enjoy the variety offered by my job," Dr. Dede says of his clinical work, "but developing young minds is the clear favorite for me. I hope I am paying forward all that my mentors invested in my training."

Dr. Dede appreciates a good mentor. He continues to value the important role played by the Hope faculty who helped him find his passion.

"Hope gave me a firm foundation in sciences and allowed me to get research experience in psychology," Dr. Dede says. "I was fortunate enough to have great mentors who took the time to develop relationships with me and provide me with the training and confidence I needed to meet the challenges ahead.

"They are role models for my work to this day," Dr. Dede says.

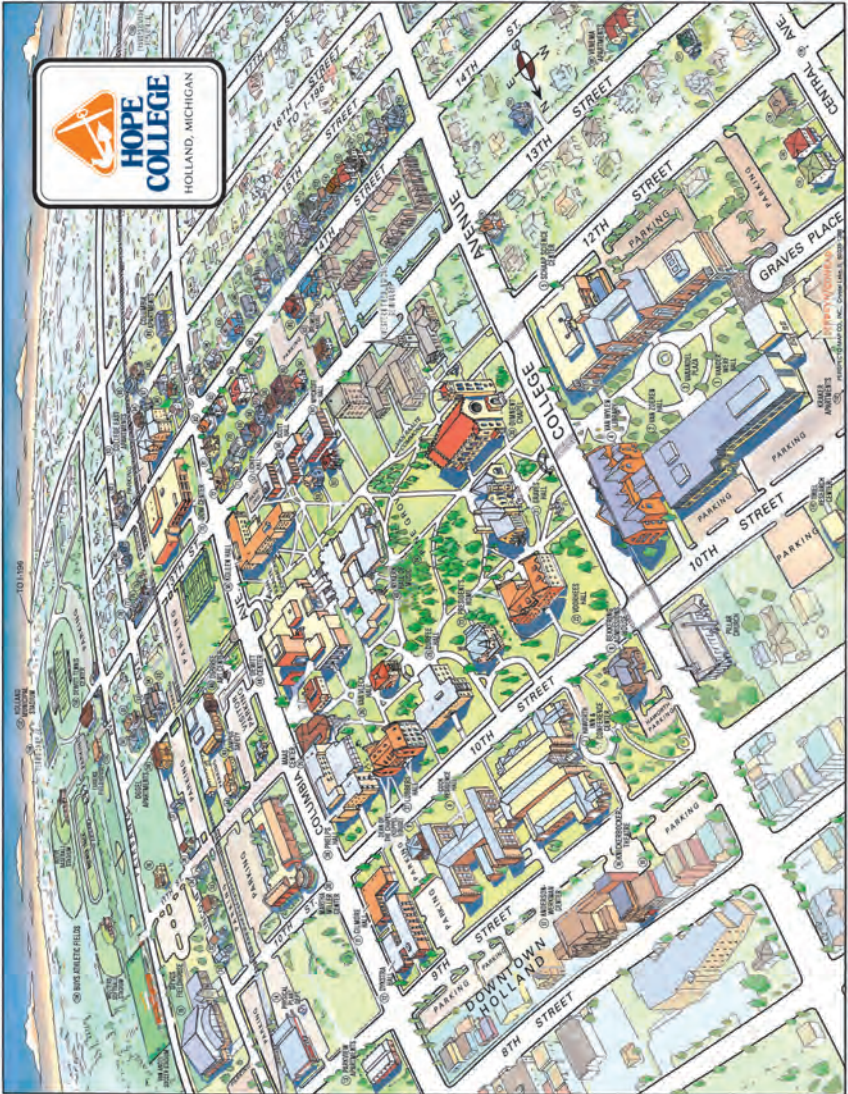
For Dr. Dede, the opportunities and dedicated faculty at Hope were life-changing. He is pleased that the college provides undergraduates today the same chance to find and walk their paths as well.

"I would encourage Hope students to embrace all of the opportunities they can. The intimacy of such a potent small college experience is invaluable."



Duane Dede '84
Gainesville, Fla.

THE CAMPUS



CAMPUS MAP AND KEY

6. Admissions Office, 69 E. 10th St.
48. Advancement Office, DeWitt Center
72. Alberts Cottage (Dorian), 154 E. 13th St.
48. Alumni Office, DeWitt Center
16. Anderson-Werkman Financial Center, 100 E. 8th St.
46. Art Dept., DePrez Art Center
15. Athletic Dept., De Vos Fieldhouse
103. Avison Cottage (7th Sigs), 94 E. 14th St.
96. Beckwith Cottage, 160 E. 15th St.
96. Bakkering Apartments, 160 E. 15th St.
6. Bakkering Apartments House, 69 E. 10th St.
95. Belt Cottage, 168 E. 15th St.
74. Bergen Cottage, 202 E. 13th St.
5. Biology Dept., Science Center
103. Boers Cottage, 344 Columbia Ave.
134. Boeve Baseball Stadium, 301 Fairbanks Ave.
18. Bunker Apartments, 80 1/2 E. 8th St.
63. Bunker Apartments, 106 E. 13th St.
16. Business Services, Anderson-Werkman Financial Center
134. Buys Athletic Fields, 11th St., at Fairbanks Ave.
45. Campus Safety Office, 178 E. 11th St.
108. Carnegie Apartments, 118/120 E. 14th St.
131. Centennial Cottage, 275 Central Ave.
129. Centurian Cottage, 156 W. 12th St.
5. Chemistry Dept., Science Center
93. College East Apartments, 174 E. 14th St.
99. Columbia Apartments, 367 Columbia Ave.
30. Communication Dept., Martha Miller Center
1. Computer Science Dept., VanderWerf Hall
25. Computing and Information Technology, 110 E. 10th St.
8. Conferences 151 E. 10th St.
6. Conferences 151 E. 10th St.
48. Copy Center, DeWitt Center
48. Counseling Services, DeWitt Center
23. Creative Dining Services, 150 E. 10th St.
73. Dance Dept., Dow Center
48. Dean of Students Office, DeWitt Center
94. De-Grant Cottage, 175 E. 13th St.
56. De-Prez Art Center, 160 E. 12th St.
46. De-Prez Art Center, 160 E. 12th St.
83. Desches Haus, 145 E. 14th St.
15. DeVos Fieldhouse, 222 Fairbanks Ave.
48. DeWitt Student and Cultural Center, 141 E. 12th St.
136. DeWitt Tennis Center, 301 Fairbanks Ave.
101. Diekmann Cottage, 345 Columbia Ave.
70. Diment Memorial Chapel, 277 College Ave.
130. Doeberg Cottage (D.P.), 148 E. 13th St.
130. Doeberg Cottage, 159 College Ave.
73. Dow Center, 168 E. 13th St.
73. Dow Health and Physical Education Center, 168 E. 13th St.
25. Durfee Hall, 114 E. 10th St.
12. Dykstra Hall, 144 E. 9th St.
2. Economics, Management & Accounting Dept., Van Zoeren Hall
2. Education Dept., Van Zoeren Hall
27. Engineering Dept., VanderWerf Hall
16. Events and Conference, 100 E. 8th St.
16. Financial Aid Office, Anderson-Werkman Financial Center
30. Foreign Languages and Literature Dept., Martha Miller Center
118. Fraternal Cottage, 337 College Ave.
82. French House (Marguerite Prins), 151 E. 14th St.
60. Fried Cottage, 112 E. 12th St.
2. Frost Center, Van Zoeren Hall
5. Geological and Environmental Sciences Dept., Science Center
11. Gilmore Hall, 43 E. 10th St.
21. Graves Hall, 263 College Ave.
47. Gringhuis Cottage, 265 Columbia Ave.
75. Hawkinson Cottage, 206 E. 13th St.
7. Hawthorn Inn & Conference Center, 225 College Ave.
73. Health Services, Dow Center
10. Hankamer Cottage, 340 Columbia Ave.
27. Harshbarger Hall
125. Hoffman Cottage, 54 E. 13th St.
137. Holland Municipal Stadium, 313 Fairbanks Ave.
48. Hope-Genova Bookstore, DeWitt Center
16. Human Resources Office, Anderson-Werkman Financial Center
30. International Education, Martha Miller Center
133. Joint Archives of Holland, Theil Research Center
186. Kappa Delta Chi Cottage, 107 E. 14th St.
11. Kleis Cottage, 326 Columbia Ave.
9. Kerpel House (Dean of the Chapel), 129 E. 10th St.
15. Kinesiology Dept., De Vos Fieldhouse
114. Kleinsider Cottage, 90 E. 14th St.
51. Klaasen Apartments, 297 Lincoln Ave.
105. Kleinhessel Cottage, 136 E. 14th St.
81. Kleis Cottage, 326 Columbia Ave.
48. Kletz, DeWitt Center (lower level)
17. Klenck Cottage, 151 E. 8th St.
57. Koeller Cottage, 140 E. 12th St.
85. Koeller Cottage, 129 E. 14th St.
132. Kraker Annex, 27 W. 9th St.
132. Kraker Apartments, 215 S. River Ave.
116. Kruithof Cottage, 82 E. 14th St.
54. Kuuzenga Cottage, 214 E. 12th St.
66. Kuyper Cottage (Emersonian), 124 E. 13th St.
57. Lampen Cottage, 139 E. 13th St.
27. Labbers Hall for Humanities and Social Sciences, 126 E. 10th St.
135. Lugers Fieldhouse, 267 Fairbanks Ave.
29. Maas Center, 264 Columbia Ave.
48. Mailroom, DeWitt Center
85. Mandeville Cottage, 212 E. 12th St.
82. Marguerite Prins French House, 151 E. 14th St.
30. Martha Miller Center, 257 Columbia Ave.
1. Mathematics Dept., VanderWerf Hall
128. Mayor's Cottage, 5 E. 12th St.
104. Moorw/Spansh Cottage, 140 E. 14th St.
91. Mulder Cottage, 340 Lincoln Ave.
30. Multicultural Education, Martha Miller Center
49. Music Dept., Nykerk Hall
5. Nursing Dept., Science Center
10. Nykerk Hall of Mirrors, 27 E. 12th St.
39. Nykerk Hall, 168 E. 13th St.
138. Outdoor Tennis Complex, 313 Fairbanks Ave.
13. Parkview Apartments, 161 E. 9th St.
32. Patterson Cottage, 252 Lincoln Ave.
28. Peale Science Wing, 35 E. 12th St.
28. Phelps Hall, 154 E. 10th St.
27. Philosophy Dept., Lubbers Hall
14. Physical Plant Dept., 200 E. 9th St.
14. Physical Plant Dept., 200 E. 9th St.
87. Pine Grove, 105 E. 14th St.
27. Political Science Dept., Lubbers Hall
33. Poll Cottage, 256 Lincoln Ave.
23. President's Home, 92 E. 10th St.
48. President's Office, DeWitt Center
48. Prover's Office, DeWitt Center
1. Psychology Dept., Science Center
48. Public Relations Office, DeWitt Center
110. Reese Cottage, 108 E. 14th St.
34. Reverts Cottage, 264 Lincoln Ave.
48. Registrar, DeWitt Center
27. Religion Dept., Lubbers Hall
98. Reppa Cottage, 171 E. 15th St.
98. Ross Apartment Center, 35 E. 12th St.
95. Ross Apartment Center, 35 E. 12th St.
21. Schoun Meditation Chapel, Graves Hall (ground floor)
107. Schrier Cottage, 126 E. 14th St.
97. Schuppert Cottage (Phi Kappa), 167 E. 15th St.
5. Science Center, 35 E. 12th St.
58. Scott Hall, 113 E. 13th St.
65. Sib Cottage, 118 E. 13th St.
44. Signa Cottage, 133 E. 14th St.
112. Smith Cottage, 98 E. 14th St.
49. Snow Auditorium, Nykerk Hall of Music
2. Sociology and Social Work Dept., Van Zoeren Hall
68. Steffens Cottage, 138 E. 13th St.
31. Strong Cottage, 248 Lincoln Ave.
111. Stryker Cottage, 102 E. 14th St.
48. Student Development Office, DeWitt Center
48. Student Organization Office, DeWitt Center
48. Studio Theatre, DeWitt Center
69. Stuphen Cottage, 140 E. 13th St.
37. Taylor Cottage, 274 Lincoln Ave.
48. Theatre Dept., DeWitt Center
133. Theil Research Center, 9 E. 10th St.
124. Timmer Cottage, 57 E. 13th St.
129. Transportation Center, 176 E. 19th St.
2. Van Andel Plaza, Graves Place
134. Van Andel Soccer Stadium, 225 Fairbanks Ave.
106. Vander Borgh Apartments, 130/132 E. 14th St.
1. VanderWerf Physics-Mathematics Hall, 27 Graves Pl.
80. Van Drezer Cottage, 219 E. 14th St.
133. Van Raalte Institute, Theil Research Center
109. Van Saun Cottage, 116 E. 14th St.
26. Van Velsk Hall, 116 E. 10th St.
26. Van Wyken Library, 55 Graves Pl.
2. Van Zoeren Hall, 41 Graves Pl.
76. Van Zyl Cottage, 210 E. 13th St.
26. Vennema Apartments, 24 E. 13th St.
79. VerBeek Cottage, 320 Lincoln Ave.
77. Vasseur Cottage, 216 E. 13th St.
117. Venter Hall, 72 E. 14th St.
134. Wolters Southall Stadium, 301 Fairbanks Ave.
61. Wyckoff Hall, 109 E. 13th St.
48. Wyckoff Wickers Auditorium, Nykerk Hall of Music
67. Younkman Cottage (Arcadian), 13 E. 13th St.
36. Zaverink Cottage, 266 Lincoln Ave.
127. Zwemer Cottage, 17 E. 13th St.
- * Student Housing

CAMPUS MAP AND KEY



Holland, Michigan — Hope College is situated in a residential area two blocks away from the central business district of Holland, Michigan, a community of 35,000 which was founded in 1847 by Dutch settlers. Located on Lake Macatawa and approximately five miles from beautiful Lake Michigan, Holland has long been known as a summer resort area.

The center of Hope's main campus is the Pine Grove, a picturesque wooded area around which the college's original buildings were erected more than a century ago. Nearly all of the campus lies within two blocks of the Pine Grove.

Campus buildings offer a pleasing blend of old and new architectural styles. Most major facilities are accessible to the mobility-impaired.



CAMPUS MAP AND KEY



Dimnent Memorial Chapel, of Gothic design, is a beautiful edifice with classic stained glass windows. Used for all-college assemblies and convocations, it houses the recently renovated 1928 four-manual Skinner organ and the 1970 Pels & van Leeuwen gallery organ. The ground floor is used for classrooms. The chapel is named for the college's fifth president, Dr. Edward D. Dimnent.

The De Pree Art Center and Gallery, a renovated former factory located on the east side of campus, was completed in the summer of 1982. Special features include a story-and-a-half gallery, a sculpture court, senior art studios, as well as classroom studios and faculty offices. The facility is named for Hugh De Pree, former chair of the Hope College Board of Trustees.



CAMPUS MAP AND KEY



The DeWitt Center includes two modern educational theatres, lounges, a coffee shop, offices for student organizations and the Hope-Geneva Bookstore, and is also the administrative headquarters. The building was built in 1971 and expanded and renovated in 1983, and the main theatre and backstage area were remodeled during the 1996-97 school year. The facility is named for alumni brothers Dick and Jack DeWitt, the principal donors.

Lubbers Hall — This architecturally Dutch-influenced building, constructed in 1942 and extensively renovated during the summer of 2006, is a center for the humanities and social science departments. It houses the departments of English, history, political science, philosophy, and religion. The center has been named in honor of the college's seventh president, Dr. Irwin J. Lubbers.



CAMPUS MAP AND KEY



Graves Hall, built in 1894 and restored during 2008-09, is a beautiful stone building which houses classrooms and seminar rooms, and the 163-seat Winants Auditorium. The Children's After School Achievement (CASA) and Upward Bound programs, which work with elementary- and high-school-age children respectively, and the Henry Schoon Meditation Chapel occupy the ground floor. The building is named for the primary donor, Nathan F. Graves, a Reformed Church layman.



Nykerk Hall of Music and Snow Auditorium, constructed in 1956 with the Wynand Wichers addition in 1970 and the Organ Suite in 1999-2000, houses the college's music program. Nykerk Hall contains the Music Library, two state-of-the-art classrooms, an electronic keyboard lab, a mobile laptop lab, a fully-equipped recording studio, 21 faculty studio/offices, 19 practice rooms, Snow Auditorium (a large multi-use rehearsal space) and Wichers Auditorium (a 225-seat recital hall). The Organ Suite (organ studio and two practice rooms) contains a J.W. Walker & Sons pipe organ and a Richard Kingston two-manual harpsichord, both commissioned for the department of music. The building was named for John Nykerk, former Hope professor and originator of the music program.

THE CAMPUS



A. Paul Schaap Science Center — The science center emphasizes cross-disciplinary connections and active learning. The center includes an 85,900-square-foot building that opened with the start of the 2003-04 school year, and the renovated 72,800-square-foot Peale wing, constructed in 1973.

Departments in the complex include biology, chemistry, the geological and environmental sciences, nursing and psychology. Features include a science museum designed with both the campus and broader community in mind and a greenhouse.

The building is named for Dr. A. Paul Schaap, a 1967 Hope graduate. The Peale Wing is named for Dr. Norman Vincent Peale and his wife, Ruth Stafford Peale, a former Hope trustee.



THE CAMPUS



Martha Miller Center for Global Communication opened in the fall of 2005. The two-story, 49,000-square-foot building houses the departments of communication and modern and classical languages, and the offices of international education and multicultural education, with an emphasis on ways that the four programs can interconnect. The center is named in honor of the late Martha Miller, a 1924 Hope graduate.



THE CAMPUS



DeVos Fieldhouse opened in the fall of 2005 and houses the department of kinesiology and the college's athletic training program in addition to featuring classroom space, a weight training facility and a dance studio. The fieldhouse also serves as home court for the college's volleyball and men's and women's basketball teams. Designed to seat approximately 3,100 fans, the arena is a venue for other college and community events as well. The building is named in honor of Richard and Helen DeVos.



THE CAMPUS



Dow Center, opened in the fall of 1978 and remodeled and enhanced multiple times in the years since, is an activity-oriented facility. Emphasis has been placed on multiple use of space. Included are gymnasium areas to accommodate a variety of sports and games, a running track, an L-shaped swimming pool with a diving area, three dance studios, racquetball courts, classrooms, faculty offices, locker rooms, and a two-story weight facility with free weights and strength equipment on one floor and aerobic equipment on the other. The building also houses the department of dance and the college's Health Center.

DeWitt Tennis Center provides six indoor tennis courts as well as men's and women's locker rooms. The center supports the college's men's and women's intercollegiate tennis programs, the intramural program and tennis classes, and is also open to Hope students in general. Dedicated on Oct. 14, 1994, the center is named for the Gary and Joyce DeWitt family.



THE CAMPUS



Ekdal J. Buys Athletic Complex — The college's outdoor athletic facilities host intercollegiate competition in baseball, soccer, softball, tennis, and track and field. The most recent additions include the Vande Poel-Heeringa Stadium Courts at the Hope College Tennis Complex, completed in summer 2012; the Van Andel Soccer Stadium, opened in fall 2009; and the Boeve and Wolters stadiums in baseball and softball, added during spring 2008. The college plays its home football games at Holland Municipal Stadium, located adjacent to the complex.



THE CAMPUS



Van Wylen Library, winner of the 2004 Association of College and Research Libraries Excellence in Academic Libraries Award and a 2011 Citation of Excellence from the Library of Michigan Foundation, is housed in an architectural award-winning building. Featuring a wealth of resources, Van Wylen Library, along with a branch library in Nykerk Hall of Music, provides online 24/7 access to thousands of digital scholarly resources including electronic journals, books, reference works, images, music and databases. In addition to Hope's rich print collection, students have access to MeLCat, an online system that allows students and faculty to request materials from libraries throughout Michigan. Available technologies include wireless access, laptops, video cameras and digital voice recorders. Multimedia production assistance is available for course assignments and presentations.

The library's five floors offer a variety of seating and study options, including individual study carrels and group study rooms. The Cup & Chaucer coffee spot in the lobby provides a place for contemplation, conversation or study while enjoying a great cup of coffee.

With access to state-of-the-art electronic and print sources, a superb staff provides for campus needs in Reference, Circulation, Media and Technology. Each semester, librarians collaborate with classroom faculty in designing and teaching research sessions for students, in both introductory and upper-level classes. Library computer labs and instructional facilities allow librarians to work with classes in a hands-on environment. Reference service is provided in person, through individual research appointments, e-mail and chat services with reference librarians. The library also houses the Center for Writing and Research.

Students also have access to the Beardslee Library of Western Theological Seminary and the Herrick District Library, which are both nearby.

Van Wylen Library is named for Hope's ninth president and his wife, Dr. Gordon J. and Dr. Margaret D. Van Wylen.

THE CAMPUS

The Joint Archives of Holland is the repository for documentary, photographic, and other materials of historic value to Hope College. The archives, housed in the Henri and Eleonore Theil Research Center located at 9 E. 10th St., is a joint collection for Hope College and Western Theological Seminary, and also includes materials from other organizations that contract for archival services. Its holdings, which are open to members of the Hope community and the public, include materials on Dutch immigration to the United States, the history of Holland, Mich., and each member institution.

The A. C. Van Raalte Institute, located in the Henri and Eleonore Theil Research Center at 9 E. 10th St., supports research and writing on the history and heritage of the Holland area, and is named for the founder of both Hope and Holland. The institute was established in 1994 through a gift from Peter H. Huizenga and his mother, Elizabeth Huizenga.



The Carl Frost Center for Social Science Research, located in the Anderson-Werkman Financial Center, is an institute of the social sciences division. It supports student-faculty collaborative research in all the social science departments and provides opportunities for students to do applied research with community organizations. Established in 1990, the center is named for Carl Frost, an internationally-known organizational psychologist and a pioneer in the development and application of participatory management practices in business.

The CrossRoads Project helps students explore how their work can be of service to the wider world, describing its mission as “Thinking Theologically About Career, Calling, and Life.” (See “Exploring Your Vocation” on page 390.) The program is housed in the DeWitt Center for Economics and Business Administration.

DeWitt Center for Economics and Business Administration, dedicated in October of 1990, is adjacent to Van Zoeren Hall and the Van Wylen Library, and houses the faculty and offices of the accounting, economics and management programs. The facility is named for its principal donors, Marvin and Jerene DeWitt and family.

THE CAMPUS



Van Zoeren Hall, gift of alumnus Dr. G. John Van Zoeren, was the former library, and during 1989 was renovated to provide more classroom and faculty office space for the departments of economics and business administration, education, sociology and social work, and the Academic Support Center. A connecting link between Van Zoeren and VanderWerf Halls completed during the 1989-90 academic year created needed space for the departments of computer science, mathematics, and physics.

Computing and Information Technology has its headquarters on the main floor of Durfee Hall. Computer laboratories available to students are located throughout campus. In many academic programs, the computer is an indispensable tool for both teaching and research; it is used by students in the arts, humanities, and natural and social sciences.



THE CAMPUS

VanderWerf Hall holds the offices and laboratories of the departments of computer science, mathematics, physics and engineering. It also houses specialized space used by the departments for instruction and research. The laboratories in physics and engineering include material testing, computer aided design, systems control, studies in nuclear physics, blast damage assessment, design and development of laboratory projects for technological literacy, numerical computation in nuclear physics, physical property from the equation of state, and radio and gamma-ray pulsar population as well as a Pelletron particle accelerator laboratory. The department is supported by an extensive PC network. The department of computer science has an extensive network of desktop and tablet PCs. Its large workstation cluster supports research and development in areas of mobile software development, computing games, vision assistance, bioinformatics and computer architecture. The department of mathematics teaches courses in pure and applied mathematics, statistics and mathematics education in addition to its active research program. The building, completed in 1964 and extensively renovated in 1989 and 2011, is named in honor of Dr. Calvin A. VanderWerf, the eighth president of Hope College.



The Anderson-Werkman Financial Center, located at 100 E. Eighth St. next to the Knickerbocker Theatre, features classroom space including a “distance learning” classroom capable of providing live video and audio communication with other institutions. The complex also houses the offices of Career Development Center, Financial Aid, Business Services, Human Resources, and Events and Conferences; the Carl Frost Center for Social Science Research; the Center for Faithful Leadership; and office and classroom space for the Hope Academy of Senior Professionals (HASP), which is an organization of intellectual study and discussion for retirees. The college purchased the building in the fall of 1996. It is named for William Anderson and Barry Werkman, who were members of the Hope staff for nearly 40 years.

The Center for Faithful Leadership, located in the Anderson-Werkman Financial Center, nurtures, enhances and promotes campus-wide efforts to develop students’ leadership gifts, including individual- and team-oriented opportunities to make a difference, among which are classroom, consulting, internship, mentoring, performance, research, service-learning and student-life experiences.

The Knickerbocker Theatre, acquired and reopened by Hope in 1988 and open to the public, presents a variety of films that add extra dimensions to classes. The 536-seat Knickerbocker, built in 1911, also hosts numerous live events throughout the year. The theatre is located at 86 E. Eighth St., in Holland’s downtown.

THE CAMPUS



The Maas Center, opened in the fall of 1986 and remodeled in 2011, provides ample meeting space for student and other campus activities. An auditorium, which seats approximately 300 people, accommodates concerts, guest lectures, dances, dinners, and luncheons. A conference room is used for smaller occasions, serving about 65 people. Both rooms are also outfitted with state of the art audio visual equipment. This facility is named for its primary donors, Leonard and Marjorie Maas, and their two sons, Steven and Thomas.

The Haworth Inn and Conference Center resulted in a major transformation in the northern boundary of the Hope College campus, and helps link Hope and the downtown area. The hotel has 50 guest rooms and offers meeting and banquet facilities for up to 400 people. The Haworth Center offers the ideal location for visits to Hope and downtown Holland. The conference center, which opened in January of 1997, is named for Haworth Inc. and the Haworth family.



THE CAMPUS



Living Accommodations — Hope College believes it is important for students to feel they are a part of the college community. Most students live on campus their first three years of school with some electing to move off campus during their senior year. Exceptions to living on campus are offered for students who are married, have children, live with their parents within a 25-mile radius of Holland or receive special permission from the Student Development Office.

There are many types of housing, including residence halls, apartments and cottages. The newest major addition is Cook Hall, which consists of approximately 60 two-room suites used by students during the school year and available for conference housing during the summer. Cook Hall, which opened during the summer of 1997 and was expanded during the 2005-06 school year, is named in honor of Peter and Emajean Cook.

Residence halls are shown on a map of the campus on pages 32-33. Some students enjoy the home-like atmosphere of more than 60 cottages. (See “Residential Life,” page 54.)





The pages which follow describe some of the formal services that the college makes available to assist students while they are a part of the college community. Members of the faculty and staff are ready to aid students whenever possible.

ACADEMIC ADVISING

Through academic advising, students are encouraged to take advantage of resources which will help them make appropriate academic, career, and personal decisions.

All first-year students enroll in a First-Year Seminar (FYS) during the fall semester; faculty who teach these classes are advisors to the students who enroll. Because each FYS will have no more than 20 students and will be discussion-driven, students will get to know each other and their faculty advisor well. The intention is that the experience will foster students' growth in self-reliance, in awareness of their gifts, in discerning connections between beliefs and learning, and in appreciation for differences.

When students declare their majors (usually by the end of their second year), the chair of their department will assign an advisor within their major area.

If students want to change their faculty advisor for any reason, they should obtain the appropriate form from the Registrar's Office. Minimal paperwork is involved.

The Director of Academic Advising coordinates the advising program and helps students with concerns about advising. The office is located in the Registrar's Office on the first floor of the DeWitt Center.

ACADEMIC SUPPORT CENTER (ASC)

Students attending Hope College come from greatly varying backgrounds and have different levels of knowledge and ability. To assist students in the transition to college and help them improve their study habits, learning skills and class performance, the Academic Support Center (ASC) works closely with the faculty to support the academic program. Students use the ASC voluntarily; however, faculty or staff may recommend ASC help to some students.

The ASC provides services to students individually or in small groups. Trained peer tutors are available to assist students in most introductory courses. Drop-in help sessions are provided in several introductory courses, and a walk-in mathematics lab is open for two hours Sunday through Thursday evenings during both semester-long

CAMPUS SERVICES

academic terms. Students may schedule individual appointments concerning time management, note taking, textbook reading and studying, and test preparation.

Students with special needs may request academic assistance or reasonable accommodation through the Academic Support Center. Support for students with a diagnosed learning disability is available for those who have current and appropriate documentation, by a qualified professional, on file in the office. The guidelines established by the Association on Higher Education and Disability (AHEAD) to verify appropriate documentation include the following:

- Testing must be comprehensive and include: 1. diagnostic interview; 2. aptitude testing; 3. achievement testing; 4. information processing testing; and 5. any related medical or psychological records specific to the disability
- Testing must be current (within the past three years)
- A qualified professional must conduct the evaluation
- Actual scores must be provided
- Specific recommendations for accommodations and an explanation as to why each accommodation is recommended

The Academic Support Center is located in Van Zoeren Hall 261.

CAREER DEVELOPMENT CENTER

The Office of Career Development Center is staffed by professionals available to help students map out their future career plans. The Office of Career Development Center and Career Library are located on the first floor of the Anderson-Werkman Financial Center. Services available in the Office of Career Development Center include:

- Individual counseling to assist in identifying academic major and/or career options which best fit the student's values, skills, and interests
- Several career assessment tools, including the Strong Interest Inventory, Myers-Briggs Type Indicator, Clifton StrengthsFinder, the SkillScan Cardsort, and the Values Driven Work Cardsort
- A career library with information on a variety of careers, resources on graduate/professional school, internship information, diversity resources, and job search tools (including resume examples, interview tips, networking skills, and resources on career transition)
- Individual appointments to discuss internship options, develop an internship research and application strategy, and arrange for internship academic credit
- Individual appointments for establishing connections to alumni and other professionals, in order to obtain career information and employment advice
- Events introducing students to professionals in various career fields
- Assistance for seniors with strategizing a full time job search provided through individual appointments and workshops on resume writing, job hunting, and interviewing skills
- Internship and full-time job postings available online
- On-campus interviews with corporate and non-profit recruiters
- Career fairs for graduates in a variety of fields
- Consultation for students considering graduate studies, in conjunction with appropriate academic departments
- Hope is a member of the Liberal Arts Career NetWORK, composed of 30 highly selective liberal arts colleges, providing access to career information and job openings in 38 professional fields.

Part-time, off-campus, and summer employment opportunities not pursued for academic credit are posted online through the Office of Human Resources, located at 100 E. Eighth St.

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DINING SERVICES

The goal of Hope College Dining Service is to provide a wide variety of dining options through which each student can find a time and place to eat an enjoyable meal. The highly trained service and culinary staff take pleasure in getting to know students and their dining preferences. The menu and style of service is flexible and ever changing to stay current with the latest trends. Students today use their many “dining out” experiences as a bench mark when evaluating the program, to which the dining service has adjusted by attracting staff from the restaurant industry. The result is a level of choice, flavor and appearance in the food presentation previously unknown in college dining.

There are three dining locations on campus. Phelps Hall is the main dining hall, where the majority of students dine each day. Cook Hall allows limited access for those students living in Cook residence hall, commuters, and those living in houses and apartments. The Kletz Snack Shop in the DeWitt Student Center offers an attractive salad bar, soups, both hot and cold “hand held” options, and a daily hot entrée special. Students participating in a seven-plus meal plan and those with 70 credits or more have the option to use their meal plan at the Kletz.

For those who would like to eat later in the evening, the Kletz Snack Shop is open late at night. The Kletz is active at night with many activities planned by the student-run Social Activities Committee. More information is available online at the dining service Website, www.hope.edu/dining.

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DISABILITY SERVICES

The Office of Disability Services offers assistance to students with disabilities as they function in the classroom and live day-to-day on campus, and seeks to provide them with skills helpful for pursuing independent living and career goals. This is accomplished by providing students with disabilities with emotional and physical support in the form of one-on-one counseling, support groups, coaching, housing accommodations, Adaptive P.E. and many other processes which make Hope College a very accommodating and accessible place at which to live and learn.

The office also strives to provide an all-inclusive and accepting environment by eliminating architectural and attitudinal barriers and insuring equal access to campus facilities and programs. Moreover, it promotes awareness of both disabilities and accessibility requirements mandated by the Americans with Disabilities Act through informational presentations and special activities.

All college services as well as instructional and other physical facilities are readily accessible to individuals with disabilities. Prospective and current students with disabilities may contact the Office of Disability Services to explore their needs and Hope's ability to accommodate them. The office is located on the first floor of the DeWitt Center.

HEALTH AND COUNSELING SERVICES

The mission of the Health Center is to support the mission of the college through the promotion of health in our students. Health is a holistic concept embracing the physical, mental, social and spiritual needs of individuals and communities.

In our encounters with students we seek to educate them — about themselves, about their bodies, about their unique developmental needs and issues. We attempt to impart wisdom gained by life experience while encouraging them in the art of critical thinking and wise decision making. As we care for them, we teach them how to care for themselves. We act as advocates when needed, but seek to empower them as young adults to take responsibility for their health and well being. Many times our most effective medication is TLC and a shoulder to lean on.

The Health Center is located in the Dow Health and Physical Education Center. Registered nurses and a physician assistant offer outpatient care Monday-Friday. Local doctors staff appointments one morning per week. Diagnosis and care of acute illnesses or injury, on-going care for chronic illnesses, women's health, men's health, immunizations and travel immunizations are provided. A student with an evening or weekend medical emergency may contact a doctor through the Physician's Exchange.

Because appropriate medical care requires an awareness of each student's health history, incoming students are required to complete a medical questionnaire before treatment can be provided. Students with chronic conditions are urged to have their current medical records on file at the Health Center prior to their arrival on campus. A complete immunization record is also required for registration at Hope College.

All students who are registered for six or more credits are enrolled in the college's Student Health Services Plan. The plan covers services provided by the college's Health Center, as well as referrals made by the clinic nursing staff to Holland Hospital and community-based physicians and specialists. Hope requires all full-time students to carry medical insurance. Parents and students are encouraged to review their health insurance to assure that their current policy offers appropriate coverage.

Counseling and Psychological Services is committed to working with students as they strive to reach their full personal and academic potential. The center works to support the development of the whole person: academically, personally, socially, spiritually and physically through professional, ethical, and confidential counseling services.

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At times, students experience difficulties that they cannot fully resolve on their own. At those times they may find it helpful to talk to a professional counselor about their concerns. Counseling and Psychological Services provides crisis intervention, individual counseling, consultation, and educational outreach programs designed to help students:

- address personal problems that interfere in academic success;
- adjust to college life, pressures, and changes;
- resolve life crises that threaten success in college;
- explore questions of faith and how they impact daily living;
- cope with problems which stem from medical or physical concerns;
- learn skills to optimize personal effectiveness;
- Improve and develop healthy coping skills.

Counseling and Psychological Services is located in the DeWitt Center and is staffed by psychologists and social workers who are committed to providing counseling with clinical excellence and Christian integrity. The center is open during the week, and has an on-call system for evening and weekend emergencies.



VOLUNTEER AND COMMUNITY SERVICE

The Center for Volunteer Services provides a specific place where students interested in volunteering can find lists of community service opportunities. Local agencies provide updated lists of their volunteer needs, so that students can match their interests with local needs. Volunteer opportunities are provided on the campus as well. Volunteer Services is coordinated through the Student Development Office in the DeWitt Center.

The campus commitment to community service is evidenced by Hope's charter membership in the Michigan Campus Compact. The compact is a group of Michigan colleges and universities which unite to encourage a clear commitment to community service through strengthening existing programs and encouraging the development of new programs on member campuses.

CAMPUS SERVICES



MULTICULTURAL EDUCATION

The Office of Multicultural Education works to meet the diverse needs of all students, faculty and staff at Hope College through providing educational programs and services that will engender cross-cultural understanding to lead to greater awareness, empathy, mutual respect, appreciation and recognition of people from different backgrounds. The office provides personal, spiritual, social, academic and career guidance to students, and serves as a support system and liaison for students of color and as an avenue to enhance all students' educational and cultural experiences at Hope College.

The office staff works closely with students, faculty and staff to incorporate events and activities into Hope's full range of campus activities and opportunities to ensure a well-rounded experience for Hope students and the entire campus and community. Such events include speakers, presentations, off-campus trips, workshops and residential life training, as well as initiatives to advance the goals of the *Hope College Comprehensive Plan to Improve Minority Participation*. As advocates for students, faculty and staff, the office assists in the institutional efforts to create a welcoming environment through infusing diversity into the core fabric of the institution.

The Office of Multicultural Education is under the direction of the associate provost and is located on the first floor of the Martha Miller Center for Global Communication.

RESIDENTIAL LIFE

Hope College is committed to providing students with a liberal arts education within the context of the historic Christian faith. The college believes that the residential component is an integral part of this education. Therefore, all students live in college residential facilities for at least their first three years of enrollment. This enables students to realize the maximum benefit of the faculty, their fellow students and the offerings of the college. As students interact in these settings, they learn and grow from the different values, life experiences, classes, activities and ideas that are

CAMPUS SERVICES



present in the Hope College community. Underclass students benefit from the leadership and role modeling of upperclass students; the wide range of ideas, programs and activities which take place in the residence; and the help they receive from members of the Residential Life staff. Upperclass students grow as they serve as role models, participate in activities geared to their interests and live in a variety of independent situations, all within the context of the on-campus residential experience.

Eleven residence halls, ranging in capacity from 48 to 265, 19 apartment facilities, and more than 60 cottages (houses on or near campus) provide living accommodations for more than 2,300 Hope students. The variety of living opportunities available ranges from the small group experience which the cottages and apartments provide, to the apartment and the traditional residence hall. The residential facilities offer a variety of accommodations — corridor or cluster style, suite, coed by floor and single-sex facilities. Residence hall and apartment facilities are available for mobility-, vision- and hearing-impaired students.

The residence halls are staffed by resident directors and resident assistants who are trained to assist the residents in developing community, supporting academic achievement and creating opportunities for personal growth. The residential life staff seeks to create and maintain environments conducive to the development of all students and assists them in understanding and utilizing college resources and policies. The college recommends that students have renter's insurance for personal items and belongings; Hope College is not responsible for theft, damage or loss of personal items.

All students are expected to comply fully with residential policies and procedures in order to sustain a healthy and positive community. Because of its commitment to the living/learning residential concept, Hope requires all full-time students to live on campus unless they are married, commute from the home in which their parents live (within 25 miles of campus) or have senior status based upon earned credits (75 credits after fall semester their junior year). Both commuter and off-campus status must be renewed annually. Students will be informed of the commuter and off-campus requirements and application process each year. Hope College reserves the right to change the housing policy.



Summarized below are some of the various dimensions which our life as a community of people takes. Hope College feels that the college experience is more than the academic program; an integral part of that experience are the extra- and co-curricular programs which create the sense of community existing on campus.



COMMUNITY GOVERNMENT

Decisions governing the college community are made primarily by boards and committees composed of students, faculty, and administrators. Three major Boards (the Academic Affairs, Administrative Affairs, and Campus Life Boards) bear the major responsibility for policy decisions, while committees of each deal with more specific areas.

Academic Affairs Board — The AAB examines and acts on policies dealing with the more formal curricular and instructional program and cultural offerings of the college. Subcommittees include: Curriculum, Cultural Affairs, International Education, and Library Committees. Board membership consists of four students, eight faculty, provost.

Administrative Affairs Board — The AdAB examines and acts on policies dealing with patterns of organization and administration, with matters of primary concern for public relations, and with matters of general faculty and student welfare. Subcommittees include: Admissions & Financial Aid, Athletics, Student Standing and Appeals, Women's Studies and Programs, and Multicultural Affairs Committees. Board membership consists of two students, five faculty, five administrative heads.

Campus Life Board — The CLB examines and acts on policies dealing with the co-curricular, social, and residential programs and with the regulations for effective coexistence of students on the campus. Subcommittees include: Co-Curricular Activities, Religious Life, Student Communications Media, and Residential Life Committees. Board membership consists of four students, four faculty, three administrators.

CAMPUS LIFE

Student Congress — The main body of student government on Hope's campus is the Student Congress. Since most policy decisions are made in the boards and committees noted above, students are elected to the Student Congress to represent residence hall units and off-campus students. Following their election to the Congress, members are then appointed to the various boards and committees. A sub-committee of the Student Congress, the Appropriations Committee, is responsible for the allocation of the Student Activities fee.

College Judicial Board — The board helps in maintaining the high standards of student life in the college community. Students accused of violating policy have the right to appear before the board, which consists of students and faculty.

COLLEGE REGULATIONS

Hope can be a true community only if its members understand and genuinely accept the responsibilities of living together in a meaningful framework. More than tolerance is necessary. Students should feel that they can honestly uphold the policies affecting campus life. At the same time, the entire college is encouraged to cooperatively seek changes that would better reflect the desires, goals, and values that form the basis of the college's program. Through the structure of community government, students play a vital and influential role in examining and reformulating campus policies. Thus, membership in the Hope community is regarded as a privilege. Absolute order in all aspects of life is tyranny, just as absolute freedom is anarchy. The college desires to find the proper balance in campus life. The hope is that a community atmosphere is created which promotes student growth, sharpens desired values, and encourages academic pursuit.

In this context, the college community has formulated certain standards that go beyond those established by civil authority. For example, the college prohibits the possession or consumption of alcoholic beverages on college property or in college housing units.

The *Student Handbook* is prepared annually and contains all college rules and regulations that govern community life at Hope College. It is available through the Student Development office on the first floor DeWitt Center or online at www.hope.edu/student/development/policies/handbook.index.html. Each student is responsible for reading and understanding the policies and regulations in the *Student Handbook*, and abiding by them while a student.

THE SPIRITUAL DIMENSION

Hope encourages the development of the whole person: mind, body and spirit. Thus the spiritual dimension is a central aspect of the Hope experience. Affiliated with the Reformed Church in America, Hope strives to be a Christian community visibly in action. Faculty and staff treat students with love and respect as tangible expressions of genuine faith.

The spiritual profile of Hope students represents a broad spectrum of religious affiliations. The campus ministries staff is sensitive to the varying needs of students at different stages of spiritual development. However, the staff's goal is to present the truths of the Bible in such a relevant way that students can find spiritual wholeness in a growing, personal relationship with Jesus Christ. The Web site for campus ministries is grow.hope.edu.

The Campus Ministry Team — The dean of the chapel, two full-time chaplains, a director of outreach ministries, the director of the Gospel Choir, the director of worship and music, the tech director, and an administrative assistant work together to provide spiritual leadership to the student body. The staff is available to help provide

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spiritual and personal guidance during one of the most significant seasons of life, and to share the relevance and joy of the claims of Jesus Christ. The chaplains offer pastoral care and counseling to students dealing with a variety of personal issues. Their goal is to inspire authentic corporate worship, deepen personal faith in community, and equip students for lifelong service. The Campus Ministry Team is located in the Keppel House, 129 E. 10th St.

Worship — The Hope community gathers together every Monday, Wednesday and Friday for lively, 22-minute chapel services. Biblical teaching by Hope chaplains, testimonies by faculty and students, sacred dance, silent praise, choirs and dramas that depict everyday living are often included in these voluntary services. The worship environment varies from upbeat to reflective in style, and students participate actively. “The Gathering,” a Sunday service at 8 p.m., is also available to the campus community to share together in corporate worship held in Dimment Memorial Chapel.

Social Ministries — Under the leadership of the director of outreach ministries, students are challenged to be aware of social needs within the community and the world. More than a dozen spring break immersion trips are offered for students to reach out to urban, rural, national and international settings suffering from poverty, drug abuse and spiritual hunger. Students expand their worldview and share the compassion of Jesus Christ. Short-term summer projects also give students a chance to explore genuine needs around the world and use their gifts to make a difference. Students are also challenged to move beyond the Hope College environment and serve in the Holland community as volunteers with local organizations or ministries.

Interpersonal Christian Growth — Through seminars, retreats, small groups, Bible studies, prayer groups, mentoring relationships, involvement in the Gospel Choir or as part of the worship team, sacred dance, silent praise and leadership training, faculty and students are given the opportunity to grow corporately and individually. Students may identify and utilize their gifts through involvement in the worship team, small group ministry, community outreach, short-term mission projects and prayer ministry. Small groups are accessible to students in residence halls, on athletic teams, and in fraternities and sororities.

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CAMPUS COMMUNITY HOUR

Because of its commitment to being a community of scholars, the college has set aside a campus community hour each week to encourage the sharing of common concerns and to allow examination of significant issues. This time is used for notable persons to address the entire campus, as well as to develop symposia along departmental lines or to promote other interaction between students and faculty.

CULTURAL OPPORTUNITIES

The process of education involves interaction with other cultures and developing awareness of the culture in which one lives. Through a wide diversity of cultural opportunities, Hope aims to broaden the perspective of the individual student.

Theatre Productions — Major productions for public performance are presented annually by the department of theatre. These productions are usually faculty-directed, though opportunity is provided for advanced students to gain directing experience. Participation is open to all members of the college community. The 2011-12 productions were *Marion Bridge*, *The Two Gentlemen of Verona*, *As It Is In Heaven* and *Ring Around the Moon*.

Several student-directed one-act plays normally are also presented each year, in addition to the summer season of musicals, comedies and dramas by the Hope Summer Repertory Theatre.

Dance Productions — The department of dance includes a visiting professional artist among its faculty each semester, and a dance company in residence for a portion of each spring term. Each spring features a major concert that involves nearly the entire department and one or more nationally-known guest artists.

Art Exhibits — In addition to studio classes in the field of art, a variety of outstanding exhibits are shown throughout the year in the De Pree Art Center gallery. The college also has a permanent collection which is on loan throughout the campus.

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Music Programs — More than 70 concerts and recitals are given annually by the department of music's students, faculty and guests. In addition to performance classes offered by the department, there are numerous musical groups which are open to all students. Vocal groups include the Chapel Choir, the College Chorus and Collegium Musicum. Instrumental groups include the Wind Ensemble, Jazz Ensemble, Orchestra, Symphonette and various small ensembles. The groups perform together each year at a Musical Showcase of Hope College music at DeVos Hall in Grand Rapids, and the Chapel Choir and Symphonette tour each spring.

The Great Performance Series — As the premier arts series for the college and community, the Great Performance Series seeks to bring culturally-diverse, top-quality performers representing several disciplines to campus. An artistic committee helps in the selection of performers, which in recent years has included Koresh Dance; The Acting Company; the Dave Holland Quintet; the Vienna Choir Boys; the Kronos Quartet; Anonymous 4; Ladysmith Black Mambazo; Imani Winds; and the Los Angeles Guitar Quartet.

The Cultural Affairs Committee — The Cultural Affairs Committee is the student-faculty committee which supports visits by guest artists and lecturers, all of which are open to the campus as well as the Holland community.

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SOCIAL LIFE

During a student's college experience there comes a time to relax and enjoy interaction with other people. The social life on campus is designed to provide those opportunities to be in contact with others as well as to develop one's individual interests.



The Student Life Office — Located in the DeWitt Center, the Student Life Office serves as a resource for the various student organizations and groups that plan co-curricular activities. The office is primarily responsible for the overall social life on campus. The student life staff works with the Social Activities Committee and other campus organizations to create an environment in which students can find a diverse array of activities as well as a meaningful atmosphere in which to live.



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The Social Activities Committee — The Social Activities Committee (SAC) bears the primary responsibility for programming social activities of an all-campus nature, such as entertainers, the weekend film series, and traditional events including Homecoming, a winter formal and Spring Fling.

The Pull and Nykerk — The Pull and Nykerk are traditional freshman-sophomore competitions. The Pull, which debuted in 1898 and is held each fall, pits a team of men from the freshman class against the sophomore men in a tug-of-war across the Black River. In the Nykerk Cup competition, a fall event first held in 1936, the freshman women compete against the sophomore women in song, drama, and oration.

Fraternities and Sororities — Seven fraternities and eight sororities exist on Hope's campus, emphasizing values including leadership, service/social responsibility, character, individual member development, brotherhood/sisterhood and faith. Most are local while two are national. Many of these organizations have a college-owned cottage which serves as living quarters and a center for activities. Approximately 11 percent of the student body belongs to these Greek organizations. Rush and new member education events take place in the spring semester.

In addition, Hope has a chapter of the national service fraternity, Alpha Phi Omega, which sponsors service projects for the college and community. Membership is open to all students.

Clubs and Organizations — A wide array of campus organizations allows students to pursue their unique interests and experience membership and leadership roles within the Hope community. These groups include those of a religious, academic, political, or multicultural nature as well as those centered on special activities or interests. The Student Life Office can recommend a possible contact person for organizations or assist students who are interested in forming a new club or organization on campus.

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Student Media — The communications media serve a dual purpose on Hope’s campus: to provide news, literary excellence, and entertainment to the campus community, and to provide a unique and invaluable learning experience for those involved. Participation in these media is open to all interested students.

The *Anchor* — The weekly student newspaper, the *Anchor*, gives students an opportunity to express their views and develop their writing skills while chronicling college events. Coverage of campus activities, issues, feature presentations, critiques and editorials have been part of the *Anchor’s* format. The *Anchor* office is in the Martha Miller Center for Global Communication.

Opus — This literary magazine gives students an opportunity for expression by presenting their prose, poetry, photography, and art work. The *Opus* Board reviews materials submitted for publication and publishes on a regular basis. In addition *Opus* sponsors regular artistic forums throughout the year, giving students and faculty a chance to read their works as well as hear those of others.

Milestone — As time and seasons change and pass, so does the face of a college community. To preserve a yearly segment of this change, the yearbook staff produces the *Milestone*. The *Milestone* office is in the DeWitt Center.

WTHS — The student-run radio station, which holds an FM license and operates under the direction of the Student Media Committee, broadcasts throughout the Holland area and serves the entertainment and information needs of the student community. The staff includes program management, a business manager and disc jockeys who are responsible for programming. The station is located in the Martha Miller Center for Global Communication.

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ATHLETICS

Participation in athletics, open to all members of the college community, is a very popular extra-curricular activity at Hope. The extensive intramural program reaches practically all interest and skill levels and there are six club sports that operate in a manner similar to a varsity experience. Those seeking an additional challenge in skill development choose one or more of the 18 sports now offered at the intercollegiate level. The purpose of all programs is to provide enjoyment and fulfillment for the participant.

Administrative Policy and Procedure — Intercollegiate Program — The college has adopted the following statement describing administrative procedure and general policy:

Hope's commitment of time, money, and personnel to the various sports is predicated on the belief that such experience contributes to the overall development of the individual. The potential for self-discovery, self-discipline, physical efficiency, and character development can be realized in the proper environment. The college is committed to the maintenance of such an atmosphere for its sports activity.

The intercollegiate athletic program at Hope College is governed by the rules of the National Collegiate Athletic Association (NCAA). The Faculty Committee on Athletics under the Administrative Affairs Board advises on all matters of policy. Schedules are arranged in such manner as to incur the least amount of absenteeism from classes.

Financial control of the athletic program is similar to that in other college departments. Athletic funds are handled by the College Treasurer with athletic expenditures and receipts included in the general operating budget of the college.

Scholarships or grants-in-aid are available on the basis of financial need only.

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Varsity Athletics — As a member of the historic Michigan Intercollegiate Athletic Association (MIAA), which is comprised of nine colleges, Hope's varsity athletic program has established a solid reputation for excellence and championship caliber. Hope has won the MIAA Commissioner's Cup, which is based on the cumulative performance of each member school in the league's 20 sports for men and women, the past 12 consecutive years, and 27 times since 1980. Hope teams also compete in Division III of the National Collegiate Athletic Association (NCAA). There have been several individual NCAA national champions and All-Americans in a number of sports in recent years. Many Hope student-athletes have also achieved Academic All-America status. Eva Dean Folkert and Tim Schoonveld are the college's co-athletic directors. Coaching staffs are listed below:

MEN'S COACHING STAFF

Baseball — Stuart Fritz
Basketball — Matt Neil
Cross Country — Mark Northuis
Football — Dean Kreps
Golf — Bob Ebels
Lacrosse — Michael Schanhals
Soccer — Steve Smith
Swimming & Diving — John Patnott
Tennis — Steve Gorno
Track & Field — Kevin Cole

WOMEN'S COACHING STAFF

Basketball — Brian Morehouse
Cross Country — Mark Northuis
Golf — Greg Stafford
Lacrosse — Tracy Benjamin
Soccer — Leigh Sears
Softball — Mary Vande Hoef
Swimming & Diving — John Patnott
Tennis — Nate Price
Track & Field — Kevin Cole
Volleyball — Becky Schmidt

Club Sports — Hope College sponsors several club sports opportunities, including a conference-affiliated team in ice hockey as well as club teams in rugby, sailing and ultimate frisbee.

Intramural Athletics — Intramural athletics are open to all members of the college community. Students or faculty members may form a team to enter competition. Competition in the following sports has been developed for men and women: basketball, racquetball, three-on-three volleyball, three-on-three basketball, bowling, flag football, softball, tennis, wallyball, soccer, ultimate frisbee, frisbee golf, inner tube water polo and volleyball. There are also club sports, including competition in lacrosse, ice hockey, sailing, and ultimate frisbee.



ADMISSION OF FRESHMEN

Hope College encourages qualified students to submit their applications. Admission is selective and based on the secondary school record, including class rank, grades and course selection; data obtained from the application form; and national test results.

Students are recommended to apply in the fall of their senior year. To obtain an application for admission, students should ask their high school guidance counselor, go online at www.hope.edu/admissions, or call us locally at 616-395-7850 or long distance at 800-968-7850.

To be considered for admission the following items must be submitted:

1. Completed application
2. Application fee (\$35 online, \$50 paper)
3. High school transcript
4. ACT or SAT result

The admissions committee recommends a strong college preparatory curriculum which includes at least four years of English, three years of mathematics, two years of a foreign language, three years of social sciences and two years of a laboratory science as well as five other academic courses.

For more information about the ACT, students should see their high school guidance counselor or visit www.actstudent.org. Hope College's ACT reporting code is #2012. The writing portion is not required.

For information about the SAT (Scholastic Aptitude Test), students should check with their high school guidance counselor or visit www.collegeboard.com. Hope College's SAT reporting code is #1301.

Hope College should be the direct recipient of test results.

Applications are submitted to the Admissions Committee after all information has arrived. The first admission decision notification date is in mid-December. Beginning mid-January, other admission decisions are made throughout the remainder of the academic year. The Admissions Committee may withhold a decision for further information; applicants will be notified of such a need and asked to submit the additional information.

CANDIDATE'S REPLY DATE

Admitted applicants are asked to pay a \$300 advance deposit to confirm their intention to enroll at Hope College. The \$300 advance deposit is *non-refundable* after May 1 if the applicant does not enroll or remain enrolled for the following semester. Students admitted after May 1 are expected to pay the deposit within 15 days of notification.

If enrolled, \$200 of the deposit will be applied to fall tuition and \$100 will be used as a security deposit. Upon graduation or completing a non-returning form, the security deposit will be refunded, less any outstanding fees owed.

INTERVIEWS AND CAMPUS VISITS

A personal visit to campus, while not a requirement, is strongly recommended and encouraged. The Admissions Office arranges campus visits which can include tours, class visits, lunch, faculty appointments and other requests as available. Parents are encouraged to participate in the visit.

Students are urged to arrange campus interviews by appointment at least a week ahead of the desired time. The Admissions Office is open Monday through Friday

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8:00 a.m. - 5:00 p.m. (Eastern Time) throughout the year. The office is also open on Saturday mornings during the fall and spring semesters by appointment only. The Admissions Office is located on the corner of 10th Street and College Avenue and can be reached by using the telephone numbers or addresses listed below. Those arriving at Gerald R. Ford International Airport in Grand Rapids or Holland's Padnos Transportation Center (the Holland stop for bus and rail service) may arrange transportation to Hope College through the Admissions Office. Persons should notify the Admissions Office of transportation needs prior to arrival at these locations.

Local Telephone	(616) 395-7850
Toll-Free Telephone	1-800-968-7850
Mailing Address	Hope College Admissions 69 East 10th Street, P.O. Box 9000 Holland, MI 49422-9000
Website	www.hope.edu/admissions

VISIT DAYS are held frequently throughout the year and provide prospective students and their parents an opportunity to experience a day on campus. Activities available include attending class, academic information sessions, eating lunch in the dining hall, and having a guided tour of the campus. You can find the visit dates and pre-register by using the telephone numbers listed above, or via the Internet at www.hope.edu/admissions/visit.

PARENTS of interested students are encouraged to attend Visit and Junior Days. The college will hold special meetings for parents covering various topics of interest to them.

ADMISSION OF TRANSFER STUDENTS

Hope College accepts applications from students attending other universities and colleges.

To be considered for admission the following items must be submitted:

1. Completed application
2. Application fee (\$35 online, \$50 paper)
3. High school transcript
4. College transcript (all previous colleges)
5. ACT or SAT result

Applications are submitted to the Admissions Committee as soon as all information has arrived and applicants can expect a decision shortly thereafter. The Admissions Committee may withhold a decision for further information; applicants will be notified of such a need and asked to submit the additional information. Transfer applicants will be expected to submit final college transcripts before enrolling.

TRANSFER OF CREDIT

The standard for the acceptance of credit toward Hope College degree requirements 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 a community or junior college. A student transferring to Hope transfers only the credit earned; grades and honor points do not transfer.

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

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ADMISSION OF INTERNATIONAL STUDENTS

Hope College welcomes the interest of international students who desire to study on our campus. To be considered for admission the following items must be submitted:

1. Completed application
2. Application fee (\$35 online, \$50 paper)
3. Secondary school record
4. Evidence of proficiency in the English language (usually the Test of English as Foreign Language (TOEFL), the International English Language Testing System (IELTS) or a comparable English proficiency test)
5. Evidence of little or no need for financial assistance

Applicants should be able to communicate well in English. TOEFL score minimums to demonstrate proficiency are: paper-based, 550; computer-based, 213; and Internet-based, 79 with no subscore below 18. IELTS acceptable scores: 6.5.

Admitted students who have scores below these minimums will be required to register for four credits of English as a Second Language for the first semester of enrollment. Students with TOEFL scores of 79/217/550 or higher will be evaluated prior to registration to determine whether this will be a requirement.

Financial aid available to international students is extremely limited. To ensure consideration, a complete application must be received by January 31.

This school is authorized under Federal Law to enroll nonimmigrant students.

ADMISSION OF NON-DEGREE STUDENTS

Persons interested in enrolling at Hope College on a part-time, non-degree basis need not complete the formal application for admission. A shorter form is available from the Admissions Office and must be submitted for each semester or term an individual wishes to study at Hope College. This form does not normally require previous high school or college transcripts or an application fee. Students accepted on a non-degree basis are not eligible for financial assistance. A maximum of two courses per semester may be taken by students with non-degree-seeking status.

Full college credit is granted for students who pay the regular fees. If a student wishes to be admitted as a degree student, the application process outlined in "Admission of Freshmen" or "Admission of Transfer Students" must be followed.

AUDITING COURSES

Persons wishing to audit courses at Hope College should follow the same procedure outlined under the section "Admission of Non-Degree Students."

Credit is not granted for persons auditing classes. However, the course will be recorded on the student's permanent transcript. There is no tuition reduction for audited courses.

SUMMER SESSIONS

Hope College offers a variety of campus summer sessions. The four-week May Term, the four-week June Term, and the four-week July Term allow students to enroll for a maximum of 4 credits each term.

Admission to any of the summer sessions is granted to any qualified candidate, but this admission does not imply admission to Hope College as a degree-seeking candidate. Persons wishing to apply for a summer session should follow the procedure outlined under the section "Admission of Non-Degree Students."

ADMISSION TO HOPE

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:

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. (Please refer to pages 92-93 of this catalog.)

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.

For further information about credit examination, contact the Registrar's Office. Additional information can be found beginning on page 92 of this catalog.

READMISSION

Students who have withdrawn from the college are not automatically readmitted. Consideration for readmission will include an evaluation of 1) the student's prior record at Hope College; 2) any additional college courses completed at other institutions; and 3) the student's reason(s) for wanting to return to Hope College. An application for readmission may be obtained from the Admissions Office. It should be completed and returned to the Admissions Office at least two weeks prior to registration. A \$10 fee must accompany the application.

Readmitted students are required to pay a \$200 deposit before registering for classes. Of this amount \$100 is applied to tuition and the remainder is used as a security deposit. The \$100 security deposit is refundable, minus any fees owed, upon leaving the college through graduation or withdrawal.

FINANCIAL ASSISTANCE

To determine most equitably the distribution of funds available for financial aid, Hope College requires all students to make application for admission to Hope College and to apply for financial assistance using both the FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA) www.fafsa.ed.gov and the Hope College Supplemental Application for Financial Aid (SAF) www.hope.edu/admin/finaid. Hope College sends the SAF form to students accepted for admission. Students applying for admission to Hope College should address all inquiries concerning financial aid to the Financial Aid Office. Freshmen should submit both the FAFSA and the SAF by March 1 to receive priority consideration for the following school year. Transfers and returning students should submit these forms by March 1 to receive financial aid consideration for the subsequent school year.



SCHOLARSHIPS AND FINANCIAL AID

Hope College provides financial assistance to students on the basis of both financial need and academic achievement through a variety of programs. The purpose of these programs is to promote excellence in scholarship and to enable students to choose Hope, even if they have limited financial resources.

The resources for this program of financial assistance come primarily from Hope College, the State of Michigan, and the federal government. Information regarding these various resources and instructions as to how to apply for such assistance may be found in the following sections or on our website at www.hope.edu/admin/finaid.

NEED-BASED FINANCIAL AID

To determine most equitably the distribution of need-based financial aid funds, Hope College requires all students applying for assistance to submit both the Free Application for Federal Student Aid (FAFSA) and the Hope College Supplemental Application for Financial Aid (SAF) for an analysis of financial aid eligibility. The college's goal is to help in every way possible the qualified student who is in need of financial assistance.

DETERMINATION OF FINANCIAL AID ELIGIBILITY

Most financial aid dollars are awarded on the basis of a need analysis formula that measures each family's ability to pay for college expenses. This analysis considers such factors as family income and assets, family size, the student's earnings and savings, and the number of children in college. The fairness of the formula is continually reviewed and adjustments are frequently made to insure that the results represent an equitable measurement of each family's ability to pay for college. The financial aid eligibility equation is as follows:

$$\begin{array}{l} \text{Total Expense Budget} \\ - \text{Family Contribution} \\ = \text{Maximum Financial Aid Eligibility} \end{array}$$

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

The process of applying for financial aid is not complicated. To apply for financial aid consideration at Hope College, 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 application is available from the Hope College Office of Admissions or it can be downloaded from the college's website (www.hope.edu/admissions/finaid). The FAFSA can be completed and submitted online at (www.fafsa.gov). The Office of Financial Aid does not act on a student's aid request until she/he has been accepted for admission. Students should apply for financial aid prior to the deadline date listed below to insure priority treatment.

FINANCIAL AID FOR STUDENTS

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

A. NEED-BASED GIFT ASSISTANCE — SCHOLARSHIPS AND GRANTS

Gift assistance refers to scholarships and grants that are non-repayable forms of financial aid. Some of these awards have grade point renewal criteria while some do not. The following are the various forms of need-based gift assistance available at Hope College.

HOPE GRANT — This gift aid is based on demonstrated financial need. There is no required grade point average for the receipt of this grant. Eligibility is limited to full-time students and normally a maximum of eight semesters of aid may be received under this program. The renewal of this award is based on continued demonstrated financial need.

ACADEMIC ACHIEVEMENT AWARD — This gift aid is based on demonstrated financial need plus a cumulative grade point average (GPA) of 3.0 at the time of admission to the college. This scholarship is available only to those students who are not already receiving other Hope-sponsored merit awards. Eligibility is limited to full-time students and normally a maximum of eight semesters of aid may be received under this program. Renewable based on continued demonstrated need.

FEDERAL PELL GRANT — This federal gift aid is based on exceptional financial need and recipients are selected by the federal government.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT — This federal gift aid is awarded to those students who have demonstrated exceptional financial need. The federal government requires that priority in the awarding of these funds is given Federal Pell Grant recipients.

FEDERAL TEACH GRANT — The federal government provides this award to qualifying students accepted into Hope's education program pursuing specific majors or minors. The grant requires four years of full-time teaching service in a federally designated high-need field at a low-income school. Failure to meet the teaching service requirement results in the grant converting to a Federal Direct Unsubsidized Loan with interest charged back to the date of disbursement. Awards are prorated for less than full-time enrollment. To receive the funds, students must annually complete TEACH Grant counseling and an *Agreement to Serve* document.

MICHIGAN COMPETITIVE SCHOLARSHIP — This state gift aid (limited to Michigan residents) is based on a student's demonstrated financial need and ACT test score. For renewal in future years, the student must continue to demonstrate financial need and demonstrate a cumulative grade point average of 2.0. The student must be enrolled at least half-time (six to eleven credits per semester) in a degree program to remain eligible for this award. Students enrolled part-time (six to eleven credits per semester) are eligible for a prorated award. A student is limited to ten semesters of eligibility under this program.

MICHIGAN TUITION GRANT — This state gift aid (limited to Michigan residents) is based on a student's demonstrated financial need and is available only at Michigan private colleges. For renewal in future years, the student must

FINANCIAL AID FOR STUDENTS

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.

B. LOAN ASSISTANCE — BOTH NEED-BASED AND NON-NEED-BASED

Loans are an invaluable resource for many students and their families in financing a college education. Loans allow students to postpone paying a portion of their educational costs until they complete their education or leave school. Some loans are awarded on the basis of financial need and repayment does not begin until after a student graduates, withdraws from college, or drops below half-time enrollment (fewer than six credits per semester). Other loans are available to both the student and his/her parents regardless of financial need and offer various repayment options.

Loan descriptions and terms are briefly described below and in the promissory notes the borrower is required to sign.

FEDERAL PERKINS LOAN PROGRAM — These loan funds are awarded on the basis of financial need to students enrolled at least half-time in a degree program at Hope College. Highest priority in awarding these loan funds goes to those students demonstrating the greatest financial need. Funds are obtained from the federal government and from former Hope students who are repaying their loans. No interest accrues on the loan while a student maintains at least half-time enrollment. Repayment of principal and interest begins nine months after the borrower ceases at least half-time enrollment. Interest is then charged at 5 percent per year on the unpaid balance. Students may be allowed up to ten years to repay based on the amount they have borrowed.

FEDERAL DIRECT LOAN PROGRAM — Under this program, the U.S. Department of Education makes loans directly to students through Hope College. The following loan programs are included under the FEDERAL DIRECT LOAN PROGRAM:

Federal Direct Loan (Subsidized and Unsubsidized):

The Federal Direct Loan program includes both subsidized and unsubsidized student loans. These two loans may be used singly or in combination to allow a borrower the maximum amount available. The federal government “subsidizes” the need-based subsidized loan by not charging interest while the student is enrolled at least half-time. For an *unsubsidized loan*, the government does **not** provide this subsidy; rather, the government charges interest on the principal amount of this loan from the date of disbursement until the loan is paid in full. The borrower has the option of either paying this accruing interest while in school or of deferring the payment of interest (and adding to the loan principal) until he/she enters repayment on the loan (thereby increasing overall debt). Repayment of principal (and deferred interest) begins six months after a student leaves school or drops below half-time status. Another difference between these two loans is that the student’s demonstrated financial need is considered when determining eligibility for a subsidized loan. To determine eligibility for an unsubsidized loan, a student’s financial need is **not** considered. Other than these two differences, the 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

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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.

The interest rate for both subsidized and unsubsidized loans is a fixed rate of 6.8%.

Students must be enrolled at least half-time in a degree program at Hope College in order to participate in these loan programs.

Repayment Options: Under the Federal Direct Loan program (both subsidized and unsubsidized), the following five 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.

Repayment of both subsidized and unsubsidized loans begins six months after a

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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 a fixed rate of 7.9%.

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

C. STUDENT EMPLOYMENT — FEDERAL WORK STUDY:

Awarded employment is funded either through the college or the Federal Work Study (FWS) program. Throughout the academic year, those students with employment included as a part of their financial aid package are given highest priority in on-campus job placement. Students must be enrolled at least half-time (six or more credits a semester) to qualify. The average work load is 7 to 8 hours per week. **STUDENTS ARE PAID DIRECTLY FOR HOURS WORKED ON A BI-WEEKLY BASIS AND IT IS THE RESPONSIBILITY OF THE STUDENT TO MAKE PAYMENTS TOWARD ANY OUTSTANDING BALANCE ON HIS/HER ACCOUNT.**

Important Note: As a participant in the Federal Work Study program, Hope College annually offers a limited number of job opportunities in community service positions. A student must have been awarded Federal Work Study funds in order to participate (as indicated on his/her award letter). Contact the STUDENT EMPLOYMENT OFFICE for more information.

PAYMENT OF FINANCIAL AID TO STUDENTS — THE BILLING PROCESS

Electronic student billing statements (e-bills) are generated monthly by Business Services. These billings include the student's charges to date and all finalized financial aid credits. Bills issued during the months of July through November include all charges and applicable aid credits for first semester. Bills generated during the months of December through April reflect all charges and applicable aid credits for the full academic year.

An outside scholarship award is not applied to a student's account until Business Services has received the check from the awarding agency/individual. Upon receipt of said check, one half of a student's award is credited to each semester.

Some forms of aid may not be credited to the student's account until the Office of Financial Aid receives proper verification and/or other required materials. For example, a Federal Pell Grant is not officially credited to a student's account until the Office of Financial Aid has received a valid electronic FAFSA record (or ISIR) from the federal FAFSA processor.

For Students on the Hope College Installment Plan: The Hope College Installment Plan allows a student to apply payments to the balance on her/his account over

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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 return 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 and the administration of the student's financial aid for the period of enrollment in question.

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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%

- 3. Compete 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.

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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)
2. CLEP, Advanced Placement, International Baccalaureate, or Credit by Exam credit hours are included in both the measurement of *attempted* and *earned* hours.
3. Transfer hours accepted by Hope College are included as both *attempted* and *earned* hours.
4. If a student repeats a course, the credit hours for the *repeated* course are included in both the *attempted* and *earned* hours when evaluating SAP. The credit hours for the first course are included in *attempted* hours but are not included in *earned* hours.
5. Audit hours are not included in either the calculation of *attempted* or *earned* hours.
6. Successful completion is measured using the cumulative total number of *earned hours* as reflected on the student’s academic transcript at the time of evaluation.
7. If a student is not making SAP at the close of the spring semester and subsequently earns additional hours during the following summer, these additional earned hours are considered as *attempted* and *earned* in the reevaluation of his/her aid eligibility for the following academic year.

SAP Monitoring and SAP Suspension

At the end of each spring semester (after the posting of spring semester earned credit hours and grades), SAP status is evaluated for all students. Students not meeting any of the three SAP requirements for all semesters enrolled are notified of their SAP Suspension status in writing. Students on SAP Suspension lose their eligibility for financial aid; however, they may appeal this status by submitting the *Hope College SAP Appeal Form* to the Office of Financial Aid.

SAP Appeals

A student may appeal his or her suspension of aid eligibility if s/he believes there were extenuating circumstances that prevented normal academic progression or successful completion of the terms of SAP Probation (see SAP Probation section below). Examples of extenuating circumstances include a serious personal or immediate family critical illness (physical or mental), death of an immediate family member, pending incomplete grades, withdrawal from classes after the drop/add period, etc.

To appeal, the student must submit to the Office of Financial Aid the **Hope College SAP Appeal Form** (available online at the Office of Financial Aid website) which allows the student to explain and document their extenuating circumstances.

If an SAP appeal is approved, the student is placed on SAP Probation for (1) semester and s/he remains eligible to receive financial aid during this one semester.

The SAP Appeal Form along with all required documentation (and an approved Academic Plan if required), must be submitted to the Office of Financial Aid prior to November 1 if requesting reinstatement of financial aid eligibility for the fall

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semesters, 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 at <http://www.hope.edu/admin/finaid/sap.html>.
2. The Office of Financial Aid provides a link to its online SAP policy statement in the *Information Guide* document that is annually mailed with initial student financial aid award notifications.
3. Subsequent to the drop/add dates for both the fall and spring semesters, all enrolled students receive an email alerting them to the college's SAP policy with a link to the online SAP policy statement.

Note: This policy is subject to change in the future should there be any changes in federal regulation.

FINANCIAL AID FOR STUDENTS

IF YOU HAVE ANY QUESTIONS OR PROBLEMS, CONTACT US:

Office Staff:

Jill Nutt, Director of Financial Aid

Carla Bender, Associate Director of Financial Aid

Gloria Goodwin, Senior Assistant Director of Financial Aid

Kevin Singer, Assistant Director of Financial Aid

Jan Boockmeier, Manager of Systems and Processes

Connie Vandemark, Financial Aid Specialist

Charletta Berry, Office Coordinator

The Office of Financial Aid

Hope College

100 E. 8th St.

PO Box 9000

Holland, MI 49422-9000

Phone: (616) 395-7765

Toll-Free Number: (888) 439-8907

MERIT-BASED SCHOLARSHIPS AND AWARDS

As part of its commitment to academic and artistic excellence, Hope College seeks to recognize students who present the strongest admissions files and also those who demonstrate outstanding ability in the arts. Financial need is not a criterion when awarding merit scholarships and artistic awards.

For academic merit awards, the application for admission also serves as the application for the award. In the instances where additional materials are required, the requests will be sent to those students under consideration. Students whose admissions files are complete by February 15 are assured consideration for Hope College academic merit awards. The National Merit Scholarship competition, however, is controlled exclusively by the National Merit Scholarship Corporation and has its own set of deadlines. Hope is a sponsoring college of National Merit Scholars. The office of admissions may be contacted for further information regarding the academic merit awards.

Awards for artistic merit are available in art, creative writing, dance, music and theatre. Primarily designated for students intending to major or minor in one or more areas of the arts, the application process for these awards is determined and coordinated by the respective departments. For more detailed information, contact the chairpersons of the appropriate departments (Art, English, Dance, Music, and Theatre) or visit www.hope.edu/admissions/scholarship/daa.html.

STUDENT EXPENSES

ACADEMIC YEAR 2012-13



General Fees ⁽¹⁾	Per Semester	Academic Year
Tuition — 12 to 16 credits	\$13,825.00	\$27,650.00
Board — 21 meals per week ⁽²⁾	\$ 2,300.00	\$ 4,600.00
Room ⁽³⁾	\$ 1,955.00	\$ 3,910.00
Activity Fee ⁽⁴⁾	<u>\$ 80.00</u>	<u>\$ 160.00</u>
Total	\$18,160.00	\$36,320.00

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 \$400.00 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\$250.00

One sixty-minute lesson per week for one semester\$375.00

Special Fees:

Application - Online (Paid by each student upon application for admission)\$35.00

Application - Paper\$50.00

FOCUS Program\$375.00

Enrollment Deposit: \$200 applied against general fees and \$100 used

as a security deposit which is refundable upon graduation or withdrawal if all other fees and charges have been paid in full.

See page 66 for more information.\$300.00

Readmit Deposit ⁽⁶⁾\$200.00

Tuition Deposit: Payable at time of fall registration which occurs

during the spring and applied toward fall tuition.\$250.00

Tuition above normal 16-credit load (per credit)\$430.00

Tuition: 1-11 credit load (per credit)\$985.00

Tuition: 1-8 credit load (per credit)\$645.00

Tuition: 1-4 credit load (per credit)\$430.00

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

1. Hope College reserves the right to increase tuition, room, board and fees at any time.
2. Other board options are: 15 meal plan: \$4,200.00 per year, 10 meal plan: \$3,600.00 per year, 7+ meal plan: \$3,000.00 per year. Changes in board plans can be made through the first week of classes. Any requests for a late change in board plans must be submitted to the Director of Food Services for consideration.
3. Other housing options are available. Apartment rates, selected dormitories and single occupancy rates vary by location. Rates can be found on the Business Services' website under "Cost of Attendance."
4. Activity fee per semester for students with fewer than 6 credits: \$40.
5. Fees for music lessons are in addition to the normal credit charge.
6. Tuition deposit and readmit deposit are not refundable if the student does not enroll.

STUDENT EXPENSES

ACADEMIC YEAR 2012-13

Payment of College Bills:⁽¹⁾

All bills are due and payable in advance of the beginning of each semester. All student bills will be available online. E-mail notification of when a new bill is available will be sent to the student, and students will have the option to set up access for their parent(s) or other trusted, authorized persons by providing their e-mail address(es). A late payment fee will be added to accounts not paid in full by August 28, 2012, for the fall semester and by January 8, 2013, for the spring semester.

In accordance with standard practice at colleges and universities, students are required to make satisfactory arrangements with Business Services for the settlement of all financial obligations before final examinations, graduation diplomas, the issuance of transcripts, or registration for a succeeding term. A service charge of 1 1/2% per month (annual percentage rate of 18%) will be added to the unpaid balance of the accounts of all students who are no longer enrolled at Hope College.

Withdrawal From College:⁽²⁾

Hope College has established a refund policy for all students who find it necessary to totally withdraw from the college. Withdrawing from college has, among other factors, important financial considerations for a student to be aware of. A withdrawal may affect the amount of charges a student will be responsible to pay and the amount of financial aid a student receives.

To initiate the withdrawal process and determine the financial implications, a student must complete a Withdrawal Form. (These forms are available from the Office of the Registrar.) Staff in Business Services are available to counsel students regarding the financial aspects of full withdrawal.

Contractual arrangements are made in advance with members of the faculty and staff, and other provisions for education and residence, to accommodate each registered student for a full academic year. Should a student withdraw before the end of a semester the following refund policies will apply:

1. **ROOM CHARGES** — Enrolled students are required to live in college housing and contract a room for the full academic year. Prorated adjustments will be granted only to those students who officially withdraw for reasons of health. No other adjustments will be granted.
2. **BOARD CHARGES** for students officially withdrawing from the college will be prorated.
3. **TUITION CHARGES** (3) for students who officially withdraw from college, or are suspended, will be credited from the beginning date of classes as follows:

FALL SEMESTER 2012 —

Aug. 28 – Sept. 5100%
Sept. 6 – Sept. 1280%
Sept. 13 – Sept. 1960%
Sept. 20 – Sept. 2640%
Sept. 27 – Oct. 320%
After Oct. 3NO REFUND

SPRING SEMESTER 2013 —

Jan. 8 – Jan. 16100%
Jan. 17 – Jan. 2380%
Jan. 24 – Jan. 3060%
Feb. 31 – Feb. 640%
Feb. 7 – Feb. 1320%
After Feb. 13NO REFUND

1. Hope College offers a payment plan to assist you in managing your payments. This plan allows you to make five monthly payments each semester. The enrollment fee is \$25 per semester.
2. Failure to complete a non-returning student form by the end of the fourth week of the succeeding semester will result in the forfeiture of the \$100.00 Security Deposit. See page 89 for more information regarding withdrawal and non-returning procedures.
3. Students who drop classes after the official drop-add period but remain enrolled in the college will not receive a refund for the dropped classes.
4. **FINANCIAL AID** — The term “refund” in conjunction with *financial aid* under this section is defined as the cancellation of unearned financial aid and the return of these funds to the source.

STUDENT EXPENSES

ACADEMIC YEAR 2012-13

Federal Title IV Student Financial Aid

The Higher Education Amendments of 1998 mandate the formula for calculating the amount of aid a student and school may retain when a student withdraws from all classes during a semester. In general, a student “earns” disbursed federal financial aid awards in proportion to the number of days in the semester prior to the student’s complete withdrawal. If a student completely withdraws from school during a semester, the school must calculate, according to a specific formula, the portion of the total disbursed financial assistance that the student has earned and is therefore entitled to retain, until the student withdraw. If a student receives (or the College receives on the student’s behalf) more assistance than the student earns, the unearned funds must be returned to the applicable federal aid program. **Students who initiate a complete withdrawal and have not completed the federal verification process will be ineligible to receive any Title IV financial aid.**

Students who withdraw prior to completing more than 60% of an enrollment period will have their eligibility for federal aid recalculated based on the percent of the term completed. Students who withdraw after completing 60% will not undergo any federal aid recalculation.

1. This policy applies to all students who completely withdraw, drop out, or are expelled from Hope College and receive financial aid from Title IV funds:
 - a. Federal Title IV Student Financial Aid consists of Federal Direct Loans, Perkins loans, PLUS Loans, Pell Grants, Supplemental Educational Opportunity Grants (SEOG), Academic Competitive Grant, National Smart Grants and TEACH Grants. For the purposes of this policy, it does not include Federal Work Study (FWS).
 - b. A student’s withdrawal date is:
 - i. The date the student began the withdrawal process;
 - ii. The midpoint of the period of enrollment for a student who leaves without notifying the College; or
 - iii. The student’s last date of attendance at a documented academically related activity.
2. Prorated adjustments on all institutional charges, including tuition & fees, will be calculated using the College Refund policy (see page 81).
3. Title IV aid is earned on a prorated basis up to and including the 60% point in the semester. After the 60% time of attendance is reached, Title IV aid is viewed as 100% earned.
 - a. The percentage of Title IV aid earned is calculated as follows:
$$\frac{\text{Number of days completed by student}}{\text{Total number of days in Term}^*} = \text{Percent of Term Completed}$$
The percent of term completed is the percentage of Title IV aid earned by the student

*The total number of calendar days in a term of enrollment includes weekends and breaks less than five days, but excludes any scheduled breaks of more than five days.
 - b. The percentage of Title IV aid unearned (i.e., to be returned to the awarding program) shall be 100% minus the percent earned.
 - c. Unearned aid shall be returned first by Hope College from the student’s account calculated as follows:

Total institutional charges X percent of earned aid = amount returned to the program(s)

STUDENT EXPENSES

ACADEMIC YEAR 2012-13

Unearned Title IV aid shall be returned to the programs in the following order:

1. Federal Direct Unsubsidized Loan
5. Federal PELL Grant
2. Federal Direct Loan
6. Federal SEOG
3. Federal Perkins Loan
7. Other Federal programs
4. Federal Direct PLUS Loan

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.

GENERAL ACADEMIC REGULATIONS



SYSTEM OF GRADING

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

The system of grades is as follows:

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

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

GRADE REPORTS

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

INCOMPLETES

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

GENERAL ACADEMIC REGULATIONS

CODE FOR ACADEMIC INTEGRITY

PREAMBLE

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

A. EXPECTATIONS

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

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

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

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

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

GENERAL ACADEMIC REGULATIONS

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.

GENERAL ACADEMIC REGULATIONS

- 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[001e]grade sanctions are imposed by the Provost, the student may appeal these sanctions to the SSAC.
 - g) If, after meeting with the student to discuss an apparent violation, the faculty member is unsure of what action to take, she/he may refer the matter to the SSAC through the Provost even if no sanction has been imposed. The faculty member may seek advice from the Provost and SSAC at any time.
2. All proceedings will be conducted with strict confidentiality by all those involved in the matter. Records of alleged violations resulting in innocent findings will be promptly destroyed. In cases where guilt is established, reports from the faculty member and the SSAC will be retained by the Office of the Provost for the duration of the student's academic career at Hope College. The record will also allow the recording of the student's defense. All related reports shall be destroyed upon graduation. The records of a student suspended or expelled for a violation will be retained for three years before being destroyed. All provisions of the Family Education Rights and Privacy Act shall apply regarding release of information from these records.
 3. Specific reference to these procedures shall be made in the college *Catalog*. These procedures shall be presented in full in the **STUDENT HANDBOOK** and the **FACULTY HANDBOOK**. *Course syllabi should contain a reference to these procedures and detail their applications for that particular course.*
 4. Faculty are encouraged to create environments conducive to fostering integrity by all. This means that proctoring examinations may be necessary in some instances, but it also calls for positive action on the part of the instructor to remove undue temptation.
 5. The Administrative Affairs Board will maintain its charged oversight of the conduct of the SSAC and will also take overall responsibility for encouraging and maintaining an atmosphere supporting academic and social integrity.

ACADEMIC STANDING

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

GENERAL ACADEMIC REGULATIONS

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

GENERAL ACADEMIC REGULATIONS

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.

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.

GENERAL ACADEMIC REGULATIONS

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[001e]credit basis. Exceptions to this rule are courses requiring activity or performance in the Fine Arts and Kinesiology departments. Students who desire to audit a course must indicate their intent to the Registrar within the first week of the semester. Changes from credit to audit and vice versa will not be allowed after the first week of the semester has ended. The fee for courses taken on an audit basis is the same as for those taken on a credit basis.

TRANSFER CREDIT WHILE ENROLLED AT HOPE

A student currently enrolled at Hope College and wishing to transfer credit earned in a regular term or summer session at another accredited institution must have approval in advance for each course from the equivalent Hope College department chairperson and the Registrar. Forms to insure the transferability of these courses are available in the Registrar’s office in the DeWitt Center.

The credits for courses with grades of “C” or better will automatically transfer if

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advance approval has been obtained. 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; however, the grade point average is not computed with the Hope cumulative grade point average. Credit only toward the degree will be awarded.

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. Responsibility for forwarding transcripts to the Hope College Registrar lies solely with the student.

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

GENERAL ACADEMIC REGULATIONS

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.

CREDIT BY EXAMINATION WHILE ENROLLED AT HOPE

Credit by examination is available to enrolled Hope students through either the College-Level Examination Program (CLEP) or departmental examinations.

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 via an examination for credit.

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.

CLEP Exam	Score For Credit	Sem. Credits	Hope Equivalent Course
Introductory Accounting	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 305, 306 None – Non-majors general
Biology, General	50	4	biology credit awarded
Business Law, Introductory	50	3	Mgmt. 341
Calculus I	50	4	Math 131 None – Non-majors general
Chemistry, General	50	6	chemistry credit awarded
College Composition	60	4	English 113
*College French - First Year	50	8	French 101, 102
- Second Year	62	8	French 201, 250

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CLEP Exam	Score For Credit	Sem. Credits	Hope Equivalent Course
*College German - First Year	50	8	German 101, 102
- Second Year	63	8	German 201, 202
*College Spanish - First Year	50	8	Spanish 121, 122
- Second Year	66	8	Spanish 221, 222
English Literature	50	8	English 301, 302
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 can be arranged. Contact the Registrar to make such arrangements.

Credit by examination in either of 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 either the CLEP or departmental testing programs, contact the Registrar.

WRITING HANDBOOK

The faculty will use the rules of grammar, mechanics, as presented in the official writing handbook for students as the standard in grading written work submitted by students. Some departments may on occasion, however, require specific style varia-

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tions that are required by their disciplines. The handbook is available in the college bookstore and must be purchased by all students enrolled in degree programs.

APPLICATION FOR DEGREE/AWARDING DEGREES

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

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

ACADEMIC RECORDS OF TRANSFER STUDENTS

The record of a transfer student at the time of admission will be treated the same as that of a Hope College student for purposes of: a) Admittance and class standing (freshman[001e]senior), b) Determination of academic probation or good class standing, and c) Determination of the satisfactory completion of required courses.

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

STUDENT RECORDS: STATEMENT OF POLICY

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

NAME CHANGES ON ACADEMIC RECORDS

Name changes are processed only for currently registered students.

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

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

TRANSCRIPT OF ACADEMIC RECORDS

Transcripts are available from the Registrar's Office. There is no charge for official or unofficial transcripts. In order to insure the confidentiality of our students' records, transcripts will be released only upon the written request of the student. Upon receipt of a written request for a transcript, the transcript will normally be sent within 48 hours of the request.

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

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GRADUATION HONORS

Graduation honors will be conferred according to the following regulations:

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

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

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

ACCREDITATION

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

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



DEGREES OFFERED

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

PHILOSOPHY OF EDUCATION

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

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

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

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

I. OBJECTIVES OF THE CURRICULUM

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

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

In addition to demonstrating a mastery of a fundamental body of information, all Hope graduates should possess the ability to examine, evaluate, understand, use effectively, and communicate knowledge. Knowledge in this case encompasses discursive thought, sensory experience, and such symbolic languages as mathematics and the perceptual image. These modes of knowing constitute tools or processes which teach students how to learn. The student should be able to make critical judgments: to discern assumptions and premises; to examine and evaluate arguments, generalizations, hypotheses, and methods; to identify biases and contradictions; to assess the validity of conclusions drawn from information and assumptions; to recognize and make appropriate distinctions among aesthetic experiences and responses. The achievement of this objective requires that the

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students demonstrate fundamental skills in: clear and persuasive written and oral communication; sensitive and critical reading, listening, and viewing; precise perception; application of mathematical principles and procedures; and use of research facilities and library resources.

B. A Broadened Awareness and Heightened Sensitivity

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

C. The Ability to Engage in Intensive Study

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

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

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

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

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

CATALOG OF ENTRANCE

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

SEMESTER CREDITS AND QUALITY POINTS

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

RESIDENCE REQUIREMENTS

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

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

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GENERAL EDUCATION REQUIREMENTS

PURPOSE OF THE GENERAL EDUCATION PROGRAM

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

CRITERIA FOR THE GENERAL EDUCATION CURRICULUM

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

KNOWING HOW

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

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

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

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

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

KNOWING ABOUT

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

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

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

- Creators and users of language, technology, and the arts?
- Creatures of God, made for relationship with God?
- Human beings who experience both suffering and joy?
- Physical beings in a physical world?
- Seekers of knowledge and meaning?
- Social beings who shape and are shaped by each other and by cultures?

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- B. Prepares students to live in a changing world, enabling them to understand and constructively engage**
 - their heritage, community, nation, and world
 - technology, social complexity, and cultural diversity
- C. Educates students for a life of service, enabling them to**
 - balance individual autonomy and responsibility for others, society, and the physical environment
 - apply their knowledge effectively in service
- D. Increases students' capacity for delighting and participating in creative processes and the world around them.**

CHARACTERISTICS OF THE GENERAL EDUCATION CURRICULUM: CROSS-CURRICULAR THEMES

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

- active learning: focus on the involvement of students in their own learning with the goal of preparing students for life-long learning.
- critical thinking: focus on educating persons to be critical thinkers in a Christian liberal arts context with emphasis on 1) the techniques of analysis; 2) the ethical implications of social interaction; 3) the development of intellectual virtues.
- global learning, including cultural diversity as well as international education and global perspective; focus on the need to understand and learn to live well in a world characterized by high levels of cultural diversity.
- integration of faith and learning: focus on the following goals for students: 1) an understanding of the Christian tradition, including familiarity with biblical materials and a basic understanding of Christian convictions and practices; 2) the ability to articulate defining convictions; 3) the desire and ability to engage fruitfully in conversations about spiritual matters; 4) the desire and ability to engage constructively traditions and communities whose defining convictions differ from one's own; 5) the development of habits of mind appropriate to the continuing efforts of faith seeking understanding of all things, including self — intellectual virtues appropriate to such "spiritual inquiry" include courage, humility, patience, respect, honesty, reverence, awe, care, love of truth, and hope; 6) the ability to articulate a personal sense of relevance of one's own defining convictions to one's discipline and vocation, as these are related to God.
- library research skills: focus on developing students' learning of effective library research skills and adapting to the increasing emphasis on deriving information through technological means. Emphasis will be placed on helping students develop library research skills that will contribute to their life-long learning.
- oral communication skills: focus on developing a student's abilities to give effective oral presentations, engage in effective group work, and demonstrate effective interpersonal communication.
- ways of knowing: focus on introducing students to the methodological approaches taken by the four dominant facets of the academy in late-20th 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.

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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

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

Course: English 113 - Expository Writing I

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

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

HEALTH DYNAMICS – 2 credits

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

Objectives: After completing Health Dynamics, students will

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

Course: Kinesiology 140 - Health Dynamics

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

MATHEMATICS AND NATURAL SCIENCE – 10 credits

Rationale:

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

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

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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

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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: This requirement encourages the student to build upon second language skills gained in high school and to achieve at least a basic conversational facility in a second language. Competence in a second language continues to be one mark of an educated person, and conversational ability in a second language is becoming an increasingly valuable skill in a society that is becoming more international and multicultural in orientation. In the continuing effort to prepare students for productive lives in that world, second-language competence should play a significant role. 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 changing world.

Objectives: In modern language courses, students will

- develop competence in the areas of listening and reading comprehension in a second language
- develop linguistic competence in oral and written expression in a second language
- expand the range of basic second-language vocabulary
- establish more firmly an understanding of the grammar of a second language
- develop an increasingly sophisticated awareness of and appreciation for the cultural and social life of the countries in which the language is spoken
- prepare themselves to participate meaningfully in an overseas study program

Objectives: In ancient language courses, students will

- develop competence in reading comprehension in a second language
- expand the range of basic vocabulary in the second language
- gain access to another culture which 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

Course(s): First-year college-level competency is the minimal 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 encouraged to continue with advanced study in that language. Students who have been placed into third or fourth semester language may, however, choose to fulfill the language requirement by taking an introductory course in another language.

All sections of modern language courses numbered 201/221 and 202/222 courses will be taught in the second language and will feature student-centered active learning. These courses will 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 this requirement.

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Placement Policy: Students will be given a recommended placement on the basis of their performance in second language courses in high school. Those who are judged to be ready for the fifth semester or beyond will be invited to take a placement test to confirm that level of competence, and testing into that level will qualify the student for a waiver of the requirement. Any other student who questions his/her placement will also be offered the placement test.

As incentive for students to enroll at their placement levels, credit will be given for all the second language courses which preceded the course completed (for example, completion of Spanish 221 will also trigger credit for Spanish 121 and 122). This awarding of credit will encourage students to take advantage of their prior learning of a second language. Students are encouraged to develop fluency in a second language by taking full advantage of this placement policy.

Waivers of this requirement are granted for those students who confirm their placement at the 300-level of language study and for those who are native speakers of a language other than English.

RELIGIOUS STUDIES – 6 credits

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

Objectives:

For the “Knowing How” criterion, students will

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

For the “Knowing About” criteria, students will

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

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

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

SOCIAL SCIENCES – 6 credits

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

Objectives: After completing their social science component, students will

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

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

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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.

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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
English 231	English 232	Literature of the Western World I and II
History 130		Introduction to Ancient Civilization
	History 131	Introduction to Modern European History
History 207	History 208	World Civilization I and II
Phil 230		Ancient Philosophy
	Phil 232	Modern Philosophy

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

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

SENIOR SEMINAR – 4 credits

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

As the historic Christian faith is central to the mission of Hope College, so Senior Seminar explores how Christianity provides vital beliefs, vibrant virtues, and a life-giving worldview. Throughout history and around the globe believers and admirers, scholars and students have turned to the Christian faith for direction and insight. At the same time, Hope College affirms that faculty and students of the Liberal Arts can find valuable understanding and moral reckoning in all places and among all peoples in this world so loved by God. For this reason, the Senior Seminar often draws on many academic fields, varied forms of artistic expression, and insights from

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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.

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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

- Pursue new knowledge and ideas, and openness to new perspectives.
- Broaden and deepen their knowledge in the natural and applied sciences, arts, humanities and social sciences, engaging in the global concerns that touch each of these fields.
- Become aware of themselves as shaped by culture and how one's values and beliefs inform one's decisions 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.

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THE MAJOR PROGRAMS

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

The Bachelor of Music degree may be earned in performance, jazz performance, vocal music education, and/or instrumental music education.

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

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

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

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

1. The Departmental Major

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

2. The Composite Major

The composite major is an alternative to the departmental major. While the composite major seeks to fulfill the same objectives as the departmental major, namely, the ability to engage in intensive, in-depth scholarly inquiry, the composite major allows for special alignment of courses from several departments to fulfill a particular academic or vocational objective. The composite major is just as rigorous as a department major, but it allows the tailoring of an academic program to a field or topic of inquiry other than a departmental field. Some composite majors have been formally established and are listed on page 113 of the *Catalog*.

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.

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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.



THE REGULAR SESSION

The majority of the curricular offerings are given in the two-semester regular session, beginning late in August and ending in May. Classes are held Monday through Friday throughout the day, the first class beginning at 8:00 a.m. and the last period ending at 5:20 p.m., with some evening offerings available. The college calendar is listed on page 464 of this catalog. Class schedules are available online through the Registrar's website.

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

MAY TERM — JUNE TERM — JULY TERM

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

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

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

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

COURSE LISTINGS AND GLOSSARY OF TERMS



COURSE NUMBER GUIDE

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

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

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

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

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

GLOSSARY OF TERMS

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

CREDITS — Courses are usually 1, 2, 3, or 4 credits a semester. Each credit of class work generally requires a minimum of two hours of preparation out of class, two or three hours of laboratory work, requiring no outside preparation, are generally equivalent to one class credit.

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

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

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

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

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

ART AND ART HISTORY



Faculty: Mr. Nelson, Chairperson; Ms. Gardiner, Ms. Heath Wiersma, Mr. Mayer, Mr. McCombs*, Ms. Milanowski, Ms. Sullivan, Mr. Vredevoogd.

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

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 at Hope College participate in a wide variety of activities:

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

Graduates of this department have gone into the following areas:

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

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

A. STUDIO ART MAJOR

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

*Sabbatical Leave, Fall Semester 2012

ART AND ART HISTORY

B. ART HISTORY MAJOR

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

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

C. FRENCH/ART HISTORY DOUBLE MAJOR

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

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

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

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

D. TEACHER CERTIFICATION

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

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

Courses in art history (12 credits): Art 111 is required. An additional four credits must be taken in Art 231, 232 or 233. Four additional credits must be taken in Art 241 or Art 242.

*Registering for

ART AND ART HISTORY

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 & Ceramics 2; **Block B:** 2D courses: Painting 2, and Photography 2 (Photography 2 - fall semester only); **Block C:** 2D courses: Design 2, Drawing 2 and Figure Drawing. During 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.

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

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

STUDI ART COURSES

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

Two Credits Milanowski Both Semesters

112. Theory and Practice of Color — A studio-based, hands-on course that explores color perception and theory through the creation of 2D and 3D projects. The works of Albers, Itten, and Batchelor are examined.

Two Credits Sullivan Fall Semester

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

Two Credits Sullivan Both Semesters

114. Basic Drawing — An introductory course that provides fundamental drawing experiences and information. Students will explore several approaches to drawing, using a variety of techniques and drawing media. Required for studio majors. No prerequisite.

Two Credits McCombs, Gardiner Both Semesters

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

Two Credits Mayer Both Semesters

116. Basic Printmaking — An introduction to basic intaglio techniques, including etching, drypoint, aquatint and soft ground. Required for studio majors. No prerequisite.

Two Credits Gardiner Both Semesters

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

Two Credits Mayer Both Semesters

118. Watercolor — Traditional and contemporary approaches to all water-soluble media, exploring fundamental techniques and color theory through still lifes, figure studies, outdoor assignments, slide lectures and demonstrations. No prerequisite.

Three Credits McCombs May, June and July Terms

119. Basic Photography/Film — Using the camera as a visual instrument, this course examines the still-photographic medium as an expressive art form through the creation and critical study of black and white photographic form, structure and content. Camera required. No prerequisite.

Two Credits Nelson Both Semesters

120. Basic Photography/Digital — Using the camera as a visual instrument, this course examines the still-photographic medium as an expressive art form through the creation and critical study of black and white photographic form, structure and content. Camera required. No prerequisite.

Two Credits Nelson Both Semesters

205. Design II — This course is an extension and application of the basic design concepts introduced in the course Basic Design. Emphasis is placed on problem solving through the union of text and image. Layout, photographic, and illustrative computer applications are introduced as tools for solving design problems. Students learn to create visual messages that are aesthetically appealing as well as clearly informative through the manipulation of typography, symbolism, illustration, and photography within an environment. The projects may be 2-dimensional in nature, as in the design of posters, advertisements, brochures, or websites, or may be 3-dimensional in nature, as in signage systems, exhibit planning, or installations. Prerequisite: Completion of Basic Design Art 105.

Four Credits Milanowski Both Semesters

213. Painting II — Experimentation with various painting approaches and techniques leading to further skill development and a continuing search for a personal artistic voice. Prerequisite: Art 113.

Four Credits Sullivan Fall Semester

214. Drawing II — Continuation of Art 114. Experimentation in a wide variety of media is encouraged. May be repeated for credit with permission of the instructor. Prerequisite: Art 114.

Four Credits McCombs Spring Semester

215. Sculpture II — An exploration of various sculpture materials and processes including direct metal, wood construction, mixed media and basic foundry procedures. Specific assignments may vary from semester to semester. Prerequisite: Art 115.

Four Credits Mayer Both Semesters

217. Ceramics II — Continuation of Art 117, including work in both sculptural and utilitarian directions, elementary chemistry of glazes, and oxidation and reduction firing techniques. May be repeated for credit with permission of the instructor. Prerequisite: Art 117.

Four Credits Mayer Yearly

219. Photography II — A continuation of Art 119 with emphasis on camera skills, digital imaging methods, color photography, and studio lighting to expand the knowledge and experience of materials available to individual photographic expression. Prerequisite: Art 119/120.

Four Credits Nelson Fall Semester

224. Figure Drawing — A concentrated investigation of the human form. Working from direct observation, students experiment with a variety of drawing materials and techniques while considering the role of the figure in historical and contemporary art.

ART AND ART HISTORY

Weekly critiques and discussions focus on developing each student's individual artistic voice. Prerequisite: ART 114 Basic Drawing or permission of instructor.

Four Credits Sullivan Spring Semester

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

Four Credits Erskine Spring Semester

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

Four Credits Vredevoogd Fall Semester

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

Four Credits Erskine Two Weeks, Mid-August

350. Art Studio Seminar — Synthesis of personal artistic voice through the creation of a series of artworks, aided by individual, group, and visiting artist critiques. Interdisciplinary approaches and experimentation in studio work are encouraged. This course also provides an introduction to the contemporary art world through readings, discussion, and writing exercises, including the development of a professional artist statement. Particular emphasis is placed on preparing students for the professional art world. Completion of all required 100- and 200-level studio courses. May be repeated for credit with permission of instructor.

Four Credits Sullivan Spring Semester

365. Independent Studio Projects — Independent projects for advanced students intending to major in art, major in studio art and art education. This is a student driven seminar augmented by selected readings. Required of all art majors.

Two Credits Staff Fall Semester

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

Sixteen Credits (maximum) Both Semesters

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

Staff Both Semesters

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ART HISTORY COURSES

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

Four Credits Heath Wiersma, Staff Both Semesters

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

Four Credits Heath Wiersma Every Three Years, Spring Semester

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

Four Credits Heath Wiersma Every Three Years, Spring Semester

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

Four Credits Heath Wiersma Every Three Years, Spring Semester

241. Modern Art and Architecture — A period survey of the art and architecture of the major art movements in Europe and America in the 19th century and first half of the 20th century, beginning with the academies through alternate theories of representation including Impressionism, Expressionism, Cubism and the invention of photography. Particular attention will be paid to the definition of Modernity and the impact of Industrialization on art and culture. Prerequisites: Art 111 or permission.

Four Credits Staff Spring Semester

242. Contemporary Art and Architecture — A period survey of post-modernist art from 1960 to the present day. Emphasis will be given to the theoretical underpinnings of contemporary art, the diversity of artistic production, as well as to the new media of the post-digital age. Prerequisites: Art 111 or permission.

Four Credits Staff Fall Semester

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

Two to Four Credits Staff When Feasible

360. Special Problems in Art History — A seminar focused on specific issues in art history related to the expertise of the art history faculty. Emphasis will be placed

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on the recent scholarship and methodology of a specific topic, as well as structured and independent student research that is intended to develop skills in conducting scholarly research. May be repeated as topics change. Prerequisites: 1 200-Level Art History course or permission. *Four Credits Heath Wiersma, Staff Every Semester*

361. Special Projects in Art History — A seminar focused on a specific project related to the preservation, maintenance, and display of historical artifacts. Such projects may include but are not limited to student-curated gallery exhibitions, published catalogs, and data and archival work on the permanent collection. May be repeated as topics change. Prerequisites: 1 200-Level Art History course or permission.

Four Credits Heath Wiersma Every Semester

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

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

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

Four Credits Heath Wiersma Spring Semester

495. Topics in Art History

Two to Four Credits When Feasible



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

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

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

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

A. Culture and Thought

Music 104	World Music	<i>Four Credits</i>	<i>Randel</i>
Philosophy 241	Philosophies of China and Japan	<i>Four Credits</i>	<i>Dell’Olio</i>
Philosophy 242	Philosophies of India and Tibet	<i>Four Credits</i>	<i>Dell’Olio</i>
Religion 280	Introduction to World Religions	<i>Four Credits</i>	<i>Wilson</i>
Religion 381	Religions of India	<i>Four Credits</i>	<i>Wilson</i>
Religion 383	Studies in Islam	<i>Four Credits</i>	<i>Wilson</i>
Religion 389	Studies in World Religions	<i>Four Credits</i>	<i>Wilson</i>

B. History

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

C. Contemporary Politics and Society

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

BIOCHEMISTRY AND MOLECULAR BIOLOGY MAJOR



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

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

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

Required Chemistry Courses

General Chemistry I and II with Labs (Chem 125/127 and 126/128)

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

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

Physical Chemistry I and lab (Chem 343, 345)

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 intensive general chemistry course is the same, credit for Chem 125 and 127 will be awarded for successful completion of Chem 131 and 132

Required Biology Courses

Cells and Genetics (Biol 240)

Organismal Biology (Biol 260)

Ecology and Evolution (Biol 280)

Molecular Biology (Biol 366)

Required Cognate Courses

Calculus I and II (Math 131 and 132)

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

Advanced Courses

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

Genetics (Biol 356/357)

Physical Chemistry II (Chem 344)

Cell Biology (Biol 348) and Cell Biology Lab (Biol 349)

Analytical Chemistry (Chem 331)

General Microbiology (Biol 301)

Inorganic Chemistry (Chem 322)

Neurochemistry and Disease (Biol/Chem 395)

Developmental Biology (Bio 355)

BIOCHEMISTRY AND MOLECULAR BIOLOGY MAJOR

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

BIOLOGY



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

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

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

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

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

*Sabbatical Leave, Fall Semester 2012

BIOLOGY

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

A Bachelor of Science degree in Biochemistry and Molecular Biology is offered jointly by the departments of Chemistry and Biology, and is available for those students who seek a degree at the interface of these two disciplines. A complete description of the requirements for this degree is given on page 126.

BIOLOGY MAJOR: A Hope College biology major must be prepared to meet a variety of future challenges. For that reason the basic requirements are distributed among the diversity of approaches to the study of biology. Students should discuss their individual needs with a member of the Department of Biology as early as possible so that those needs can be met.

Basic major requirements: The B.A. in biology requires completion of 28-35 credits of biology, including the 3 required core biology courses, 1 semester of a 4-credit mathematics course and 1 year of chemistry (major level courses are strongly recommended). The B.S. in biology requires completion of a minimum of 68 credits in the natural sciences. At least 36 of the 68 credits must be in biology and include the 3 required biology core courses and include 24 credits at the 300-level or higher (although Chemistry 314 and 315 may be counted as biology credits for the B.S. degree). Also required are Chemistry 125, 127, 128, 126 (or 131, 132), 221, 231 and 255; 2 semesters of 4-credit courses in mathematics (or one semester of a 4-credit mathematics course and CSCI 160 - Scientific Computer Programming); and 8 additional credits from courses in the natural science departments other than biology and chemistry. Students must have a minimum GPA of 2.0 in biology to graduate with a major.

Required courses: biology majors desiring either a B.A. or a B.S. must take the entry-level course, Biology 240 (Cells and Genetics), as well as Biology 260 (Organismal Biology) and Biology 280 (Ecology and Evolutionary Biology). These should be taken in numerical sequence. To ensure students are informed about the important topic of biological diversity, at least one of the following courses must be taken: Biology 301, 332, 340, 343, 374, 380, 422, and 432. Biology 240, 260 and 280 are prerequisites for all upper-level courses (above 300) in biology.

Important Considerations:

1. Biology 240 and 260, and Chemistry 125, 127, 128 and 126 (or 131 and 132) should be taken in the first year of college if possible.
2. The first year of chemistry must include laboratory each semester. For most students the preferable chemistry sequence for the requirement is Chemistry 125, 127, 128 and 126.
3. Students planning to attend graduate, medical or dental schools, or to pursue other biology careers that require rigorous training should take Mathematics 131 and 132; 1 year of physics; and Chemistry 125, 127, 128 and 126 (or 131 and 132), 221, 231, 255 and 256. Biochemistry, statistics, and computer programming are desirable for many biological careers.

BIOLOGY MINOR: The minimum requirement for a biology minor is 20 credits of biology including Biology 240, 260, and 280, plus 8 more credits selected from other courses in the department. Students must have a minimum GPA of 2.0 in biology to graduate with the minor. If earning a minor for secondary teacher certification, students must have at least 2.5.

BIOLOGY

TEACHER CERTIFICATION

In partnership with the Hope College Department of Education, the Department of Biology offers a teaching major and minor for certification through the State of Michigan (see pages 178-181 and the Department of Education website.) Majors desiring a B.A. must take a minimum of 30 credits in biology, beginning with the three-course core: 240, 260, and 280.

Biology secondary teacher candidates must choose an additional 18 credits. In addition to biology course work, teacher candidates must take one semester of a 4-credit mathematics course and a year of chemistry.

Minors for secondary teacher certification must take a minimum of 20 credits in biology, beginning with BIOL 240, 260, and 280. An additional eight credits may be chosen from the same biology department electives as the secondary teacher certification major.

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

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

103. Introduction to Cell Biology — A study of the fundamentals of cell biology and genetics. Three lectures and one 3-hour laboratory period per week. Not open to students who have taken Biology 240.

Four Credits McDonough, Stukey Fall Semester

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

Four Credits Staff Both Semesters Starting in the Spring of 2012

221. Human Physiology — A study of the function and interactions of the various organ systems of the human body. Three lectures and one 3-hour laboratory period per week. Prior completion of Biology 103 or Biology 240 or the equivalent is recommended before taking Biology 221. Can be applied to the biology major only if the student has been accepted into the Education Program and has permission from the chairperson of the Department of Biology.

Four Credits Barney, Fraley Fall Semester

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

Four Credits Staff Spring Semester

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

Four Credits Isola Spring Semester

BIOLOGY

Core courses in biology:

240. Cells and Genetics — This is the first course prospective biology majors should take. It is a study of cells at the molecular level and the fundamentals of genetics. Topics covered will include: structure and function of cell membranes and cell organelles, enzyme activity and biosynthesis, metabolic and energy interconversions, Mendelian and molecular genetics and modern biotechnologies. Three lectures and one 3-hour laboratory per week. At least one semester of chemistry is highly recommended.
Four Credits Putzke, McDonough Fall Semester

260. Organismal Biology — An examination of the relationships between structure and function in organisms. Common and unique solutions to the problems of support, movement, growth, gas exchange, water balance and other aspects of homeostasis will be examined. Three lectures and one 3-hour laboratory per week. Prerequisite: Biology 240.
Four Credits Barney, Fraley, Li Spring Semester

280. Ecology and Evolutionary Biology — A broad overview of ecology and evolutionary biology, emphasizing the evolutionary relationships between major taxa, the ways in which organisms interact with their physical and biological environments, and how the results of such interactions drive the evolutionary process. Three lectures and one 3-hour laboratory per week. Prerequisites: Biology 240 and 260.
Four Credits Li, Murray, Winnett-Murray Fall Semester

Advanced courses in biology:

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. Prerequisites: all three core courses in biology.
Four Credits Best Fall Semester

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

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

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

335. Neurochemistry and Disease — In this course, students will explore how the biochemistry of the brain influences nervous system function, specifically in relationship to motor and cognitive processes. Students will initially be introduced to

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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, three-hour lab each week. Cross-listed with BIO 335. Prerequisites: There are multiple pathways into the course. Students may take the course if they have 1) completed the core courses in biology (BIO 240, 260, and 280) OR 2) completed Biochemistry I (Chem 311) OR 3) completed Introduction to Neuroscience (NSCI 211).
Four Credits Chase Alternate years, Spring semester

340. Advanced Topics in Plant Biology — An in-depth study of specialized topics in botany such as plant anatomy, plant breeding systems, plant molecular systematics, and ecophysiology of plants. Two lectures and one 3-hour laboratory per week. Prerequisites: all three core courses in biology.

Four Credits Li Fall Semester, Odd Years

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

Four Credits Li Fall Semester, Odd Years

348. Advanced Cell Biology — An advanced study of cell structure, function and regulation of eukaryotic cells. The goal of this course is for students to learn and understand cellular/molecular mechanisms that are essential in the maintenance of cellular homeostasis. The specific topics include cell membrane, cell organelles, cytoskeleton, extracellular matrix and cell cycle. The gene structure and function is also explored. Three lectures per week. Prerequisites: all three core courses in biology and Chemistry 221 or permission of the instructor.

Three Credits Burnatowska-Hledin Fall Semester

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

355. Developmental Biology — A study of the processes involved in the development of animal embryos, including regeneration and metamorphosis. The course integrates the descriptive, comparative and molecular approaches to the study of development. Three lectures and one 3-hour laboratory per week. Prerequisites: all three core courses in biology and one year of chemistry, or permission of instructor.

Four Credits Putzke Spring Semester

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

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laboratory (1 credit) is optional, and may be taken concurrently with the course. Prerequisites: all three core courses in biology and Chemistry 231.

Three Credits McDonough, Stukey Both Semesters

357. Genetics Laboratory — Designed to introduce the student to the experimental basis of lecture topics. Investigations include the purification and analysis of DNA, generation and sequencing of recombinant DNA molecules, and *Drosophila* and bacterial genetics. Prerequisites: all three core courses in biology, Chemistry 231, Biology 356 concurrently.

One Credit McDonough, Stukey Both Semesters

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

Four Credits McDonough Fall Semester

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

Four Credits Winnett-Murray Fall Semester, Alternate Years

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

Four Credits Bultman Fall Semester, Odd Years

380. Field Studies in Biology — A concentrated study of a variety of organisms in their natural habitats. Normally requires camping trips as long as two weeks in duration. In addition study projects and/or papers will be expected. May be repeated for a maximum of 6 credits. Prerequisite: all three core courses in biology or permission of instructor.

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

390. Independent Study of Biology — A special course to allow students to study an area of biology not included in the regular curriculum or an in-depth study of a selected biological topic. Prerequisites: all three core courses in biology.

One, Two, or Three Credits Staff Both Semesters

395. Studies in Biology — Lecture, laboratory or seminar classes in a special topic of biology. Prerequisites: all three core courses in biology.

Three to Four Credits Staff

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

Four Credits Li Fall Semester, Even Years

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

432. Vertebrate Zoology — Vertebrate examples are used to investigate a broad range of biological topics including evolution, speciation, historical and modern zoogeography, energetics, behavior, ecology and conservation. Laboratory includes both laboratory exercises and field trips that focus on the taxonomy, external morphology, natural history and field identification of local vertebrates. Three lectures and one 3-hour laboratory per week. Additional out-of-class hours are required. Prerequisites: all three core courses in biology.

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

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

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

Normally Two Credits Staff Both Semesters

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

One to Four Credits Staff Both Semesters

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

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

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



Faculty: Mr. Polik, Chairperson; Ms. Anderson, Mr. Brown, Ms. Burnatowska-Hledin*, Ms. Chase++, Mr. Fu, Mr. Gillmore, Mr. Johnson, Mr. Krueger*, Mr. Lee, Ms. Pearson, Mr. Peaslee+, Mr. Pikaart, Ms. Sanford, Mr. Seymour, Ms. Smith, Ms. Stewart, Mr. Wettack.

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

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

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

The chemistry major includes sequences of both lecture and laboratory courses designed to establish a fundamental understanding of the major areas of the discipline. Students can elect to complete a chemistry major for a B.A. degree or a more extensive major for a B.S. degree. Students planning to do graduate work in the field or to enter industry should fulfill the requirements of the American Chemical Society's (A.C.S.) Certified Major Program. An A.C.S.-certified B.S. Degree Program in Chemistry with Biochemistry Emphasis is available for students who have interests in chemistry and biology. A B.S. degree in Biochemistry and Molecular Biology is offered jointly by the departments of Chemistry and Biology, and is available for those students who seek a degree at the interface of these two disciplines. A complete description of the Biochemistry and Molecular Biology B.S. degree requirements is given on pages 124. Students who intend to enter medical or dental schools or plan a career in secondary education may design their major program according to their specific goals. Since students planning a chemistry major have a number of options, it is essential that they discuss their plans with the chairperson of the department or a chemistry advisor early in their academic program.

CHEMISTRY MAJOR PROGRAMS

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

*Sabbatical Leave, Academic Year 2012-13

+Joint appointment with Department of Geological and Environmental Sciences

++Joint appointment with Department of Biology

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

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

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

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

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

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

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

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Premedical, pre dental and preveterinary students are advised to take the following courses in chemistry: 125, 127, 126, 128 (or 131, 132), 221, 231, 255, 256, 311, 314, and 315. These students should consult with the Health Professions Advisor as early as possible to insure that their chemistry major meets the specific requirement of their intended profession. Suggested courses to prepare for medical school are given on page 394.

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

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

THE A.C.S.-CERTIFIED BACHELOR OF SCIENCE DEGREE IN CHEMISTRY — Hope College is approved by the American Chemical Society to offer an ACS-Certified BS degree in chemistry if the following requirements are met in addition to the regular BS degree requirements listed above.

Chem 311 Biochemistry I

Chem 324 Inorganic Lab

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

Chem 314 Biochemistry II

Chem 421 Struct. Dynam. & Syn. I

Chem 422 Struct. Dynam. & Syn. II

Chem 335 Neurochemistry

GES 430 Adv. Environmental Geochemistry

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

THE A.C.S.-CERTIFIED BACHELOR OF SCIENCE DEGREE IN CHEMISTRY WITH BIOCHEMISTRY EMPHASIS — Hope College also offers an A.C.S.-certified B.S. degree with biochemistry option if the following requirements are met in addition to the regular BS degree requirements listed above (with the exception that Physical chemistry II lecture and lab are not required).

Chem 311 Biochemistry I

Chem 314 Biochemistry II

Chem 315 Biochemistry Lab

Three credits of advanced biology, which may include Bio 335 (Neurochem), Bio 348 (Cell Bio), Bio 356 (Genetics) or Bio 366 (Molecular Biology)

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

Chem 335 Neurochemistry

Chem 344 Physical Chemistry II

Chem 421 Struct. Dynam. & Syn. I

Chem 422 Struct. Dynam. & Syn. II

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

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

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

BACHELOR OF SCIENCE DEGREE IN BIOCHEMISTRY AND MOLECULAR BIOLOGY — The B.S. degree in biochemistry and molecular biology requires completion of selected chemistry and biology courses. The details of this degree can be found on page 124.

CHEMISTRY MINOR

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

BIOCHEMISTRY MINOR

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

TEACHER CERTIFICATION

In partnership with the Hope College Department of Education, the Department of Chemistry offers a teaching major and minor for certification through the State of Michigan (see pages 178-181). These include a 30-credit major and a 21-credit minor in chemistry. The chemistry major must consist of all the courses required for the B.A. degree (including the mathematics and physics courses) and additional upper-level courses to meet the 30-credit requirement. All education students must take a methods course in their major and minor areas of study.

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

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

103. Introduction to Biological Chemistry — This course is designed for pre-nursing students and for students not majoring in one of the sciences. The fundamental concepts of chemistry will be emphasized as they relate to organic chemistry and biochemistry. The course does not count toward a chemistry major. Lecture, 3 hours per week; laboratory, one 3-hour session per week. Prerequisite: a full year of high school chemistry with laboratory or Chemistry 101 or GEMS 160. *Four Credits Sanford, Fu, Staff Spring Semester*

104. Matter and Energy — Matter and Energy is the first 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 for elementary education teacher candidates. The courses will also cover the content that is important for the future educators in an integrated inquiry-based

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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.

Four Credits Seymour, Staff Both Semesters

COURSES DESIGNED PRIMARILY FOR SCIENCE MAJORS

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

Three Credits Anderson, Pikaart, Polik, Seymour, Stewart, Staff Fall Semester

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

Three Credits Anderson, Brown, Peaslee, Polik, Stewart, Staff Spring Semester

127. Laboratory of General and Analytical Chemistry 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). Corequisite: Chemistry 125.

One Credit Anderson, Fu, Polik, Seymour, Stewart, Staff Fall Semester

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

One Credit Anderson, Fu, Polik, Seymour, Stewart, Staff Spring Semester

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

Three Credit Peaslee, Polik Fall Semester

132. Accelerated General Chemistry Lab — This one-semester course covers all the general chemistry material normally covered in Chemistry 127 and 128. This will include qualitative analysis, colorimetry and spectroscopy, colligative properties, titration, calorimetry, spectrophotometric determination of reaction kinetics, atomic absorp-

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tion, and computerized data collection and analysis. This course is designed for entering students that have a strong high-school chemistry background and good algebra skills. Upon successful completion of this course, credit will be awarded for Chemistry 127 as well. Laboratory, one 3-hour session per week (42 lab hours). Corequisite: Chemistry 131. *One Credit Polik, Wettack, Staff, Fall Semester*

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

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

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

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

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

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

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

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

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spring semester. Prerequisite: Chemistry 311.

One Credit Chase, Pikaart Spring Semester

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

Three Credits Anderson, Stewart Spring Semester

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

One Credit Anderson, Stewart Spring Semester

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

Three Credits Brown, Seymour Fall Semester

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

One Credit Brown, Seymour Fall Semester

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 BIO 335. Prerequisites: Either (1) a completed core in Biology (BIO 240, 260, and 280), or (2) completion of Biochemistry I (CHEM 311) or (3) completion of Introduction to neuroscience (NSCI 211)

Four Credits Chase Alternate years, Spring Semester

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. Prerequisites or corequisites: Chemistry 126 or 131, Mathematics 132 and Physics 121. Mathematics 231 is strongly recommended.

Three Credits Peaslee Fall Semester

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

Three Credits Polik Spring Semester

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

One Credit Polik Fall Semester

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

One Credit Peaslee Spring Semester

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

One Credit Staff Spring Semester, Odd Years

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

One Credit Staff Spring Semester, Even Years

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

One to Three Credits Staff Both Semesters

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

Three Credits Johnson Spring Semester, Even Years

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

CHEMISTRY/BIOCHEMISTRY

per week. Prerequisite: Chemistry 231. Prerequisites or corequisites: Chemistry 322 and Chemistry 344. *Three Credits Stewart Spring Semester, Odd Years*

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

One, Two or Three Credits Staff Both Semesters

499. Internship in Chemistry — This program provides chemistry training and skill development for the student. This is usually done off-campus and the student must work under the supervision of a qualified scientist. A written report appropriate to the internship experience is required. A prospectus describing the project must be approved by the supervising scientist and submitted to the department chairperson before a student may register for credit. *One or Two Credits Staff Both Semesters*

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

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

Teaching of Science — See Education 331 (page 186).



Faculty: Ms. Anderson, Chairperson; Ms. DeWitt-Brinks, Mr. Han, Mr. Herrick, Ms. Housel, Ms. Johnson, Ms. Johnston, Mr. Pocock, Ms. Quist, Mr. Spielvogel.

Communication studies is one of the fastest growing majors on campus. In 1995, the Hope College Department of Communication was recognized as one of the two outstanding small college departments of communication in the nation by the Speech Communication Association. In 1987, the department was recognized as one of three “Programs of Excellence” by the Central States Communication Association for the quality of the curricular program. In 1991, the department was again named a “Program of Excellence” in recognition of the content and structure of the introductory course, Comm 101. The Department of Communication is housed in the new, state-of-the-art Martha Miller Center for Global Communication, where students have the opportunity to use video production, journalism, speech and research facilities.

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

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

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

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

SOCIAL SCIENCE REQUIREMENT

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

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

COMMUNICATION MAJOR — The communication major curriculum is designed to provide a balanced education emphasizing theoretic understanding and skill development across all significant communication contexts. A student typically enters

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the program through any one of four introductory courses (101, 140, 151, 160). It is assumed that majors will progress through the course offerings chronologically, from 100-level to 300- and 400-level courses.

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

Credits required:

100 level: 14 credits

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

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

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

*Does not fulfill 200-level major requirement.

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

- COMM 320 - Family Communication
- COMM 330 - Organizational Communication (4 credits)
- COMM 335 - Leadership Skills and Perspectives
- COMM 352 - Media Production II (4 credits)
- COMM 356 - Advanced Magazine Writing & Production (4 credits)
- COMM 357 - Social Documentary (4 credits)
- COMM 360 - The Art and Science of Persuasion (4 credits)
- COMM 371 - Communicating Across Differences: Intercultural & 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 or COMM 470 or COMM 495 required

- COMM 451 - Media Theory (4 credits)
- COMM 460 - Communication Theory (4 credits)
- COMM 470 - Cultural Communication Theory (4 credits)
- COMM 463 - Rhetorical Theory (4 credits)

FRENCH/COMMUNICATION DOUBLE MAJOR: In addition to on-campus courses in French and Communication, students interested in a double major in French/Communication should consider a semester in Paris or Rennes (France). These

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programs, administered by the Institute for the International Education of Students (IES) in Paris and the Council for International Education Exchange (CIEE) in Paris and Rennes, will prepare students for a variety of fields including journalism, politics, business, the media, teaching at the high school and college levels.

The programs offer the following special features:

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

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

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

- COMM 140: Public Presentations
- COMM 151: Introduction to Mass Communication
- COMM 160: Analytic Skills **or** COMM 101: The Communication Process

Plus three additional courses at the 200, 300, or 400 level (excluding independent studies and internships), with no more than two courses at any one level for a total of at least 22 credits. Substitutions, waivers and internships are not allowed in the communication minor.

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

*Four Credits Anderson, Housel, Johnson, Johnston, Quist, Spielvogel
Both Semesters*

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

Four Credits DeWitt-Brinks, Pocock Both Semesters

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

Two Credits Han, Both Semesters

160. Analytic Skills in Communication — This course seeks to develop the analytic skills involved in effective reasoning and communication. In developing these skills, the course introduces students to various types of arguments, the tests to which each is susceptible and the characteristics of a reasonable argument: validity, evidence, and linguistic consistency. Analysis of sample arguments is stressed throughout. The course also considers the ethics of advocacy, and the qualities of a reasonable person.

Four Credits Herrick Both Semesters

210. Interpersonal Communication — Interpersonal communication is the study of dyadic interaction and the creation of meaningful relationships. This course is built on five communicative competencies: interpretive, self, role, relational, and goal. We

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will explore the concepts and theories surrounding these competencies, how they are interconnected, and how they influence the particular ways in which we communicate in intimate, familial, professional/impersonal, and cross-cultural contexts.

Four Credits Johnson, Johnston Fall Semester

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

Four Credits Anderson Fall Semester

231. Communication and Conflict — This course addresses the theory and practice of conflict resolution from a communication perspective. Students examine, in the first half of the course, symbolic patterns of destructive conflict behavior, including the role and function of words and images in constructing enemies and dehumanizing others. Role-play, discussion, computer simulation, and lecture are utilized in the second half of the course to introduce students to the theory, practice and vocation of mediation, a facilitative non-adversarial conflict resolution process. Students learn how to use communication to maintain mediator neutrality, frame issues, generate problem-solving options, and write agreements.

Four Credits Spielvogel Spring Semester

251. Media Production I — This course offers an entry-level learning experience introducing students to digital media production from theoretical, aesthetic, and practical perspectives. The course aims to familiarize students with the basic tools and processes of digital media 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 digital media production. In the workshops, students will gain the technical skills and knowledge required for digital media production, including the use of camera, sound, voice recording, lighting, editing, graphics, and transitions. All students will undertake a series of exercises which demonstrate their understanding, skills, and creativity, and they will present and discuss their own productions.

Four Credits Han Both Semesters

255. Reporting, Writing, and Visual Design for the Mass Media — This course introduces students to writing, reporting, and editing for newspapers, magazines, broadcast, and online media. Students produce news and features articles suitable for magazines, newspapers, and online media. Students learn how to effectively combine visual elements (photographs and graphics) with the written word to present information through lay-out (using Adobe InDesign). In addition, students write a broadcast script and match voice-over to footage. The versatile skills that students gain from this course are necessary for any media, public relations, or advertising career.

Four Credits Housel, Both Semesters

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

Two Credits Pocock Spring Semester

260. Rhetoric and Public Culture — This course explores the rhetorical strategies, argumentative approaches, and definitional techniques embedded in the texts of popular culture. Contrasting current theories of rhetorical analysis and cultural studies

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with those of the classical period, the course aims to familiarize students with the rhetorical elements in the symbolic world we inhabit, and to sharpen their critical skills as consumers of persuasive messages. The course will also introduce students to some of the basic qualitative research approaches commonly employed in the field of communication studies, including Burkean analysis, culture-centered criticism, and narrative criticism.
Four Credits Herrick, Spielvogel Both Semesters

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

Four Credits Johnson, Johnston Both Semesters

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

One or Two Credits Both Semesters

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

One to Four Credits Occasionally

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

Four Credits Anderson, Johnston Spring Semester

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

Four Credits Anderson Spring Semester

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

Four Credits Anderson Fall Semester

352. Media Production II, Advanced Video Production and Editing — This course helps students become familiar with issues in media literacy and equips them with advanced video and editing techniques for broadcast-quality production. Students

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should expect to spend at least three hours per week of self-directed production/practice/research time in addition to the designated class meetings. For the final project, each student will produce a digital video project with a Web presentation that can be distributed widely for media education in high schools and universities. Prerequisite: Media Production I or permission of instructor.

Four Credits Han Spring Semester

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

Four Credits Housel Spring Semester

357. Media Production, Social Documentary — This course introduces students to documentary film and video from both theoretical and practical perspectives. By combining theoretical/analytical work with a series of production exercises, the course encourages students to develop a critical understanding of creative, theoretical, and practical dimensions involved in documentary representations. In the first part of the semester, students will learn different approaches to the documentary, including ethnographic documentary, activist documentary, and the politics of representation. Discussion will focus on such issues as insider accounts, processes of othering, reflexivity, realism, the ethics of consent, the politics of editing, and the role of the intended and non-intended audiences in documentary production. The course will cover simultaneously the technical and practical aspects of documentary production that enable students to produce their own projects. During the final part of the semester, each student will produce a broadcast-quality documentary video. Prerequisites: Media Production I and II or permission of instructor.

Four Credits Han Fall Semester

360. The Art and Science of Persuasion — This course provides a comprehensive view of persuasion by analyzing how persuasion operates at both an interpersonal and a social level. The analysis of persuasive contexts includes discussions of popular culture, news media, advertising, cults, social movements, politics, law, families and interpersonal relationships. The study of persuasion will be applied to personal communication skills such as: the production of ethical persuasive messages, and critical media literacy skills. The second half of the semester will involve developing an advertising campaign for a community client.

Four Credits Johnston Spring Semester

371. Communicating Across Differences: Intercultural and Gender Communication — This course addresses the social construction of inequality, specifically focusing on how communication processes are the means by which gender, race, class, nationality, culture and ethnicity are created, and are also the means by which individuals can resist personal participation in perpetuating systems of inequality. Through encountering multicultural experiences, interviewing people in different social positions, and engaging in exercises and simulations, we will learn to broaden our self-identities and our understanding of others by learning about the experiences, feelings, and views of people in social situations different from our own. Note: this

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course is cross-listed with Ethnic Studies and with Women's Studies.

Four Credits Johnston Fall Semester

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

One to Four Credits Both Semesters

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

Four Credits Both Semesters

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

One to Four Credits Johnson Both Semesters

451. Media Theory: Critical Perspectives — We live in a media-saturated culture where not only do we spend a great deal of time consuming media, but we also frequently have conversations about the the media. We condemn the media for creating a standard of beauty that few can ever live up to. But, we often glorify the media for revolutionizing our access to a variety of information. Indeed, anyone can talk about the media without knowing anything about media theories. Our goal, however, is to enable us to engage in an “informed” discussion of various aspects about the media instead of reiterating common-sense knowledge about them. The educational aim of the course is to provide students with theoretical tools and frameworks required for critically evaluating various issues associated with the media. The course covers a wide range of schools of thought and theory, including cultivation analysis, political economy of communication, cultural imperialism, and reception theory. Throughout the semester, students will conduct a series of short research projects to apply theoretical knowledge to their actual understanding of the contemporary media. Prerequisites: Communication 101, 160, 260 and 280.

Four Credits Spielvogel Fall Semester

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

Four Credits Johnston Spring Semester

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

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ment. 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. Prerequisites: Communication 101, 160, 260, and 280. *Four Credits Herrick Spring Semester*

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



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

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

COMPUTER RESOURCES

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

THE COMPUTER SCIENCE MAJOR

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

COMPUTER SCIENCE MAJOR REQUIREMENTS

The 300-level courses are divided into three different groups: Computing Foundations (361, 385), Applications (321, 342, 392) and Systems (335, 354, 376). In order to ensure a breadth of student experience, both the A.B. and B.S. degrees require courses taken from multiple groups.

The requirement for an A.B. degree in computer science is a plan of study approved by the department that includes at least 32 credits in computer science courses, not including 140. These 32 credits must include Computer Science 112 or

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114, 225, 235, 245, 250, 260, 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 38 credits in computer science courses, not including 140. These 38 credits must include Computer Science 112 or 114, 225, 235, 245, 250, 260, 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. Mathematics 131, 132, and one 3-credit or 4-credit Mathematics course for which 132 is a prerequisite are required in addition to the 38-credit computer science requirement. A total of 60 credits in the natural sciences must be completed. Mathematics and computer science courses count toward this 60-credit requirement.

COMPUTER SCIENCE MINOR

A minor in computer science consists of a minimum of 18 credits in computer science, including Computer Science 112, 225 and at least 10 credits from courses numbered higher than 225.

COMPUTER ENGINEERING

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

PREREQUISITE POLICY

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

112. Exploring Computer Science — This course explores the discipline of computer science by looking at computer science at many levels, from how the computer represents information digitally to how programs are constructed to take advantage of the capabilities of the machine. Students will be introduced to a variety of topics within the field of computer science, including data representation, computer architecture, operating systems and networks. A student may not receive credit for both CSCI 112 and CSCI 114. *Two Credits Staff Both Semesters*

114. Introduction to Computer Science — This course combines an exploration of computer science with an introduction to programming methods and techniques. The student will explore the discipline by looking at computer science at many levels, including data representation, computer architecture, operating systems and networks. Laboratory sessions will explore concepts using hands-on activities such as programming using Alice, constructing a home computer network and manipulating digital images. A student may not receive credit for both CSCI 112 and CSCI 114. *Four Credits Staff Both Semesters*

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. *Four Credits Staff Both Semesters*

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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. Corequisite: Mathematics 131. Students who have received credit for CSCI 235 may not enroll in CSCI 160 without permission of the department chairperson. *Three Credits Staff Spring Semesters*

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

235. Data Structures and Software Design — An introduction to the fundamental data structures of computer science, the design methodologies of software and the basic algorithms for these. Data structures such as stacks, queues, binary trees and priority queues will be included. Software design and development methods such as object oriented design, design patterns and basic algorithm analysis will also be covered. Projects utilizing these data structures and design methods will be completed. Emphasis will be placed on the partnership between algorithms and data structures. Prerequisite: CSCI 225. *Four Credits Staff Spring Semester*

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

250. Discrete Structures — An introduction to the discrete mathematical structures that are fundamental to the field of computer science. Topics include propositional logic, sets, Boolean algebra, switching circuits, functions, relations, and combinatorics. Prerequisite: CSCI 112. *Two Credits Staff Fall Semester*

260. Computer Organization — An introduction to the organization of computers at the hardware level. Digital logic including gates, circuits, memory organization, and microprocessors. Conventional machine architecture and assembly language programming. Prerequisite: CSCI 250. *Two Credits Staff Spring Semester*

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

321. Applications Programming — A course in state-of-the-practice programming applications. This will include a study of design patterns, and current development tools and techniques. Students work together in teams to design, implement and test substantial applications. Best practices in the development process will be emphasized. Prerequisite: CSCI 112 or 114 and 235. Offered even years. *Four Credits Staff Fall Semester*

335. Introduction to Computer Architecture — This course introduces the basics of the design and implementation of computer architecture. Topics include machine modeling, design issues, the design of processors, buses, and memory. Prerequisite: CSCI 112 or 114 and 260. Offered odd years. *Four Credits Jipping Spring Semester*

342. Computer Graphics — An introduction to the concepts, techniques, algorithms, and data structures used in 2D and 3D computer graphics and image processing. Topics include transformations, clipping, windowing, perspective, hidden

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lines and surfaces, color, shading, and ray tracing. Prerequisite: CSCI 112 or 114 and 235. Offered even years. *Four Credits McFall Fall Semester*

354. Operating Systems — This course provides an overview of operating systems, including operating system functions and support functions for operating systems. Students will gain hands-on experience with the Unix operating system. Prerequisite: CSCI 112 or 114, 245 and 260. Offered even years.

Four Credits Staff Spring Semester

361. Programming Language Design & Implementation — This course provides a study of design and implementation considerations for imperative, object-oriented, functional and declarative programming languages. Students will learn these concepts through hands-on projects building interpreters and compilers for representative languages. Topics include representation of objects and classes, implementation of variable bindings and function calls, lazy evaluation and pattern matching of arguments, and query evaluation. Prerequisites: Computer Science 112 or 114, 235, 245. Offered even years.

Four Credits DeJongh Fall Semester

376. Computer Networking — This course provides a study of computer networking architecture and protocols, using the TCP/IP protocol suite as our primary example. We will study application-level protocols such as electronic mail, remote login, and file transfer. We will learn about network management and interconnecting heterogeneous networks. We will study different types of transmission media and media access protocols. Students will gain experience writing client-server applications and network analysis programs. Prerequisites: CSCI 112 or 114, 245 and 250. Offered odd years.

Four Credits Jipping Spring Semester

385. Advanced Data Structures and Algorithms — Study of classical algorithms of computer science, techniques for algorithm design, and analysis of algorithms. Topics include search tree construction, tree balancing techniques, algorithms from graph theory and computational geometry, string matching algorithms, skip lists and hash tables, and techniques for parallel algorithms. Prerequisites: CSCI 112 or 114, 235, 245 and 250. Offered odd years.

Four Credits Cusack Fall Semester

392. Database Systems — This course examines database architecture by examining application design and looking at external, conceptual, and internal levels of databases. We also study the use of database software tools. Topics include the development of queries through query languages; the design of forms and reports; the design and layout of a database; the design and implementation of front-ends; the relational model; protection issues including recovery, concurrency, security, and integrity; distributed database concepts; optimization strategies; storage structures and access methods; and object-oriented databases. Prerequisite: CSCI 112 or 114, and 235. Offered odd years.

Four Credits McFall Fall Semester

470. Languages and Machines — This course examines the theoretical foundations of computer science. It studies the relationship between finite-state machines and various language models. Computability theory is also studied. Prerequisite: CSCI 112 or 114 and 250.

Two Credits Staff Spring Semester

481. Senior Project Seminar — Each student will complete a major software or research project, either individually or as a part of a team. Ethical aspects of computer science will be discussed. This course is required of all computer science majors. Prerequisites: CSCI 112 or 114 and 235 and senior standing.

Two Credits Staff Fall Semester

490. Independent Study and Research in Computer Science — Independent study or research project carried out in some area of advanced computer science or in

COMPUTER SCIENCE

the application of the computer to another discipline. This project will be carried out under the supervision of one or more designated staff members. Prerequisite: permission of the chairperson of the department. *One, Two, Three, or Four Credits Staff*

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

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



Faculty: Ms. Graham, Chairperson; Mr. Farmer, Ms. Flinn, Ms. Frazier, Mr. Iannacone. **Assisting Faculty:** Mr. Alberg, Mrs. Alberg, Mr. Aschbrenner, Ms. Booker, Ms. DeBruyn, Professor Emeritus, Ms. Kiekover, Ms. Wolfe, Ms. Yetzke, and Guest Faculty.

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

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

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

Graduates of the program are currently:

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

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

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

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

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

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

DANCE MAJORS:

DANCE PERFORMANCE/CHOREOGRAPHY is a 56.5-credit major in dance. This major requires specialized instruction in dance forms that range from modern/contemporary dance, jazz, tap, and ballet, to sacred dance. The concentration prepares student for professional careers in dance or graduate school.

Required Theory (36.5 credits): Eurhythmics (201), Anatomical Kinesiology (221), Introduction to Dance Production I (226), Introduction to Dance Production II (227), Improvisation I (300), Dance Repertory (301), Composition I (305), Creative Dance for Children (310), Dance History Survey (316), 20th Century Dance History and Criticism (320), Accompaniment for Dance (330), Dance Therapy (360), Laban

DANCE

Movement Analysis (370), Labanotation (372), Skills & Prep for Dance Careers (460), Composition II (480).

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

TEACHER CERTIFICATION:

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

DANCE EDUCATION MAJOR (K-12) is 32.5-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 thinking skills with students in kindergarten through 12th grade.

Required Theory (20.5 credits): Eurhythmics (201), Anatomical Kinesiology (221), Improvisation I (300), Dance Repertory (301), Composition I (305), Dance History Survey (316), 20th Century Dance History and Criticism (320), Accompaniment for Dance (330), *plus Dance Principles & Methods: Creative Dance for Children (310), Teaching of Dance (315) and Introduction to Dance Production I (226).

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

ELEMENTARY DANCE CERTIFICATION MINOR (K-8) The elementary dance education minor consists of a minimum of 20.5 credits divided between technique and theory. For course work requirements, please see the Department of Education website www.hope.edu/academic/education/requirements.

SECONDARY DANCE CERTIFICATION MINOR (6-12) The secondary dance education minor consists of a minimum of 23.5 credits divided between technique and theory. For coursework requirements, please see the Department of Education website www.hope.edu/academic/education/requirements.

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

DUAL MAJORS:

DANCE/PSYCHOLOGY (dance therapy) is a preparatory program for graduate school and a career. It consists of a dual major of 43.5 credits in dance and 32 credits in psychology. Provisions are made through the registrar and the Department of Dance chairperson. Dance movement therapist's work in a wide variety of therapeutic, educational, and clinical settings, assisting individuals in their emotional, psychological, and physical development and well-being.

DANCE BIOLOGY/CHEMISTRY (dance medicine) consists of a 43.5-credit dance major and fulfillment of the pre-medicine requirements. A dual major in dance and biology or chemistry as an undergraduate prepares students for graduate or medical

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school and a career in dance medicine. Students specialize in orthopedic or neurological medicine or physical therapy.

DANCE/ENGINEERING/PHYSICS (dance science) is a dual major of 36 credits in engineering and 43.5 credits in dance. A dual major in dance and engineering/physics prepares students for graduate school and a career in dance science. In graduate school, students can further analyze movement through scientific analysis. They learn about the biomechanical and physiological aspects of movement, and they develop skills in injury prevention, care and rehabilitation.

DANCE/ENGLISH/HISTORY (dance writing) prepares students for a number of fields including dance criticism, dance history, dance anthropology or dance writing. Students can continue their education in graduate school or they can pursue a dance-related career by writing for a dance or art magazine, newspaper, or publisher.

DANCE/FRENCH consists of a dual major with 43.5 credits in dance and fulfillment of French requirements. It prepares students for a number of fields including dance choreography, criticism, history, anthropology, writing and/or working for an international dance company in French-speaking countries.

Students wanting to major in one of the above areas should obtain a dance department student handbook from the department chairperson or online at www.hope.edu/academic/dance.

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

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

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

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

Required Theory Courses: Eurhythmics (201), Anatomical Kinesiology (221), Improvisation I (300), Composition I (305), Teaching of Dance (315) — for teacher certification only, and Dance History Survey (316).

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

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COURSE OFFERINGS

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

Jazz Novice — Introduces the student with no previous experience in dance to the basic elements of jazz dance. Basic principles of jazz movement, fundamental technique, rhythm, style, and performance, along with some history of jazz dance and music will be explored through a conditioning warm-up, across the floor techniques and center combinations. Movement and music styles may include rudimentary Classical, Swing/Musical Theater, Latin, Disco and Contemporary. *One Credit Flinn, Yetzke Both Semesters*

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

110. Folk, Social, and Swing Dance — An introduction to folk, social, and swing dance techniques. Special emphasis will be placed on the cultural aspects of the development of these types of dance. *One Credit Booker Both Semesters*

114. Historical Social Dance — Research, reconstruction and execution of representative social dances from historical periods to present time. No prerequisites. *Two Credits Graham Fall Semester*

120. Modern Dance I — Education in body movement through dance techniques designed to teach an understanding of rhythm and relaxation and a presentation of basic movement problems. *One Credit Farmer, Flinn, Yetzke Both Semesters*

122. Modern Dance II — A continuation of Modern I designed for the student with at least one semester of modern. Purpose of this course is to develop additional technique and basic principles. *One Credit Farmer, Guest Both Semesters*

125. Modern Dance III — A continuation of beginning modern dance including improvisation to stimulate the imagination and allow for individual exploration of movement expression. Course may be repeated for credit. *One Credit Iannacone, Farmer, Guest Both Semesters*

127. Modern Dance IV — A continuation of Modern III, emphasis is placed on technique and repertory. Course may be repeated for credit. *One Credit Guest Both Semesters*

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

142. Jazz II — A continuation of Jazz I; designed for the student with at least one semester of jazz. The purpose of this course is to develop understanding of basic principles and technique, and introduce the student to dynamics, styles, and combinations. *One Credit Farmer, Yetzke, Guest Both Semesters*

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145. Jazz III — A continuation of Jazz II; designed to prepare the student for dance composition and improvisation, with emphasis on improvement of technique, style, and performance. *One Credit Guest, Farmer Both Semesters*

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

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

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

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

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

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

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

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

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

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

One Credit Staff Both Semesters

170. Movement Fundamentals — In this class students will analyze and discuss the basic principles of movement with specific attention paid to the proper use of alignment, turnout, core stability, strengthening, stretching, the role of plie, and other structural movement parameters. Students will be given the opportunity to practice these principles while executing analyzed fundamental exercises that target specific muscle groups. This class requires a basic physical and verbal vocabulary used in a ballet class.

One Credit Yetzke Both Semesters

195. Studies in Dance — Technique and/or Theory —

One to Two Credits

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. Same as Music 201.

One-Half Credit Aschbrenner Both Semesters

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

Three Credits Kiekover Fall Semester

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

Three Credits Mr. Alberg Fall Semester

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

Three Credits Ms. Alberg Spring Semester, Even Years

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

300. Improvisation I — This course is concerned with the development of the ability to create movement spontaneously. The goal for the student will be the use of improvisation as a tool for developing sensitivity and a means of discovering the body's natural movement style, as a prelude to Dance Composition. This course may be repeated for additional credit. Prerequisite: experience in at least two dance forms.

One Credit Farmer Both Semesters

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

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

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

Two Credits Flinn Fall Semester

315. Teaching Of Dance — Methods, principles and techniques in the teaching of dance, climaxed by a mini-assignment in the public schools, K-12. Open to majors and minors only.

Two Credits Flinn Spring Semester, Odd Years

316. Dance History Survey — A survey of the development of humankind through dance from primitive times to the twentieth century, with a special focus on how cultures have influenced the dance throughout history.

Three Credits Graham Fall Semester

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

Three Credits Farmer Fall Semester

330. Accompaniment For Dance — An introduction to musical accompaniment for dance including music theory, sound production techniques and experience in accompanying dance classes. Prerequisite: Eurhythmics I.

Two Credits Rodriquez, Wolfe Spring Semester, Odd Years

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

One Credit DeBruyn

360. Dance Therapy — An introductory course in dance therapy exploring methods, concepts and techniques used by therapists today.

Three Credits Guest Instructor Fall Semester

370. Laban Movement Analysis — The basic language of effort/shape will be presented as the means to record and interpret movement quality. Students will explore and gain an understanding of concepts through observation and participation, thereby expanding their intellectual and kinetic understanding of movement. Prerequisite: majors and minors by permission.

Two Credits Guest Instructor Spring Semester

372. Labanotation — The elementary principles of dance notation will be taught through their immediate application to dance repertory. Fundamentals of the system will be covered: stepping, arm and leg gestures, jumping, turning, circling, floor plans, and repeat signs. Prerequisites: Laban Movement Analysis; majors only and minors with permission.

Two Credits Guest Instructor May Term

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

One Credit Farmer, Iannacone Fall Semester

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

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

Three Credits Iannacone Fall Semester

490. Independent Study — Advanced research in dance history and other studies. *One to Three Credits Graham Both Semesters*

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

One to Three Credits Graham Both Semesters

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

ECONOMICS, MANAGEMENT, AND ACCOUNTING



Faculty: Mr. Jackson, Chairperson; Mr. Boumgarden, Ms. Estelle, Ms. Hendrix, Ms. LaBarge, Mr. Lunn, Mr. Martin, Mr. Phillips, Mr. Porter, Mr. Smith, Mr. Steen, Ms. Ten Haken, Mr. VanderVeen, Ms. Yamoah. **Assisting Faculty:** Mr. Dykstra, Mr. Growe, Mr. Haefner.

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

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

A few distinctive programs within our department include:

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

The department offers two tracks for accounting majors — one for general accounting and one for public accounting. Students planning a career in public accounting have the option of completing the 150-hour public accounting track or the traditional 126-hour program, depending on the state licensing law where they intend to practice. The department offers all those accounting courses required for taking the Michigan C.P.A. examination. Students planning to sit for the C.P.A. exam should be aware that, since the year 2000, most states require candidates to have earned 150 credits prior to taking the exam. In most cases, no additional accounting classes beyond those in our major would be required. 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 all of these areas of accounting.

ECONOMICS, MANAGEMENT, AND ACCOUNTING

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.

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

Course		Hours	Prerequisites
DEPARTMENTAL REQUIRED COURSES:			
Accounting:			
ACCT 221	Financial Accounting	4	None
Economics:			
ECON 211	Principles Of Macroeconomics	4	None
ECON 212	Principles Of Microeconomics	4	ECON 211 (C- Or Better)
ECON	Economics Elective (300 Level Or Above)	4	Course Specific
Management:			
MGMT 222	Management Perspectives & Theory	4	ECON 212 (Or Concurrent)
MGMT 331	Marketing Management	4	MGMT 222 (C- Or Better); ACCT 221, ECON 212; And MATH 210*
MGMT 361	Operations Management	4	MGMT 222 (C- or better); ACCT 221, ECON 212; and MATH 210*
MGMT 371	Financial Management	4	MGMT 222 (C- or better); ACCT 221, ECON 212; and MATH 210*
MGMT 401	Management Seminar	4	Management major with senior status or having completed all other requirements
	Approved elective – departmental OR non-departmental (DND elective) OR approved internship OR semester abroad	3-4	Course specific
NON-DEPARTMENTAL REQUIRED COURSE:			
Mathematics:			
MATH 210*	Introductory Statistics	4	None
TOTAL CREDITS		43-44	

Courses in workplace writing and business computing are recommended. Courses in communication and additional coursework in liberal arts are also recommended. Students are encouraged to take advantage of internship and other course experiences at The Philadelphia Center and in Chicago, and study abroad programs around the world.

*MATH 311 and 312 also meet this requirement.

ECONOMICS, MANAGEMENT, AND ACCOUNTING

MANAGEMENT/ECONOMICS DOUBLE MAJOR — The management/economics double major consists of the following required courses, hours, and prerequisites.

Course		Hours	Prerequisites
DEPARTMENTAL REQUIRED COURSES:			
Accounting:			
ACCT 221	Financial Accounting	4	None
Economics:			
ECON 211	Principles of Macroeconomics	4	None
ECON 212	Principles of Microeconomics	4	ECON 211 (C- or better)
ECON 306	Econometrics	4	ECON 211 and 212 & MATH 210*
ECON 311	Intermediate Macroeconomics	4	ECON 211 and 212 & MATH 131
ECON 312	Intermediate Microeconomics	4	ECON 211 and 212 & MATH 131
ECON 401	History of Economic Thought	4	ECON 211, 212 and either ECON 311 or 312
ECON 480	Senior Research Project (offered Spring Term)	4	ECON 306
ECON	Economics elective (<i>300-level or above</i>)	4	Course specific
Management:			
MGMT 222	Management Perspectives & Theory	4	ECON 212 (or concurrent)
MGMT 331	Marketing Management	4	MGMT 222 (C- or better); ACCT 221, ECON 212; and MATH 210*
MGMT 361	Operations Management	4	MGMT 222 (C- or better); ACCT 221, ECON 212; and MATH 210*
MGMT 371	Financial Management	4	MGMT 222 (C- or better); ACCT 221, ECON 212; and MATH 210*
MGMT 401	Management Seminar	4	Management major with senior status or having completed all other requirements
NON-DEPARTMENTAL REQUIRED COURSE:			
Mathematics:			
MATH 210*	Introductory Statistics	4	None
MATH 131	Calculus I	4	None
TOTAL CREDITS		66	

*MATH 311 and 312 also meet this requirement.

ECONOMICS, MANAGEMENT, AND ACCOUNTING

ACCOUNTING MAJOR — 126 hrs. Students who wish to major in the area of professional accounting should contact a member of the accounting staff early in their careers, since this program requires a special sequence of courses. See the following required courses, hours, and prerequisites.

Course		Hours	Prerequisites
DEPARTMENTAL REQUIRED COURSES:			
Economics:			
ECON 211	Principles of Macroeconomics	4	None
ECON 212	Principles of Microeconomics	4	ECON 211 (C- or better)
Management:			
MGMT 222	Management Perspectives & Theory	4	ECON 211, 212 (or concurrent)
MGMT 331	Marketing Management	4	ACCT 221, MGMT 222, ECON 212, MATH 210*
MGMT 341	Business Law	3	ECON 211 and 212
MGMT 371	Financial Management	4	ACCT 221, MGMT 222, ECON 212, MATH 210*
Accounting:			
ACCT 221	Financial Accounting	4	None
ACCT 222	Managerial Accounting	4	None
ACCT 321	Intermediate Accounting I	4	ACCT 221
ACCT 322	Intermediate Accounting II	4	ACCT 321
ACCT 333	Accounting Information Systems	4	ACCT 221
ACCT 375	Cost Accounting	4	ACCT 221 and 222
Minimum of 10 hours of 400-level electives in Accounting Required:*			
ACCT 423	Auditing (4)	4	ACCT 322 and 333
ACCT 425	Individual Taxation	4	ACCT 222
ACCT 426	Corporate Tax and Research	4	ACCT 425
ACCT 427	Advanced Accounting	4	ACCT 321 and 322
ACCT 428	Government and Not-for-Profit Accounting	4	Co-requisite ACCT 321
ACCT 430	Ethics in Accounting	2	ACCT 221 and 222
		10	
NON-DEPARTMENTAL REQUIRED COURSES:			
Mathematics:			
MATH 210*	Introductory Statistics	4	None
Communication and English:			
ONE of the following is required; both are STRONGLY recommended.			
COMM 140	Public Presentations	4	None
ENG 214	Business Writing	2	ENG 113
		2-4	
TOTAL CREDITS		63-65	
Elective Accounting Courses:			
ACCT 361	Accounting Practicum I	4	ACCT 221, 222, and 333
ACCT 362	Accounting Practicum II	4	ACCT 361 Co-requisite
ACCT 495	Adv. Studies in Accounting (Auditing II)	2	Concurrent with ACCT 423

*MATH 311 and 312 also meet this requirement.

ECONOMICS, MANAGEMENT, AND ACCOUNTING

ACCOUNTING/MANAGEMENT DOUBLE MAJOR — The accounting/management double major consists of the following required courses, hours, and prerequisites.

Course		Hours	Prerequisites
DEPARTMENTAL REQUIRED COURSES:			
Economics:			
ECON 211	Principles of Macroeconomics	4	None
ECON 212	Principles of Microeconomics	4	ECON 211 (C- or better)
ECON	300-level or above elective	4	Course specific
Management:			
MGMT 222	Management Perspectives & Theory	4	ECON 212 (or concurrent)
MGMT 331	Marketing Management	4	MGMT 222 (C- or better); ECON 212; ACCT 221, 222; and MATH 210*
MGMT 341	Business Law	3	ECON 212
MGMT 361	Operations Management	4	MGMT 222 (C- or better); ECON 212; ACCT 221, 222; and MATH 210*
MGMT 371	Financial Management	4	MGMT 222 (C- or better); ECON 212; ACCT 221, 222; and MATH 210*
MGMT 401	Management Seminar	4	MGMT/ACCT Double major with senior status or having completed all other requirements
	Approved elective – departmental OR non-departmental (DND elective) OR approved internship OR semester abroad	4	Course specific
Accounting:			
ACCT 221	Financial Accounting	4	None
ACCT 222	Managerial Accounting	4	None
ACCT 321	Intermediate Accounting I	4	ACCT 221
ACCT 322	Intermediate Accounting II	4	ACCT 321
ACCT 333	Accounting Information Systems	4	ACCT 221
ACCT 375	Cost Accounting	4	ACCT 221 and 222
Minimum of 10 hours of 400-level electives in Accounting Required:*			
ACCT 423	Auditing (4)	4	ACCT 322 and 333
ACCT 425	Individual Taxation	4	ACCT 322 recommended
ACCT 426	Corporate Tax and Research	4	ACCT 425
ACCT 427	Advanced Accounting	4	ACCT 321 and 322
ACCT 428	Government and Not-for-Profit Accounting	4	Co-requisite ACCT 321
ACCT 430	Ethics in Accounting	2	ACCT 221 and 222
		10	
NON-DEPARTMENTAL REQUIRED COURSES:			
Mathematics:			
MATH 210*	Introductory Statistics	4	None
Communication and English:			
ONE of the following is required; both are STRONGLY recommended.			
COMM 140	Public Presentations	4	None
ENG 214	Business Writing	2	ENG 113
		6	
TOTAL CREDITS		83	
Elective Accounting Courses:			
ACCT 361	Accounting Practicum I	4	ACCT 221, 222, and 333
ACCT 362	Accounting Practicum II	4	
ACCT 361	Co-requisite		
ACCT 495	Adv. Studies in Accounting (Auditing II)	2	Concurrent with ACCT 423

*MATH 311 and 312 also meet this requirement.

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PUBLIC ACCOUNTING PRE-PROFESSIONAL PROGRAM (OPTIONAL) — 150 HOURS:

Students who wish to pursue the public accounting pre-professional program should contact a member of the accounting staff early in their careers, since this program requires a special sequence of courses.

With careful planning, the 150-hour CPA Program can be completed in just four years. See the following required courses, hours, and prerequisites.

Course	Hours	Prerequisites
DEPARTMENTAL REQUIRED COURSES:		
Economics:		
ECON 211 Principles of Macroeconomics	4	None
ECON 212 Principles of Microeconomics	4	ECON 211 (C- or better)
Management:		
MGMT 222 Management Perspectives & Theory	4	ECON 211, 212 (or concurrent)
MGMT 331 Marketing Management	4	ACCT 221, MGMT 222, ECON 212, MATH 210*
MGMT 341 Business Law	3	ECON 211 and 212
MGMT 371 Financial Management	4	ACCT 221, MGMT 222, ECON 212, MATH 210*
Accounting:		
ACCT 221 Financial Accounting	4	None
ACCT 222 Managerial Accounting	4	None
ACCT 321 Intermediate Accounting I	4	ACCT 221
ACCT 322 Intermediate Accounting II	4	ACCT 321
ACCT 333 Accounting Information Systems	4	ACCT 221
ACCT 375 Cost Accounting	4	ACCT 221 and 222
ACCT 423 Auditing (4)	4	ACCT 322 and 333
ACCT 425 Individual Taxation	4	ACCT 322 recommended
ACCT 426 Corporate Tax and Research	4	ACCT 425
ACCT 427 Advanced Accounting	4	ACCT 321 and 321
ACCT 428 Government and Not-for-Profit Accounting	4	Co Requisite ACCT 321
TOTAL IN DEPARTMENT:	67	
NON-DEPARTMENTAL REQUIRED COURSES:		
Mathematics:		
MATH 210* Introductory Statistics	4	None
Communications Skills: Both of the following courses are required:		
COMM 140	4	None
ENG 214	2	ENG 113
Computer Science Skills:		
CSCI 140	3	
ADDITIONAL COURSES REQUIRED HOURS	13	
TOTAL REQUIRED HOURS:	80	
Elective Accounting Courses:		
ACCT 361 Accounting Practicum I	4	ACCT 221,222, and 333
ACCT 362 Accounting Practicum II	4	ACCT 221,222, and 333
ACCT 430 Ethics in Accounting	2	ACCT 221 and 222
ACCT 495 Advanced Studies Acct.	2	ACCT 322 and 333
ACCT 423, 425, 427 and 428 are REQUIRED by the State of Michigan for those intending to take the CPA exam in Michigan. See your advisor if you plan to take the exam in another state. (Most require 150 hours.)		

*MATH 311 and 312 also meet this requirement.

ECONOMICS, MANAGEMENT, AND ACCOUNTING

PUBLIC ACCOUNTING-MANAGEMENT DOUBLE MAJOR — The public accounting/management double major consists of 94-96 credits; see the following required courses, hours, and prerequisites.

Public Accounting/Management Double Major: See the following required courses, hours, and prerequisites.

Course	Hours	Prerequisites
DEPARTMENTAL REQUIRED COURSES:		
Economics:		
ECON 211	Principles of Macroeconomics	4 None
ECON 212	Principles of Microeconomics	4 ECON 211 (C- or better)
ECON	300-level or above elective	4 Course specific
Management:		
MGMT 222	Management Perspectives & Theory	4 ECON 211, 212 (or concurrent)
MGMT 331	Marketing Management	4 ACCT 221, MGMT 222, (C- or better), ECON 212, MATH 210*
MGMT 341	Business Law	3 ECON 211 and 212
MGMT 361	Operations Management	4 MGMT 222 (C- or better); ECON 212; ACCT 221, and MATH 210*
MGMT 371	Financial Management	4 ACCT 221, MGMT 222, (C- or better), ECON 212, MATH 210*
MGMT 401	Management Seminar	4 PUBLIC ACCT/MGMT Double major with senior status or having completed all other requirements.
Approved elective – departmental OR non-departmental (DND elective) OR approved internship OR semester abroad.		
Accounting:		
ACCT 221	Financial Accounting	4 None
ACCT 222	Managerial Accounting	4 None
ACCT 321	Intermediate Accounting I	4 ACCT 221
ACCT 322	Intermediate Accounting II	4 ACCT 321
ACCT 333	Accounting Information Systems	4 ACCT 221
ACCT 375	Cost Accounting	4 ACCT 221 and 222
ACCT 423	Auditing (4)	4 ACCT 322 and 333
ACCT 425	Individual Taxation	4 ACCT 322 recommended
ACCT 426	Corporate Tax and Research	4 ACCT 425
ACCT 427	Advanced Accounting	4 ACCT 321 and 321
ACCT 428	Government and Not-for-Profit Accounting	4 Co Requisite ACCT 321
TOTAL IN DEPARTMENT:		83
NON-DEPARTMENTAL REQUIRED COURSES:		
Mathematics:		
MATH 210*	Introductory Statistics	4 None
Communications Skills: Both of the following courses are required:		
COMM 140		None
ENG 214		ENG 113
Computer Science Skills:		
CSCI 140		
ADDITIONAL COURSES REQUIRED HOURS		13
TOTAL REQUIRED HOURS:		96
Elective Accounting Courses:		
ACCT 361	Accounting Practicum I	4 ACCT 221,222, and 333
ACCT 362	Accounting Practicum II	4 ACCT 221,222, and 333
ACCT 430	Ethics in Accounting	2 ACCT 221 and 222
ACCT 495	Advanced Studies Acct.	2 ACCT 322 and 333
ACCT 423, 425, 427 and 428 are REQUIRED by the State of Michigan for those intending to take the CPA exam in Michigan. See your advisor if you plan to take the exam in another state. (Most require 150 hours.)		

*MATH 311 and 312 also meet this requirement.

ECONOMICS, MANAGEMENT, AND ACCOUNTING

ECONOMICS MAJOR — The economics major offers a solid preparation for many paths; it is rigorous and analytical, as well as practical and useful. The economics major consists of the following required courses, hours, and prerequisites.

Course		Hours	Prerequisites
Economics:			
ECON 211	Principles of Macroeconomics	4	None
ECON 212	Principles of Microeconomics	4	ECON 211 (C- or better)
ECON 306	Econometrics	4	ECON 211 and 212 & MATH 210*
ECON 311	Intermediate Macroeconomics	4	ECON 211 and 212 & MATH 131
ECON 312	Intermediate Microeconomics	4	ECON 211 and 212 & MATH 131
ECON 401	History of Economic Thought	4	ECON 211, 212 and either ECON 311 or 312
ECON 480	Senior Research Project	4	ECON 306
ECON	Economics elective (300 level or above)	4	Course specific
ECON	Economics elective (300 level or above)	4	Course specific

NON-DEPARTMENTAL REQUIRED COURSES:

Mathematics:

MATH 210*	Introductory Statistics	4	None
MATH 131	Calculus I	4	None

TOTAL CREDITS

44

*MATH 311 and 312 also meet this requirement.

ACCOUNTING MINOR — The minor requirements for accounting consist of 24 credits of course work. Courses required are: Financial Accounting (Accounting 221), Managerial Accounting (Accounting 222), Accounting Information Systems (Accounting 333), and two courses from the following five: Intermediate Accounting I and II (Accounting 321 and 322), Cost Accounting (Accounting 375), Individual Taxation (Accounting 425), and Governmental and Not-for-Profit (Accounting 428). Introductory Statistics (Mathematics 210), or Statistical Methods (Mathematics 311) AND Applied Statistical Models (Mathematics 312) are also required. See specific course for appropriate prerequisite(s). Minimum GPA 2.0.

MANAGEMENT MINOR — The minor requirements for management consist of 28 credits of course work. Courses required are: Principles of Macroeconomics (Economics 211), Principles of Microeconomics (Economics 212), Financial Accounting (Accounting 221), Management Perspectives and Theory (Management 222), a 300-level management course, and an approved departmental or non-departmental Elective. Also required is Introductory Statistics (Mathematics 210), or Statistical Methods (Mathematics 311) AND Applied Statistical Models (Mathematics 312). See specific course for appropriate prerequisite(s). Minimum GPA 2.0.

ECONOMICS MINOR — The minor requirements for economics consist of 28 credits of course work. Courses required are: Principles of Macroeconomics (Economics 211), Principles of Microeconomics (Economics 212), Intermediate Macroeconomics (Economics 311), Intermediate Microeconomics (Economics 312), two additional

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courses in economics, and Calculus I (Math 131). See specific course for appropriate prerequisite(s). Minimum GPA 2.0.

MANAGEMENT/FRENCH DOUBLE MAJOR — In addition to on-campus courses in management and French, students interested in a double major in management/French should consider a semester or full year in France. These programs, administered by the Institute for the International Education of Students (IES), offer the following special features:

- Management and economics courses available at the local universities
- Management courses available at Negocia, Paris Business School, one of the leading business schools in France
- Selected internships available at IES Paris for students with advanced French language skills
- Housing in local homes
- Field trips connected with the IES programs

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

ADVISING PROCEDURES — Upon declaration of a major and approval by the chairperson, the student will be assigned an advisor from the department. Together, they will work out a tentative program for the student to complete the major.

A. Course Offerings — Economics

200. Economic Themes and Topics — Exploring “economic ways of thinking” as they apply to a theme or to issues of public concern. The course is designed to fulfill the objectives of the Social Science II General Education requirement and may not be applied toward a management, economics or accounting major.

Two Credits Lunn, Steen Both Semesters

211. Principles of Macroeconomics — An introduction to economic principles and concepts, designed to fulfill the objectives of the college social science requirement and to prepare students for additional work in economics, management, and accounting. The course deals with such topics as supply and demand, markets, money, the determination of national income, employment and the price level, and international trade. The government’s role in the economy is examined throughout.

Four Credits Phillips, Steen, Yamoah Both Semesters

212. Principles of Microeconomics — An introduction to economic analysis at the microeconomic level which focuses on individual and firm decision-making in a market environment. This course deals with such topics as consumer demand, costs of production and supply, resource allocation, the role of competition in markets, labor and resource markets and the economics of the environment. Prerequisite: Economics 211 with a grade of C- or better.

Four Credits Estelle, Lunn, Yamoah Both Semesters

295. Studies in Economics — A lecture or seminar class on a special topic of economics for majors and non-majors in the discipline. For example, Ethics and Economics of Labor Unions has been offered under this topic number.

Two or Four Credits Staff

302. Monetary Economics — A study of the role of money, credit, and financial institutions, and the impact of these areas on the general level of output, income and employment. Prerequisites: Economics 211 and 212.

Four Credits Staff

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304. Economic Growth and Development — A study of the factors that influence the growth and development of modern economies with particular emphasis on Third World countries. Attention will be given to theoretical models and to the interplay of social, political and cultural phenomena. Prerequisites: Economics 211 and 212.

Four Credits Yamoah

306. Econometrics — An introduction to the mathematical and statistical tools used in constructing and estimating economic models. Focuses on applications of multivariate regression analysis in the areas of economic forecasting and hypotheses testing. Extensive use of the computer. Prerequisites: Economics 211 and 212, and Mathematics 210 or equivalent.

Four Credits Phillips Fall Semester

310. Environmental Public Policy — This course is an introductory analysis of the economic, scientific and political factors involved in environmental public policy. American environmental management will be viewed in terms of the interplay among economic efficiency, scientific feasibility and the demands of the political process. Topics covered will include federal lands, intergovernmental relations, agency law, comparative institutions, U.S. environmental regulations and technological compliance. This course is team taught by faculty from the Departments of Economics, Geological and Environmental Sciences, and Political Science so that students are exposed to the interdisciplinary nature of environmental public policy issues. Prerequisites: Economics 211 or Political Science 100 and the fulfillment of the college's general education science requirement.

Four Credits Holmes, Lunn, Peterson Spring Semester

311. Intermediate Macroeconomics — This course examines the important concepts and theories concerning levels of income, employment, interest rates and prices. It enables the student to understand the causes of changes in these levels, and to understand the effectiveness of government policies in affecting them. Prerequisites: Economics 211 and 212 and Mathematics 131.

Four Credits Steen Spring Semester

312. Intermediate Microeconomics — Intermediate-level treatment of microeconomics concerned primarily with resource allocation decisions under various product and resource market conditions. Implications for business and public policy are emphasized. Prerequisites: Economics 211 and 212 and Mathematics 131.

Four Credits Lunn Fall Semester

318. International Economics — This course presents a survey of the fields of international trade and finance with attention given to fundamental theory and present policy and practice. Prerequisites: Economics 211 and 212.

Four Credits Lunn, Yamoah Spring Semester

320. Financial Economics — This new course explores the economics of the finance industry. As part of preparing for leadership and service in a global society, learn about various walks of life on 'Wall Street' and elsewhere in the banking world. Look at how money instruments work, and the role of different companies. Participate in off-campus activities with our industry partner. Reflect on money markets from a faith perspective too. Topics include market behavior, trader psychology, banking firms, and special exotic products. The approach is generally non-technical. Prerequisite: Economics 211 and 212.

Four Credits Fall Semester

358. Management in the British Economy — This interdisciplinary course explores the culture, politics, and economy of the British along with their values and attitudes toward business. Special attention is paid to unique forms of management and business organizations. This class utilizes an experiential-based learning environment that includes seminars with leaders of business, labor, and government; company

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visits; and numerous cultural activities that are conducted in London and in various other locations in England. Prerequisite: permission of instructor.

Four Credits Porter, Smith May Term

390. Internships in Vocation — The objective of this course is to help students 1) integrate theory and practice, 2) enhance their self-awareness and social-awareness competencies, and 3) seek their mission in the world. The course is a customized and highly reflective experience involving the professor, the student, and the placement supervisor. Enrollment in the class is dependent upon students finding their own internship placements by working with Hope's Office of Career Development Center. Students will not receive credit for this course and MGMT 391. Prerequisite: permission of instructor.

One, Two, Three or Four Credits Steen, VanderVeen Both Semesters; May, June, and July Terms

395. Advanced Studies in Economics — A lecture or seminar in a special topic in advanced economics. For example, Law and Economics will be offered under this number. Prerequisite: permission of instructor.

One, Two or Four Credits Staff

401. History of Economic Thought — An introduction to, and critical survey of, the important people and ideas in economic theory. Attention is given to the interaction of economic ideas with the times in which they arose, and the evolution of significant economic doctrines. Prerequisites: Economics 211, 212, and either 311 or 312.

Four Credits Staff Spring Semester

402. Industrial Organization/Economics of Strategy — A theoretical and empirical study of how the organization of markets affects the conduct and performance of firms in those markets. Topics include the determinants of market structure; the impact of market power on pricing, product differentiation, technological change; and managerial strategy. Several specific U.S. industries will be studied, and a strategic analysis of an industry will be performed. Prerequisites: Economics 211 and 212.

Four Credits Lunn Spring Semester

403. Labor Economics — Study of the institutional and economic forces which determine wages and employment in labor markets. Economic theory is used to analyze the impact of various policies on the distribution of income. Topics include the economic effects of unions, minimum wage legislation, investment in human capital, discrimination in labor markets, poverty and transfer programs, and the disincentive effects of taxation. This course also examines issues of work and vocation. Prerequisites: Economics 211 and 212.

Four Credits Steen Fall Semester

410. Public Finance — Study of the role of government in a market economy. The theory and practice of taxation, expenditure, analysis and government regulation are examined in terms of their impact on economic efficiency and income redistribution. Topics include benefit-cost analysis, environmental pollution, tax reform, healthcare economics, income transfer programs and intergovernmental grants. Prerequisites: Economics 211 and 212 or permission of instructor.

Four Credits Staff

480. Senior Research Project — A capstone course required of all economics majors to develop advanced skills in economic research and writing. A research paper will be prepared in conjunction with an upper-level economics course being taken at the same time. Prerequisites: Economics 306; and either 311 or 312; and senior standing.

Four Credits Lunn Spring Semester

490. Independent Studies in Economics — Independent studies in advanced economics under the supervision of a designated staff member. Prerequisites: ad-

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vanced standing in the department and permission of instructor.

One, Two, Three or Four Credits Staff Both Semesters

495. Advanced Studies in Economics — A lecture or seminar in a special topic in advanced economics. Prerequisites: advanced standing in the department and permission of instructor. *Two or Four Credits Staff Both Semesters*

B. Course Offerings — Management

150. Integrated Management Decisions — This course will introduce students to the various components of an organization. It is intended to acquaint students with the diverse functions within an organization — finance, marketing, operations, human resources, and accounting — and how these functions relate to and complement one another. A comprehensive simulation package will be the primary method of exploring and understanding the complex relationships within modern organizations.

Two Credits Jackson, Porter, Smith, Ten Haken

222. Management Perspectives and Theory — Study of modern managerial principles and processes as usually associated with business (but which principles also apply to the management of non-profit organizations such as churches, schools, etc.) through an examination of the functions of planning, organizing, leadership and controlling. Current problems facing businesses are reviewed. Changing patterns of management are discussed. Prerequisites: Economics 211 with a grade of C- or better. Prerequisite or Corequisite: Economics 212.

Four Credits Boumgarden, Jackson, Ten Haken Both Semesters

295. Studies in Management — A lecture or seminar class in a special topic of management for majors and non-majors in management. *Two or Four Credits Staff*

331. Marketing Management — This course develops decision-making skills in the context of managing the marketing function in all types of organizations. Simulations and case studies describing actual marketing problems provide an opportunity for the student to develop an appreciation for the types of problems which exist in the real world of marketing; and to develop the skills of analysis and decision-making necessary for success in marketing and other areas of organizations. Topics include marketing opportunity analysis, market segmentation, product policy, promotion, channels of distribution, pricing policy, and the analysis of complete marketing programs. Prerequisites: Management 222 with a grade of C- or better, Accounting 221, Economics 211 and 212, and Mathematics 210 or equivalent.

Four Credits Boumgarden, Jackson, Ten Haken, VanderVeen Both Semesters

341. Business Law — A survey of business law, stressing contracts and including an introduction to sales, agency, negotiable instruments, and partnerships and corporations. Prerequisites: Economics 211 and 212. *Three Credits Dykstra Both Semesters*

352. Human Resource Management — The analytical and applied approach to human resources management for potential human resource professionals, line management, or employees. Traditional personnel and labor relations topics are presented such as the legal environment for management of employees, job analysis, recruiting and selection of employees, performance evaluation, discipline, and labor negotiation. Prerequisites: Management 222 with a grade of C- or better, Accounting 221 Economics 211 and 212, and Mathematics 210 or equivalent; or permission of instructor. *Four Credits Ten Haken*

356. Managing for Environmental Sustainability — The study of practices usually associated with business, but applicable to other organizations, that create environmentally sustainable outcomes. Prerequisite: permission of instructor.

Four Credits Ten Haken Spring Semester

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358. Management in the British Economy — This interdisciplinary course explores the culture, politics, and economy of the British along with their values and attitudes toward business. Special attention is paid to unique forms of management and business organizations. This class utilizes an experiential-based learning environment that includes seminars with leaders of business, labor, and government; company visits; and numerous cultural activities that are conducted in London and in various other locations in England. Prerequisite: permission of instructor

Four Credits Porter, Smith May Term

361. Operations Management — This course examines the management of the conversion process — converting raw materials, land, labor, capital, and management inputs into desired outputs of goods and services. This will include the study of traditional approaches as well as new contributions from just-in-time practices, constraint theory, total quality management, and statistical process control. The analysis of operational decisions will include strategic, productivity, and ethical considerations. Prerequisites: Management 222 with a grade of C- or better, Accounting 221, Economics 211 and 212, and Mathematics 210 or equivalent.

Four Credits Smith Both Semesters

371. Financial Management — This course examines financial decision making within the context of public corporations. The concepts of risk, rates of return, time value of money, valuation, and stewardship are utilized to analyze financial decisions involving capital budgeting and capital structure. The analysis of these decisions will include both financial and ethical considerations. Prerequisites: Management 222 with a grade of C- or better, Accounting 221, Economics 211 and 212, and Mathematics 210 or equivalent. Computer Science 140 is recommended.

Four Credits Porter Both Semesters

390. Internships in Vocation — The objective of this course is to help students 1) integrate theory and practice, 2) enhance their self-awareness and social-awareness competencies, and 3) seek their mission in the world. The course is a customized and highly reflective experience involving the professor, the student, and the placement supervisor. Enrollment in the class is dependent upon students finding their own internship placements by working with Hope's Office of Career Development Center. Students will not receive credit for this course and MGMT 391. Prerequisite: permission of instructor.

Four Credits Steen, VanderVeen Both Semesters; May, June and July Terms

395. Advanced Studies in Management — A lecture or seminar in a special topic in advanced management. Prerequisite: permission of instructor.

Two or Four Credits Staff Both Semesters

401. Management Seminar — This seminar in management is intended to challenge participants to evaluate several aspects of management more thoroughly than possible in a traditional classroom setting. Students will work closely with the professor and others to read, evaluate, and discuss topics of critical importance to successful leadership in organizations. Professors may emphasize a management topic of particular interest to them and their professional study. Common components may include: study of classic management readings and materials; Christianity and leadership; vocation and calling as applied to management; personal finance; business ethics; global business; and a written analysis of case studies and other topics. A significant research paper may be required. Prerequisite: senior departmental status or having completed all other requirements in the major.

Four Credits Boumgarden, Jackson, Porter, Smith, Ten Haken Both Semesters

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490. Independent Studies in Management — Independent studies in advanced management under the supervision of a designated staff member. Prerequisites: advanced standing in the department and permission of instructor.

One, Two, Three or Four Credits Staff Both Semesters

495. Advanced Studies in Management — A lecture or seminar in a special topic in advanced management. For example, Total Quality Management and Finance Seminar have recently been offered under this number. Prerequisite: permission of instructor.

Two or Four Credits Staff Both Semesters

C. Course Offerings — Accounting

221. Financial Accounting — An introduction to the financial accounting model for business enterprises intended for potential accounting majors, business majors, and others who wish to read, understand, and analyze financial statements. Course includes lecture and discussion. Note: no prerequisites. Completion during freshman or sophomore year highly recommended.

Four Credits LaBarge, Martin Both Semesters

222. Managerial Accounting — The study of accounting information as used to assist in managerial decision making. Topics include break-even analysis, manufacturing cost control, product pricing, cost-volume-profit analysis, and other uses of accounting data internally by managers in directing and controlling organizations. Course includes lecture and discussion. Note: no prerequisites.

Four Credits Hendrix Both Semesters

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

One, Two, Three or Four Credits Staff Both Semesters

321, 322. Intermediate Accounting — A continuation of the study of financial accounting theory and practice at the intermediate level. It examines the development of accounting standards, the presentation of income and retained earnings, the balance sheet and the statement of cash flows, asset and liability recognition and measurement problems, and accounting for owners' equity. Prerequisites: Accounting 221 and 222. Students must have a B average in ACCT 221 and ACCT 222 to register for ACCT 321. Enrollment in 322 is limited to those receiving a passing grade in 321. (321, Fall only; 322, Spring only).

Eight Credits Hendrix, LaBarge

333. Accounting Information Systems — A study of the basics of contemporary information systems in both manual and computerized environments. It includes the role of information in the management of business organizations. Prerequisite: Accounting 221.

Four Credits Martin Spring Semester

361, 362. Accounting Practicum — This course is designed to provide hands-on experience with accounting practitioners. It will provide an opportunity for students to relate the theories and concepts learned in their business and accounting classes to actual practice in an organizational setting. Students are supervised by organizational managers. Although most placements are in the west Michigan area, they can be arranged in any other locations. Students will work in public, industrial or not-for-profit accounting positions in the field, and will attend weekly seminars on campus. Other requirements include maintaining an analytical journal, writing a final summary paper and participating in discussions. Prerequisites: a minimum of eight credits in accounting and permission of instructor. Accounting 362 (Accounting Practicum II) is a continuation of Accounting 361 (Accounting Practicum I). Enrollment in 362 is limited to the successful completion of Accounting 361.

Eight Credits Hendrix Spring Semester; May, June, July Terms

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375. Cost Accounting — Continuation of the study of cost accounting theory and practice with particular attention given to cost information systems, cost control, planning of profits and costs, and cost and profit analysis. Prerequisites: Accounting 221, 222. *Four Credits Martin Fall Semester*

395. Advanced Studies in Accounting — A lecture or seminar class in a special topic in advanced accounting. Prerequisite: approval of chairperson.

One, Two, Three or Four Credits Staff Both Semesters

423. Auditing — An introduction to basic audit planning and risk assessment, auditing techniques, audit evidence, statistical sampling in auditing, auditing through and around the computer, audit reports and opinions, ethics in auditing, and the legal and regulatory environment. Prerequisite: Accounting 427.

Four Credits Hendrix Spring Semester

425. Individual Taxation — An introduction to federal tax accounting as it relates to income tax for individuals. Completion of Accounting 322 is recommended, but not required.

Four Credits Martin Fall Semester

426. Corporate Tax and Research — This course continues the study of taxation from Accounting 425. It emphasizes tax concepts applied to corporations, S corporations, partnerships, limited liability companies, estates, and trusts. It includes skills recommended by the AICPA Model Tax Curriculum such as ethical considerations, team building, and research. Prerequisite: Accounting 425.

Four Credits Martin Spring Semester

427. Advanced Accounting — Advanced studies in the theory and practice of accounting for business organization with particular emphasis on corporate combinations, partnerships, and international accounting topics. Prerequisites: Accounting 221, 222, 321. Prerequisite: Accounting 322. *Four Credits LaBarge, Staff Fall Semester*

428. Governmental and Not-for-Profit Accounting — A study of the accounting theory and practice and the applicable professional standards for government and not-for-profit institutions. Prerequisite: Accounting 322.

Four Credits Haefner Fall Semester

430. Ethics in Accounting — A seminar class. It will familiarize the student with the spectrum of codes of ethics in accounting and provide models for analyzing ethical issues. It includes discussions directed toward identifying and examining a student's own personal and business code of ethics. Prerequisites: Accounting 221 and 222. *Two Credits Staff June Term*

490. Independent Studies in Accounting — Independent studies in advanced accounting under the supervision of a designated staff member. Prerequisites: advanced standing in the department and approval of the chairperson.

One, Two or Three Credits Staff Both Semesters

495. Advanced Studies in Accounting — A lecture or seminar class in a special topic in advanced accounting. For example, Governmental and Not-for-Profit Accounting has recently been offered under this number. Prerequisite: approval of the chairperson. *One, Two, Three or Four Credits Staff Both Semesters*



Faculty: Mrs. Pardo, Chairperson; Ms. Arsenault, Mrs. Cherup, Mrs. Cook, Mr. Donk, Mrs. Finn, Mrs. Holmes, Ms. Hwang, Mrs. Jordan, Mrs. Van Duinen, Mr. Yelding.

The Department of Education prepares students to teach in elementary and secondary schools. To fulfill the requirements for graduation and for certification, all students planning on a professional teaching career must complete a major and a minor in an approved academic field along with the professional education course sequence. This sequence introduces the theoretical foundations of creative and responsible teaching and simultaneously provides field experiences for students to put theory into practice. Students complete a minimum of five field placements in area schools prior to student teaching. Throughout the professional sequence, prospective teachers develop increasing competence and confidence in the professional abilities identified by education faculty. These abilities enable a graduate to act as:

- an effective communicator
- a professional collaborator
- a curriculum developer
- a problem solver
- a decision maker
- a scholarly educator

Student-led chapters of national organizations, particularly Council for Exceptional Children and Association of Supervision and Curriculum Development, offer professional development and service opportunities for teacher education students.

Graduates of Hope's education program teach in public and private K-12 schools around the country and world. Most graduates pursue advanced studies for continuing certification and to complete graduate degrees in special areas of education, such as reading, curriculum development, special education, counseling and administration.

Graduates of our education program are currently serving as:

- classroom teachers in rural, urban and suburban K-12 schools
- special education teachers in categorical, inclusive, or resource classrooms
- teachers overseas
- Peace Corps volunteers
- counselors in elementary and secondary schools
- curriculum coordinators and supervisors
- administrators in area school systems
- college professors

Information contained in this catalog is subject to change, due to mandates by the Michigan Department of Education or the Michigan State Board of Education. Students should consult Department of Education personnel and/or the Department of Education website to ensure that they have received updated information.

ELEMENTARY AND SECONDARY PROGRAMS — Students planning to teach in the elementary and secondary schools must be formally admitted to the Teacher Education program. Application for admission to the Teacher Education program is generally made following the completion of the introductory courses and field placements. Michigan law, as well as some other state laws, prohibit an individual from obtaining or maintaining a valid certification if the individual has one of many specifically listed criminal convictions. The Hope Education Department will evaluate criminal convictions to determine an individual's likelihood of obtaining a teacher certificate and whether the individual will be admitted into the program. Application information can be accessed online on the Department of Education website.

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All policies that pertain to the application process to the Teacher Education program, the continuation through the course sequence, the process for assignment to a student teaching placement, and final approval for Michigan certification can be found on the department's website under "General Information Policies and Procedures." These policies and procedures are available electronically on the department's website (www.hope.edu/academic/education/). Students must read this information, must become familiar with all expectations, deadlines and responsibilities, and must comply with policies and regulations stated therein. Failure to do so may cause delays in the student's application process, in entry to course sequence and to the student teaching semester.

COMPLETED APPLICATION INCLUDES THE FOLLOWING ITEMS:

1. Program application accessed online through department website
2. Three rating sheets from faculty members (online)
3. Major/minor declaration forms (online)
4. Successful field placement evaluations for Education 221 and Education 226
5. Passing scores on the Michigan Test for Teacher Certification (Basic Skills)
6. Signed statement of Commitment to the Profession
7. Attendance at two required information sessions: Education Department Orientation, and Chalk & Wire Electronic Portfolio Orientation
8. Cumulative GPA of 2.75/4.0 scale or higher
9. IDS 200 or AES 210 requirement
10. Consent for Criminal Background Check: At the request of local school districts, a criminal background check and fingerprinting are required for student teaching.

After successful completion of all program requirements, graduates will qualify for a teaching certificate from the State of Michigan. Although teaching requirements vary among states, the Michigan certificate, through reciprocal certification agreements, is valid in many other states. Students desiring to teach outside of Michigan should confer with the Department of Education's Director of Certification for specific requirements.

All program requirements must be completed for students to be recommended for a teaching certificate in the State of Michigan. Program requirements include:*

1. Secure formal admission to the Teacher Education program.
2. Complete the Professional Education Sequence which has been established:
 - a) Elementary — Complete Education 220, 221, 225, 226, 270, 280, 281, 282, 283, 310, 311, 312, 455, 470, 500.
 - b) Secondary — Complete Education 220, 221, 225, 226, 270, 285, 286, 287, 360, 361, 455, 480 or 485, 500, and methods courses in the major and minor fields.
3. Earn a C+ or better grade in each education professional sequence course and field placement.
4. Meet the general education diversity requirement by completing IDS 200 Encounter with Cultures or AES 210 Introduction to Ethnic Studies course.
5. Earn a GPA of at least 2.75 in each of the following areas prior to student teaching: the major course sequence, the minor course sequence, the education sequence, and a cumulative GPA for all college work.

*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 for acceptance into the program.

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6. Complete the requirements for a major and minor**approved by the Department of Education and affirmed by the Michigan Department of Education.
 - a) Elementary: 1) teacher candidates select a major in Mathematics, Integrated Science, Social Studies or the English/Language Arts. The candidates must also complete a prescribed Planned Program minor consisting of three content areas, as well as course work in Health/Physical Education, World Languages and the Arts; 2) Comprehensive Majors with Special Education, Spanish K-12, Early Childhood: teacher education candidates who select a Comprehensive major must also declare a Special Education major (Emotional Impairments or Learning Disabilities), a Spanish K-12 major, or an Early Childhood minor.
 - b) Secondary: teacher education candidates select a content or group major and a minor. If an Emotional Impairments or Learning Disabilities major is selected at the secondary level, the candidate must declare an English or mathematics minor (See Education Department website for details).
7. Earn a C+ or better grade in student teaching.
8. Satisfy the general requirements for the A.B., B.M., or B.S. degree at Hope College.
9. Pass the required Michigan Tests for Teacher Certification (MTTC) in appropriate areas.
10. Hold valid certification in CPR/First Aid at time of application for Michigan teacher certification.

Students are urged to plan their programs carefully and should begin that process early in their college careers. Students should also meet individually with education faculty. Students typically begin the teacher education sequence with Education 220/221 during their freshman year 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, in Liverpool, U.K., or in other international settings.

MEETING PROFESSIONAL STANDARDS: All students in education courses must demonstrate that they have met the Professional Standards for Michigan Teachers (PSMT), 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 store artifacts and assessments over the course of the certification program. Utilizing this past work, teacher candidates will develop their student teaching professional portfolios to demonstrate they have met these professional standards. Graduates may continue the use of this program as they begin their careers. The Department of Education may be contacted for further information.

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 Education or Secondary certification track.

**Specific requirements for all certifiable majors and minors are available on the department website.

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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 follow the Elementary certification track.

DEPARTMENT HANDBOOK: The Department of Education provides each student desiring certification a comprehensive electronic *Handbook* which outlines all program sequences and pertinent Teacher Education program information from the initial application to the department through certification.

Students desiring additional program information should contact Hope's Department of Education office or see the department website.

FINDING A TEACHING POSITION: Special efforts are made by the Office of Career Development Center to help teacher candidates secure teaching positions, but the college does not guarantee the placement of students in positions. Credentials packets must be completed during the student teaching semester. They are then managed either by the student or by a private online service.

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

STUDENT TEACHING OPPORTUNITIES: In addition to a broad range of local student teaching opportunities, elementary and secondary teacher candidates may apply for off-campus student teaching through The Philadelphia Center; the Chicago Semester Program; Liverpool, UK; Interaction International; and the Rosebud Indian Reservation, South Dakota, (as available). The 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 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.

LEVEL ONE: INTRODUCTORY COURSES

220. Educational Psychology — This course focuses on the growth and development of children in all phases, but with special emphasis on social, emotional, and intellectual development. Careful study of the learning process with implications for teaching and the classroom. Students will be introduced to the department's Professional Abilities and the program options. Corequisite: Education 221.

Three Credits Arsenault, Hwang, Both Semesters

221. Educational Psychology Field Placement — This field placement component is corequisite with Education 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.

One Credit Arsenault, Hwang Both Semesters

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225. The Exceptional Child — This course is a study of and accommodations for the person who deviates markedly from the norm – cognitively/mentally, physically, or socially – and requires special attention in regard to his/her educational development or behavior. Special attention is directed toward the following: persons with autism spectrum disorders, emotional impairments, gifted and talented, hearing impairments, learning disabilities, cognitive impairments, physical impairments, other health impairments, speech and language impairments, traumatic brain injury, visual impairments, and Attention Deficit Hyperactive Disorder. Prerequisite: Recommended to take Education 220/221 prior to Education 225/226. Corequisite: Education 226; Psychology 100 for psychology majors. Sophomore standing. Cross listed as Psychology 225.

Three Credits Cherup, Finn Both Semesters

226. The Exceptional Child Field Placement — This field placement component is corequisite with Education 225 and provides opportunities for interaction with persons with disabilities, at-risk students, as well as gifted and talented individuals.

One Credit Cherup, Finn Both Semesters

241. Introduction to Emotional Impairments — This course provides an introduction for teaching students with emotional/behavior impairments. Definitions and characteristics of an emotional impairment will be emphasized as well as historical, philosophical, etiological, and specific theoretical models identified regarding educating students with emotional/behavioral impairments. Corequisite: Educational 242.

Three Credits Arsenaault Spring Semester

242. Field Experience: Emotional Impairment — This field placement provides an opportunity for students to work with individuals with emotional/behavioral impairments and observe how these individuals are serviced in the school setting. Corequisite: Education 241.

One Credit Arsenaault Spring Semester

251. Introduction to Assessment in Special Education — This course provides the knowledge and skills necessary to be successful in the area of special education assessment. Legal issues, technical understanding of assessment, reliability and validity concerning testing are examined. Investigation and application of appropriate assessment procedures and techniques for students with special needs are explored, and administration of various norm-reference, criterion-reference as well as informal tests are practiced and results written. Current research, state and federal guidelines, and literature resources are reviewed. This course is a prerequisite for Education 352 — Assessment, Prescription and Remediation in Special Education.

Four Credits Finn Fall Semester

253. Introduction to Learning Disabilities — This course provides the foundation for teaching students with learning disabilities. Definitions and characteristics of a learning disability are emphasized in addition to historical perspectives and special education processes, programs and services at all levels - preschool through high school. In addition to exploring medically related issues, theoretical models and their implications for teaching students with learning disabilities are also addressed. Corequisite: Education 254.

Three Credits Cook Fall Semester

254. Field Experience: Learning Disabled — This field placement experience provides an opportunity for students to work with students with learning disabilities and observe how they are serviced in the school setting. Corequisite: Education 253. Requires two hours per week.

One Credit Cook Fall Semester

258. Observations and Assessment Practices in Early Childhood and Early Childhood Special Education (Birth-age 8) and Field Placement — This course will introduce teacher candidates to early childhood assessment practices for

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ages 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. Corequisite: Education 259. *Three Credits Staff TBA*

259. Observations and Assessment Practices in Early Childhood and Early Childhood Special Education (Birth-age 8) — 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. Corequisite: Education 258. *One Credit Staff TBA*

260. Social Studies for the Elementary and Middle School Teacher — This course addresses content topics from U.S. and world history, physical, cultural, and political geography; the structure and functions of local, state, and national government; the rights and responsibilities of citizenship; and principles of microeconomics and macroeconomics according to Elementary Certification Program Standards. *Four Credits Voss Both Semesters*

270. Foundations of Education — This course surveys the historical, philosophical, and social foundations of American education, from Plato to the present, and the political structure that governs the Pre-K-12 education system. When possible, Education 270 should be taken concurrently with either Education 220/221 or Education 225/226. The course is designed as a companion to Education 500, which explores financial, legal, and political issues in contemporary American education, and is taken during the Student Teaching Semester. *Two Credits Meyer, Yelding, Both Semesters*

295. Studies in Education — This course is designed to allow students at the sophomore and junior level to become involved in studies in special interest areas. *One, Two or Three Credits Pardo Both Semesters*

LEVEL TWO: PROFESSIONAL SEQUENCE COURSES

PRE-REGISTRATION REQUIRED. PREREQUISITE: ADMISSION TO DEPARTMENT

280. Literacy I: Reading and Language Arts, Birth to Third Grade — This course provides an in-depth examination of literacy issues which begin at birth and develop through the third grade. The six language arts (reading, writing, speaking, listening, viewing and visually representing) will be studied in an interactive, integrated manner to guide the prospective teacher through a developmentally appropriate, constructive analysis of emerging literacy. Through the use of children's literature, diagnosis and assessment, reading strategies, phonological awareness, writing and holistic approaches to instruction, the prospective teacher will be encouraged to adopt a flexible teaching stance which recognizes the diversity of learning styles and needs in the elementary classroom. Prerequisites: Education 220/221, Education 225/226, Education 270, and admission to the Teacher Education program. Corequisite: Education 281. *Three Credits Donk Both Semesters, May Term*

281. Literacy I: Field Placement — This coordinated, supervised field placement occurs in an appropriate elementary school, Pre-K through grade three. Corequisite: Education 280. *One Credit Donk Both Semesters, May Term*

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282. Literacy II: Reading and the Language Arts, Grades 4-8 — This course focuses on transitional reader. It is during grades 4 through 8 that the child will become an independent reader in the elementary or middle school classroom. Building on the foundation provided in Education 280, prospective teachers will consider issues surrounding content area reading and the growing use of expository texts, informal and formal assessment, children's literature, and the integrated language arts. Additional attention will be paid to designing and conceptualizing instruction which engages all learners. Prerequisites: Education 280/281, and admission to the Teacher Education program. Corequisite: Education 283.

Three Credits Pardo, Stockinger Both Semesters, June Term

283. Literacy II: Field Placement — This coordinated, supervised field placement occurs in an appropriate elementary or middle school setting, grades four through eight. Requires a minimum of two hours a week. Corequisite: Education 282.

One Credit Pardo, Stockinger Both Semesters, June Term

285. Secondary Reading/Language Arts Across Disciplines — This course will focus on the integration of reading and the other language arts into content subjects for grades 6-12. Course topics include: uses of literature; reading, writing, listening, speaking, viewing, and graphically representing as tools for diverse learners in content subjects; formal/informal assessment practices and lesson design. Planning for content subject lessons will be integrated with Education 287. Prerequisites: Education 220/221, Education 225/226, Education 270 and admission into the Teacher Education program. Corequisites; Education 286 and 287.

Three Credits Van Duinen Both Semesters

286. Secondary Reading/Adolescent Design Field Placement — This coordinated, supervised field placement occurs in an appropriate content area middle school or high school classroom. Corequisites: Education 285 and 287.

One Credit Van Duinen Both Semesters

287. Instructional Design and Classroom Management for Teachers of Adolescents — 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. Course participants use theory, research, and instructional technologies to design and implement instructional plans. Students will study, analyze, and link classroom and behavior management theories and techniques with issues of instructional design, and with the field experiences (in Education 286). Prerequisites: Education 220/221, Education 225/226, Education 270, and admission to the Teacher Education program. Corequisites: Education 285 and 286.

Two Credits Van Duinen Both Semesters

300. Elementary Music Methods — This course is a practical presentation of how to teach music to school children, using singing, instruments and movement. Students will present music lessons in a practicum setting, exploring current trends in pedagogy. Designed for the classroom teacher and the music specialist. Prerequisites: basic music skills (singing and note reading) and permission of instructor.

Three Credits Hornbach Fall Semester

305. Physical Geography — This course explores the basic concepts and terms related to the study of physical geography. The characteristics and uses of maps, globes, and other geographic tools and technologies are addressed. The course also identifies the characteristics of landmasses and the physical processes in their development, including the shapes and patterns on the earth's surface, e.g., the atmosphere, the biosphere, the hydrosphere and the lithosphere.

Two Credits Bodenbender Fall Semester

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306. Cultural Geography — This course examines the geographical and climatic factors that have influenced the social and economic development of global populations. It analyzes the relationship of humans and their environment and explores the nature and complexity of earth's cultural mosaics. It distinguishes the patterns and networks of economic interdependence on the earth's surface with an emphasis on world health, religions, foods, gender relationships, etc.

Two Credits Karis Fall Semester

310. Elementary Curriculum and Methods (Math, Science, Social Studies) — This course provides an examination of elementary and middle school curriculum — its philosophy; organization; methods of curriculum development, including single-subject and integrated designs; and methods of instruction, including emphases on models of teaching, multicultural and gender concerns, instructional modifications for students with special needs, using technology in the classroom, and using brain research in instructional design. General principles and practices taught are applicable to all areas of the curriculum, as well as those specific to mathematics, science, and social studies. Recommended for pre-student teaching semester. Prerequisite: admission to the Teacher Education program. Corequisites: Education 311 and 312.

Five Credits Jordan Both Semesters

311. Elementary Curriculum and Methods Field Placement — This field placement occurs in local elementary or middle school classrooms. Students will observe instruction, keep reflective logs, maintain classroom routines and work with individual students, small and large groups. Recommended for the semester prior to student teaching. Prerequisite: admission to the Teacher Education program. Corequisites: Education 310 and 312.

One Credit Jordan Both Semesters

312. Classroom Management for the Elementary and Middle School Teacher — This course provides an overview of classroom and behavior management techniques for elementary and middle school teachers in general 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. Prerequisites: admission to the Teacher Education program. Corequisites: Education 310 and 311. Cross-listed as Education 356.

Two Credits Arsenault, Meyer Both Semesters

313. Theories of Child Development and Early Childhood Education — This course introduces teacher candidates to the field of early childhood education where they will get an opportunity to view typical and atypical behaviors of young children. All developmental areas will be covered (physical, adaptive, cognitive, social/emotional, language). Theories that influence young children's development will be reviewed. Opportunities for observing and analyzing young children's development and interactions will be conducted through field placements. In addition, teacher candidates will explore national and state organizations/associations that set standards for early childhood programs. Corequisite: Education 314.

Three Credits Staff Fall Semester

314. Theories of Child Development and Early Childhood Education Field Placement — This field placement is taken concurrently with Theories of Child Development and Early Childhood Education. Teacher candidates observe and analyze young children's development and interactions. They will keep reflective logs, and

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work with individual students as well as large and small groups of children. Corequisite: Education 313. *One Credit Staff Fall Semester*

315. Planning and Implementing Curriculum and Instruction for Early Childhood Education and Field Placement — This course introduces teacher candidates to early childhood curriculum models for infants, toddlers, pre-schoolers and primary age children. They will have an opportunity to plan developmentally appropriate large and small group activities, appropriate transitions, behavioral strategies, activities supporting the arts and individual differences through in class assignments and field experiences. Corequisite: Education 316.

Three Credits Staff Spring Semester

316. Planning and Implementing Curriculum and Instruction for Early Childhood Education Field Placement — This field placement will help teacher candidates to integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children. Corequisite: Education 315.

One Credit Staff Spring Semester

319. Leadership Advocacy, and Administration in Early Childhood Programs — This course will help teacher candidates explore early childhood Leadership principles. Social, economic, educational, cultural and political forces affecting early childhood issues will be addressed. Topics including budgets, personnel, professional development, program creation, licensing, curriculum, collaboration, grant writing, building maintenance, nutrition, advocacy, and leadership theories will be covered.

Two Credits Staff TBA

321. Teaching of Social Studies in the Secondary School — This course addresses methods of teaching social studies at the secondary school level. While examining theoretical issues, this course will focus on the real world of teaching. As such, the complex role of the teacher as it pertains to curriculum, lesson planning, evaluation, and the dynamics of the classroom. Students will be expected to prepare and demonstrate various teaching models, and create lesson and unit plans based on the Michigan Content Standards and Benchmarks for Social Studies. In addition, students will be expected to research current issues and practices in the social studies and present those findings to the class. Psychology minors must take this methods course. Prerequisite: Admission to Teacher Education program. Corequisite: Education 322.

Two Credits Norkus Fall Semester

322. Teaching of Social Studies in the Secondary School Field Placement — This field placement occurs in a social studies classroom in a middle or high school. Corequisite: Education 321

One Credit Norkus Fall Semester

323. Teaching of Mathematics in the Secondary School — This course addresses methods of teaching mathematics with an emphasis on varied approaches, classroom materials, standards and benchmarks, curriculum changes, and trends in mathematics. Cross listed as Math 323. Prerequisite: admission to the Teacher Education program. Corequisite: Education 324.

Two Credits Holmes Fall Semester

324. Teaching of Mathematics in the Secondary School Field Placement — This field placement occurs in a mathematics classroom in either a middle or high school. Corequisite: Education 323

One Credit Holmes Fall Semester

331. Teaching of Science in the Secondary School — This course introduces methods of teaching science at the secondary school level. Emphasis is placed on materials and techniques for the teaching of biology, chemistry, geology, and physics.

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Classroom management, student diversity, at risk students, cooperative learning in the science classroom, the Michigan Curriculum Benchmarks and Content Standards, student-centered activity-based lesson plans, long-term planning, and safe laboratory practices and techniques are topics included in this course. Prerequisite: Admission to the Teacher Education program. Corequisite: Education 332.

Two Credits Dummer Fall Semester

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. Corequisite: Education 331

One Credit Dummer Fall Semester

333. Secondary Special Education: Transition from School to Life — This course is designed to prepare teacher candidates to understand and work with students with disabilities at the middle and secondary level, focusing on transition from school to life. This class provides an overview of historical foundations, legal federal implementations, best practices, programming, and assessments for secondary students in special education, and using these assessments to write the Transition Individualized Education Plan for high school students in Special Education. In addition, information about agencies, self-determination, vocational and post-school planning will be emphasized.

Two Credits Finn, Staff Fall Semester

342. Strategies and Programs for Students with Emotional Impairment/Behavior Disorders — This course provides a comprehensive study of the unique curricular and programming alternatives for school-aged students with emotional impairments. Emphasis is placed upon identification of students with emotional impairments, as well as issues, solutions, and strategies which are associated with special education programs for this student population. Prerequisites: Education 241/242, and admission to the Teacher Education program.

Three Credits Arsenault Fall Semester

345. Teaching Physical Education and Recreation in the Elementary School — This course acquaints the student with the games, rhythms, story-plays, and other physical activities suitable for each of the elementary grades. Attention is given to objectives and methods of organization. Each student is required to do practice teaching in these activities as part of the class work. Elective for prospective elementary teachers.

Three Credits Fritz Fall Semester

344 and 346. — Special methods courses for the secondary and K-12 physical education major. See the Kinesiology section of this catalog for course descriptions.

352. Assessment, Prescription and Remediation in Special Education — This course provides an opportunity for students to apply assessment practices in the field in conjunction with a corresponding field experience. Students move through the assessment process from the selection of testing tools, to the administration of assessments, writing of a case study, and implementation of an Individualized Education Plan within the special education system. Prerequisites: admission to the Teacher Education program and Education 251. Corequisites: Education 356, 357/358 and 359.

One Credit Cook Spring Semester

356. Classroom and Behavior Management: L.D./E.I. — This course provides an in-depth study of classroom and behavior management for both general and special education pre-service teachers. It addresses strategies for changing inappropriate student behavior, including the unique needs of students with learning disabilities and emotional impairments and legislative provisions. Prerequisites: admission to the Teacher Education program and Education 241 or 253, and 251. Corequisites:

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Education 352, 357/358 and 359. Cross listed with Education 312.

Two Credits Arsenault Spring Semester

357. Field Experience: Learning Disabilities — This field placement provides an opportunity to integrate information addressed in Education 352, 356 and 359 to special education field placement settings. Emphasis will be on application of assessment, lesson design, classroom and behavior management, and remediation techniques. Prerequisites: Education 251 and 253 and admission to the Teacher Education program. Corequisites: Education 352, 356 and 359.

Three Credits Arsenault Spring Semester

358. Field Experience: Emotionally Impaired — This placement provides an opportunity to integrate information addressed in Education 352, 356 and 359 to special education field placement settings. Emphasis will be on application of assessment, lesson design, classroom and behavior management, and remediation techniques. Prerequisites: Education 241 and 251 and admission to Teacher Education program. Corequisites: Education 352, 356 and 359.

Three Credits Arsenault Spring Semester

359. Elementary/Middle School: Special Education Instructional Design — This course focuses on curricular methods and materials appropriate for instruction of students with high-incidence disabilities. Emphasis is placed on the development of programming and lesson planning based on specific objectives for the individual student with a disability. Focus areas include oral language, reading, written language, mathematics, computer-assisted instruction, co-teaching, consultation, and content areas related to teaching strategies. Prerequisites: Education 241 or 253, and 251 and admission to the Teacher Education program. Recommended for the junior year. Corequisites: Education 352, 356 and 357/358.

Four Credits Cook, Finn Spring Semester

360. Secondary Principles — This course is a study of secondary schools, with particular emphasis on principles and practices. The course topics include current issues, lesson and unit design, instructional strategies, assessment, technology, professionalism, moral education, and working with adolescents. Prerequisite: admission to the Teacher Education program. Corequisite: Education 361.

Three Credits Pardo Both Semesters, June Term

361. Secondary Principles Field Placement — A coordinated, supervised field placement occurs in an appropriate content area middle or high school classroom. Corequisite: Education 360.

One Credit Pardo Both Semesters, June Term

370. Secondary Instrumental Methods and Administration — This course focuses on problems peculiar to the teaching of instrumental music in both class and private instruction. Sections will be devoted to the selection of text and music; the selection, care, and repair of orchestral instruments; and the marching band. The requirements for the first two years as a music major are advisable as a prerequisite.

Three Credits Staff Fall Semester, Even Years

380. Teaching of Secondary School English — Cross listed as English 380. Corequisite: Education 381

Two Credits Moreau Both Semesters

381. Teaching of English in the Secondary Schools Field Placement — Cross listed as English 381. Corequisite: Education 380.

One Credit Moreau Fall Semesters

385. Teaching of Foreign Languages in the Elementary School, with Field Placement — This field placement occurs in either a middle or high school classroom.

Three Credits Woolsey Spring Semester

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386. Teaching of Foreign Languages — This course focuses on methods of teaching French, Spanish, German, and Latin at the middle school, high school, or college levels. Required of those planning to teach these languages in the secondary school. Prerequisite: Admission to Teacher Education Program. Corequisite: Education 387. *Two Credits Burkey Fall Semester*

387. Teaching of Foreign Languages Field Placement — This field placement occurs in a foreign language classroom in either a middle or high school. Corequisite: Education 386. *One Credit Burkey Fall Semester*

420. Family and Child Centered Interventions in Diverse Cultural Contexts — This course will focus teacher candidates on recommended practices, theoretical perspectives, and current literature regarding young children, birth-8 years of age within the framework of their family, school, and community environments. The impact of cultural, ethnic, linguistic, and socio-economic diversity on development and learning will also be addressed. Teacher candidates will develop insight into the value of parents as educational partners. Corequisite: Education 421. *Three Credits Staff TBA*

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. Corequisite: Education 420. *One Credit Staff TBA*

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 behavior management, social skills instruction, as well as current pedagogical practices designed to meet the needs of secondary level students with disabilities. Prerequisites: admission to Teacher Education program, Education 333, 352, 356, 357 or 358, and 359. Corequisites: Education 453, 454, 455, and 460, 465 or 470. *Two Credits Arsenault Fall Semester*

453. Computers and Technology: Special Education — This course provides a study of the ways in which technology can enhance learning not only for students with disabilities, but for all students. Topics include legislative regulations, assistive technologies, universal design for learning, and current issues. Prerequisites: admission to the Teacher Education Program and Education 333, 352, 356, 357 or 358, and 359. Corequisites: Education 434, 454, 455, 460, 465, 470, or 480. *Two Credits Cherup Fall Semester*

454. Current Issues and Trends: Special Education — This course provides a discussion of issues affecting the field of special education as well as an overview of current research and programs. Prerequisites: admission to the Teacher Education program and Education 333, 352, 356, 357 or 358, and 359. Corequisites: Education 434, 453, 455, and 460, 465, 470 or 480. *Two Credits Cook Fall Semester*

488. Rural Education — This course is conducted in a small rural school district and provides students an opportunity to immerse themselves in a rich multicultural setting. Participants plan and teach their own lessons, practice their classroom management skills, and develop real-world insight about the full range of responsibilities teachers are expected to fulfill. It can be accurately described as a mini-student teaching experience. *Four Credits Yelding May Term*

EDUCATION

488-02. Cross Cultural Education – Native American Studies — This course is conducted on the Rosebud Reservation in South Dakota and provides an opportunity to be immersed in the culture of the Lakota Sioux, while teaching in the schools or working with social workers on the reservation. *Four Credits Cherup, Piers May Term*

490. Independent Studies in Education — This course is for prospective teachers who wish to do advanced study in a special interest field. This course should not be taken as a replacement for any regular course but rather should be limited to students who are seriously interested in doing some independent research study. Approval for study must be given by the department chairperson prior to registration.

One, Two or Three Credits Pardo Spring Semester

LEVEL THREE: PROFESSIONAL SEMESTER

455. Student Teaching Seminar — The student teaching seminar is a required component of the Professional Semester experience and is taken in conjunction with student teaching. It provides an opportunity to synthesize the student teaching experience and move the student teacher toward the world of teaching at a professional level. Meeting once a week, it offers information on the certification and employment search processes, while also presenting chances to reflect on their experiences and practice. Student teachers also meet with their college supervisors in order to examine their practice in the field. Must be taken concurrently with Education 460, 465, 470, 480, or 485. *One Credit Cook Both Semesters*

456. Early Childhood Student Teaching Seminar — Taken concurrently with Early Childhood Student Teaching (Birth – age 4) and Student Teaching in the Elementary School. The Early Childhood Student Teaching Seminar is a required component of the Professional Semester experience and is taken concurrently with the student teaching/internship experience. 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.

One Credit Nancy Cook Both Semesters

460. Student Teaching, Learning Disabilities — This field-based, full-semester, clinical experience, supervised by the Department of Education, is done in cooperation with area school systems. The student is placed in a classroom for students with learning disabilities for the purpose of making application of previously acquired knowledge and skills. Must be taken concurrently with Education 455. Prerequisites: completion of Education 310/311 or Education 360/361 and Education 352, 356, 357, and 359 as well as admission to the student teaching program.

Nine Credits Cook Both Semesters

465. Student Teaching, Emotional Impairments — This field-based, full-semester, clinical experience, supervised by the Department of Education, is done in cooperation with area school systems. The student is placed in a classroom for students with emotional impairments and provides a vehicle for application of

EDUCATION

previously acquired knowledge and skills. Must be taken concurrently with Education 455. Prerequisites: completion of Education 310/311 or Education 360/361 and Education 352, 356, 357, and 359 as well as admission to the student teaching program. *Nine Credits Cook Both Semesters*

470. Student Teaching in the Elementary/Middle School — This field based, full semester, supervised by the Department of Education, is done in cooperation with area school systems. Students are placed in elementary or middle school classrooms for a full semester's clinical experience in order to develop and demonstrate knowledge and skills necessary to teach. Must be taken concurrently with Education 455. Prerequisites: completion of Education 310/311/312 and content-area methods coursework, as well as admission to the student teaching program.

Nine Credits Cook Both Semesters

475. Early Childhood Student Teaching (Birth-age 4) — Taken concurrently with Early Childhood Student Teaching Seminar, and Student Teaching in the Elementary School- The Early Childhood student teaching experience will be offered during both the fall and spring semesters at Hope College. All students seeking an Early Childhood Endorsement to their elementary teaching certificate will spend six weeks of the 16 week student teaching experience in a full-day placement in either an infant/toddler program, pre-primary, pre-school or pre-kindergarten setting. Teacher candidates will be supervised and evaluated by the Education Department. The student teaching experience will be done in cooperation with area schools, pre-schools, and infant/toddler programs. Teacher candidates will develop and demonstrate the knowledge, skills and dispositions necessary to teach. Ten credit hours total -combined with Student Teaching in the Elementary School.

Nancy Cook Both Semesters

480. Student Teaching in the Secondary School — This field based, full semester, supervised by the Department of Education, is done in cooperation with area school systems. Students are placed in classes matching their major and/or minor areas of study at the middle or high school levels for a full semester's clinical experience. Prerequisites: completion of Education 360/361, content methods course(s) and admission to the student teaching program. *Nine Credits Cook Both Semesters*

485. Student Teaching in the Elementary and Secondary Schools (K-12) — This field based, full semester, supervised by the Department of Education, is done in cooperation with area school systems. A full semester's clinical experience is provided at both the elementary and secondary levels, enabling students majoring in art, music, dance, kinesiology (physical education), and Spanish K-12 to obtain a K-12 endorsement. Must be taken concurrently with Education 455. Prerequisites: completion of Education 360/361, contents methods course(s) and admission to the student teaching program. *Nine Credits Cook Both Semesters*

495. Seminar in Education — A course designed to allow a professor to instruct the upper level student in an area of his/her special interest or research. Students will engage in extensive reading and/or research on a specific topic or problem. Prerequisite: consent of instructor. *One, Two or Three Credits Staff Both Semesters*

500. Perspectives in Education — This course provides a study of the organizational and operational aspects of American education. Current educational practices and problems will be examined in historical, sociological, and philosophical perspectives. Course topics include school governance, reform, finance, and legal issues; teachers' unions and contracts; and current critical issues in education. Prerequisites: senior status and admission to the Teacher Education program or by consent of chairperson of the Department of Education.

Three Credits Kukla, Meyer, Yelding Both Semesters



Faculty: Mr. Krupczak, Chairperson; Mr. Abrahantes, Mr. Brown, Mr. Misovich, Ms. Polasek, Mr. Smith, Mr. Veldman.

The engineering program at Hope College offers a B.S. degree with a major in engineering that is accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>.

Our program emphasizes small class sizes, the opportunity to carry out research with faculty, and state-of-the-art laboratories. Hope engineering students are often double majors or participants in athletics. At Hope we offer the kind of one-on-one attention that insures that each student reaches his or her potential. Faculty are focused on the success of undergraduate students as our most important goal.

Our engineering curriculum is designed to help students identify and define their interests, and provide the technical background needed to begin work as an engineer or continue on to advanced graduate study. Our approach to engineering education includes challenging coursework in engineering fundamentals in the classroom and laboratory. Other aspects include rigorous study of science and mathematics, and a broad education in the humanities and social sciences. Our innovative engineering design class has appeared in *USA Today*.

The Hope College engineering program has an excellent record of placing students after graduation either in graduate schools or industry. Our recent graduates have taken jobs with such industry leaders as: Intel, Ford, Honda, Pfizer, Lockheed-Martin, and Hewlett Packard. About 50 percent of our students go directly on to engineering graduate schools. Since 1996 half of the Hope engineering students going to graduate school have gone to one of the top graduate engineering schools in the country. These graduate schools include: the Massachusetts Institute of Technology, the University of Michigan, and Stanford University.

MAJOR PROGRAMS

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

ENGINEERING

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.

ENGINEERING

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.

BACHELOR OF SCIENCE IN ENGINEERING

The Bachelor of Science in Engineering is a rigorous major accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>. The major provides excellent preparation for engineering positions in a wide variety of industries or for advanced graduate study in engineering.

Electrical Engineering Emphasis

For the Bachelor of Science degree with a major in engineering with an electrical engineering emphasis, the major consists of 48 credits including the following courses: ENGS 140, 150, 170, 221, 222, 224, 240, 242, 331, 333, 340, 351, 451, and 452. An additional 14 credits are required, including a minimum of 9 credits selected from ENGS 322, 332, 342, 352 or other approved electrical engineering topics courses (ENGS 495). The remaining courses must be selected from other engineering courses, or CSCI 160 or 225.

Mechanical Engineering Emphasis

For the Bachelor of Science degree with a major in engineering with a mechanical engineering emphasis, the major consists of 48 credits including the following courses: ENGS 140, 150, 170, 221, 222, 224, 240, 331, 333, 340, 346, 451, 452, and 361. An additional 14 credits are required, including a minimum of 9 credits selected from ENGS 332, 344, 348, 355 or other approved mechanical engineering topics courses (ENGS 495). The remaining courses must be selected from other engineering courses, or CSCI 160 or 225.

Biomedical Engineering Emphasis

For the Bachelor of Science degree with a major in engineering with a biomedical engineering emphasis, the major consists of 48 credits including the following courses: ENGS 140, 150, 170, 221, 222, 224, 240, 241, 242, 331, 333, 340, 351, 451, and 452. An additional 14 credits are required, including a minimum of 9 credits selected from ENGS 322, 332, 342, 352 or other approved biomedical engineering topics courses (ENGS 495). The remaining courses must be selected from other engineering courses, or CSCI 160 or 225. In addition, BIO 221 is required and a neuroscience minor must be completed.

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 140, 150, 170, 221, 222, 224, 240, 250, 331, 333, 340, 346, 348, 371, 375, 376, 451, 452, and three additional credits selected from other engineering courses, or CSCI 160 or 225. In addition, CHEM 343 is required and a chemistry or biochemistry minor must be completed.

ENGINEERING

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 140, 150, 170, 221, 222, 224, 240, 331, 333, 340, 346, 355, 451, 452, and 3 credits of a geotechnical engineering topical course (ENGS 495). An additional 12 credits are required, including a minimum of 9 credits selected from ENGS 250 or approved civil engineering topics courses (ENGS 495). The remaining courses must be selected from other engineering courses, or CSCI 160 or 225.

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 140, 150, 170, 221, 222, 224, 240, 242, 322, 331, 333, 340, 351, 451, 452, and CSCI 335, 376, and three additional credits selected from any other engineering courses or from other computer science courses numbered 200 or higher. In addition, a computer science minor must be completed.

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 140, 150, 170, 221, 222, 224, 240, 251, 331, 333, 340, 346, 348, 371, 375, 376, 451, 452, and three additional credits selected from other engineering courses, or CSCI 160 or 225. In addition, BIOL 240 and CHEM 311, 343 are required and a chemistry or biochemistry minor must be completed.

Environmental Engineering Emphasis

For the Bachelor of Science degree with a major in engineering with an environmental engineering emphasis, the major consists of 48 credits of engineering and must include ENGS 140, 150, 170, 221, 222, 224, 240, 250, 331, 333, 340, 346, 348, 371, 375, 376, 451, 452, and three additional credits selected from other engineering courses, or CSCI 160 or 225. In addition, CHEM 114, 121, 221, 255, 343 and GES 211 are required, and one course selected from GES 430 or 450 is required.

No Emphasis Option

For the Bachelor of Science degree with a major in engineering with no specified emphasis, the major consists of 48 credits including the following courses: ENGS 140, 150, 170, 221, 222, 224, 240, 331, 333, 340, 346 or 351, 451, and 452. An additional 18 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 and 127, 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.

ENGINEERING

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, <http://www.abet.org>. The accredited major can be found on pages 193.

The major consists of a total of 36 credits which must include the following courses: ENGS 140, 150, 170, 221, 222, 224, 240, 241, 280, 331, 333, 340, 346 or 351, 451. An additional 3 credits must be chosen from ENGS 100, 242, 332, 342, 344, 348, 351, 355, 361, 452, 490, 495, 499, or CSCI 160, 225. Two semesters of ENGS 080 are required. Other courses may be substituted for the optional or required courses with **prior** approval of the department. A maximum of only one credit of internship and research may be counted toward the major.

In addition, 28 credits in science and mathematics courses are required, including PHYS 121, 141, 122, 142, MATH 131, 132, 231 and 232, CHEM 125 and 127. Two semesters of ENGS 080 also are required. Computer programming competence is required. Engineering students are expected to have had programming experience by the beginning of the senior year. This requirement may be satisfied by CSCI 160 or 225, or by demonstrating competence on a problem chosen by the department.

ENGINEERING PHYSICS

Students wishing to combine elements of physics and engineering in their major should consider the Bachelor of Science in Engineering Physics. This major conforms to the minimum requirements for a Bachelor of Science degree at Hope College and is not accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>. The accredited major can be found on page 330. This major (minimum of 36 credits) combines elements from both areas and is designed in consultation with the chairperson and requires prior approval from the department.

DUAL MAJORS

In case of a dual major, the physics and engineering courses required are those described above. The additional mathematics and science requirements shall be established by agreement between the student and the department. Recent dual majors have included engineering-dance, engineering-chemistry, engineering-computer science, engineering-English, and engineering-economics.

ENGINEERING MINOR

A minor in engineering consists of 20 credits of engineering courses. It must include ENGS 140, 150, 221, and at least one 300 level course. The remaining courses are to be chosen by the student in consultation with the department chairperson and the student's advisor. The exact courses will depend upon the intended major program of the student. Prior approval of the courses by the department is required.

DUAL BACCALAUREATE IN ENGINEERING

In general, students planning to transfer under a dual baccalaureate program enroll in the same courses that students would who are expecting to earn a degree in engineering from Hope College. If a student enrolls in the usual engineering course pattern, the decision about transferring can be made in the junior year. It is the responsibility of the student to confirm the transferability of credits and the exact nature of the course work required by the engineering school. Early discussions with the engineering chairperson are strongly suggested.

ENGINEERING

PHYSICS

The fields of engineering and physics are closely related. Similar principles and science concepts are found in both. One is more focused on application and one tends more to the abstract. Students unsure of their specific career goals are encouraged to read about the physics program elsewhere in this catalog.

PREREQUISITE POLICY

Many courses in the department have prerequisites listed. A grade of C or better is required in these prerequisite courses. If this is not the case, then it is the view of the department that the prerequisite has not been fulfilled and the course may not be taken without written permission of the instructor and the department chairperson.

ENGINEERING COURSES

080. Engineering Seminar — All students interested in engineering are encouraged to attend departmental seminars. Registered students are required to attend at least 80 percent of the seminars presented. Seminars present topics of current interest in engineering and questions of concern in engineering research. Seminars provide students the opportunity to discuss state of the art engineering advances with speakers actively engaged in the field.

100. Introduction to Engineering — This course introduces students to the basic principles of engineering and the various disciplines that constitute the field. Major engineering accomplishments are studied from historical, political, artistic and economic viewpoints. Students work in teams to solve engineering design problems and undertake laboratory investigations. Foundations of engineering science including force equilibrium, concepts of stress and strain, Ohm's Law, and Kirchhoff's Voltage and Current Laws are studied.
Four Credits Krupczak Fall Semester

140. Introduction to Electric Circuits — This course introduces basic circuit analysis techniques and applies them to resistor networks. Operational amplifiers and circuit applications are also introduced and analyzed. A laboratory is included that will give students the opportunity to apply methods and test out the material learned in lecture. The basic composition of a formal laboratory report will be introduced and practiced. Prerequisite: ENGS 100 or MATH 125 or 131

Two Credits Abrahamtes, Polasek Spring Semester

150. Conservation Principles — An introduction to chemical engineering calculations, emphasizing the conservation of mass and energy. Systems studied will include batch and continuous processes, and separation processes. Concepts of steady-state and transient balances will be used in process analysis. Prerequisites: MATH 125 or 131 and CHEM 111.

Two Credits Misovich Spring Semester

170. Computer Aided Design — An introduction to computer aided design. Students will learn to use a solid modeling design system for the purpose of creating their own designs. Design methods and techniques will be studied through development of increasingly complex devices. Each student is expected to design a device of his/her own choosing, investigate its properties, write a report on it and make a presentation of the design to the class. Prerequisite: MATH 125 or 131.

One Credit Brown Spring Semester

221. Introduction to Solid Mechanics I — Fundamental concepts of statics and the mechanics of deformable bodies: forces and couples, free body diagrams, equilibrium, mass properties, stress and strain, Hooke's Law and material behavior. Application to the equilibrium analysis of trusses, structures and machines in two and three dimensions. Engineering analysis of the stresses and deformations in structures which

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involve the axial loading of bars, torsion of circular rods and bending of beams. Prerequisites: MATH 132 and ENGS 100 or PHYS 121.

Four Credits Brown Fall Semester

222. Principles of Engineering Materials — The properties of engineering materials depend on their internal structures. The role of these structures in metals, plastics, ceramics, and other materials is presented and applied to engineering problems. Failure theories for various structures are also discussed. Prerequisites: MATH 231, CHEM 125, and ENGS 221. *Three Credits Brown Spring Semester*

224. Mechanics of Materials Laboratory — A laboratory to accompany Engineering 222, Principles of Engineering Materials. The laboratory investigates the properties of engineering materials by use of standard testing means. Students are expected to analyze the results of tests using packaged software programs and programs that they develop themselves. Student teams will undertake a design project in which they must analyze the mechanical properties of the materials they will use and predict the mechanical behavior of the object they design and build. Corequisite: ENGS 222. Prerequisites: CHEM 125 and MATH 231.

One Credit Brown Spring Semester

240. Electric Circuits — This course continues the study of circuit analysis techniques with additional applications to AC circuits. Diodes and transistors are also introduced and circuits containing them are analyzed. A laboratory is included that will give students the opportunity to apply methods and test out the material learned in lecture. Elements of a formal laboratory report will be further developed and practiced. Prerequisite: ENGS 140. *Two Credits Abrahantes, Polasek Fall Semester*

241. Circuit Analysis and Applications — The course provides an introduction to analysis and design of DC, AC circuits, and phasors. Diodes are introduced and utilized in nonlinear circuit applications. Transistors are studied for applications as amplifiers and switches. Operational amplifiers and circuit applications are introduced and analyzed. Prerequisite: ENGS 100, or PHYS 122 and 142, or permission of instructor. Same as PHYS 241. *Four Credits Abrahantes*

242. Electronic Devices and Design — The course examines in detail the design and analysis of analog and digital circuits. Analog integrated circuits include bipolar junction transistor amplifiers, operational amplifiers, and active filters. Generalized Ohm's law is employed to analyze and design active filters. Logic circuit design is presented and digital circuits are analyzed and designed. Prerequisite: ENGS 241 or permission of instructor. Same as PHYS 242.

Four Credits Abrahantes Spring Semester, Even Years

250. Introduction to Electric Circuits — Continuation of ENGS 150. An introduction to chemical engineering calculations, emphasizing the conservation of mass and energy. Systems studied will include batch and continuous processes, complex processes with recycle, processes in which chemical reactions take place, and separation processes. Concepts of steady-state and transient balances will be used in process analysis. Prerequisite: ENGS 150. *Two Credits Misovich Spring Semester*

251. Conservation Principles and Process Calculations — An introduction to chemical engineering calculations, emphasizing the conservation of mass and energy. Systems studied will include batch and continuous processes, complex processes with recycle, processes in which chemical reactions take place, and separation processes. Concepts of steady-state and transient balances will be used in process analysis. Prerequisites: MATH 125 or 131 and CHEM 125. *Four Credits Misovich*

ENGINEERING

280. Introduction to Mathematical Physics and Engineering — A course in mathematical methods. It is cross listed as PHYS 280. A full description may be found there.

290. Independent Studies — With departmental approval, freshmen or sophomores may engage in independent studies at a level appropriate to their ability and class standing, in order to enhance their understanding of engineering. Students may enroll each semester. Permission of the instructor is required.

One to Three Credits Staff Both Semesters

295. Studies in Engineering — A lecture and/or laboratory course in an engineering area of interest.

Two to Four Credits Staff Both Semesters

322. Logic Circuit Design — The course addresses switching theory and digital logic devices. Topics covered include: Boolean algebra, algebraic simplification, Karnaugh maps, Quine-McCluskey method, multi-level networks, combinational and sequential network design, flip-flops, and counters. Prerequisites: ENGS 240.

Three Credits Abrahantes Spring Semester, Odd Years

331. System Dynamics — Introduction to the mathematical modeling, analysis, and control of mechanical, electrical, hydraulic and thermal systems. Derivation of governing state (differential) equations. Analysis of the free and forced response of systems by direct analysis and computer simulation. Introduction to the design of feedback control systems including analyzing stability and characterizing system behavior. Includes laboratory component. Corequisite: ENGS 240. Prerequisites: PHYS 121 and MATH 232.

Three Credits Veldman Fall Semester

332. Control Systems — Design of linear feedback control for dynamic systems. Topics include stability analysis, root locus compensation and design, frequency response techniques, state space and digital controls. The mathematical software MATLAB is used extensively to analyze and simulate control systems. Prerequisite: ENGS 331.

Three Credits Abrahantes Spring Semester

333. System Dynamics Laboratory — A laboratory to accompany Engineering 331, Dynamic Systems and Controls I. The laboratory investigates the dynamic properties of systems of first and second order mechanical systems. Both linear and rotary systems are investigated. Systems with multiple masses and springs are studied. Controllers are developed and applied to some of the systems. Corequisite: ENGS 331. Prerequisites: PHYS 122 and MATH 232.

One Credit Veldman Fall Semester

342. Electricity and Magnetism — A course in classical electromagnetism. It is cross listed as PHYS 342. A full description may be found there.

344. Mechanical Vibrations — Free and forced response of single and multiple degree of freedom lumped mass systems, and of continuous bodies. Analytical and numerical methods for solving vibration problems. Applications to the vibrations of mechanical systems and structures, earthquake response of structures. Prerequisites: ENGS 221 and MATH 232.

Three Credits Veldman Fall Semester, Even Years

345. Thermodynamics — Thermodynamics is the study of heat and work. The concepts of the zeroth, first and second laws of thermodynamics, and equations of mass and energy conservation are presented. These concepts are then applied to power generation systems, refrigeration cycles, internal combustion, and jet engines. Corequisite: MATH 132. Prerequisite: PHYS 121 or ENGS 150.

Three Credits Misovich Fall Semester

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

ENGINEERING

concepts of fluid statics, the integral and differential analyses of fluid motion, and incompressible flow are presented. Applications of these concepts to various engineering situations, such as propulsion systems, aerodynamics, and piping systems, are examined. Prerequisite: MATH 231 and ENGS 250 or 340.

Three Credits Krupczak/Misovich Spring Semester

348. Heat Transfer — This course introduces the fundamental concepts of heat transfer. The three modes of heat transfer are addressed: conduction, convection, radiation. Both steady state and time varying situations are considered. The energy balance is applied extensively, and physical and mathematical principles underlying the concepts of heat transfer are presented. Rectangular, cylindrical and spherical coordinate systems are used in the analysis. Various aspects of heat transfer phenomena are studied in the laboratory. Prerequisite: MATH 231 and ENGS 250 or 340.

Three Credits Misovich Spring Semester, Even Years

351. Signal Analysis and Communications — This course will introduce students to the basics of signal modulation and radio frequency analysis and design. The approach is tailored to a careful development of the mathematical principles upon which such systems are based. A wide variety of current communication systems will be presented. The emphasis in this course is the design and analysis of Amplitude Modulation (AM), Frequency (angle) Modulation (FM), and Pulse Width Modulation (PWM), and understanding the differences between these types of modulations. The students will also be introduced to band-pass filters that are extensively used in signal demodulation. Prerequisite: ENGS 331. *Three Credits Staff Spring Semester, Odd Years*

355. Structural Analysis — This course covers the analysis of determinate and indeterminate structures; moment-area and conjugate beam methods; deflection of beams, trusses, and frames; consistent deformations method; influence lines; moment distribution method; and introduction to matrix methods in structures. Prerequisites: ENGS 222 and ENGS 224. *Three Credits Brown Fall Semester, Odd Years*

361. Analytical Mechanics — This course covers classical mechanics. It is cross listed as PHYS 361. A full description may be found there.

371. Chemical Reaction Engineering — Determination and application of reaction rate variables, stoichiometry, equilibrium, and kinetics to batch and continuous reactor types. Design calculations for reactors including temperature, fluid flow and heat transfer considerations. Analysis of multiple reactions, chain reactions, biological reactions, and catalytic reactions. Prerequisites: ENGS 250 and junior standing.

Three Credits Misovich Fall Semester, Odd Years

375. Phase Equilibrium and Separations I — Study of the concepts of thermodynamic phase equilibrium and their application to large-scale separation processes used in industrial practice. Topics studied will include vapor-liquid and liquid-liquid equilibrium, nonideal solution behavior, single and multiple equilibrium stage calculations, distillation, absorption and extraction, binary and multicomponent systems, and equipment design considerations. Prerequisites: ENGS 250 and junior standing.

Four Credits Misovich Fall Semester, Even Years

376. Advanced Thermodynamics and Separations II — Continuation of study of the concepts of thermodynamic phase equilibrium and their application to large-scale separation processes used in industrial practice. Topics studied will include vapor-liquid and liquid-liquid equilibrium, nonideal gas behavior, diffusion and mass transfer, rate-based continuous contact, distillation, absorption and extraction, binary and multicomponent systems, other separation processes, and equipment design considerations. Prerequisite: ENGS 375.

Three Credits Misovich Spring Semester, Odd Years

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451. Introduction to Engineering Design — Engineers create products, systems, and processes to solve problems and meet social needs. This course introduces students to the art and science of engineering design. Methods and characteristics of the design process appropriate to product design, to system design, or to process design are studied. Exercises are carried out focusing on ethics in the workplace. Students learn oral and written communication skills needed in engineering design and carry out individual product, system, or process design projects focusing on the development of creativity, independent thinking, and the ability to overcome unexpected problems. Prerequisites: Vary by section; see schedule.

Three Credits Misovich or Veldman Fall Semester

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. Prerequisites: ENGS 451 and senior standing.

Three Credits Veldman Spring Semester

490. Research — With departmental approval, juniors or seniors may engage in independent studies at a level appropriate to their ability and class standing, in order to enhance their understanding of engineering. Students may enroll in each semester.

One to Three Credits Staff Both Semesters

495. Topics in Biomedical Engineering — This course addresses fundamental topics in biomedical engineering. Examples of topics include movement biomechanics, rehabilitation, biomaterials, biomedical instrumentation and measurement techniques such as imaging, motion analysis, and electromyography. Key issues in biomedical engineering are studied including the structure of clinical trials, human subject research, Food and Drug Administration (FDA) requirements, the characterization of clinical environments, clinical problems, and the study of movement pathologies and engineered interventions. Additional subject matter considered involves translational research in a biomedical context, communication at the engineer-clinician interface, research ethics and human subject protection, regulatory and oversight organizations, clinical validation study design and biostatistics, intellectual property issues in biomedical engineering and commercialization and technology transfer.

Three Credits Polasek Fall Semester, Even Years

495. Applied Thermodynamics — Thermodynamics is the study of heat and work. The concepts of the zeroth, first and second laws of thermodynamics and equations of mass and energy conservation are reviewed and applied to processes such as power generation systems, refrigeration cycles, and engines. Corequisite: MATH 132. Prerequisites: ENGS 250.

Two Credits Misovich Fall Semester

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 and oral department seminar presentation appropriate to the internship experience are required. Approval of the chairperson is required.

One Credit Staff Both Semesters



Faculty: Mr. Schakel, Interim Chairperson; Ms. Bauman, Ms. Burton+, Ms. Childress, Mr. Cho, Mr. Cole, Mr. Cox**, Ms. Dykstra, Mr. Gruenler, Mr. Hemenway*, Ms. Kipp+, Ms. Lunderberg, Mr. Montao, Mr. Moreau, Mr. Pannapacker**, Mr. Peschiera, Mr. Reynolds, Ms. Sellers, Ms. Trembley, Ms. Verduin. **Assisting Faculty:** Ms. Aslanian, Ms. Brace, Ms. Clark, Ms. Douglas, Ms. Fincher, Mr. James, Mr. Lewison, Ms. Portfleet, Mr. Rappleye, Mr. Smith.

The program of the Department of English is designed to meet the needs of the student who wishes to pursue the study of English language and literature or the student who wishes to develop special skills in the art of writing, either for their intrinsic worth or in preparation for a specific career. The major programs reflect these different objectives.

The department is, a department of literature. Literature presents, with beauty and power, perennial human situations and issues — problems of identity, purpose, relationship, and meaning. It enables one imaginatively to enter and share the experiences of other persons: to feel what was felt by people in earlier eras, distant lands, entirely other patterns of life, and to juxtapose those feelings with one's own.

It is also a department of language: of the study of the English language and of language as used in writing. Understanding the history and nature of language is basic to effective verbal communication and to good verbal artistry. The courses in expository and creative writing begin with and build on a knowledge of language and lead to increased skill in using language effectively.

While the curriculum provides those who wish to teach or attend graduate school the specialized courses they need, it also seeks to meet the needs of students pursuing the broad aims of a liberal education. By helping develop students' abilities to read, to think, and to express themselves logically, coherently, and imaginatively, it helps prepare them for careers in fields like government service, law, business, librarianship, and the ministry which emphasize such skills.

Students required to take a course in composition register for English 113; those who want a course or courses in literature as part of the general degree requirements register for English 231, 232 and/or English 233; those considering a major or minor in English should take English 248 as early in their college careers as possible. English 113 or the equivalent is prerequisite to all other writing courses.

MAJORS: Students considering an English major should consult with the department chairperson, or another faculty member in the department, before beginning to take English classes, for help in deciding about the most appropriate course selections. Students preparing for careers in elementary and secondary school teaching should see the section below and consult the Department of Education website for detailed interpretation of major requirements for teacher certification.

A. The general English major is a minimum of 9 courses distributed as follows:

1. **English 248. Introduction to Literary Studies.** Students are encouraged to take this foundational course as early in their studies as possible, and certainly before they enroll in 300-level courses.
2. **English 231. Western World Lit I.** IDS 171, 173, or 175 may be substituted for English 231.
3. Four credits in writing courses numbered above 113, or **English 360. Modern English Grammar, or English 375. History of the English Language.**

*Sabbatical Leave, Fall Semester 2012

**Sabbatical Leave, Spring Semester 2013

+Leave of Absence 2012-2013

ENGLISH

4-9. Six four-credit literature courses, numbered 270 and higher. At least three of these courses must be numbered 300 or higher, and at least one must be at the 400 level (**English 480. Introduction to Literary Theory or English 495. Advanced Studies**). *In addition, these six courses must fulfill the following distribution requirements:

- At least two of the 4-9 courses is to be in literature pre-1800 (if predominantly British, such as **English 270. British Literature I, English 373. Shakespeare**, or a designated 37x or 495 course) or pre-1850 (if predominantly American, such as **English 280. American Literature I** or a designated 37x or 495 course). **English 375. History of the English Language** may count toward this requirement but cannot be counted toward #3 as well.
- At least one of the 4-9 courses is to be in British literature (**English 270. British Literature I, English 271. British Literature II, English 373. Shakespeare**, or a designated 37x or 495 course).
- At least one of the 4-9 courses is to be in American literature (**English 280. American Literature I, English 281. American Literature II**, or a designated 37x or 495 course).
- At least one of the 4-9 courses is to be in American ethnic literature (**English 282. Survey of American Ethnic Literature** or a designated 37x or 495 course).
- **English 359. Internship in English** may be substituted for one of the 5-9 courses, but whenever possible it should be taken as a 10th course.

Students considering GRADUATE STUDY IN LITERATURE should 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 **English 480. Contemporary Literary Theory** and **English 495. Advanced Studies** among their courses for the major, and courses in history and in ancient and modern philosophy as cognate courses.

Students considering CAREERS IN WRITING AND EDITING should take **English 213. Expository Writing II** and **English 360. Modern English Grammar**, and should consider doing at least one internship, either with a local employer or non-profit agency, or as part of an off-campus program. Consult with Professor Schakel, the department coordinator for internships, early in your college career, to begin plans for including an internship in your academic program.

For other kinds of professional preparation (e.g., business and industry, prelaw, preseminary, foreign service, librarianship) the specific recommendations in English are less prescriptive and students should, with their advisor's help, tailor a program to their own needs. Internship programs are also available for English majors having specific career interests such as journalism, librarianship, and business. The student may work part-time or full-time for a semester or during the summer on such programs, either in Holland or elsewhere. For information, consult the department chairperson, Professor Schakel.

Intermediate proficiency in a foreign language is valuable for all English majors and is essential for those proceeding to graduate study in the field. Classical Mythology (Classics 250) and courses in philosophy and in American and English history are strongly recommended for all English majors and minors as cognate courses. Individual students will find that off-campus study and/or internships will play important roles in their programs.

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TEACHER CERTIFICATION

In partnership with the Hope College Department of Education, the Department of English offers a teaching major and minor for certification through the State of Michigan

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

1. **English 248. Introduction to Literary Studies.** Students are encouraged to take this foundational course as early in their studies as possible, and certainly before they enroll in 300-level courses.
2. **English 231. Western World Literature I.** IDS 171. Cultural Heritage I and IDS 172. Cultural Heritage II may be substituted for English 231.
- 3-5. Three of the following five courses: **English 270. British Literature I, English 271. British Literature II, English 280. American Literature I, English 281. American Literature II, English 282. Survey of American Ethnic Literature.** (Either 281 or 282 may be counted toward the three but not both).
- 6-7. 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, before 1850 for American literature. At least two of 3-7 must be in British literature and at least two in American literature.
8. **English 375. History of the English Language** or its equivalent, or **English 360. Modern English Grammar** or **Linguistics 364**
9. A writing course numbered above 113, chosen from **English 213. Expository Writing II, or English 279. Writing for Teachers,** or a creative writing course.

English 380. Teaching of Secondary School English and **English 381. Field Placement** are required by the Department of Education for secondary certification but do not count toward the major.

Students preparing for elementary teaching should see the Language Arts composite major on the Department of Education website.

D. The English major with a creative writing emphasis is a minimum of 10 courses distributed as follows:

1. **English 248. Introduction to Literary Studies.** Students are encouraged to take this foundational course as early in their studies as possible, and certainly before they enroll in 300-level courses.
2. **English 231. Western World Lit I.** IDS 171, 173, or 175 may be substituted for English 231.
- 3-4. Two four-credit literature courses numbered 270 or above; at least one is to be in British literature and at least one is to be in early literature (British pre-1800 or American pre-1850).
5. A four-credit course in American ethnic literature (**English 282. Survey of American Ethnic Literatures**, or a designated 37x or 495 course involving American ethnic literature).
6. A four-credit creative writing course at the 200 or 300 level.
7. A four-credit creative writing course at the 300 or 400 level.
8. A four-credit creative writing course at the 300 or 400 level in genre different from #6.
9. A 400-level creative writing workshop.
10. A culminating course to be chosen from the following: another 400-level creative writing workshop; **English 480. Introduction to Literary Theory;** **English 495. Advanced Studies;** or an internship.

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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 writing courses so that their majors will total at least 44 credits and should participate in the departmental Honors Program.

MINORS IN ENGLISH:

- A. **The general minor** (minimum of 21 credits) consists of: 1. 248; 2. 231 (recommended) — IDS 171, 173 or 175 may be substituted, with two credits counted toward English; 3. a writing course above English 113; 4. 12 credits of literature courses numbered 270 or higher. For further details consult the advisor for English minors, Sarah Baar, Lubbers 338.
- B. **The secondary teaching minor** consists of a minimum of 24 credits, numbered 200 or above, distributed as follows: 1. 213, 279, or 360; 2. 248; 3. 231 (recommended) — IDS 171, 173 or 175 and IDS 172, may be substituted, with four 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, English 380 and 381 are required. For further details, consult the advisor for English minors, Sarah Baar, Lubbers 338.
- C. **The writing minor** consists of a minimum of 18 credits of courses on writing, not including English 113. If arrangements are made in advance, credit toward the writing minor can also be given for internships which involve a significant amount of writing or editing, and for courses in other departments which involve internship-type experience and a significant amount of writing. Students should be aware that the writing minor is not approved for teacher certification by the state. Because of the importance of directed experience in writing, students pursuing this minor are strongly encouraged to write for campus publications, assist with the visiting writers series, and/or work on the staff of the Center for Writing and Research. Further details and advice about course selection, particularly arrangements for securing English credit for internships in other departments, may be obtained from the advisor for English minors, Sarah Baar, Lubbers 338. Courses counted toward a writing minor may not also be counted toward an English major or another English minor.

HONORS PROGRAM

The departmental Honors Program is intended to challenge majors to go beyond the minimum requirements by taking extra courses, developing an individual reading program, attending department colloquiums, and thinking about literature. In addition, the Honors Program is intended to foster intellectual exchange among students and faculty. Detailed information and application forms are available from the departments interim chairperson, Professor Schakel. Early application, even in the freshman year, is encouraged.

Academic Support Center

A full description of this no-fee service is given on pages 49-50.

English for Non-Native Speakers

102. English for Non-Native Speakers II — An advanced course designed to increase a student's English proficiency in all skill areas. Sometimes required of foreign students before taking English 113. Three lectures, two laboratories per week. Hours may be increased upon consultation with the chairperson of the Department of English and the instructor. *Four Credits Fall Semester*

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Writing

113. Expository Writing I — A course designed to encourage students to explore ideas through reading, discussion, and writing. The emphasis is on development of writing abilities. The area of exploration varies with individual instructors. Consult department for current list. Typical topics include Questions of Identity, Critical Thinking about the Future, Crime and Punishment, C.S. Lewis, Pop Culture, The Body Shop, Misfits, Stephen King. May be repeated for additional credit, with a different subject matter. Not counted toward an English major or minor.

Four Credits Both Semesters, May, June, and July Term

154. Introduction to Creative Writing: Fiction — An exploration of the elements of narrative technique. No prior experience in fiction writing is assumed. Investigates characterization, plot, setting, scene, detail, and point of view. English 154 does not count toward the English major with a creative writing emphasis.

Two Credits Spring Semester

155. Introduction to Creative Writing: Poems — An exploration of the practice of writing poetry. No prior experience in poetry writing is assumed. Investigates a variety of approaches to the composition of a poem and such elements of poetry as image, rhythm, line, sound, pattern, and structure. English 155 does not count toward the English major with a creative writing emphasis.

Two Credits Fall Semester

213. Expository Writing II — A course designed to further the student's ability to write effective expository prose. For students in any discipline. Prerequisite: English 113 or waiver of English 113 requirement.

Two Credits Both Semesters

214. Workplace Writing — A course designed to further the student's ability to write the types of expository prose appropriate to business, business administration, and technical fields. Prerequisite: English 113 or waiver of English 113 requirement.

Two Credits Both Semesters

254. Creative Writing: Fiction — An introduction to the techniques of fiction writing. No prior creative writing experience required. Includes practice in the writing process, point of view, characterization, plot, setting, theme, and voice.

Four Credits Both Semesters

255. Creative Writing: Poems — An introduction to the practice of writing poetry. Includes a variety of approaches to the composition of a poem as well as the elements of poetry: image, rhythm, line, sound, pattern, form, and structure.

Four Credits Both Semesters

257. Creative Writing: Plays — An introduction to the art of writing for the stage. Includes work on selected special problems of the playwright: scene, dialogue, structure, and staging. Offered jointly with the Department of Theatre. Alternate years.

Four Credits Spring Semester

258. Creative Writing: Nonfiction — An introduction to the art of writing the contemporary literary essay. Includes work on style, structure, audience, and critical thinking and reading in essays by a broad range of writers. Topics may include humor, commentary, opinion, personal observation, autobiography, argument, social criticism, occasional essay.

Four Credits Both Semesters

259. Creative Writing: Satire — An introduction to the techniques of satire. Designed to sharpen wits and writing skills, to educate and entertain, and to familiarize students with satiric masterpieces and their own potential to contribute to this humorous genre. Alternate years (Fall 2013).

Four Credits

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279. Writing for Teachers — An introduction to the basic techniques of writing intended especially for prospective teachers. Topics include writing practice, short fiction, poetry, evaluating creative writing, publication, curriculum development, and nonfiction writing. Includes attention to the student's understanding of his or her own writing process. *Four Credits Both Semesters, May Term*

354. Intermediate Creative Writing: Fiction — Intensive study of and practice with the techniques of fiction. Includes extensive reading in contemporary fiction. Students revise and complete a series of short works or one longer work. Prerequisite: A 200-level writing workshop. *Four Credits Both Semesters*

355. Intermediate Creative Writing: Poems — Intensive study of and practice with the techniques of poetry. Students write and critique poems, discuss poems in light of current issues, and practice selection and preparation of poems for publication. Prerequisite: A 200-level writing workshop. *Four Credits Both Semesters*

358. Intermediate Creative Writing: Nonfiction — Intensive study of and practice with the techniques of the personal narrative essay. Includes attention to style, structure, audience, and critical thinking. Students complete three to four narrative essays and prepare them for publication when appropriate. Prerequisite: A 200-level writing workshop. *Four Credits Fall Semester*

359. Internship In English — A closely supervised practical experience in a professional setting for upper class English majors and minors. Internships may be taken by individual arrangement through the department with a local host company or agency, or as part of The Philadelphia Center, the Chicago Semester, the New York Arts or the Washington Semester programs. At the discretion of the department, up to four credits may be applied toward the student's major or minor requirements; otherwise, the credits (up to a total of eight) will constitute elective credits within the department. The general guideline for credit is 3 hours per week for a fifteen-week semester for each credit. Normally taken on a pass/fail basis. *One to Eight Credits Both Semesters*

360. Modern English Grammar — A cumulative study of the conventions governing spoken and written Standard English, designed to model creative learning strategies that are easily adaptable for future teachers, and to develop editing and writing skills in addition to mechanical competence. *Four Credits Both Semesters*

389. GLCA Arts Program — IDS 389 may be awarded up to sixteen credits of English at the discretion of the department. The Great Lakes Colleges Association, Inc. Arts Program, presently based in New York City, involves the student in a full semester study of and involvement in the arts. At the discretion of the department, a portion of the credits earned in this semester may be applied toward the student's major requirements. Otherwise, the credits will constitute elective credits within the department. *Sixteen Credits (Maximum) Both Semesters*

454. Advanced Creative Writing: Fiction — A workshop for students with demonstrated ability and commitment to the craft of writing fiction. Students write and edit three or four pieces of fiction. A revised story of publishable quality is expected by the end of the semester. Prerequisites: English 354 or equivalent, a writing sample, and permission of the instructor. *Four Credits Spring Semester*

455. Advanced Creative Writing: Poems — A workshop for students with demonstrated ability and commitment to the craft of writing poetry. Students develop a focused project and complete a 20- to 30-page chapbook. Class sessions spent in critique and discussion of issues pertinent to each student's project. Prerequisites:

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English 355 or equivalent, a writing sample, and permission of the instructor.

Four Credits Spring Semester

293, 393, 493. Individual Writing Project — An independent, student-designed writing project culminating in a significant and complete body of creative or expository writing offered to students who have exhausted the regular offering of writing courses in the department. May be repeated for additional credit with a different project. Prerequisite: departmental acceptance of application (forms available in department office).

Two to Four Credits Both Semesters

Literature

231. Literature of the Western World I — Masterpieces of Western literature through the Renaissance. Meets part of the Cultural Heritage requirement.

Four Credits Both Semesters

232. Literature of the Western World II — Masterpieces of Western literature since the Renaissance. Meets part of the Cultural Heritage requirement. 231 is not a prerequisite.

Four Credits Both Semesters

233. Global Literature in English — Masterpieces of literature written in English by non-British and non-US writers since 1600, with emphasis on the historical, philosophical, and cultural contexts of the literary texts. Meets the Cultural Heritage II requirement.

Four Credits Normally Offered Both Semesters

248. Introduction to Literary Studies — An introduction to college-level study of literature. English 248 explores a variety of texts from different genres. The course is designed to increase students' skill and confidence in reading literature (especially the close reading of poetry and prose), to practice the interpretation of texts through representative contemporary critical methods, and to enhance students' enjoyment of reading, discussing, and writing about literature. Open to all students. It, or an equivalent experience, is required of English majors and minors, and language arts composite majors.

Four Credits Both Semesters

270. British Literature I — A historical and cultural study of British literature from the Middle Ages to the late eighteenth century. Focuses on major works and authors (e.g., *Beowulf*, Chaucer, *Sir Gawain and the Green Knight*, Marie de France, Sidney, Spenser, Shakespeare, Donne, Herbert, Milton, Behn, Swift, Pope, Johnson, Austen) and major genres, forms, and literary movements (e.g., epic, romance, the sonnet, devotional poetry, drama, prose, fiction, satire).

Four Credits Both Semesters

271. British Literature II — A historical and cultural study of British and Commonwealth literature from the Romantic Period to the present. Focuses on major works and authors (e.g., Blake, Wordsworth, Wollstonecraft, Keats, Browning, E. Bronte, Shaw, Yeats, Joyce, Woolf, Beckett, Lessing, Achebe, Heaney, Coetzee, Rushdie) and major genres, forms, and literary movements (e.g., poetry, drama, fiction, Romanticism, Victorian Age, Modernism, Post-Colonial Literature). To be offered Spring 2013, Fall 2013, Fall 2014, Spring 2015.

Four Credits Offered Two Semesters Out of Three

280. American Literature I — A historical and cultural study of American literature from colonization through the Civil War. Focuses on major works and authors (e.g., Cabeza de Vaca, Bradstreet, Wheatley, Franklin, Irving, Douglass, Poe, Thoreau, Melville, Hawthorne, Whitman, Dickinson, Stowe) and major genres, forms, and literary periods (e.g., autobiography, poetry, short stories, the Enlightenment, Transcendentalism, Sentimentalism).

Four Credits Both Semesters

ENGLISH

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). To be offered Fall 2012, Fall 2013, Spring 2014, Spring 2105.
Four Credits Offered two semesters out of three

282. Survey of American Ethnic Literature — An historical and cultural study of African American, Asian American, Latino/Latina, and/or Native American Literatures. Focuses on the evolving literary consciousness and cultural heritage of American ethnic writers, and major genres, forms, and literary movements. To be offered Fall 2012, Spring 2013, Spring 2014, Fall 2014.
Four Credits Offered Two Semesters Out of Three

295. Special Topics — A topic in literature, writing, or language not covered in the regular course listings and intended particularly for the general liberal arts student. May be repeated for additional credit in a different field of study.
Two to Four Credits Offered Occasionally

371. Historical Connections — An examination, using a comparative model, of how literature, over time, reflects and records intellectual, perceptual, and aesthetic changes. Recent topics include The Middle Ages and Medievalism; Arthurian Literature; Walt Whitman's America; American Conversion Narratives, 1620-1970; Literature and the American Environment; Donne and Milton; Women on Trial; The House of Gothic; Medieval Romance. May be repeated for additional credit with a different topic.
Two or Four Credits Both Semesters

373. Literary Forms and Reformulations — An examination of how literature interrogates and revises received traditions. By focusing on sequences of works, juxtaposed works, or the works of a single author, it examines imitations, critiques, and transformations within formal literary categories and within canons. Recent topics include History and Development of the Short Story; Contemporary Women's Poetry; From Page to Screen: Contemporary Literature and Film Adaptation; The Liar in Literature; Chaucer's *Canterbury Tales*; War Stories; ReWritings; On the Road — The Travel Narrative in American Literature; Telling Lives — Studies in Women's Autobiographical Prose. Two topics are offered every semester: 1. Shakespeare, 2. Literature for Children and Adolescents. May be repeated for additional credit with a different topic.
Two or Four Credits Both Semesters

375. Language, Literature, and Social/Cultural Difference — An examination of literary works as cultural artifacts, examining how they not only record and reflect the dynamics of social and cultural difference but also influence or resist change. Under investigation will be conflicts and modifications in cultural identification, how literature draws upon the lives and times of its authors, and how race, class, gender, and other forms of difference generate social and cultural tensions and express and embody them in literature. Recent topics include African Literature; Religion, Race and Gender in the Literature of Antebellum America; Asian American Literature; Romanticism and Revolution; Culture and 19th-Century American Novels; American Autobiography; Sentimental Fictions; Banned Books; Literature in an Anxious Age (1865-2003). May be repeated for additional credit with a different topic.
Two or Four Credits Both Semesters

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395. Studies in English — An author or authors, genre, or special topic, usually in British or American literature. May be repeated for additional credit in a different field of study.
Two to Four Credits Offered Occasionally

480. Introduction to Literary Theory — A chronological survey of major 20th-century theoretical approaches to literature. Topics include Formalism and New Criticism, Reader-Oriented Theories, Marxism, Structuralism and Poststructuralism, Feminist, Postmodern and Postcolonialist theories. Strongly recommended to students considering graduate school. Same as French 480. Prerequisite: permission of instructor.
Four Credits Fall Semester

Teaching

380. Teaching of Secondary School English — A study of and experience in applying methods of teaching grammar, discussion, literature, and composition in the secondary school. Required for Secondary Certification. Does not count toward the English Major. Recommended with an English minor as well as a major. Should be taken after or concurrently with Education 360, and before student teaching.
Two Credits Fall Semester

381. Field Placement — Must be taken concurrently with English 380. Does not count toward the English Major.
One Credit Fall Semester

Readings and Research

290, 390, 490. Individual Study — An individual research project, by arrangement with a professor, investigating some topic in depth and culminating in a paper that demonstrates literary scholarship and independent thought. May be repeated for additional credit, with a different project. Not limited to the senior level. Prerequisite: departmental acceptance of application (forms available in department office).
Two to Four Credits Both Semesters

495. Advanced Studies — A seminar in a field designated by the instructor. Preparation and presentation of research papers are central to the course. Prerequisite: previous work in or related to the topic of the seminar; students are urged to consult the instructor if they are doubtful about the nature and quality of their previous work. May be repeated for additional credit in a different field of study. Recent offerings include Jane Austen; James Joyce; G.B. Shaw; C.S. Lewis; Novels of the American West; Three Southern Writers; Shakespeare's History Plays; Renaissance Poetry; Irish and Scottish Women Writers; Walt Whitman's America; Shakespeare and Marlowe.
Four Credits Spring Semester

299, 399, 499. Readings in Literature — A tutorial arranged with a professor, often as a way to fill in gaps in knowledge of important authors and works and of major trends and patterns. May be repeated for additional credit in a different field of study. Prerequisite: departmental acceptance of application (forms available in department office).
Two to Four Credits Both Semesters



Faculty: Mr. Bouma-Prediger, Director; Mr. Bodenbender, Mr. Brown, Mr. Hansen, Mr. Holmes, Mr. Lunn, Mr. Nemeth, Mr. Pannacker, Mr. Peaslee, Mr. Peterson, Mr. Seymour, Ms. Stewart, Ms. Ten Haken, Ms. Winnett-Murray.

The goals of the environmental studies program are to: 1) increase understanding of how the world as a bio-physical system works, foster awareness of the earth's vital signs, and sharpen the ability of students to understand the nature and results of science; 2) encourage a critical understanding of the various historical, political, economic, ethical, and religious forces that have shaped and continue to shape our world; 3) nurture an ecological frame of mind which is willing and able to see things whole and thus resist the narrow specialization that can blind us to the connections between disciplines and bodies of knowledge; 4) cultivate people who have sufficient knowledge, care, and practical competence to live in an ecologically responsible way; 5) provide opportunities for students to explore the connections between environmental issues and different religious and philosophical traditions, and to encourage students who are Christian to reflect on their faith and its vision of shalom.

The environmental studies minor consists of a minimum of 20 credits. Eight credits are required in the natural sciences, with courses taken from a particular set of GEMS courses. At least four credits must be met by one of the lab-based GEMS courses. Four credits are required in the social sciences: either Environmental Sociology, Environmental Public Policy, or Managing for Environmental Sustainability. Four credits are required in the humanities: either American Literature and the Environment or Environmental Philosophy and History. The final four credits are part of a senior integration experience: a two-credit research project and a two-credit internship in a local business, non-profit organization, governmental agency, or educational institution. In addition to the courses in the minor, there are a number of general education courses that address various environmental issues and themes and thus may be of special interest for environmental studies students.

The student who minors in environmental studies may major in anything. For students who major in one of the natural sciences, one of the environmental studies GEMS courses may be replaced by other appropriate science courses, with the permission of the program director. For a student who decides to minor in both environmental science and environmental studies, such a double minor does not constitute a major.

REQUIRED COURSES (20 credits)

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

GEMS 152. The Atmosphere and Environmental Change (4 credits)

- a) A study of the atmosphere, weather, local pollution, acid rain, climate change, ozone depletion, storms, droughts, floods
- b) instructors: Hansen and Peaslee
- c) co/prerequisite: GEMS 100. Mathematics for Public Discourse; this requirement is waived for students with Math 131

GEMS 153. Populations in Changing Environments (4 credits)

- a) A study of population growth and dynamics, ecology, evolution, species interactions, biodiversity, conservation
- b) instructor: Winnett-Murray
- c) co/prerequisite: GEMS 100. Mathematics for Public Discourse; this requirement is waived for students with Math 131

ENVIRONMENTAL STUDIES

GEMS 157. The Planet Earth (4 credits)

- a) A study of the atmosphere, hydrosphere, biosphere, geosphere and their interactions
- b) instructor: GES staff
- c) co/prerequisite: none

GEMS 160. The Chemistry of Our Environment (4 credits)

- a) A study of matter, thermodynamics, groundwater pollution, chemical manufacturing and recycling
- b) instructor: Brown or Seymour
- c) co/prerequisite: GEMS 100. Mathematics for Public Discourse; this requirement is waived for students with Math 131

GEMS 204. Regional Flora and Fauna (2 credits)

- a) A study of the identification, natural history, and ecological importance of the common plants and animals in the Great Lakes region
- b) instructor: Winnett-Murray
- c) co/prerequisite: none

GEMS 295. Abrupt Climate Change (2 credits)

- a) A study of science and how science knowledge integrates with our own beliefs and values, through an examination of the capacity of the earth's global climate to exhibit rapid and unpredictable change
- b) instructor: Stewart
- c) co/prerequisite: none

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

Sociology 295. Environmental Sociology (4 credits)

- a) An exploration of the relationship between human societies and the larger natural environment of which they are a part, e.g., the history of resource use, wilderness preservation, pollution, various environmental movements, issues of social justice
- b) instructor: Nemeth
- c) prerequisite: none

GES 310. Environmental Public Policy (4 credits)

- a) An in-depth study of federal lands, intergovernmental relations, agency law, comparative institutions, U.S. environmental regulations, and applied macroeconomics
- b) instructors: Holmes, Lunn, Peterson
- c) prerequisites: Econ 211: Macroeconomics, science core

5. Management 356. Managing for Environmental Sustainability (4 credits)

- a) The study of practices usually associated with business, but applicable to other organizations, that create environmentally sustainable outcomes
- b) instructor: TenHaken
- c) prerequisite: none

3. Humanities: choose 4 credits from the following courses

English 375. American Literature and the Environment (4 credits)

- a) An in-depth study of the classic and contemporary texts in environmental literature, e.g., Abbey, Austin, Dillard, Leopold, Lopez, Thoreau, Whitman
- b) instructor: Pannacker
- c) prerequisites: Cultural Heritage core

Environmental Studies 377. Environmental Philosophy and History (4 credits)

- d) An in-depth study of classic and contemporary texts in environmental philosophy

ENVIRONMENTAL STUDIES

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

- e) instructor: Bouma-Prediger
- f) prerequisites: Cultural Heritage core

4. Senior Integration Experience (4 credits)

Environmental Studies 490. Research Project (2 credits)

- a) An in-depth investigation of some issue or problem of the student's choosing
- b) instructor: environmental studies faculty
- c) prerequisites: all courses in the minor, except the internship

Environmental Studies 499. Internship (2 credits minimum)

- a) A supervised practical experience in a local work setting, e.g., business, non-profit organization, governmental agency, educational institution
- b) instructor: Bouma-Prediger and site supervisor
- c) prerequisites: all courses in the minor, except the research project

THEMATICALLY RELATED COURSES IN THE CORE CURRICULUM

IDS 100. First Year Seminar (2 credits)

- a) The topics will vary depending on the section, but the sections with the following instructors focus on environmental themes
- b) instructors: Allis, Bahle, Bouma-Prediger, Hansen, Lindell, Nemeth, Peterson, Toppen, Visser, Winnett-Murray
- c) prerequisite: none

Religion 100. Earth and Ethics (2 credits)

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

English 113. Expository Writing (4 credits)

- a) The topics will vary depending on the section, but the sections with the following instructors focus on environmental themes
- b) instructors: Douglas, Gruenler, Klooster, Peschiera
- c) prerequisite: none

Religion 369. Ecological Theology and Ethics (4 credits)

- a) An off-campus May Term course in the Adirondacks of upstate New York that focuses on ecological degradation, basic environmental history, Bible and ecology, earthkeeping themes in theology, ecological virtues, ecological ethics, and wilderness preservation
- b) instructor: Bouma-Prediger
- c) prerequisites: religion core and permission of instructor

IDS 467. God, Earth, Ethics (4 credits)

- a) A senior seminar that focuses on worldviews, the state of the planet, basic environmental science, Bible and ecology, ecological ethics theory, and applied environmental ethics
- b) instructor: Bouma-Prediger
- c) prerequisites: all core completed and senior status



AMERICAN ETHNIC STUDIES

A minor in ethnic studies is designed to introduce students to critical methodologies and scholarly approaches to understanding the diverse historical and cultural issues relating to ethnicity in the United States. At a time when America is becoming increasingly multicultural and when Americans are increasingly aware of the values of multiculturalism, participants in a minor in ethnic studies, both faculty and students, are encouraged to gain and develop skills to research, analyze, and reflect on the heritage of ethnic cultures in America. Such study will develop citizens, participants, and activists who have views of their larger mission in life and who strive daily, both locally and globally, in the pursuit of justice and equality.

A minor in American Ethnic Studies (AES) consists of 24 credits of coursework:

Minor candidates must complete 12 credits of foundational courses, 8 credits focusing on a specific American ethnic group (African American, Asian American, Latina/o American, or Native American) and a 4-credit capstone course (3 credits for an internship or research project and one credit for a capstone seminar). *The capstone seminar course will include both meetings while enrolled for an internship or research project and utilization of assessment documentation from earlier courses intended to assure ongoing communication with each student declaring the minor and facilitation and implementation of the program's assessment process.* Course requirements and options available to minor candidates are as follows:

I. FOUNDATIONAL COURSES (12 credits)

A. Introduction (4 credits required of all minors)

AES 210 - Introduction to Ethnic Studies (4 credits)

This course will address the basic terminology of the field of ethnic studies. Students will learn the meanings and various perceptions of culture, race, ethnicity, social class and gender. They will also develop an understanding of the relationships of all these concepts within both the individual and in society. These concepts will be analyzed through a multidisciplinary approach that examines both the social science and humanities contributions to these constructs. Various ways of thinking and approaches to research methodology will be explored.

B. Social Science (4 credits required from this area)

This requirement introduces students to the study of ethnicity in America from the Social Science perspective. Students may select from the following courses.

SOC 269 Race and Ethnic Relations (2 credits) and PSY 110 Race in America (2 credits)

OR

COMM 371 Communicating Across Difference: Intercultural and Gender Communication

C. Humanities (4 credits required from this area)

This requirement introduces students to the study of ethnicity in America from the Humanities perspective. Students may select from any of the following courses.

HIST 351 Slavery & Race in America 1619-Present: The Struggle Within
HIST 357 United States Cultural History: Ideas of Race, Gender and Class
HIST 251 Revolutionary America: Visionaries, Rebels, and Ruffians
HIST 252 Civil War America: Disruption and Destiny

ETHNIC STUDIES

II. AMERICAN ETHNIC GROUPS: IDENTITY AND SOCIAL REALITY (8 credits)

Students will gain an in-depth understanding of the reality of a particular ethnic group in the United States. Students must select one of the ethnic groups represented in A-D below on which they will focus their studies and must select two courses from within the ethnic category.

A. African American Studies

ENGL 375 Religion, Race and Gender in the Literature of Antebellum America
ENGL 375 African American Literature
HIST 351 Slavery & Race in America 1619-Present: The Struggle Within (see Note 1 below)

B. Asian American Studies

ENGL 375 Asian American Literature
ENGL 371 History and the Asian Pacific American Novel
HIST 351 Slavery & Race in America 1619-Present: The Struggle Within (see Note 1 below)

C. Latina/o American Studies

ENGL 375 U.S. Latino Literature
HIST 351 Slavery and Race in America (see Note 2 below)
HIST 364 Ethnic Diversity in Latin America and U.S. History
PSYCH 305 The Psychology of Latino Children
SPAN 344 Modern Hispanic American Literature and Culture
SPAN 443 Colonial Hispanic American Literature

D. Native American Studies

EDUC 488 Cross-cultural Education - Native American Studies
REL 295 Pine Ridge Oglala Lakota
IDS 174 Native American Literature and Culture
HIST 160 U.S. History to 1877

III. CAPSTONE REQUIREMENT (4 credits – 3 for internship or research, one as a capstone seminar)

This requirement can be met in either of two ways:

A. An internship, approved by the AES director, in which students are immersed in a U.S. ethnic minority culture (preferably one involving the minority group emphasis chosen by the student)

OR

B. An extensive research project focusing on one of the ethnic minority groups in the United States (preferably one involving the minority group emphasis chosen by the student). The project can take either an interdisciplinary or disciplinary approach. The project must be approved by the AES director prior to the student beginning any formal research and must adhere to all aspects of the institutions research protocol.

Note 1: Students who selected this course to meet the Humanities requirement in the Foundations section must take the two other courses in this category to fulfill this requirement.

Note 2: Students who selected this course to meet the Humanities requirement in the Foundations section must take two of the other courses in this category to fulfill this requirement.

GENERAL EDUCATION MATHEMATICS AND SCIENCE



Coordinator: John Krupczak (Engineering)

The general education requirements for natural science are met by taking a minimum of 10 credits in the division, at least four of which must be a lab-based natural science course and at least two of which must be in mathematics. It is anticipated that most students majoring in the natural sciences or mathematics will accomplish this by taking department courses. However, for the students not majoring in natural science or mathematics, GEMS are courses designed to fulfill their natural science general education requirements. The purpose of these courses is to build an understanding of the scientific and mathematical ways of knowing about the world appropriate for an educated person living in a scientific and technical age. GEMS courses fall into three categories: mathematics courses; four-credit, interdisciplinary, laboratory-based science and technology courses; and two-credit topical science and technology courses. Hope College has been nationally recognized for its GEMS program by the American Association of Colleges and Universities and support for these courses has been provided by the National Science Foundation.

Mathematics Courses (GEMS 100-149)

Mathematical thinking and reasoning permeate our society. GEMS mathematical courses are designed to expose students to both the power and limitations of mathematics, particularly of mathematical modeling. Each course will focus on at least one of the two ways in which quantitative information is frequently conveyed: statistics and graphs. These courses are designed to broaden a student's perception of the nature of mathematics as an ongoing endeavor, as well as to give him or her a sense of the historical roots of significant mathematical discoveries. Above all, through these courses students should gain a sense of the aspects of mathematics which make it unique as a "way of knowing."

100. Understanding Our Quantitative World — This is a two-credit, half-semester course whose main emphasis is on the ability to critically interpret mathematical information commonly found in public discourse and positions of responsibility and leadership. The topics will include simple functions, graphs and their interpretation, and statistics. Examples incorporating mathematical arguments will be taken from a wide variety of fields including social science, sports, finance, environmental issues, education and health. The TI-83 graphing calculator will be required.

Two Credits Staff (Mathematics) Both Semesters

105. Nature of Mathematics — This is a two-credit, half-semester course whose main emphasis is the discussion and exploration of the "great ideas" in mathematics, particularly those that have occurred in the last 100 years. The format of the course will be primarily discussion and lecture, with some group activities. Topics include mathematical puzzles, patterns within numbers, bar codes and secret codes, the concept of infinity, and chaos and fractals.

Two Credits Staff (Mathematics) Both Semesters

Four-Credit Interdisciplinary Science and Technology Courses (GEMS 150-199)

Natural scientists study the physical world and propose answers to questions which are tested against reproducible direct observations or experiments. All scientific studies share some approaches, which are commonly referred to as the scientific method. However, because there are 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

GENERAL EDUCATION MATHEMATICS AND SCIENCE

knowing, yet experience the nature of scientific inquiry common to all disciplines. These courses have both laboratory and classroom components, and include out-of-class readings and library-based research.

151. Science and Technology for Everyday Life — Modern society would not exist without the aid of technology. We depend upon technological devices for communication, food production, transportation, health care and even entertainment. This course focuses on the wide variety of technology used in everyday life. The objective is to develop a familiarity with how various technological devices work, and to explain the basic scientific principles underlying their operation. Topics covered include: the automobile, radio, television, CD players, microwave ovens, computers, ultrasound, and x-ray imaging. Concepts from basic science are introduced as they appear in the context of technology. Laboratory projects include construction of simple objects such as radios, electric motors, and a musical keyboard.

Four Credits Krupczak (Engineering) Both Semesters

152. The Atmosphere and Environmental Change — Storms, droughts, heat waves, and cold snaps make us all aware of how the atmosphere impacts human beings. Recent concerns about the greenhouse effect, climate change, pollution, and ozone depletion have made us more aware of how human beings impact the atmosphere. The subject matter of this course is the effect of the atmosphere on people and of people on the atmosphere. Subjects will include the basics of the atmosphere and weather, local pollution, acid rain, climate change, ozone depletion, storms, droughts, and floods. GEMS 100 (Mathematics for Public Discourse) is a co- or pre-requisite; this requirement is waived for students who have received college credit for Math 126 or Math 131.

Four Credits Hansen (Geol. & Env. Sci.) and Peaslee (Chem.) Fall Semester

153. Populations in Changing Environments — In this investigation-based course students will explore the biological principles of population growth and dynamics, extinction and evolution, species interactions, biodiversity and conservation. Topics are studied within an environmental context using quantitative and experimental approaches. GEMS 100 is a co- or pre-requisite; this requirement is waived for students who have received college credit for Math 126 or Math 131.

Four Credits Winnett-Murray (Biology) Fall, Every Few Years

154. Stars and Planets — A survey of planetary geology in our solar system, of stellar formation and evolution, and of galaxies of the physical universe. We will discuss what is known and how the knowledge is obtained. Topics include the telescope, Earth-Moon system, terrestrial and gaseous planets, the Sun, types of stars and their intrinsic properties, the H-R diagram, pulsars, neutron stars, black holes, galaxies, and cosmology. The course will include in-class cooperative assignments, lecture, homework and a laboratory. Various laboratory exercises include building a simple telescope and observing with it, learning and observing the constellations, weather and geology of the planets, observing Jupiter and measuring its mass and the masses of the four brightest moons, observing a cluster of stars and making a H-R diagram, a pulsar model, classification of galaxies, and Hubble's law.

Four Credits Gonthier (Physics) and Bodenbender (Geol. & Env. Sciences)

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

GENERAL EDUCATION MATHEMATICS AND SCIENCE

Darwin, Pasteur, Bernard, Mendel, and others were laying the groundwork of modern biology. Pre-requisite: Completion of four credits of the cultural heritage requirement.

Four Credits Cronkite (Biology) Every Few Years

157. The Planet Earth — An introduction to the scientific study of the planet on which we live. This course emphasizes the study of the major Earth systems (atmosphere, hydrosphere, biosphere and solid Earth) and the interactions between them. Particular attention is given to the subject of environmental change and the implications for our future. One or two Saturday morning field trips are required. Cross-listed as GES 100.

Four Credits GES Staff Both Semesters

158. Human Biology in Health and Disease — Despite our differences, each of us has a body that functions to keep us alive. This course examines the structure and function of the human body from investigative and interdisciplinary perspectives. We will consider how the various organ systems work to maintain life and the ways in which the functions of these systems can be compromised by disease. Participants will explore how scientific methods are used to learn about the biology of humans. In addition to more traditional laboratory exercises, teams of students will design, carry out, and report on a laboratory project related to human biology. This course should be well-suited for students majoring in social work and other areas where a general understanding of human biology would be useful, as well as for students interested in learning more about human biology under normal and pathological conditions.

Four Credits Barney (Biology) Spring Semester

159. History of Science — This course surveys the history of science from the Renaissance to the present day. In addition to mastering the historical content, students will re-create historic experiments in order to understand scientific theories and methodologies as well as the nature of science itself. The primary objectives of the course are to understand how scientific knowledge expanded and changed over time, individuals developed and practiced the role of “scientist,” science influenced social environments, and social and political changes affected science, as well as why science developed as a particular kind of cross-disciplinary exploration of the universe with certain types of questions and methodologies. Cross-listed with History.

Four Credits Hagood Fall Semester

160. The Chemistry of Our Environment — This course will look at how chemistry, which is the study of matter and its changes at the molecular level, serves as the basis for understanding and predicting how our technological society impacts the environment in which we live. Basic chemical principles will be introduced and serve as building blocks to explain environmental phenomena we encounter in our everyday life. Laboratory investigations of environmental processes, together with case studies of environmental problems, will be used to build an understanding of the molecular nature of the world around us, and how we interact with it. Topics will include: testing for groundwater pollution, chemicals in the home, chemical manufacturing and recycling, and others. Co- or pre-requisite: GEMS 100 (Mathematics for Public Discourse) or Math 205.

Four Credits Brown, Seymour (Chemistry)

161. Biotechnology and You — This course will explore basic concepts underlying recent biomedical developments that affect your everyday life and decisions you have to make. Topics will include genetic engineering, cloning, somatic cell research, drug resistance, bioterrorism, etc. The course will focus on interpretation of the scientific information we receive through the media. The laboratory projects will be designed to expose students first-hand to the technologies discussed in class.

Four Credits Burnatowska-Hledin (Biology and Chemistry) Every Few Years

GENERAL EDUCATION MATHEMATICS AND SCIENCE

195. — A course offered in response to student and instructor interest.

Two-Credit Topical Science and Technology Courses (GEMS 200-250)

These courses build on skills acquired in the four-credit laboratory-based science courses to provide a focused experience in scientific inquiry. The two-credit courses are both topical and investigative. Students will be expected to gain a mastery of a scientific topic through hands-on investigations, and to communicate their knowledge through a variety of media. The goal of these courses is to provide models for life-long learning in science and technology by introducing students to how-to techniques for learning and mastering a particular scientific subject through inquiry. These courses meet for half a semester for up to six total hours per week.

201. Evolution of Dinosaurs — This course investigates the geological record and biology of dinosaurs. It provides an overview of current knowledge about dinosaurs as a framework for answering specific questions about their history, function, ecology, evolution, and portrayal in popular media. Case studies will examine such topics as warm-bloodedness and the evolutionary relationship between dinosaurs and birds. The course will culminate in a symposium where students present the results of library and analytical research.

Two Credits Bodenbender (Geol. & Env. Sciences) First Half of Fall Semester

204. Regional Flora and Fauna — This course will stress the identification, natural history, and ecological importance of the common plants and animals in the Great Lakes region. Students will be taking field trips to natural areas to learn about the flora and fauna first-hand. Practical aspects of natural history will be stressed such as wildlife watching, tree and wildflower identification, and insect biology.

Two Credits Biology Staff First Half of Fall Semester Every Few Years

205. The Science of Bread-making — This course will stress biological principles associated with bread-making. Some of these include: culturing yeast, fermentation, germination, aerobic respiration, and digestion of carbohydrates. Steps in the scientific method will be emphasized. Each student or group of students must conduct a scientific experiment on some aspect of bread-making. The experiment will culminate in a formal write-up and oral presentation.

Two Credits Science Staff

206. The Night Sky — The primary goal of this course is to understand the unique features of various astronomical objects in our night sky, such as bright stars, double stars, planetary nebulae, supernova remnants, emission nebulae, globular clusters, and galaxies. Through various hands-on activities, we will understand the day-to-day and annual changes in our night sky. About a third of the course involves field work in which we are able to make observations with the naked eye and by imaging objects using the Harry F. Frissel Observatory. We will learn what a star is by exploring stellar formation and evolution. A large collection of stars form a galaxy like our Milky Way. Yet galaxies fall into different classification groups that have specific characteristics.

Two Credits Gonthier (Physics) Either Semester

295. Topics in Science — A course offered in response to student and instructor interest. Recent offerings have included Exploring Computer Science (CSCI 112), Human Genetics, Abrupt Climate Changes, and sustainability.

GEOLOGICAL AND ENVIRONMENTAL SCIENCES



Faculty: Mr. Bodenbender, Chairperson; Mr. Hansen, Mr. Peaslee, Mr. Peterson, Staff.

ENVIRONMENTAL SCIENCE MINOR: Our ability to modify our environment has increased dramatically over the last several centuries. A host of recent events has highlighted the negative aspects of these modifications. More and more scientists are involved in seeking solutions to environmental problems as they work to increase 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 change 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.

Hope College offers an environmental science minor that helps students acquire the background they need to be successful environmental scientists. This background includes the following five goals.

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. The flagged courses are:

- BIOL 315 (Ecology)
- BIOL 343 (Plant Systematics)
- BIOL 356 (Genetics)
- BIOL 395 (Microbiology)
- BIOL 422 (Invertebrate Zoology)
- BUS 341 (Business Law)
- CHEM 331/332 (Analytical Chemistry and Laboratory)
- Chemistry: a second chemistry course chosen in consultation with the chemistry chairperson
- ECON 212 (Microeconomics)
- ENGS 241 (Circuit Analysis and Applications)
- ENGS 346 (Fluid Mechanics)
- GES 295 (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 Jack Holmes)

Goal #3 *A broad interdisciplinary understanding of environmental science.* Students receiving an environmental science minor are required to take a two-semester interdisciplinary course in environmental science. The sequence is **GES 211, Earth Environmental Systems I** (Fall Semester, 3 credits), and **GES 212, Earth Environmental Systems II** (Spring Semester, 3 credits).

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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.

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

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 and water pollution, contaminant toxicology, risk assessment, soil chemistry and soil degradation. Three hours of lecture per week. Prerequisite: Chemistry 125 or 131.

Three Credits Peterson Fall Semester

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, biogeochemical cycles, climate and climate change, and ozone depletion. Three hours of lecture per week. Prerequisite: Chemistry 125 or 131.

Three Credits Hansen Spring Semester

220. Laboratory Methods in Environmental Science — This laboratory course accompanies the Earth Environmental Systems I and II courses. This class will introduce laboratory and field methods necessary to investigate the natural systems which comprise our ecosystem, and the effects of human activities on it. Sampling techniques, field identification, and common methods of chemical analysis for environmental study will be emphasized. Three hours of laboratory per week and one hour of discussion. Prerequisite: Chemistry 127 or 132.

Two Credits Peaslee Spring Semester

310. Environmental Public Policy — This course is an introductory analysis of the economic, regulatory, scientific, and political factors involved in environmental public policy. American environmental management will be viewed in terms of the interplay among economic efficiency, scientific feasibility, and the demands of the political process. Topics covered will include market forces, federal lands, intergovernmental relations, agency law, comparative institutions, U.S. environmental regulations, and technological compliance. This course is team taught by faculty from the Departments of Economics, Geological and Environmental Sciences, and Political

GEOLOGICAL AND ENVIRONMENTAL SCIENCES

Science so that students are exposed to the interdisciplinary nature of environmental public policy issues. Four hours of lecture per week. Prerequisites: Economics 211 or Political Science 100 and the fulfillment of the college's general education science requirement.

Four Credits Peterson/Holmes/Lunn Spring Semester

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. Prerequisite: GES 220.

Two Credits Hansen Fall Semester

GEOLOGY MAJORS AND MINORS: Because of shortages of natural resources, continuing environmental problems, and a renaissance in thinking about the way the Earth works, the geological sciences are in a “Golden Age.” Today geoscientists are making important contributions to human knowledge in environmental geology, oceanography, planetology, geochemistry, geophysics, plate tectonics, and paleontology.

At Hope College student-faculty research comprises an important part of the geology program. 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 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 southern 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 problems. 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 spring 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 heating and cooling stage, geographic information system (GIS) computer laboratory, X-ray diffractometer, thin section preparation laboratory, ion chromatograph, gas chromatograph, infrared Fourier transform spectrometer, and UV-visible light spectrometer.

GEOLOGICAL AND ENVIRONMENTAL SCIENCES

Because the study of the Earth is eclectic, 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, 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 Big Ten universities.

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 243, GES 244, GES 251, GES 252, GES 351, GES 430, GES 450, GES 453 or GES 295.
- GES 341: Regional Field Study (2 credits)
- And one year (8 credits) of ancillary science (Biology, Chemistry, 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 243, GES 244, GES 251, GES 252, 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, physics or environmental sciences) and one year (8 credits) of mathematics (Calculus preferred). Both years of ancillary science need not be in the same science. Students should choose these courses in consultation with their departmental advisors.
- Students receiving a Bachelor of Science degree are also required to work on an independent research project with a faculty mentor.

GEOLOGY MINORS

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

GEOLOGY-CHEMISTRY COMPOSITE MAJOR: For additional information, please refer to page 112.

GEOLOGY-PHYSICS COMPOSITE MAJOR: This was the first composite major established in the sciences at Hope College. Both the geology-chemistry and

GEOLOGICAL AND ENVIRONMENTAL SCIENCES

geology-physics majors have been very successful. Students who graduate with the composite major are in great demand and have been accepted in the top graduate schools in the United States. For additional information, please turn to page 112.

TEACHER CERTIFICATION: In partnership with the Department of Education, the Department of Geological and Environmental Sciences offers a geology/Earth science teaching major and minor through the State of Michigan. The Michigan Certification Code requires that prospective high school teachers complete 30 or more credits of courses in geology for a major and 22 credits in geology for a minor. Consult with the Department of Education concerning detailed requirements.

Geology Courses

100. The Planet Earth — This course is an introduction to the scientific study of the planet on which we live. This course emphasizes the study of the major Earth systems (atmosphere, hydrosphere, biosphere, and geosphere) and the interactions between them. Attention is given to the subject of environmental change and the implications for our future. This course is one possible introduction to the geology major. Three lectures and one three-hour laboratory each week. One or two Saturday morning field trips are required. No prerequisites. Cross-listed as GEMS 157. A student may not receive credit for both GEMS 157/GES100 and GES 110.

Four Credits Staff Both Semesters

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

Four Credits Staff Both Semesters Starting in the Spring of 2012

110. Geology in the Field — This course is designed as a “hands-on” alternative to the traditional introductory survey course. Its goal is to give students direct experience with the ways scientists ask and answer questions about the Earth. Almost all of the class time will be spent in the field where students will be trained to make and record observations, develop hypotheses, and test ideas while studying the materials and processes that shape the surface of the planet. This course is one possible introduction to the geology major. One weekend field trip required. No prerequisites. A student may not receive credit for both GEMS 157/GES100 and GES 110.

Two Credits Hansen First Half of Fall Semester

111. How The Earth Works: An Introduction to Plate Tectonics — Plate tectonics is a theory that has revolutionized geology, giving the science its first coherent, widely accepted picture of how the whole Earth works. This course is designed to give students a solid understanding of the basic theory, the evidence on which it is based, and its application to subjects as diverse as earthquakes, volcanoes, mountain ranges, precious metal deposits, the topography of the sea floor, and the history of life. No prerequisites. *Two Credits Hansen Second Half of Fall Semester*

203. Historical Geology — This is an introduction to the physical and biological development of the Earth during the last 4.5 billion years. Topics include the

GEOLOGICAL AND ENVIRONMENTAL SCIENCES

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. Prerequisite: an introductory geology course or permission of instructor.
Four Credits Bodenbender Spring Semester

243. Mineralogy: Earth Materials I — This course is an introduction to the paragenesis and crystal chemistry of minerals with emphasis on the rock-forming silicates. Laboratory periods will be devoted to the study of minerals in hand samples, as well as exercises designed to help the student understand physical and chemical properties of minerals. Three lectures and one three-hour laboratory per week. One weekend field trip will be required. Prerequisite: one semester of introductory chemistry (may be taken concurrently) or consent of instructor.

Four Credits Peterson Fall Semester, Even Years

244. Petrology: Earth Materials II — This is a course about mineralogical, chemical, and textural characteristics of igneous, sedimentary, and metamorphic rocks. Their occurrence and petrogenesis will be discussed in terms of rock associations and relevant physical and chemical processes of formation. Laboratory sessions will be devoted to petrographic description, identification, and interpretation of rocks in hand samples and microscope thin sections. A Saturday field trip is required. Three one-hour lectures and one three-hour laboratory per week. Prerequisite: GES 243.

Four Credits Peterson Spring Semester, Odd Years

251. Surficial Geology: Earth Structures I — This is an introduction to the natural processes shaping Earth's surface. Among other topics, weathering, landform and soil development, soil mechanics, the influence of running water, moving ice and wind on Earth's surface, and people's interaction with surficial geology will be stressed. The use of maps and other geographic images will be emphasized in the laboratory and the course will include an introduction to mapping. Three lectures and one three-hour laboratory each week. Two Saturday field trips will be required. No prerequisites.

Four Credits Hansen Fall Semester, Odd Years

252. Structural Geology: Earth Structures II — This is a study of the structures formed by rock deformation, stressing geometric techniques and the concept of strain. Geological maps and cross-sections will be emphasized in the laboratory, which will include instruction on their preparation and interpretation. Three hours of lecture and one three-hour laboratory each week. One weekend field trip is required. Prerequisite: GES 251 or permission of instructor.

Four Credits Hansen Spring Semester, Even Years

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. Prerequisites: GES 111 and either GES 100 or GEMS 157 or GES 110 and the permission of the instructor.

Two Credits Staff Spring Semester

351. Invertebrate Paleontology — This is the study of the fossil record of the history of invertebrate life. Topics include changes in diversity during the Phanerozoic, tempo and mode of evolution, functional morphology, systematics, and paleoecology of the major invertebrate phyla. Three hours of lectures and one three-hour laboratory per week. One or more weekend field trips will be required. Prerequisite: GES 203 or consent of instructor.

Four Credits Bodenbender Alternate Years, Fall Semester

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430. Environmental Geochemistry — The principles of physical and inorganic chemistry will be applied to geochemical systems of environmental interest. Element recycling and evaluation of anthropogenic perturbations of geochemical cycles will be examined with a strong emphasis on aqueous chemistry. Laboratory exercises will emphasize computer modeling and the analyses of natural waters by a variety of techniques. Three lectures each week. This is a flagged course for the Environmental Science Minor. Prerequisites: Chemistry 331 or GES 243.

Four Credits Hansen/Peaslee Alternate Years, Spring Semester

450. Hydrogeology — This is a study of the geological aspects of the water cycle with an emphasis on groundwater. Topics include aquifer testing, groundwater flow, geology of aquifers, water resource management, groundwater chemistry, contamination and remediation. Three hours of lecture and one three-hour laboratory each week. This is a flagged course for the Environmental Science Minor. Prerequisite: consent of instructor.

Four Credits Peterson Alternate Years, Spring Semester

453. Sedimentology — This is the study of the mineralogy, petrology, occurrence, and stratigraphic associations of sedimentary rocks. Thin section examination, textural analysis, and field investigation of sedimentary rocks and unconsolidated sediments will be performed in the laboratory. Three hours of lecture and one three-hour laboratory each week. One or more weekend field trips will be required. Prerequisite: GES 244 or consent of instructor.

Four Credits Bodenbender Alternate Years, Fall Semester

490. Special Problems — This course is designed to introduce the student to research. A research problem in an area of special interest will be nominated by the student, and approved by a faculty member who will oversee the research.

One to Three Credits Staff Any Semester

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

One or Two Credits Staff Any Semester

HISTORY



Faculty: Mr. Baer, Chairperson; Mr. Bell*, Ms. Gibbs, Mr. Hagood, Mr. Johnson, Mr. M'Bayo**, Ms. Petit, Ms. Tseng. **Assisting faculty:** Mr. Awad. **Adjunct Faculty:** Ms. Peterson, Mr. Swierenga.

History is the study of the human past. It is the foundation for understanding how we came to be what we are. Because the record is often crowded and contradictory, history is a discipline that depends upon critical thinking and careful evaluation of evidence. These are skills that lie at the heart of liberal arts education and that are vitally important to students preparing for careers in such fields as law, government, journalism, and education.

For the student concerned with developing an in-depth knowledge of the past, and especially for the student who wants to become a professional historian, the department offers a traditional, full HISTORY MAJOR. For those wishing to teach on the secondary level, the department offers the HISTORY MAJOR FOR SECONDARY TEACHING. These majors are described in detail below.

History staff members bring varied backgrounds to their teaching. All have sustained their research interests through work in numerous foreign and domestic manuscript repositories. Extended stays in Ireland, Britain, Germany, France, China, Senegal, Kenya and Argentina help to assure both currency in scholarship and vitality in the classroom.

History majors have been involved in the following activities:

- editor of the *Anchor*, the student newspaper
- participation in several of the off-campus programs:
 - Oxford, Berlin, Rome, Athens, Dublin, South Africa, Vienna
 - The Philadelphia Center for study and work in the inner city
 - honors semester in Washington, D.C.
 - Newberry Library Program in the Humanities
- year of study in Japan
- a variety of local and oral history projects that afford income-earning opportunities
- internships at the Grand Rapids Public Museum, Michigan Maritime Museum, the Muskegon Museum, the Smithsonian Institution, and the Woodrow Wilson Center for Scholars.

History majors in past years have gone on to graduate school, and into careers as professional historians both as writers and teachers. Many have gone into law and the political arena. Some have entered the ministry. The interesting careers of graduates of the department include:

- United States Ambassador to Iceland
- law practice
- curator of museums and archives
- senior publicist for CNN
- administrative assistant to a U.S. Senator
- historian for the U.S. Marine Corps
- librarian
- journalism
- bureau chief for *Time* magazine
- physician
- career foreign service officer
- managing editor of newspaper
- Rhodes Scholar
- mayor of Holland

*Sabbatical Leave, Fall 2012

**Sabbatical Leave, Spring 2013

HISTORY

To accommodate the broad range of interests and career goals of its majors and other interested students, the Department of History offers two majors and minors, and a formal French/History double major.

I. HISTORY MAJOR: A minimum of 36 credits in history is required for a major. The distribution requirement for the 36 credits in history is as follows: History 140, one history course focused mainly on the period before 1500; one course in American history; one course in European history after 1500; one course in Africa, the Middle East, East Asia, or Latin America; and a seminar in history. Students may count no more than three of the following courses toward the major: HIST 130, HIST 131, HIST 160, HIST 161, and either IDS 171 or IDS 172. 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.

II. HISTORY MAJOR FOR SECONDARY TEACHING: In partnership with the Hope College Department of Education, the Department of History offers a teaching major for certification through the State of Michigan. The history major for certification to teach in secondary schools (grades six-12) consists of a minimum of 36 credits. All students desiring secondary certification must take the following courses: HIST 140, 160, 161, 175 and 495 (16 credits). Students may count no more than three of the following courses toward the major: HIST 130, HIST 131, HIST 160, HIST 161, and either IDS 171 or IDS 172. In addition, they must take at least one course from each of the following areas: pre-1500, European history after 1500, and non-Western history. The remaining eight credits may be taken as electives. No more than two two-credit HIST 200 courses (Historical Snapshots) may be counted toward the major. Students intending to complete this major should consult with the Department of Education as they plan their schedules.

III. FRENCH/HISTORY DOUBLE MAJOR: In addition to on-campus courses in French and History, students interested in a double major in French/History should plan for a semester in Paris, Nantes, or Rennes for a concentration on France, or Dakar (Senegal) for a concentration on Francophone studies. These programs, administered by the Institute for the International Education of Students (IES) in Paris and Nantes, and the Council for International Educational Exchange (CIEE) in Rennes and Dakar (Senegal), will prepare a student for a variety of fields including international law, politics, journalism, the foreign service, business, market research analysis, and teaching at the high school and college levels. The program offers the following special features:

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

The Fine Arts I component in Hope's general education requirements may be fulfilled by taking an art history, OR theatre history OR music history class abroad.

HISTORY

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 abroad.

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

IV. HISTORY MINOR: The department offers a 20-credit minor. The minimum distribution requirement is as follows: History 140, one course dealing with a period before 1500, one course in American history, one course in European history after 1500, one course in non-Western history, and one additional history course of the student's choosing. No more than one 2-credit History 200 course may be counted toward the minor. Students may count no more than three of the following courses toward the minor: HIST 130, HIST 131, HIST 160, HIST 161, and either IDS 171 or IDS 172.

V. HISTORY MINOR FOR SECONDARY TEACHING: In partnership with the Department of Education, the Department of History offers a teaching minor for certification through the State of Michigan. The history minor for certification to teach in secondary schools (grades six-12) consists of a minimum of 24 credits. All students desiring a minor for secondary teaching certification must take the following courses: HIST 140, HIST 160, HIST 161, and HIST 175 (12 credits). Students may count no more than three of the following courses toward the minor: HIST 130, HIST 131, HIST 160, HIST 161, and either IDS 171 or IDS 172. They must take one non-Western history course (four credits). The remaining eight credits may be taken as electives. No more than two two-credit HIST 200 courses may be counted toward the minor. Students intending to complete this minor should consult with the Department of Education as they plan their schedules.

GENERAL

130. Introduction to Ancient Civilization — The course will focus on significant developments in history from its Greek origins through the Renaissance. It is designed to introduce the student to the discipline of history and can be used to fulfill part of the cultural heritage requirement. *Four Credits Staff Both Semesters*

131. Introduction to Modern European History — The course will focus on significant developments in modern European history from the Renaissance to our own time. It is designed to introduce the student to the discipline of history and can be used to fulfill part of the cultural heritage requirement.

Four Credits Staff Both Semesters

140. History Workshop — An introduction to historical questions, research and writing through the study of a special topic in depth. Required for history majors, minors and open to other interested students. *Two Credits Staff Both Semesters*

200. Historical Snapshots — This course is designed to allow the exploration of some narrow moment in time (such as the 1960s or even the Civil Rights Movement of the 1960s) or some particular historical issue or problem (such as the status of women in the Middle Ages). The content and emphasis of each section is determined by the instructor. Students may repeat the course for credit as topics change. No more than two 2-credit HIST 200 courses may be counted toward the major, and no more than one toward the minor. *Two Credits Staff Both Semesters*

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207. World Civilizations I: Prehistory – c. 1500 — This introductory world history course surveys developments in human civilization in Africa, Asia, the Americas and Europe from prehistory until about 1500. It employs comparative methods to investigate cultures and societies that developed in different parts of the world, and it examines the ways in which world societies have interacted in the past. It fulfills the Cultural Heritage I requirement and is flagged for cultural diversity.

Four Credits Staff Fall Semester

208. World Civilizations II: 1500-Present — This introductory world history course surveys developments in human civilization in Africa, Asia, the Americas and Europe since 1500. It employs comparative methods to investigate cultures and societies that developed in different parts of the world, and it examines the ways in which world societies have interacted in the past and interact in the present. It fulfills the Cultural Heritage II requirement and is flagged for cultural diversity.

Four Credits Staff Spring Semester

209. 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 GEMS.

Four Credits Hagood Fall Semester

AFRICA, MIDDLE EAST, EAST ASIA AND LATIN AMERICA

221. Colonial and Post-Colonial Africa: African Perspectives on Colonialism

— This course explores the colonial experiences of Africans as well as the legacies of European colonial rule in Africa. It highlights the different ways Africans responded to European military conquest and political domination from the mid-1850s to the 1960s. The course also examines how Africans struggled for independence, using specific case studies to show the different paths toward independence. Post-colonial developments in Africa are covered to assess the long-term effects of European activities during the colonial interlude. By emphasizing how Africans shaped colonial encounters with Europeans, the course gives voice/s to the colonized in a variety of contexts across Africa. The course provides students with a window through which to reevaluate the active roles Africans played during the colonial period and have continued to play in shaping events in post-independence African societies. The course is flagged for cultural diversity.

Four Credits M'Bayo Fall Semester, Odd Years

225. West African Economy and Society, 18th-20th Centuries: Commerce, Colonialism and Christianity

— The course explores the major economic and social transformations in West Africa from the 18th to the 20th century. In so doing, it will locate West Africa within the wider Atlantic World and examine the interplay of internal and external forces that shaped the region's history from the immediate pre-colonial period to the post-colonial era. The course will cover, among other topics, the slave trade and slavery, West African “slave states,” the founding of Sierra Leone and Liberia, the Abolitionist movement, Islamic revolutions and states, the spread of Christianity, West African Colonial intermediaries, the colonial economy,

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and women and economic development in post-colonial Africa. The course is flagged for cultural diversity. *Four Credits M'Bayo Fall Semester, Even Years*

230. Model Arab League — Students will be assigned to represent one of the member states of the Arab League. They will study current issues in Middle Eastern politics, economics and society, and concentrate on analyzing the interests and positions of their assigned country. They will then participate in the Michigan Model League of Arab States, a two-day conference at which they will engage in an intercollegiate role-playing exercise, working as a team to represent their assigned country. In the process, they will improve their skills of research, writing, persuasive, public speaking, and interpersonal communication. The course is flagged for cultural diversity. *Two Credits Awad Spring Semester*

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. *Four Credits Hagood Fall Semester, Even Years*

263. Colonial Latin American History — This survey course introduces students to the history of the exploration and colonization of the Spanish and Portuguese dominions in South and Central America from the initial phase of conquest through the consolidation of a colonial regime. The lectures, readings, and discussions offer a broad overview of the European conquests of the region that began in the late 15th century through the 18th-century roots of later independence movements. In addition to a thorough examination of colonial society, the course focuses on the themes of medicine and disease, conquest, religious conversion, and the place of Latin America within the Spanish World Empire. This course is flagged for cultural diversity. *Four Credits Hagood Fall Semester, Odd Years*

270. Modern China — This course offers a narrative history of China from its last imperial dynasty to its modern communist regime. The first three weeks of the course are devoted to the Qing dynasty, or the society, institutions and ways of thought of “traditional” China. The remaining 12 weeks are devoted to 20th century China, which spans the republican and communist eras. Building upon the knowledge acquired in the first third of the course, we will seek to comprehend the making of “modern” China, a process that was often violent and tumultuous. This course is flagged for cultural diversity. *Four Credits Tseng Spring Semester, Odd Years*

280. Colonizers and Colonized: Perspectives on Modern Imperialism — The rise and fall of the British Empire provides the focus of this course. British colonial experience is set in a larger context, which traces European, and to a lesser degree, world imperialism from origins to the contemporary era. The purpose of the course is to examine modern imperialism simultaneously from the perspective of the colonizer and colonized, and to evaluate the impact of imperialism on European and Third World societies. Primary focus will be on the experience of Africa and India. This course is flagged for cultural diversity. *Four Credits Baer Fall Semester, Even Years*

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

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formation, the role of technology, the spread of Islam, slavery and European intrusion. This course is flagged for cultural diversity.

Four Credits M'Bayo Spring Semester, Odd Years

321. The Making of Modern Africa — The course will focus on state formation and cultural developments in Africa during the 19th and 20th centuries. It will use the overarching framework of continuity and change to trace significant political and cultural trends that have had a deep impact on contemporary African nation-states. Although the course will focus mainly on Sub-Saharan Africa, North Africa will not be completely ignored. Special emphasis will be placed on the active role of Africans, both men and women, in shaping the political and cultural developments of their continent despite the obvious impact of European colonialism. The course is flagged for cultural diversity.

Four Credits M'Bayo Spring Semester, Even Years

364. Latino Identities: Ethnic Diversity in Latin American and U.S. History — This course examines the formation of Latino identities in the western hemisphere from European contact and conquest to today's patterns of economic and cultural globalization. Students will focus on tensions within identity formation in Latin American history linked to the colonial experience and subsequent projects of nationalism, the formation of Latino identity in the United States, the history of Latinos in West Michigan, and understanding their own identity formation as "Americans" against the backdrop of learning about Latino identities. The ability to value others' culture necessarily requires a firm understanding of one's own identity, and the overall goal of the course is to prepare students for roles in a global society by strengthening a sense of their own identity and developing an ability to appreciate the identities of others. This course is flagged for cultural diversity.

Four Credits Hagood Spring Semester, Odd Years

365. Gender and Power in Latin American History — This course explores the relationship between gender and the power necessary to maintain structures of difference in Latin American history. The course examines how people and institutions constructed, assumed, and contested representations of both femininity and masculinity in a variety of sites. Using case studies, the course details how people and institutions invoked and inscribed popular understandings of gender alongside constructions of race and class. This course is flagged for cultural diversity.

Four Credits Hagood Spring Semester, Even Years

370. Modern Middle East — A course focusing on historical explanations for the tensions that periodically erupt into war and violence in the Middle East. Concentrations on Islam and the Arabs, Zionism and the Israelis, and the deep American involvement in the disputes. This course is flagged for cultural diversity.

Four Credits Gibbs Fall Semester, Odd Years

UNITED STATES

100 Level Classes

These classes are the basic surveys for United States History, which cover the major political, economic and social trends and events in the United States from the times of first contact through the late twentieth century. These classes emphasize mastery of the material and introduction to reading primary sources. Readings will be based around textbooks, with other supplemental readings. Evaluation is based on exams, short papers (3-5 pages) and other oral and written assignments.

160. U.S. History to 1877 — This survey course examines the rise of the American nation from its colonial origins through the Civil War and Reconstruction. The approach is thematic and special emphasis is placed upon the impact of European

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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.
Four Credits Johnson Fall Semester

161. U.S. History Since 1877 — This course surveys U.S. history from Reconstruction to the present. It examines the major social, cultural, political, and economic events that shaped the U.S. after the Civil War, focusing especially on industrialization, Progressivism, WW I, the Great Depression, the New Deal, WW II, the Cold War, the Civil Rights Movement, the Sixties and Reagan Republicanism.

Four Credits Petit Spring Semester

175. Michigan History — This course is a survey of Michigan History to the present, including cultural, economic, political and social developments. An important feature is the special attention given to current events, as they relate to established history.
Two Credits B. Bultman Both Semesters

200 Level Classes

These classes engage the political, economic and social trends and events in a specific time period in United States history. Unlike the 100-level surveys, they focus on developing themes as a way to illustrate a particular era in the United States past. These courses will spend more time analyzing primary sources in class, and students will be expected to write short or long papers dealing with primary sources. Students will read approximately 100-125 pages a week, and they will write a 7-10 page research paper, based either on primary sources or historiographical sources. There will also be exams, short papers and short oral or written assignments.

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.
Four Credits Johnson Fall Semester, Odd Years

252. Civil War America: Disruption and Destiny — This course spans the years from 1820 to 1877, starting with the Missouri Compromise and progressing through the Civil War and Reconstruction. During this period, as the United States expanded its territorial boundaries, forged a political identity, and further achieved a sense of national unity, sectional rivalries, industrialization, reform movements, and increasingly hostile confrontations over the language and interpretation of the Constitution led to crisis. This course will examine how those factors contributed toward the 1861-1865 Civil War, with subsequent special emphasis being placed upon how the conflict and post-war Reconstruction influenced America's social, political, cultural, and economic development as it prepared to enter the 20th century.

Four Credits Johnson Fall Semester, Even Years

255. World War I America: A Nation in Transition — This course will examine the changes that Americans faced in the first part of the twentieth century, particularly how the First World War shaped United States society. We will examine the relationship between the war and social, economic and political trends in the United States, including industrialization and unionization, the Progressive movement, the freedom struggle of African Americans, women's suffrage, immigration, the Red

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Scare, and the rise of conservatism in the 1920s.

Four Credits Petit Spring Semester, Odd Years

256. Recent America: The Challenge of Power — This course will focus on how the United States emerged from World War II as a major world power, how the government of the United States adapted to that new status and how the men and women of various classes, races, regions and religions dealt with the social and cultural changes of the last half of the twentieth century. Major topics include the Cold War and the economic boom of the 1950s, Vietnam and the rise of protest in the 1960s, the economic and foreign policy challenges of the 1970s, the rise of conservatism in the 1980s, and the challenges of diversity and globalization in the 1990s.

Four Credits Petit Spring Semester, Even Years

300 Level Classes

These classes analyze a specific theme in United States history over 100 years or more. They will deal with both historical and historiographical questions about that theme. Students will read 125-200 pages per week and write a substantial research paper of 15-20 pages, as well as have tests and other short assignments.

351. Slavery & Race in America, 1619-Present: The Struggle Within — This course examines the roles that slavery and race have played in shaping the course of American history. Starting from an overall assessment of slavery's origins in western culture, the course considers the practice of 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.

Four Credits Johnson Spring Semester, Even Years

352. U.S. Women and Social Change — What role have women had in making social change happen in the United States? In this course, we will answer this question by examining how women sought to shape their society during periods of transformation in United States history. Topics include women in Revolutionary America; women and anti-slavery campaigns; Progressive women; women during times of war; and the rise of feminism during the 20th century. We will also explore how issues such as race, class, region, ethnicity, religion and sexual orientation affected women's historical experience. This course is flagged for cultural diversity.

Four Credits Petit Fall Semester, Even Years

355. United States Foreign Policy, 1898-Present: Power, Promise, and Peril — This course traces the development of United States foreign policy from the Spanish-American War to the present. In this period the United States emerged as a great world power, assumed center stage during World War II, offset the threat of the Soviet Union during the Cold War, and currently claims title to being the world's lone superpower. Post Cold War conditions have challenged the nation to formulate policies responsive to recent manifestations of threats not yet clearly defined, including the problems of non-state actors and terrorism.

Four Credits Johnson Spring Semester, Odd Years

357. U.S. Cultural History — Spanning the years from the Civil War through the late 20th century, this course examines the ways both ordinary people and elites created, challenged and shaped American culture. Students will consider cultural history on two levels. First, we will explore changes in the ways American men and women of different classes, races, and regions expressed themselves through popular and high culture – including entertainment forms like vaudeville, world's fairs, novels, and movies as well as movements like the Harlem Renaissance and Fundamentalism.

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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

Four Credits Petit Fall Semester, Odd Years

361. United States Military History: Rise of a Warrior Democracy — “Peace through strength,” “Uncommon valor was a common virtue,” and “In war, there is no substitute for victory.” These phrases spoken at various times by different military commanders illustrate the importance America's leaders and citizens have accorded to the U.S. armed forces, issues related to national defense, and the American approach to war-fighting. This course traces the history of the United States military from its colonial origins to the present day. Along with examining the purpose and performance of the military during times of conflict, assessment will be made of its function as a political and socioeconomic institution; its role and effectiveness as an instrument of diplomacy and foreign policy; the extent and limitations of its power within America's constitutional system; its relevance and function during peacetime; the evolution of its strategies and tactics; the impact and application of technology; and the contributions of major figures who built and shaped it into not only a force of overwhelming power, but an institutional organ of American society.

Four Credits Johnson Spring Semester Every Third Year

ANCIENT WORLD

210. The Greek World — This course, which is cross-listed with Classics 210, surveys the major historical developments and literary figures of Greece from preclassical times to the end of the Hellenistic period. Students who enroll for History 210 will write a paper on a historical topic; those who enroll for Classics 210 will write a paper on a literary topic.

Four Credits Bell Fall Semester, Even Years

215. The Roman World — This course, which is cross-listed with Classics 215, surveys major historical developments and literary figures from the foundation of the Roman Republic to the fall of the Empire. Students who enroll for History 215 will write a paper on a historical topic; those who enroll for Classics 215 will write a paper on a literary topic.

Four Credits Bell Fall Semester, Odd Years

285. Women in Antiquity — This course surveys the status and accomplishments of women in the ancient Mediterranean world, from Egypt to the fall of the Roman Empire. It examines questions of 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.

Four Credits Bell Spring Semester, Odd Years

EUROPE

205. British and Irish History to 1700 — A survey of British and Irish history and civilization from origins to the late 17th century. The course will focus on events and personalities in Britain and Ireland up to 1688, by integrating the histories of the various peoples of the British Isles and by concentrating on a handful of critical themes and issues: the evolution of distinct English and Irish styles of kingship and law; the growth of parliaments; the role of religion in Britain and Ireland; the development of London; Britain's sometimes stormy relationship with Ireland and the rest of Europe; and the major features of social, cultural and economic change.

Four Credits Baer Fall Semester, Odd Years

HISTORY

206. British and Irish History Since 1700 — A survey of British and Irish history and civilization from the late 17th century to the present. During the semester we will explore Britain's rise as a world power in the 18th and 19th centuries and subsequent decline in the 20th, and the relationship between the peoples of Britain and Ireland. Critical themes and issues include the forging of a constitutional monarchy and international politics, the two societies and their cultures, Irish nationalism as the first modern movement for national liberation, and the 20th century world wars and Ulster problem. *Four Credits Baer Spring Semester, Even Years*

218. The Middle Ages: Europe, Byzantium and Islam — Investigate an age of faith, of warfare, of economic and political fragmentation, and of the invention of new institutions. We will begin with the closing years of the Roman Empire and follow political economic and social developments between the fifth and 15th centuries. Major themes in the course include religion, state formation, social structures, everyday life, commerce, war, and intercultural contact. Besides the conventional topics in Western European history, we will examine the decline and fall of the Byzantine Empire and the rise of Islam. *Four Credits Gibbs Spring Semester, Even Years*

242. Twentieth Century Europe — This course examines the changing political, economic, social and intellectual climate from the turn of the century through the 1980s. Special emphasis is placed on the interrelationships between the world of the intellect (literature and philosophy) and the world of politics. The changing social structure of Europe is also considered. *Four Credits Tseng Spring Semester, Even Years*

248. Europe in the Age of Reformation — Transformation of Europe from the crisis of late medieval society to 1648. Emphasis on religious, political, social and economic dimensions of European life in the 16th and 17th centuries, and the response of men and women, rulers and social groups, states and institutions to the new theological and spiritual challenges wrought by the Reformation. *Four Credits Gibbs Fall Semester, Even Years*

280. Colonizers and Colonized: Perspectives on Modern Imperialism — The rise and fall of the British Empire provides the focus of this course. British colonial experience is set in a larger context, which traces European, and to a lesser degree, world imperialism from origins to the contemporary era. The purpose of the course is to examine modern imperialism simultaneously from the perspective of the colonizer and colonized, and to evaluate the impact of imperialism on European and Third World Societies. Primary focus will be on the experience of Africa and India. This course is flagged for cultural diversity. *Four Credits Baer Fall Semester, Even Years*

341. World War Two: Collaboration and Resistance — This course explores one specific dimension of 20th-century history, namely how societies and individuals faced the moral ambiguities caused by the Second World War. We will examine the issue of collective and individual choice in history. For example, to what extent is history determined by larger "forces" and to what extent does human agency shape specific historic developments? Our examples for the moral ambiguities presented by the war will come from several case studies of enemy-occupied territories: Greece, France and China. *Four Credits Tseng Fall Semester, Odd Years*

344. Genocide in the Modern World — The 20th century has been called "The Century of Genocide." This course will examine case studies of 20th-century genocide, selected from the Holocaust, Armenia, Cambodia, Bosnia and Rwanda, and other

HISTORY

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.

Four Credits Gibbs Spring Semester, Odd Years

371. Paris and Shanghai: A Tale of Two Cities — This course explores the national histories of France and China from the 19th century to our time by following the historical developments of two important urban centers, namely Paris and Shanghai. Special emphasis will be placed upon diplomatic and cultural relations between France and China in the context of 19th-century imperialism, the wars and revolutions of the 20th century, and the process of globalization that 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.

Four Credits Tseng Fall Semester, Even Years

SPECIAL COURSES

295. Studies in European, American, or Non-Western History — These courses are designed to allow students to study geographic areas, historical periods, or particular issues not normally covered in the formal courses offered in the Department of History. In each course a professor will present lectures in his or her area of particular interest and students will engage in guided reading and research under the professor's supervision.

Two or Four Credits Staff Both Semesters

490. Independent Studies in History — Designed to provide students majoring in history, and others, with an opportunity to do advanced work in a field in which they have a special interest. Prerequisite: Formal application and departmental approval of proposed study. This designation, with appropriate descriptive title, may be used for Washington Honors Semester credits and study abroad credits.

Variable Credits Staff Both Semesters

495. Seminar in History — This course is required of all history majors and is also open to non-majors with a serious interest in learning how to do scholarly research. The course is designed to help students develop advanced skills in historical research and writing. Major emphasis is given to the development of sound research methods and to the use of primary source materials. Each student will be expected to produce a lengthy research paper of scholarly merit and literary quality. Prerequisite: History 140.

Four Credits Staff Both Semesters

499. History Internships — This course is a practical experience for students. It enables them to apply the knowledge, research methods, and writing skills acquired in the academically oriented setting to concrete projects such as the Joint Archives, the Holland Historical Trust or an oral history undertaking. Application is made to the chairperson of the Department of History. Supervision and the number of credits earned are determined by the nature of the project.

Variable Credits Staff Both Semesters and Summer



Faculty: Ms. Hernandez Jarvis, General Director; Mr. Tammi, Campus Representative, New York Arts Program; Ms. Anderson, Mr. T. Smith, Campus Representatives, The Philadelphia Center; Mr. de Haan, Campus Representative, Chicago Semester; Mr. Yelding, Encounter with Cultures Director; Mr. Green, First-Year Seminar Director; Mr. Gruenler, Cultural Heritage Director; Mr. Tyler, Senior Seminar Director.

Living well in our complex world involves questioning “outside the lines.” Our future holds increasing, rapid changes. Preparing for that future requires problem solving that goes beyond prefabricated compartments. While courses within academic departments pursue inquiry within traditional categories of expertise, interdisciplinary studies (IDS) courses offer the exciting challenge of integrating knowledge using multiple disciplinary perspectives.

100. First Year Seminar — These seminars, taught on a variety of subjects and open to first-year students only, focus on ways of knowing, seeing, and evaluating as applied to differing specific topics. Students become actively engaged in these seminars as they read primary texts closely, discuss and write about the issues these texts address, and enhance their skills of self-assessment and reflection. Teachers of these seminars serve as advisors to the students in their classes.

Two Credits Staff Fall Semester

101. Introduction to Visual and Performing Arts — This course introduces students to the areas of music, art, dance, theatre, creative writing, and cinema and photography. This is accomplished through required attendance at a broad range of exhibitions and evening/weekend performances. In lieu of a course textbook, students are prepared for these events through class conversations with visiting artists and demonstrations of creative techniques. Students’ appreciation of the arts and awareness in experiencing them are expanded and evaluated through group discussion and reflective writing assignments.

Four Credits Staff Not Offered 2012-13

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 of the creative/expressive arts and will develop instructional approaches which will enhance understanding and appreciation of the arts for children in the elementary grades (K-6).

Four Credits Staff Fall Semester

CULTURAL HERITAGE

The goals of the Cultural Heritage requirement and ways of fulfilling it are explained in “The Degree Program” (see page 108). Interdisciplinary Cultural Heritage courses enable students to explore relationships among the disciplines of history, literature and philosophy, as well as their connections to the history of religion and the fine arts. Students will consider perennial questions of human life as they study the ways of knowing in multiple humanities disciplines and use them to understand themes and developments in various eras of cultural and intellectual history. Titles of particular sections of each course are given in the course schedule, and descriptions are available on the General Education website and linked to the registrar’s website under “Advising.”

171. Cultural Heritage I — Includes all three Cultural Heritage disciplines – history, literature, and philosophy – in the pre-modern period (up to 1500 A.D.). 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,” “The Middle Ages.”

Four Credits Staff

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172. Cultural Heritage II — Includes all three Cultural Heritage disciplines — history, literature, and philosophy — in the modern period (after 1500 A.D.). Topics regularly offered include “Authority and the Individual,” “Enlightenment, Revolution, and Romanticism,” and “Revolutions and Revolutionaries.” *Four Credits Staff*

173. Cultural Heritage I (Lit/Hist) — Literature and history in the pre-modern period (up to 1500 A.D.). *Four Credits Staff*

174. Cultural Heritage II (Lit/Hist) — Literature and history in the modern period (after 1500 A.D.). Topics regularly offered include “Health and Healing in the Western Tradition.” *Four Credits Staff*

175. Cultural Heritage I (Lit/Phil) — Philosophy and literature in the pre-modern period (up to 1500 A.D.). Topics regularly offered include “Classical Mythology and Plato’s Republic.” (cross-listed with CLAS 250) *Four Credits Staff*

176. Cultural Heritage II (Lit/Phil) — Philosophy and literature in the modern period (after 1500 A.D.). *Four Credits Staff*

177. Cultural Heritage I (Hist/Phil) — History and philosophy in the pre-modern period (up to 1500 A.D.). *Four Credits Staff*

178. Cultural Heritage II (Hist/Phil) — History and philosophy in the modern period (after 1500 A.D.). *Four Credits Staff*

200. Encounter with Cultures — An introduction to cultural diversity, focusing on concepts of race, ethnicity, gender, class, and other forms of cultural identity and difference in contemporary American society. Working with cross-disciplinary theoretical models for understanding cultural identity and interactions between cultures, students will explore their own cultural heritages; and through imaginative literature, autobiography, film, cultural events, and direct intercultural encounters on and off the campus, they will focus on the backgrounds, experiences, and perspectives of several specific American cultural groups, such as African, Asian, Hispanic, Jewish, and Native Americans. *Four Credits*

210. Introduction to Ethnic Studies — An introduction to methods and approaches for understanding historical and cultural issues relating to ethnicity in the United States. Students will explore a wide variety of primary materials, including literature, film, visual arts and material culture. The course serves as a theoretical foundation for the ethnic studies minor but is open to all students interested in the subject. *Four Credits Staff*

280. Contemporary Issues in Japan — See listing under May, June and Summer Study Abroad Programs, page 384.

295. Special Topics — Study of an area of interdisciplinary studies not covered in the regular course listings. Offered as student and teacher interest requires and scheduling permits. *Two to Four Credits Staff*

THE ANDREW W. MELLON FOUNDATION SCHOLARS PROGRAM IN THE ARTS AND HUMANITIES

The Andrew W. Mellon Foundation Scholars Program in the Arts and Humanities is an interdisciplinary honors program designed to promote steady progress toward increasing levels of autonomy in research and creative endeavors in the humanities and the arts. It prepares students to embark on postgraduate study and to compete for national and international scholarship and fellowship awards at the highest levels. Admission to the Mellon Scholars Program is competitive; the application process occurs in the second semester of a student’s first year at Hope College. For further information, see a full description of the program on pages 269-270.

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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 (e.g., “Continuity and Change,” “Revolutions and Revolutionaries”) 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 Theatre.

Four Credits Heath Fall Semester

181. Mellon Scholars: Interdisciplinary Seminar II — This seminar builds on IDS 180 and introduces the use of new and emerging digital technologies in support of those tools. 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 Theatre.

Four Credits Pannacker Spring Semester

390. Mellon Scholars: Junior Tutorial and Project — Meeting regularly with a faculty mentor, students develop an intellectually coherent course of study and complete a “junior project,” a significant work of scholarship that may serve as an example of the student’s capabilities in applications for awards, graduate programs, and other opportunities. Students may petition for disciplinary credit in the relevant department, and special arrangements are available for students engaged in off-campus study programs.

Four Credits Staff Both Semesters

590. Mellon Scholars: Senior Tutorial and Project — Working with a faculty member (or more than one) on a topic approved by the Mellon Scholars Committee, students produce a substantial work of original scholarship. Students may petition for disciplinary credit, but IDS 590 may not substitute for departmental capstone courses. Special arrangements are available for students engaged in off-campus study programs.

Four Credits Staff Both Semesters

INTERDISCIPLINARY MINORS

Hope offers a number of interdisciplinary minors. Three examples of such programs follow.

Center for Faithful Leadership

The purpose of the Center for Faithful Leadership (CFL) is to empower students to holistically respond to the challenges God places on their hearts. The CFL draws students from a variety of academic disciplines and empowers them through a variety of opportunities: project-based leadership courses and a leadership minor; the Hope Entrepreneurship Initiative, a hands-on-program devoted to entrepreneurial leadership; LdOut3, a leadership training program focused on 11th and 7th graders; and ASI (Assessment, Solutions, Implementation) Consulting a student-lead and community enriched program that advises organizations in West Michigan and across the country. (See page 261-262.)

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

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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. (Page 213.)

Studies in Ministry Minor

The Studies in Ministry minor is dedicated to preparing students, theologically and practically, for lay ministry positions in churches and para-church organizations. It aims to provide students who have a vocational interest in Christian service with the theological framework, practical experience, spiritual disciplines, and mentoring guidance necessary to embark upon a lifetime of involvement in Christian ministries. Through coursework, year-long internships, and relationships with each other and mentors, students in this program will be prepared for possible future theological education and various entry-level ministry positions in churches and organizations — locally and worldwide. The minor has three different tracks: Youth Ministry, Worship Leadership, and Social Witness. Depending on the courses and track chosen, the minor will comprise 25 to 30 hours, to be distributed across required courses, electives, and an internship. (See page 271-274.)

INTERNSHIP PROGRAMS

In addition to the programs listed below, Hope College, in cooperation with other groups, offers many other internship and off-campus study opportunities. See “Off-Campus Study Opportunities,” page 387; “Domestic Study Opportunities,” page 384; and “Internships,” page 389.

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 6,500 students from over 80 colleges and 50 countries discover their personal and professional direction in life. During the last 44 years, over 1,200 Hope students have participated in this program.

Students earn 16 credits (8 internship, 4 City Seminary, 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.

The TPC semester program engages Hope students in three ways:

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.

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,

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students have the option of finding their own residence or they can choose TPC's housing option.

For more information about TPC, please visit www.tpc.edu or call 215.735.7300. To apply, please see Linda Koetje, Department of Communication (Martha Miller 107). For more information, students may also contact the following campus representatives: Isolde Anderson and Linda Koetje, Department of Communication; Pamela Koch; Department of Sociology and Social Work; and Tom Smith, Department of Economics, Management and Accounting; William Pannapacker, English Department.

The following seminars and electives are offered at TPC:

CITY SEMINARS

POWER AND AUTHORITY IDS 353

MARK ANDREW CLARK, Ph.D.

This City Seminar examines the workings of power and authority within the fabric of social relations. By focusing on bodies of knowledge, constructs of place and space, and social group differences, we will explore what power and authority entail, what lends individuals power and authority, how power and authority are made, and how power and authority circulate among individual and group relations. Through observational and written contexts, specifically, we will analyze and critique issues such as organizational structures and systems, social group relations, the business environment, work/city relations, and structural inequity. This seminar explores power and authority from multiple perspectives (structural, systemic, collective, and individual) using various frames of analysis (site, difference, and discourse). The readings are organized around multidisciplinary discourses, sites, and differences.

URBAN POLITICAL AND SOCIAL SYSTEMS, ISSUES AND PRACTICES IDS 354

DEBORAH LEIBEL, M.S.W.

This City Seminar offers an opportunity to critically examine our selves and positions as well as our relationship with others in connection with a variety of urban policies, programs and concerns. Looking at how certain factors affect major urban policies and practices, we will explore their histories, trends, conflicts, controversies, responses, and prospects. Students are encouraged to clarify their positions, challenge conventional assumptions, develop a more comprehensive view based on integration of practical and political concepts and to explore options for action/change as we find meaningful ways to apply new awareness and knowledge. We will look at the political processes that underlie policy and practice concerning issues of social justice and economic human rights. Specifically, we will explore difference and its consequences; how social problems are identified, defined and addressed; the pervasive nature of social inequality; the ways in which systems are structured and function, (and in whose interests they operate); and how we might facilitate positive social change.

EDUCATION AND DIFFERENCE AT WORK IDS 355

DIANA WATERS, Ed.D.

In understanding a platform to advance the American agenda, this City Seminar examines 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 American institution. Through presentation, seminar discussion, theoretical critique, essay writing, and personal narrative, we will reveal and unpack questions about how and where we learn, how difference impacts the school and/or work experience, the role that education plays in society, and more. We will illuminate the American education system as both a tool for social

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reproduction and as a site for creating social justice. We will use several theoretical frameworks to highlight race as an everyday and educative process and to help us make sense of ourselves in relations to others. You will explore yours and others' past and present experiences in relation to education, privilege, and marginalization, as well as your beliefs and assumptions about education, school, and schooling.

CONVERSATIONS ON CONSTRUCTION OF RACE IN AMERICA IDS 356 DIANA WATERS, Ed.D.

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 societies — 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, scientific and legal writings, personal narrative, popular culture, sports, the media, 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.

ELECTIVES IDS 360 **ABNORMAL PSYCHOLOGY IDS 361/B**

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.

ARCHITECTURE OF CITIES IDS 362

This Elective examines the origins, esthetics and functions of the built environment. The course is a synthesis of the underlying design concepts of urban form, from agricultural villages to industrial cities and smart growth sustainable towns. The course is presented in three parts, the first being a history of emergent urban and architectural forms. This portion of the course develops a vocabulary and understanding of type and style as informed by culture and technology. The second part deals with urban planning especially since World War II. Of interest are the implications of legislation and social institutions on the form of the city and environment. The final part of the course is an opportunity to learn, in an empirical approach, town planning and urban design, as the relationship between where one works and where one lives is redefined from today to beyond year 2020.

EXPLORING RELATIONSHIPS IN FICTION AND FILM IDS 363

This Elective examines our understandings of sex, gender, and sexuality and how they play a part in our developing relations with others. We will use fiction and film

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as our subject matter and specifically look at the perspectives an individual writer/director demonstrates around gender and sexual representations. With a critical attention to the ways people are culturally classified (heterosexual, bisexual, gay, lesbian, feminist, transgender, queer, etc.), we will investigate the meanings and effects these labels have on individuals and groups, as well as on relationships, generally. Also, we will discuss other topics connected with sex, gender, and sexuality: desire, obsession, possession, objectification, the erotic, exploitation, abuse, subjugation, rape, intimacy, commitment, friendship, and responsibility. Our explorations of these fiction and film texts will attempt to uncover, analyze, and critique our own assumptions, beliefs, behaviors, and practices.

MARKETING MANAGEMENT IDS 364

People often associate marketing with advertising. While advertising is a highly visible activity by which organizations try to persuade consumers to buy products and services, marketing is so much more. Marketing involves two basic sets of activities. The first set starts with identifying consumer needs and ends with positioning the product or service to satisfy those needs and differentiate it from competition. In between, rigorous analysis of the competition, the customer, the environment, and the company's own capabilities are required. The second set of activities revolves around the "marketing mix" — letting the consumer know about the product in an attention-getting, convincing, and motivating way. Positioning is the key to product success, but even a perfect product with brilliant positioning won't last long if its benefits are not clearly communicated to the right people.

PRINCIPLES OF FINANCE IDS 365

This Elective is designed to provide the essential elements for understanding corporate financial management and the decision making that it requires. Topics include: time value of money, valuation techniques, risk and return, cost of capital, capital budgeting, capital structure, dividend policy and international financial management. Emphasis is on grasping key concepts and applying that knowledge in solving quantitative problems. Command of basic arithmetic and elementary algebra, ability to think analytically, and familiarity with using a scientific calculator are all essential for doing well in this course.

SENIOR SEMINAR: VALUES AND VOCATION

In this seminar, participants will use readings, discussions, and activities to interrogate the terms values and vocation in order to help examine and develop personal philosophies of life. We will define, analyze, and critique these and related terms as we come to articulate what they mean to us personally and in relation to Christian or other concepts of life-view and worldview. Students will debate questions of happiness, meaningfulness, fulfillment, and satisfaction as they consider what kinds of people they want to become, how they will contribute to their communities and the larger society, and what they wish to take from their undergraduate education.

SOCIAL JUSTICE IDS 366

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

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World Affairs Council. Students will learn how to analyze and brief legal opinions. Active participation in class discussion is encouraged.

21ST CENTURY ENTREPRENEURSHIP IDS 367

Entrepreneur comes from the Old French meaning 'to take action.' This class examines the men and women who have taken action to create businesses, non-profit organizations and other ventures. With the advent of high-speed internet access in the mid 2000s, technology has created more possibilities for almost anyone to launch their own company in the 21st century. 21st Century Entrepreneurship allows students to realize the tremendous potential and opportunities that exist today. Additionally, this class will also focus on the concept that a small business will only grow as much as a small business owner grows. Thus, professional growth is directly related to personal development.

URBAN ECONOMICS IDS 368

This Elective applies economic theory to urban issues. We will try to discuss applications related to the City of Brotherly Love, Philadelphia. Urban Economics is the discipline that lies at the intersection of geography and economics. The course incorporates the remarkable progress in the field of urban economics from the last fifteen years. It also explores the location decisions of utility-maximizing households and profit-maximizing firms, and it shows how these decisions cause the formation of cities of different size and shape. The seminar will discuss why cities exist and what causes them to grow or shrink; examines the market forces that shape cities and the role of government in determining land-use patterns; looks at the urban transportation system; uses a model of the rational criminal to explore the causes of urban crime and its spatial consequences; explains the unique features of the housing market and examines the effects of government housing policies; and explains the rationale for U.S.A.'s fragmented system of local government and explores the responses of local governments to intergovernmental grants and the responses of taxpayers to local taxes.

THE CHICAGO SEMESTER PROGRAM

The Chicago Semester program offers students a distinctive opportunity to work in a large metropolitan city and to study problems and issues of metropolitan life in a fully accredited, supervised educational program.

Students spend four days a week in an internship related to their academic major and career interest; they also participate in seminars one day per week at the Chicago Semester's Loop Center.

Sixteen credits can be earned through the Chicago Semester program. To achieve this number of credits, students must take the internship course plus two of the seminars offered.

Over 350 different internships are available to students who participate in the Chicago Semester program. Students with almost any major interest can find work placements suitable to their vocational plans. The range of possibilities includes art centers, banks, churches, drama groups, ecology labs, accounting firms, hospitals, libraries, museums, zoos, financial institutions, futures markets, recreational facilities, and health clubs, to name a few. Work internships are supervised by management personnel at the job site and by Chicago Semester program staff.

Following is a description of the seminars offered at the Center:

I. Core Seminars

Arts in the City — The seminar investigates the urban cultural life as reflected in the arts of Chicago. Students gather data for exploration by attending plays, concerts, movies and art galleries. The primary information is processed through reading, lectures, in-class performances and creative exercises. Students attend

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one arts event per week over the course of the semester.

History of Religion and Society in Urban America — This course examines religious social engagement in urban America through the lenses of industrialism, immigration, race relations, gender roles, and the relationship of church and state. The course includes lectures, discussions, field trips, congregational visits, and reading and writing assignments.

Metropolitan Seminar, Section One: Planning and the Revitalization of the American City — This seminar is an exploration of the major issues in the life of the metropolitan community of Chicago as a microcosm of U.S./global society. Section One examines the history of planning in Chicago from the famous Burnham Plan of 1909 to the most current commercial plan for the city, the Metropolis 2020 Plan. It also examines grassroots efforts by faith-based community economic development organizations to promote healthy diversity and greater economic equality as a complement/corrective to the planning process.

Metropolitan Seminar, Section Two: Health and Social Policy — This seminar is an exploration of the major issues in the life of the metropolitan community of Chicago as a microcosm of U.S./global society. What makes for healthy individuals and healthy communities? Is it just about making the right choices? This seminar will examine the relationship between personal health, the common good, and public policy. The course will identify components necessary for a healthy metropolis, and explore how different political and moral frameworks determine public policy and how the health of our citizens along with a community's health is then sustained or threatened. The course will include lectures, site visits, and reading and writing assignments.

Values and Vocation: Conversations on American Work and You — This seminar welcomes students and instructor into a semester-long conversation about modern work and American culture. We will explore different forces shaping our working lives, including gender roles, class, the grip of corporations, and our own peculiar pasts. Students will have the opportunity to identify, explore and examine their values and will explore how to integrate those values into their thinking about work, career goals and vocational leanings.

II. Professional Seminars

Professional Practice Seminar for Bachelor of Social Work (BSW) Students

— This seminar provides students with the opportunity to apply classroom learning in actual social work practice situations. The seminar aims at promoting a “coming together” of theoretical perspectives and practicum supervision in a manner supportive to the efforts of beginning practitioners. (Required of all BSW students.)

Professional Practice Seminar for Student Teachers — This seminar explores effective strategies of student teaching in urban settings in a supportive environment. (Required of all student teachers.)

Professional Practice Seminar for Nursing Students and Health Care Professionals — This seminar explores issues of professional practice in the health care field, including effective intervention strategies and discussion of technical, legal and routine matters of health care delivery. (Required for student nurses and recommended for health care professionals.)

WASHINGTON HONORS SEMESTER

Hope College offers an interdisciplinary Washington Honors Semester every spring. Internships are available for all majors since Washington is the seat of the national

INTERDISCIPLINARY STUDIES

government. Students have a wide variety of choices. See Political Science 496. Some credits can be applied in other departments as appropriate. For more information, see Professors Beard, Holmes, Polet, Ryden, and Toppen.

THE SENIOR SEMINAR

Senior Seminar is a unique and essential part of a Hope College education. As the milestone of graduation approaches senior students gather in interdisciplinary seminars and forge communities devoted to the exploration of their beliefs and values, worldviews and life goals. 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.

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402. Christianity and Literature — Through an examination of a variety of literary statements — in poems, plays, films, novels, etc. — this course focuses on a major problem confronting the Christian and Christianity in the contemporary world. Representative variants: “The Human Image,” “Crises and Correlations,” “The Search for Meaning.” *Four Credits Staff*

431. Female, Male, Human — This course explores the ways in which gender, sexuality, race, and class shape our ideas about God and humankind, our faith, families, work, and lives. It also examines the ways in which assumptions about gender and sexuality are shaped by Christianity, culture, and the family environment.

Four Credits L. Japiga

432. Do No Harm: Ethics of Health Care — This course focuses on an in-depth examination of the legal and ethical rights, responsibilities, and obligations of the practicing health care provider in a changing medical environment. We will discuss what it means to “do no harm” with an emphasis being placed on the analysis of what is morally right or good for those in our care. The book for this course focuses on “empowering the student to ask the right questions so they can feel comfortable examining the issues and making appropriate ethical decision.”

Four Credits Clarey-Sanford

433. Bringing Hope to Our World — Bringing Hope to our World is a senior seminar centered on two opposing perspectives on how a Christian can make a difference in our world. One is based on the premise of how can we live in affluence in the West as rich Christians while the world is starving. The other is how can we not appreciate the affluence we have and we should enjoy it as a gift from God. We will explore both perspectives and discuss each. We will also focus on how can we make a difference in God’s kingdom regardless of our chosen careers. The case will be made that bringing hope to the poor and marginalized in our world is not just for social workers and missionaries but also for all of us. The format of the course includes discussion, presentation and guest speakers.

Four Credits S. Smith

434. Writing Every*Day Sacred — This seminar explores creative writing and the sacred in everyday life. Students will explore writing as a spiritual practice. Through various texts and writing original fiction, poetry, memoir and essay students will examine: who am I? where am I going? how should I act along the way? how does the historic Christian faith inform my journey? and ultimately, why am I here? No previous creative writing courses are required, just a willingness to honor a first-person approach to the sacred through creative writing. The life view paper will be a multi-genre collection developed and revised throughout the course.

Four Credits Trembley

438. Models of Christian Spirituality — This course examines the way in which Christian views of life are formed in the context of lived human experience. Special attention will be given to the many different ways Christians can articulate their understanding of their experience.

Four Credits Everts

440. Roots and Routes: Travel, Writing and Hope in the New Millennium — This is a course on creative writing, photography, and travel. This course is about local and global concerns, about the creative powers of literature and the restorative powers of the imagination, about the need to wander far on routes both lonely and well traveled and the need to dig roots deep into the dark ground, and about Today and Tomorrow. Take this course if you want to discuss travel, writing, and Hope in the new millennium.

Four Credits Montaña

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441. What's Worth Remembering? — This course explores what it means to remember from a variety of perspectives to examine the ways in which remembering influences our understanding of others and ourselves. Memory serves as a window in the course for engaging in reflection and critical examination of our life experiences. The overall goals are for students to discern and articulate their values and to make meaning from their remembered lives. *Four Credits Shaughnessy*

442. Pondering the Big Questions — In this course we use the infinite as a unique springboard from which to dive into the “big questions” of life, such as the existence and nature of God, and our place in the scheme of things. We begin by studying the infinite, including its history and underlying philosophy, and its connections with absolute truth. Then we branch into related topics beginning with the special and temporal infinity/finiteness of the universe. This look outward leads us to gaze inward: our self awareness, a holistic view of body and mind, our mortality, and theodicy are all topics for reading and discussion. Finally, we consider the existence of absolute moral truth. (No special knowledge of mathematics is needed for this course.) *Four Credits Pennings*

452. Education and Christian Ways of Living — An examination of how Christians think they ought to live, how and why they think they ought to live that way, and how Christian ways of living can and should affect teachers, teaching and learning. Special attention is given to the influence teachers have on the values of their students. *Three Credits Staff*

455. Vocation and Health Care — This course is designed to explore what it means to think about the meaning of vocation (from the Latin *vocare*, to call) especially in the context of health care. Using the concept of vocation suggests several questions: What would it mean to be ‘called’ as a care-giver or healer? How would health care be different if one approached it as vocation rather than simply a career? How does theology, spirituality, and ethics become an integral part of the vocation to care for those who are sick? If students do not expect to be working in health care, similar questions can be posed, with the context of their own field and work. When we consider our vocations or callings, we do not only think about jobs. Our life is more than our work, and our sense of calling can inform all of life: our relationships, leisure, citizenship, use of natural resources, and our service to the wider communities we live in. The way we frame our questions and answers will unavoidably draw on the religious or philosophical perspectives we bring, so our topic is inescapably concerned with our worldviews. *Four Credits Hoogerwerf*

457. Christian Thought and the Spiritual Life — An exploration of the Christian spiritual traditions with an emphasis on the integration of prayer and the encounter with God into everyday life. Representative readings from Protestant, Catholic, and Orthodox sources will investigate characteristic Christian ways of becoming aware of God, of interpreting that awareness, and of shaping our lives in response to it. *Four Credits Perovich*

462. Christian Argument — This course traces major trends in efforts to attack and defend the Christian faith by means of public argument during the last three centuries. Authors considered include David Hume, Thomas Sherlock, Robert Ingersoll, Bertrand Russell, G.K. Chesterton, C.S. Lewis, and C. Stephen Evans. *Four Credits Herrick*

463. Family, Faith, and Calling — This interdisciplinary course will explore the intricate relationships and balancing acts between family and work, faith and calling, job and vocation. By applying the Christian ways of understanding stewardship, service, family dynamic, and calling, students will come to recognize and articulate

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their own personal values and convictions in their responsibilities to God, family, and employer. Readings, journaling, and discussions will help students form reasoned positions on a variety of issues relating to family, faith, and calling in contemporary American society.
Four Credits Folkert, Frens

464. Faith and Friction in Literature — With Kafkaesque craftiness, two previous seminar topics--“Faith and Friction in Fiction” and Faith and Friction in Nonfiction”--have metamorphosed into one course that explores many genres: novels, memoirs, short stories, films, and biographies. Scary “F” words--fate, failure, foolishness, fear and friction--meet sacred “F” words--faith, family, friendship, freedom, forgiveness. Students of belief or disbelief examine issues of dogma and doubt, grace and good works, suffering and salvation, relativism and reconciliation. Most writers echo Christian perspectives, but some open doors into the riches of world religions. For every assumption, another challenge appears; for every answer, another question surfaces.
Four Credits Hemenway

465. Issues in Science and Religion — A course that considers from a brief historical perspective the issues between modern science and Christianity, particularly as they relate to the issue of origins. We will survey our current understanding of the origin of the universe, including our galaxy and solar system, by considering the most recent big bang theories and our knowledge of the evolution and formation of stars and the origin of life. On the other hand, we will develop an approach to the Scriptures and examine how they inform us on the creation of the cosmos.
Four Credits Gonthier

466. Religion and Politics in the United States — This seminar is designed to explore the fundamental questions involving the proper role of religion in American political life. The course is meant to provoke a careful examination of the relation between faith and politics in each participant’s life and with regard to his or her choices and decisions. Participants will be expected to examine, reflect upon, analyze, and articulate their own political beliefs, behavior, and commitments in the context of the Christian faith, though faith commitment is neither required nor assumed of any particular student.
Four Credits Staff

467. God, Earth, Ethics — In this course we ask questions about God and God’s relationship to the earth, about the earth and its well-being, and about our ethical responsibilities as humans to care for the earth. For example, are we in the midst of a growing ecological crisis? If so, why? If creation is groaning, what are the causes? Is religion, and especially the Bible and Christianity, the culprit, as some argue? Why should we care about marmots, sequoias, spotted owls, or old growth forests? And what can and should we do about acid rain, overflowing landfills, holes in the ozone layer, shrinking rain forests, smog?
Four Credits Bouma-Prediger

468. Change, Complexity and Christianity — This course explores the rapid changes occurring in our culture, the impact these changes have upon individuals and institutions, and the thinking required to handle these changes. The course emphasizes a wide variety of readings in several fields of study to give an overall awareness of the changes in each discipline. Reaction papers and a life-view paper are required.
Four Credits Portfleet

470. Saints, Heroes and Ordinary People — This course will examine various questions related to how good one’s life has to be in order to be worth living. Throughout history we have labeled certain individuals “heroes” and others “saints.” We hold them as examples of lives well lived. Should we all, then, be saints or heroes? Would it be acceptable to be less than that, to be ordinary? In exploring these

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questions, we will look at examples from novels, short stories, and biographies.

Four Credits Simon

471. Dying, Healing and Thriving: Seeking the Good Life — How do we best deal with disappointment, setback, and suffering on the way to the “good life”? How do we lead robust lives in the shadow of death? Based on literature, film, and student contributions, this seminar explores how people of faith have understood and experienced dying, healing, and thriving.

Four Credits Tyler

472. Christianity and the Marketplace — It becomes clearer every day that the problems facing the American economy and American businesses have significant moral and ethical implications. This course will examine how the Christian religion can contribute to an understanding of these problems. Beginning by building a framework to examine the relation between the biblical message and economic activity, the course will then move to examining specific issues, including poverty, ethics in the workplace, the nature and meaning of labor, and the environment.

Four Credits Steen

473. Exploring Faith and Calling — This seminar will take an interdisciplinary approach to the related issues of Christian belief and calling — both in terms of faith and career. Readings and discussions are intended to give students the freedom to explore questions about belief and vocation as they see others sorting out belief and truth issues and juxtaposing these with vocation and calling.

Four Credits Baer

474. Ethical issues in Sport — This course uses sport as a vehicle to examine significant ethical issues in our world today. Current issues involving sport and ethics will be incorporated into the class discussion as they unfold. Race relations, drug use, violence, HIV/AIDS, religion, gender issues, role models/heroes, and issues concerning athlete income are just some of the topics that will be covered. Engagement in classroom discussions, classroom debates and a life-view paper are required.

Four Credits Kreps

475. Christian Imagination in C.S. Lewis and J.R.R. Tolkien — This seminar will take an interdisciplinary approach to studying the differing ways C.S. Lewis and his close friend J.R.R. Tolkien employed imagination to develop Christian themes in their literary works. It will examine what Lewis and Tolkien say about imagination and how they use it in their own works, especially in their use of fantasy writing. At the heart of the course will be Lewis’s spiritual autobiography *Surprised by Joy*, which provides an excellent model for the kind of “life values” paper students will write at the end of the course.

Four Credits Schakel

494/495. Unassigned Senior Seminar — Topics of varying content, considered from a Christian perspective, and requiring a capstone position paper. An approved Senior Seminar to which no other specific catalog listing has been assigned. Recent examples include: Christianity and the Market Place, Faith Facing Pluralism, Ethical Issues in Sport.

Four Credits Staff

Readings and Research

490. Individual Study — An individual research project, investigating some topic in depth and culminating in a paper that demonstrates interdisciplinary scholarship and independent thought. Students who meet the Honors Project eligibility and present a paper that meets the standards established will have the course recorded as an Honors Project. May be repeated for additional credit, with a different project. Not limited to the senior level. Prerequisite: departmental acceptance of application (forms available in department office).

Three to Four Credits Staff Both Semesters



Ms. Annie Dandavati, Director

The Composite Major in International Studies is designed for the student intending to enter a profession in which an international focus is of particular importance. This major will serve as preparation for careers in such fields as International Business, Economics, Government, Law, History, Sociology, the Arts, and work with non-governmental organizations.

The International Studies major consists of 36 credit hours. The International Studies major consists of 36 credit hours. These include 24 credits of required courses, 12 additional credits in international or globally-related courses, numbered 300 or higher, selected in consultation with the director of the major, and a modern language successfully completed through the second year level (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.

MAJOR CORE COURSES

Economics 211	Principles of Macroeconomics
History 355 or	History of U.S. Foreign Policy or
Political Science 378	American Foreign Policy
Political Science 151 or	Introduction to Global Politics or
Political Science 251	International Relations
Sociology 151 or	Introduction to Cultural Anthropology or
Religion 280	Introduction to World Religions

One course from the following Africa, Asia and Latin America courses:

- History 221, 225, 260, 263 270, 280, 312, 321, 365, 370
- Philosophy 241, 242
- Political Science 262, 295 (if offering a global perspective), 303

One course from the following:

- Communication 371
- Economics 318
- History 242, 344
- Political Science 160, 201, 251, 351, 352

ELECTIVE COURSES: 12 hours of course work (12 credits in courses numbered 300 or higher) in international or globally related courses selected in consultation with the director of the major. These courses may be taken on or off campus and usually will be in the following disciplines: art history, economics, history, modern languages (culture and/or literature courses), philosophy, political science, religion, and sociology. It is strongly recommended that three of these courses be regionally specific to Africa, Asia, Europe, Latin America or the Middle East.

FOREIGN LANGUAGE REQUIREMENT: A modern language successfully completed through the second-year level (4th semester) or demonstrated equivalency.

OFF-CAMPUS STUDY REQUIREMENT: A year or semester overseas study-abroad program.



Faculty: Mr. Northuis, Chairperson; Mr. Brumels, Mr. Cole, Ms. Dunn, Ms. Folkert, Ms. Frens, Mr. Fritz, Ms. Gagnon, Ms. Gruppen, Ms. Kamstra, Mr. Kreps, Mr. Morrison, Mr. Neil, Mr. Patnott, Ms. Schmidt, Mr. Schoonveld, Ms. Sears, Mr. Slette, Mr. Smith. **Assisting Faculty:** Ms. Albers, Ms. DeBruyn, Dr. DeVisser, Ms. Karafa, Mr. Price, Mr. Ricketts, Dr. VanWylen.

The curriculum of the Department of Kinesiology is designed to provide the undergraduate student a strong liberal arts background in addition to a major in physical education, exercise science, or athletic training. Minors in kinesiology, health education, physical education, and exercise science are also offered.

Students currently majoring in the Department of Kinesiology also participate in the following activities:

- assisting in directing the intramural program at Hope College
- assisting coaches in collegiate sports
- assisting as instructors in Health Dynamics classes
- working as assistants to physical therapists in local schools, hospitals, and private practices
- serving as camp counselors in scout camps, camps for the handicapped, and church camps
- providing meaningful experiences for children in elementary physical education
- serving as athletic training students in colleges, high schools, clinics, and physician offices
- coaching or serving as assistant coaches in area junior and senior high schools
- working in corporate wellness programs
- teaching aerobics in private health clubs and school settings

Graduates of the Department of Kinesiology are leading satisfying careers as:

- certified athletic trainers in colleges, high schools, sports medicine clinics, professional athletics, hospitals, and industry
- exercise physiologists
- teachers and coaches in colleges and universities
- physical therapists
- occupational therapists
- teachers and coaches in elementary and secondary schools
- directors of hospital wellness programs
- program directors in health facilities
- athletic directors
- personal trainers
- strength and conditioning coach
- cardiac rehabilitation specialists
- physicians
- physician assistants
- chiropractors

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. Consult the faculty for a copy of the program for your particular area of interest.

HEALTH DYNAMICS: To be liberally educated, students must be knowledgeable about their bodies, proper nutrition, and the benefits of lifelong exercise. Additionally,

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it is essential for each undergraduate to develop skill in carry-over activities. All students are required to take Health Dynamics, KIN 140, and are encouraged to do so during one of the first two semesters on campus. This is a two-credit course and fulfills the college general education requirement in kinesiology.

APPLICATION PROCEDURES: Major programs of study are available in three areas: physical education, exercise science, and athletic training. Each major has prerequisite requirements. Consult the department chairperson as soon as possible in your college career. See the department website at www.hope.edu/academic/kinesiology.

ATHLETIC TRAINING MAJORS: The athletic training program is accredited by the Commission on Accreditation of Athletic Training Education. Athletic training majors must take 49 credits within the department plus 24 credits from the Departments of Biology, Psychology, Sociology, and Mathematics. Required courses are Biology 103 and 221; Kinesiology 198, 200, 203, 205, 208, 221, 222, 223, 250, 298, 340, 385, 386, 398, 401, 402, 404, 405, and 498; Psychology 100; Sociology 101 and 333; and Math 210. Entrance into the athletic training major is competitive. Not all qualified applicants may be admitted. Interested students must complete an application form, obtain letters of reference, be interviewed, and meet the technical standards for admission. Admitted students must have a current physical examination and current immunization status (including TB). Application materials are available from the program director and from www.hope.edu/academic/kinesiology.

EXERCISE SCIENCE MAJORS must take a minimum of 39 credits within the department. Required courses are Biology 221; Chemistry 103 (or Chemistry 125/127); Math 210 (or Math 311 and 312); Kinesiology 200, 202, 208, 221, 222, 223, 250, 323, 324, 383, 400, 422, 499 or 299, and one elective from the following list of courses: Kinesiology 308, 325, 326, 340 or 371.

TEACHER CERTIFICATION: In partnership with the Hope College Department of Education, the Kinesiology Department offers two secondary track physical education teaching majors, one in grades K-12 and one in grades 6-12, through the State of Michigan. The department also offers two teaching minors, one in physical education and one in health education in secondary (grades 6-12) programs. In addition, a physical education minor in elementary (grades K-8) programs is also an option for elementary track students. Secondary track certification through Hope College mandates two areas of endorsement; thus physical education teaching majors must also choose a teaching minor in order to meet requirements in Hope's teacher education program.

PHYSICAL EDUCATION MAJORS: The major in physical education consists of a minimum of 36 credits. Candidates for certification in physical education at the secondary level must pass the Michigan Test for Teacher Certification (MTTC - test #644) in physical education. Once a student has declared this as a major field of study and has been accepted into the department, he/she will be given a course/objective matrix prepared by both the Departments of Kinesiology and Education so the student may be intentional about constructing his/her own knowledge base in kinesiology and physical education. Required courses in addition to Department of Education requirements are: Gems 158 (prerequisite); Kinesiology 201, 222, 223, 301, 330, 344, 345 (for secondary PE majors with K-12 endorsement), 346, 350, and 221 or 383. Four activity classes are required as prescribed in KIN 201 lab. Students may not take courses for this major on a pass/fail basis.

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FOUR KINESIOLOGY MINORS are available. Students desiring a **General** minor in kinesiology must take at least 20 credits of kinesiology courses at the 200 level or above. Students desiring a general minor in kinesiology are encouraged to consult with the department chairperson to develop a course plan designed to meet their academic and career needs. **Teaching** minors in physical education are also available. A minimum of 25 credits is required. Courses that must be taken for the teaching minor include Kinesiology 201, 222, 223, 301, 344, and 345 or 346; and one of the following classes: Kinesiology 221 or 383. Four activity classes are required as assigned in KIN 201 lab. Consult the kinesiology website, www.hope.edu/academic/kinesiology, for specific details. Students cannot take courses for these minors on a pass/fail basis. **Exercise Science** minors are available. Students desiring an exercise science minor must take a minimum of 23 credits to include 19 credits of exercise science courses in the kinesiology department and four credits from Biology 221. Required courses include Biology 221, Kinesiology 222, and 223. Fifteen additional credits are required from the exercise science courses listed below, of which no more than three credits may be from Kinesiology 299 or 499: Kinesiology 200, 202, 208, 221, 250, 308, 323, 324, and 422. The **Health Education** minor consists of 22 credit hours with Gems 158 recommended (four credit hours). The core courses consist of Kinesiology 140, 203, 208, 251, 351, 451, 453, and 455.

Kinesiology Courses

101-199. Physical Education Activities — It is recommended that each student continue to carry out the principles set forth in KIN 140 and attempt to meet the guidelines established in this course. Beginning level (101-139) and intermediate level (150-199) physical activity courses are offered. Examples of activities offered include fencing, badminton, conditioning and weight training, racquetball, tennis, swimming, jogging, dance for sport, volleyball, basketball, baseball, softball, bowling, and lifeguard training.

140. Health Dynamics — This course for all first year students will establish the knowledge of diet, stress management, and exercise as they relate to fitness and health, and will provide an opportunity for the student to personally experience those relationships by putting into effect an individualized program appropriate to the student's needs and interests.

Two Credits Staff Both Semesters, May and June Terms

198. Athletic Training Practicum I — This course provides students with the opportunity to develop competence in a variety of introductory athletic training skills. Specific skills to be developed include, but are not limited to, athletic training room procedures, cryotherapy application, first aid procedures, therapeutic modality operation and application, and upper and lower extremity taping, wrapping, and bracing. Clinical experiences are obtained in the college's sports medicine facilities and will be accompanied by a one-hour seminar each week. Prerequisite: admittance into the athletic training major.

One Credit Both Semesters

200. Human Anatomy — A course where the human body is studied from histological and gross anatomical perspectives. Laboratories include examination of human cadaver dissections, use of models and human specimens, and use of computer programs. Three lectures and one 3-hour laboratory period per week. Preference given to nursing students in Fall semester.

Four Credits Brumels, Cole, Staff Both Semesters

201. Introduction to Physical Education — This course is designed to provide introductory information to physical education major and minor students. The fitness challenge of our age, historical physical education, concepts of physical education

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programs and supporting professions will be among the topics introduced. A required lab experience (201L) will provide students with skill assessments and practical applications in a variety of physical activities.

Four Credits Schoonveld Fall Semester

202. Introduction to Writing in Exercise Science — This course is an introduction to resources in exercise science and the various aspects of research within the field. The course will include learning how to use the library to acquire recent research articles, how to read the literature, as well as how to compile the literature into written reviews. The major goal of the course will be to learn how to write and cite the literature within our field. A secondary goal will be to introduce the various career options within the field.

One Credit Sears Both Semesters

203. Health Skills and Enhancement — This course is designed to give health education minors and other students a current perspective on national and state health issues and concerns such as mental health, tobacco use, alcohol and other drug use, prevention of unintentional and intentional injury, community and environmental health, and personal and consumer health. To address these health problems, students will develop skills such as accessing information, analyzing influences, problem solving and decision making, goal setting, advocating, communicating, and other healthy self-management practices.

Two Credits Gruppen Spring Semester

205. Safety, First Aid, and C.P.R. — This course provides the student with American Red Cross certification in First Aid: Responding to Emergencies and CPR for the Professional Rescuer. There is a heavy emphasis on “hands-on” laboratory skills.

Two Credits Fritz Both Semesters

207. Sports in Society — This course will help students investigate the ways they perceive race, gender, class, deviance, violence, the media, economy, and education, all through a magnifying glass called sports. Students will think critically about sports as social constructions and phenomenon to identify and understand social problems and solutions by reflecting on how sports affect the ways people feel, think, and live their lives. Students will find a greater sensitivity to the ways they choose to be consumers, leaders, participants, and change agents in society through sports.

Two Credits Folkert Both Semesters

208. Basic Nutrition — This course is designed to develop student awareness of the nutritional implications of food choices. Students will learn the physiology of ingestion, digestion, and absorption. They will then learn how the nutrients are transported, stored, and used with the body. We will then cover the structure, function, as well as diseases involved with the over-consumption of Carbohydrates, Proteins and Fats. Topics include the history of the current My Plate and Dietary Guidelines, The National School Lunch Program, as well as how to shop effectively in the grocery store. Each student will be required to practically apply all knowledge learned through a three day diet analysis and correction project.

Three Credits Sears Both Semesters, May Term (online)

221. Anatomical Kinesiology — The musculoskeletal system and its action is studied in detail, with specialized emphasis given to origin and insertion of skeletal muscles. The primary emphasis of the course is directed toward the health, fitness and medical fields.

Three Credits Slette Fall Semester

222. Exercise Physiology — Introduces the specialized knowledge associated with the physiology and biochemistry of exercise and physical conditioning. Additionally, it illustrates the process of the derivation of exercise principles and the application of those principles to health, fitness and/or performance objectives. Kinesiology majors

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and minors must also take KIN 223 concurrently. Prerequisite: BIOL 221.

Three Credits Patnott Both Semesters and May Term

223. Exercise Physiology Lab — Laboratory experience designed to demonstrate physiological principles learned in Exercise Physiology. Taken concurrently with KIN 222. Required for kinesiology majors and minors.

One Credit Staff Both Semesters and May Term

250. Research Methods in Kinesiology — This course is an overview of the qualitative and quantitative research approaches specific to the various disciplinary areas in kinesiology. Topics covered include the role of the researcher, research ethics; selecting and developing a research problem; reviewing the literature; developing research hypotheses; writing research proposals; issues in measurement; sources of error, data collection issues; statistical analyses and communicating the results of research. Prerequisite: MATH 210. *Four Credits Dunn, Northuis Both Semesters*

251. Foundations for Teaching Health Education — This course provides health education minors with the theoretical, philosophical, practical, and professional foundations of health education. Topics include state-of-the-art information regarding health education definitions and concepts, settings in which health education occurs, standards for students and professionals, professional organizations, basic epidemiology, behavior change theories and models, and professional ethics.

Three Credits Kamstra Fall Semester

252. Health and Physical Education for Elementary Teachers — This course covers health and physical education concepts typically found in elementary and middle school PE/health curricula, and discusses how to teach these concepts to elementary and middle school students. This course builds on the ideas presented in health Dynamics (KIN 140), so it is imperative that teacher candidates take KIN 140 or they will miss some of the health standards; KIN 140 may not be waived or substituted. Health content and pedagogy will be woven together so that as students learn content they also learn how to teach that content. Pre/Corequisite: KIN 140.

Two Credits Kamstra, Smith Both Semesters

298. Athletic Training Practicum II — This course provides students with the opportunity to develop competence in a variety of introductory and mid-level athletic training skills. Specific skills to be developed include, but are not limited to, use of various types of rehabilitation equipment, therapeutic modality application and operation, manual therapy, and upper and lower extremity taping, wrapping, and bracing. Clinical experiences are obtained in the college's sports medicine facilities and will be accompanied by a one-hour seminar each week. Students are also assigned as athletic trainers to supervised experiences for an individual or team sport. Prerequisite: KIN 198.

One Credit Gruppen Both Semesters

299. Internships in Physical Education or Exercise Science — This program presents opportunities for students to pursue practical work experience in their chosen field of study as it relates to their professional plans. It is expected that the student intern will be a junior or senior with a major or minor in kinesiology. The department expects the student to have completed coursework necessary to carry out the objectives of the internship as well as possess the habits and motivation to be of benefit to the sponsoring agency. An application for the internship must be completed and approved the semester prior to the experience. Prerequisite: Written permission of academic advisor. *One to Three Credits Staff Both Semesters, May Term or Summer*

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

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given to the study of the acquisition of fundamental motor skills and physical growth and development across the lifespan. *Three Credits Smith Spring Semester*

305. Instructor's First Aid/CPR — This course provides health education minors and other students with American Red Cross certification in instructor's training that will allow them to teach and certify students in first aid and CPR. There is a heavy emphasis on how to effectively teach first aid/CPR skills and "hands-on" learning. Prerequisite: KIN 205 or equivalent with permission of instructor.

Two Credits Brumels May Term

308. Nutrition and Athletic Performance — A study of the relationship between nutrition and physical performance. Subjects to be covered include, but are not limited to, comparison of contemporary diets for athletes; and the function of carbohydrates, fat, protein, vitamins, and minerals in relation to physical performance. Additionally, various popular ergogenic aids will be discussed. Prerequisites: KIN 208, 222, and 223.

Three Credits Sears Spring Semester

323. Exercise Science and Health — Designed to familiarize the student with specialized knowledge in exercise science with application to health and fitness, advanced level. Includes pathophysiology of various diseases and the effects of physical activity on each. Prerequisites: BIOL 221, KIN 222, 223.

Three Credits Morrison Both Semesters

324. Fitness Assessment and Exercise Prescription — The purpose of this class is to provide a well-balanced, integrated approach to the assessment of physical fitness and the design of exercise programs. Prerequisites: BIOL 221, KIN 222, 223.

Three Credits Cole, Northuis Both Semesters

325. Science of Conditioning, Strength and Power — This class is designed to provide the student with specific knowledge about the development of conditioning programs as well as strength and power training programs. Additionally it will cover the adaptations which occur within the body during strenuous conditioning and resistance training, and how these adaptations relate to improved performance. The laboratory experience stresses advanced techniques of performance-based fitness assessment and prescription. It will also provide time for the student to learn advanced lifting and spotting techniques. Prerequisites: KIN 222, 223.

Four Credits Patnott Fall Semester, Odd Years

326. Children, the Elderly, and Exercise: Fitness and Health — The purpose of this course is to familiarize the student with the specialized knowledge in exercise science with application to health and fitness benefits and potential risks in children and older adults. Three lectures per week. Prerequisites: BIOL 221, KIN 222.

Three Credits Northuis Spring Semester, Even Years

330. Principles and Practices of Coaching — The purpose of this course is to familiarize students who are preparing to become athletic coaches with the special knowledge needed to deal with people. One night class per week.

Three Credits Kreps Fall Semester

340. Injury Prevention and Care — This course provides the student with the knowledge and skills essential for the proper prevention and care of injuries. It is designed primarily for students contemplating careers in athletic training, sports medicine, coaching, and exercise science. Prerequisites: KIN 200.

Three Credits Gruppen Fall Semester

344. Basic Methods of Teaching Physical Education and Field Experience — This course emphasizes task analysis, lesson planning, unit planning, styles of

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teaching, curriculum models, and behavior management in the physical education setting. The format will be three days per week in lecture and one day per week in field experience settings. *Four Credits Smith Fall Semester*

345. Methods of Teaching Early Physical Education and Field Experience — This course is taken after KIN 344 and applies the principles learned and mastered in KIN 344 to the situations encountered in a local elementary school setting. Prerequisite: KIN 344. *Two Credits *Fritz Fall Semester*

346. Methods of Teaching Secondary Physical Education and Field Experience — This course is taken **after** KIN 344. Emphasis will be placed on development of activity-specific unit planning for the secondary level. Application of material presented in KIN 344 will be required. Practical application by placements in local high school and/or middle school settings will be included in this course. Prerequisite: KIN 344. *Two Credits *Fritz Fall Semester*

350. Adapted and Therapeutic Physical Education — A course designed to introduce students to methods of teaching children with disabilities. The laws and issues regarding individualizing the educational process in physical education are examined. Practical application is included by placement in an adapted physical education setting one hour each week. *Three Credits Smith Fall Semester*

351. Planning Coordinated School Health Programs — This course provides prospective school health educators with an understanding of the nature, scope, function, and integration of health instruction and other coordinated school health program components. It allows candidates to develop competencies in assessing needs, planning instruction, and evaluating health programs in schools, as well as specific skills related to using technology and advocating for school health programs. Prerequisites: KIN 251. *Three Credits Kamstra Spring Semester*

371. Sport Psychology — The purpose of this course is to gain an understanding of the relationship of human behavior to sport and how sport influences human behavior. Emphasis is given to the theory, research and application in the area of sport psychology. Prerequisite: PSY 100. *Three Credits Schmidt Spring Semester*

383. Biomechanics — Initially, basic biomechanical principles underlying efficient movement are explored and applied to fundamental physical skills and sport. The second part of the semester is focused on the biomechanics of musculoskeletal injury. Knowledge of physics will make the course more meaningful, but it is not required. Use of mathematical formulae is limited. *Three Credits Slette Spring Semester*

385. Injury Assessment I — This course helps students understand the theory and application of various assessment methods used to evaluate injuries of the upper extremity, trunk, and head. It is primarily intended for students in the athletic training education major, but may be of interest to pre-medical and pre-physical therapy students. Prerequisites: KIN 200, BIOL 221. *Three Credits Frens Spring Semester, Even Years*

386. Injury Assessment II — This course helps students understand the theory and application of various assessment methods used to evaluate injuries of the lower extremity and spine. It is primarily intended for students in the athletic training education major, but may be of interest to pre-medical and pre-physical therapy students. Prerequisites: KIN 200, BIOL 221. *Three Credits Dykhuizen Spring Semester, Even Years*

398. Athletic Training Practicum III — This course provides students with the opportunity to develop competence in a variety of mid-level and advanced athletic

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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 trainers for an individual or team sport. Students may be assigned to one or more off-campus clinical affiliations. Students at this level will develop instructional skills by acting as peer-helpers for level I and II students. Clinical experiences are accompanied by a one-hour seminar each week. Prerequisite: KIN 298.

One Credit Both Semesters

400. Exercise Science Practicum — This upper-level applied exercise science course helps students apply their knowledge, skills, and abilities in a practical setting. Students spend a minimum of 50 hours using learned practical skills to assess health/fitness in a variety of populations and situations. Increased practice time improves proficiency and enhances confidence in the effective performance of required skills in graduate school and/or the workplace. Prerequisites: KIN 222, 223. Pre/Corequisite: KIN 324

One Credit Dunn Both Semesters

401. Therapeutic Modalities — This course helps students understand the theory and application of various physical medicine devices commonly used in athletic training and sports medicine clinical settings. It is primarily intended for students in the athletic training education major, but may be of interest to pre-medical and pre-physical therapy students. Prerequisites: KIN 200, BIOL 221.

Three Credits Frens Fall Semester, Even Years

402. Therapeutic Exercise — This course helps students understand the theory and application of exercise methods and manual therapies commonly used in athletic training and sports medicine clinical settings for the rehabilitation of injuries. It is primarily intended for students in the athletic training education major, but may be of interest to pre-medical and pre-physical therapy students. Prerequisites: KIN 222, 223.

Three Credits Brumels Fall Semester, Even Years

404. Seminar in Athletic Training Administration — This course helps students understand the theory and application of managerial skills commonly employed in sports medicine settings. A heavy emphasis on the case method of instruction will help students apply administrative concepts in situations similar to those they will face in professional practice. Prerequisite: KIN 340.

Two Credits Brumels Fall Semester, Odd Years

405. Non-Orthopedic Conditions — This course is designed to help students gain an understanding of the various non-orthopedic conditions seen in physically active populations. Students will not only learn about common illnesses and their management, but they will also develop basic medical assessment and referral skills. Pharmacologic treatment is covered in this course. The course is primarily intended for students in the athletic training major, but may be of interest to nursing, pre-medical, and pre-physical therapy students. Prerequisites: KIN 340.

Two Credits Brumels Spring Semester, Odd Years

422. Regulation of Human Metabolism — This course focuses on the underlying metabolic events that occur in association with exercise. Skeletal muscle metabolism and substrate delivery are discussed with respect to the intracellular biochemical events involved in regulation of the energy provision pathways. Advanced level. Prerequisites: BIOL 221, CHEM 103, KIN 222, 223, and 250.

Four Credits Dunn Both Semesters

451. Methods of Teaching Health Education I — This lecture/lab course is designed to help health education minors develop competencies in planning and

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implementing health instruction and related learning opportunities. Attention focuses on developing the following skills: designing grade-level programs; preparing lesson plans and materials utilizing existing resources; applying primary teaching strategies used in health education; and delivering lessons that synthesize student outcomes, specific content, teaching strategies, student activities, and materials for all student abilities. This course also includes a school-based practicum. Prerequisite: KIN 251 and 351. *Three Credits Kamstra Fall Semester*

453. Health Education Methods II & Sexuality Education — This course provides continued development, methodology, management, administrative, and instructional skills needed to plan and implement a health education program within a school setting. Teacher candidates will begin to explore how to teach sexuality education. Different topics related to sexuality will be discussed by teacher candidates in reflective writing. Students will enhance their understanding of human sexuality with knowledge and skills that will enable them to plan, implement, and evaluate developmentally appropriate instruction related to sexuality education. HIV/AIDS certification will be included in this course. A capstone experience with a certified health educator will allow students to actively teach health. Prerequisite: KIN 251, 351 and 451. *Three Credits Kamstra Spring Semester*

455. Measurement and Evaluation in Health Education — This course provides a forum for developing measurement and evaluation skills relevant to health education in schools. Health education minors will develop competencies related to needs assessment and student/program evaluation, which are aligned with current best practice (performance-based assessment and rubric development) and available resources (State Collaborative for Assessing Student Standards: Health Education Assessment Project). Prerequisite: KIN 351. *Three Credits Neil Fall Semester*

490. Independent Study — This course provides opportunity for the pursuit of an independent research study or in-depth reading in a specific area of interest. Prerequisite: Experience in a research methods course is strongly recommended. departmental approval required prior to registration for this course. *One, Two or Three Credits Staff Both Semesters*

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 trainers for an individual or team sport. Students will be assigned to one or more off-campus clinical affiliations. Students at this level will develop instructional skills by acting as peer-helpers for level I, II, and III students. Clinical experiences are accompanied by a one-hour seminar each week. Prerequisite: KIN 398. *One Credit Frens Both Semesters*

499. Special Studies in Exercise Science/Athletic Training — This class is designed to give senior exercise science students an opportunity to pursue a topic of their choosing in a supervised setting. The project may take one of two forms: 1) laboratory research, or 2) a scholarly project using the library. In both cases a thorough literature review will be required. Prerequisite: permission of instructor. Prerequisite: KIN 250. *One to Three Credits Staff Both Semesters*



Faculty: Mr. VanderVeen, director; Ms. Anderson, Ms. DeVries, Mr. Jackson, Ms. Johnston, Mr. Schoonveld.

The purpose of the Center for Faithful Leadership (CFL) is to empower students to holistically respond to the challenges God places on their hearts. The Organizational Leadership Practice minor is one of the opportunities CFL provides. The minor consists of 20 credit hours, including the core courses, substitutes, and activities listed below.

- LDRS 201: Introduction to Leadership (2 credits)
- Two from COMM 335: Leadership Skills and Perspectives, COMM 210: Interpersonal Communication, COMM 220: Task Group Leadership, COMM 330: Organizational Communication (8 credits)
- LDRS 291: Leadership and Service I (2 credits) AND LDRS 391: Leadership and Service II (2 credits).
- LDRS 399: Internships in Leadership (4 credits). Students are expected to work through Hope's Career Development Center office.
- LDRS 401: Leadership Capstone Seminar (2 credits)
- CFL's mentoring program, in which students are mentored (0 credit hours) and mentor others.

In addition to the minor in Organizational Leadership Practice, the Center for Faithful Leadership offers servant leadership and service learning opportunities through a certificate program in leadership, an entrepreneurship program (HEI [Hope Entrepreneurship Initiative]), a leadership training program (LdOUT3="Lead-Out"), and a student-led consulting program (ASI [Assessment, Solutions, Implementation] consulting). For more information, please contact the Center for Faithful Leadership or visit its website: <http://www.hope.edu/leadership>.

LEADERSHIP COURSES

LDRS 201: Introduction to Leadership — Students learn about servant leadership and the transformational perspective of change, and they learn by doing. Students are also challenged to think about leadership from a Christian perspective. Prerequisites: none. *Two Credits Jackson, VanderVeen, Schoonveld Both Semesters*

LDRS 231: Entrepreneurship: Exercising Your "Right" Mind — This is an experiential-based course that introduces student to the heart and mind of the entrepreneur. Prerequisites: none. *Four Credits VanderVeen Fall Semester, May Term*

LDRS 299: Internships in Student Leadership Development — An experience integrating concurrent student leadership experiences with readings and faculty and staff-guided reflections. *One Credit Awad Both Semesters*

COMM 210: Interpersonal Communication — Interpersonal communication is the study of face-to-face interaction and the creation of meaningful relationships. In this course, we will explore and develop five areas of interpersonal communication skill: interpretive competence, self competence, role competence, goal competence, and message competence. Topics include family systems, self identity, intimate relationships, gender issues, power, language, and non-verbal communication. *Four Credits DeVries, Johnston Fall Semester*

COMM 220: Task Group Leadership — This course focuses on understanding and developing communication competence in small groups. This involved learning how to function effectively as part of a team, as well as exercising appropriate leadership. Topics include group development, competitive vs. cooperative teams,

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decision-making and problem-solving, power resources, and conflict management.

Four Credits Anderson Fall Semester

LDRS 291: Leadership and Service I — Students learn about transformational and transactional strategies for change. *Two Credits VanderVeen Both Semesters*

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

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

Four Credits Anderson Fall Semester

LDRS 390: Independent Study —

LDRS 391: Leadership and Service II — Students engage in an independent study team project to enhance their problem-defining, solution creating, and interpersonal skills. Students seeking to minor in leadership must complete both LDRS 291 and 391. Prerequisites: LDRS 291 *Two Credits VanderVeen Both Semesters*

LDRS 399: Internships in Leadership — Students integrate an internship experience with readings and faculty- and advisor-guided reflections and enhance their cultural, organizational, social, and personal awareness. Enrollment in the class is dependent upon students finding their own internship placements by working with Hope's Office of Career Development Center and the Center for Faithful Leadership. Prerequisites: LDRS 201 or permission of the instructor.

Four Credits VanderVeen Fall Semesters

LDRS 401: Leadership Capstone Seminar — In this course students continue to make the transition from college to career. Prerequisites: LDRS 201 and senior status.

Two Credits VanderVeen Spring Semester



Faculty: Mr. Cinzori, Chairperson; Mr. Bekmetjev, Ms. Edwards, Ms. Holmes, Mr. Pearson, Mr. Stephenson, Mr. Swanson, Ms. Vance, Ms. Vanderstoep, Mr. Yurk.

Mathematics is the study of patterns, both quantitative and spatial. As such, it is the key to understanding our natural and technical world. Through the study of mathematics, students develop skills in problem solving, critical thinking, and clear, concise writing. The Department of Mathematics offers courses which serve as a fundamental part of a liberal education and as a basis for work in other disciplines. In addition, the department offers a complete major program providing opportunities for a deeper study of mathematics. Mathematics majors pursue a wide range of career options, including work in teaching, business, industry and government service. Many mathematics majors choose to continue their studies with graduate work in mathematics, statistics, computer science or other fields which require significant mathematical background, such as economics or science.

The department also provides opportunities for independent study and research. Collaborative student/faculty research projects have been conducted in the areas of mathematical modeling, chaos theory, dynamical systems, statistics, real analysis, complex analysis, linear algebra, algebra, representation theory, geometry, and bioinformatics. Study abroad opportunities are available in Budapest, Hungary and Aberdeen, Scotland. In addition, majors can study off-campus at a variety of domestic locations such as Oak Ridge National Laboratory.

The Department of Mathematics offers both a Bachelor of Science and a Bachelor of Arts in mathematics. Many of our majors are double majors or minors in areas such as chemistry, physics, computer science, and economics. We also have majors who have a second major or minor in areas such as music and English. About two thirds of our mathematics majors become teachers. We offer a Mathematics Secondary Education Major and a Mathematics Secondary Education Minor for students intending to become middle school or high school mathematics teachers. We also offer a Mathematics Elementary Education Major and a Mathematics Elementary Education Minor for students going into elementary teaching.

BACHELOR OF ARTS DEGREE: The requirement for a Bachelor of Arts degree in mathematics is a plan of study designed in consultation with a departmental advisor, and includes a total of at least 34 credits in mathematics as follows:

- a) MA 280, 331 and 341 must be included;
- b) additional credits chosen from the following courses: MA 126, 131, 132, 231, 232, and all courses numbered above 300 except 323.

See individual course descriptions for prerequisites.

BACHELOR OF SCIENCE DEGREE: The requirement for a Bachelor of Science degree in mathematics is a plan of study designed in consultation with a departmental advisor, and includes a total of 60 credits of courses from the natural science division, of which at least 39 credits must be in mathematics as follows:

- a) MA 280, 331 and 341 must be included;
- b) additional credits chosen from the following courses: MA 126, 131, 132, 231, 232, and all courses numbered above 300 except 323.

See individual course descriptions for prerequisites.

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MATHEMATICS MINOR: A minor in mathematics consists of at least 19 credits from the following courses: MA 126, 131, 132, 231, 232, 280, and all courses numbered above 300 except 323.

Note: For students desiring an applied focus to their minor (e.g., actuarial studies, statistics, mathematical biology, mathematical modeling, etc.) recommended courses include courses in Calculus (MA 126, 131, 132, 231, 232), Statistics (MA 311/312), Probability (MA 361), Linear Algebra (MA 345), Differential Equations (MA 370) and Numerical Analysis (MA 372). For more specific recommendations for your proposed career, speak with your advisor or a member of the Department of Mathematics.

TEACHER CERTIFICATION: In partnership with the Hope College Department of Education, the Department of Mathematics offers a teaching major and minor at both the elementary and secondary levels for certification through the State of Michigan.

MATHEMATICS SECONDARY EDUCATION MAJOR: The requirement for a Bachelor of Arts degree in mathematics for those intending to become middle school or high school mathematics teachers is a plan of study designed in consultation with a departmental advisor, and includes a total of at least 34 credits in mathematics as follows:

- a) MA 132, 231, 232, 280, 311, 312, 321, 331, 341, and 351 must be included;
- b) additional credits chosen from the following courses: MA 126 or 131 and all courses numbered above 300 except 323;
MA 323 must also be taken (this counts as education credit, and does not count toward the 34 mathematics credits).

MATHEMATICS SECONDARY EDUCATION MINOR: The requirement for a minor in mathematics for those intending to become middle school or high school mathematics teachers is a plan of study designed in consultation with a departmental advisor, and includes a total of at least 24 credits in mathematics as follows:

- a) MA 132, 231, 232, 280, 311, 312, 321, and 351 must be included;
- b) additional credits chosen from the following courses: MA 126 or 131 and all courses numbered above 300 except 323;
- c) MA 323 must also be taken (this counts as education credit and does not count toward the 34 mathematics credits).

MATHEMATICS ELEMENTARY EDUCATION MAJOR: The requirement for a major in mathematics with elementary teaching emphasis is a plan for study designed in consultation with a departmental advisor, and includes a total of at least 34 credits in mathematics as follows:

- a) Complete MA 126 or MA 131.
- b) Complete MA 132, 205, 206, 231, 280, 311, 312, 321 and 351.
- c) Complete at least 4 additional credits selected from MA 207, MA 208, and GEMS courses centered on mathematical topics (GEMS 100 to 150).

MATHEMATICS ELEMENTARY EDUCATION MINOR: The requirement for a minor in mathematics with elementary teaching emphasis is a plan of study designed in consultation with a departmental advisor, and includes a total of at least 22 credits in mathematics as follows:

- a) Complete two courses from MA 123, 125, 126, 131, 132 for a total of 8 credits.
- b) Complete MA 205, 206 and 210
- c) Complete at least 4 additional credits selected from MA 207, MA 208, and GEMS courses centered on mathematical topics (GEMS 100 to 150).

Note: a student cannot receive credit for both MA 123 and MA 125, or MA 126 and MA 131.

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Mathematics Courses

123. A Study of Functions — A study of functions including polynomial, rational, exponential, logarithmic, and trigonometric functions. These will be explored in their symbolic, numerical, and graphic representations, and connections between each of these representations will be made. A graphing calculator is required. A student cannot receive credit for both MA 123 and MA 125. *Four Credits Spring Semester*

125. Calculus with Review I — This course covers the material typically taught in the first half of a Calculus I course. The calculus material is supplemented by reviewing topics of high school mathematics as needed. The calculus topics are also taught at a slower pace. Topics include function review, limits and continuity, the concept (and definition) of a derivative, and differentiation rules (product rule, quotient rule, chain rule are included). A student cannot receive credit for both MA 125 and MA 123. *Four Credits Fall Semester*

126. Calculus with Review II — This course is a continuation of MA 125. The topics covered are the topics typically taught in the second half of a Calculus I course. The calculus material in the course is supplemented by reviewing topics of high school mathematics as needed. The calculus topics are also taught at a slower pace. Topics include implicit differentiation, applications of differentiation, L'Hospital's rule, Newton's method, the integral, and applications of integration. A student cannot receive credit for both MA 126 and MA 131. Prerequisite: completion of MA 125 with a grade of C- or better, or permission of instructor. *Four Credits Spring Semester*

131. Calculus I — Topics include functions, limits, continuity, differentiation, integration, and applications of the derivative and integral. A student cannot receive credit for both MA 131 and MA 126. Prerequisite: score of 25 or better on Math ACT, passing score on departmental placement exam, or permission of instructor. *Four Credits Both Semesters*

132. Calculus II — Topics covered include techniques of integration, applications of the integration, sequences, infinite series, power series, introduction to differential equations, and polar coordinates. Prerequisite: completion of MA 126 or MA 131 with a grade of C- or better, or permission of instructor. *Four Credits Both Semesters*

205. Mathematics for Elementary and Middle School Teachers I — A course sequence in mathematics content designed to explore fundamental aspects of the mathematics encountered in grades K-8. First semester topics include patterns, problem solving, geometry, operations with whole numbers, rational and real numbers. Required for all elementary education students. *Four Credits Fall Semester*

206. Mathematics for Elementary and Middle School Teachers II — A continuation of MA 205. Topics include measurement, probability, problem solving, descriptive and inferential statistics. For prospective elementary teachers only. Prerequisite: MA 205 or permission of the instructor. *Two Credits Spring Semester*

207. K-8 Mathematics Software Applications — A course designed to deepen understanding of mathematical concepts by exploring several available software packages, including Geometer's Sketchpad and wiki pages. For prospective elementary teachers only. Prerequisite: completion of MA 205 or permission of instructor. *Two Credits Spring Semester, Odd Years*

208. Problem Solving for Elementary and Middle School Teachers — A course designed to integrate content areas of mathematics with the practice of problem solving. Emphasis will be given to group work, oral presentation and

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multiple solution methods. For prospective elementary teachers only. Prerequisite: MA 205 or permission of the instructor. *Two Credits Spring Semester, Even Years*

210. Introductory Statistics — The course begins by exploring statistical inference for one and two variables using a randomization approach, while reviewing basic descriptive statistical techniques. The course then explores the relationship between randomization methods and traditional inference techniques, estimation using confidence intervals and statistical power and its impact on sample design decisions. Throughout the course there is an emphasis on active-learning using group activities and projects, as well as reading and critiquing research from mainstream and peer-reviewed media sources. Activities, projects and hands-on learning activities are conducted using a variety of approaches but make heavy use of the computer and statistical software. A student may not receive credit for both MA 210 and MA 311. *Four Credits Both Semesters*

231. Multivariable Mathematics I — The study of linear algebra and ordinary differential equations. Prerequisite: completion of MA 132 with a grade of C- or better, or permission of instructor *Four Credits Both Semesters*

232. Multivariable Mathematics II — The study of systems of differential equations and multivariable calculus including differentiation, multiple integration, and calculus on vector fields. Prerequisite: completion of MA 231 with a grade of C- or better, or permission of instructor. *Four Credits Both Semesters*

280. Bridge to Higher Mathematics: An Introduction to Mathematical Proof — An introduction to the understanding and creation of rigorous mathematical argument and proof. Topics include properties of the integers, real numbers, and integers modulo n . Additional topics may include mathematical induction, elementary set theory, elementary number theory, recursion formulas, counting techniques, equivalence relations, partitions and cardinality of sets. There will be a heavy emphasis on writing, in particular the writing of mathematical arguments and proofs. Prerequisite: MA 132. *Three Credits Spring Semester*

295. Studies in Mathematics — A course offered in response to student interest and need. Covers mathematical topics not included in regular courses. Prerequisite: permission of instructor or department chairperson. *One, Two or Three Credits Both Semesters*

311. Statistical Methods — This course has the same content and learning objectives as Math 210 but the material is covered in half the time. The course is designed for students who have a significant prior experience with statistics (e.g., high school statistics course) or calculus. Read the Math 210 course description for course content details. Prerequisite is any one of the following: MA 131, significant prior experience with statistics, or permission of instructor. A student may not receive credit for both MA 210 and MA 311. *Two Credits Spring Semester*

312. Applied Statistical Models — This course provides a survey of statistical methods students would expect to see utilized across disciplines in peer reviewed research. As such, the course focuses on the design and analysis of studies where the research questions involve more than three variables simultaneously. Topics include multiple and non-linear regression, non-parametric methods, general linear models, and multivariate statistical models. The pedagogical approach is similar to that of Math 210 and Math 311. Prerequisite: MA 210 or 311. *Two Credits Spring Semester*

321. History of Mathematics — This course is designed to give mathematics students an opportunity to study the various periods of mathematical development.

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Attention will be given to the early Egyptian-Babylonian period, the geometry of Greek mathematicians, the Hindu and Arabian contribution, the evolution of analytical geometry since Descartes, the development of calculus by Newton and Leibniz, and non-Euclidean geometry. Some attention will be given to the methods and symbolisms used in problem solving during various periods of time. Prerequisite: MA 132. *Two Credits Fall Semester*

323. Teaching of Mathematics in the Secondary School — Methods of teaching mathematics with emphasis on varied approaches, classroom materials, curriculum changes, and trends in mathematics education. Same as Educ. 323. Prerequisite: admission to the Teacher Education program. Corequisite: MA 324. *Two Credits Fall Semester*

324. Teaching Mathematics in the Secondary School Field Placement — This is a field placement that must be taken concurrently with MA 323. Corequisite: MA 323. *One Credit Fall Semester*

331. Real Analysis I — Study of the real number system, sequences, functions, continuity, uniform continuity, differentiation, and theory of integration. Prerequisite: MA 232 and 280, or permission of instructor. *Three Credits Fall Semester*

332. Real Analysis II — A continuation of MA 331 including functions of several variables, series, uniform convergence, Fourier Series. Prerequisite: MA 331. *Three Credits Spring Semester, Even Years*

334. Complex Analysis — The study of the algebra and geometry of complex numbers, analytic functions, complex integration, series, conformal mapping. Prerequisite: MA 232, or permission of instructor. *Three Credits Fall Semester, Odd Years*

341. Algebraic Structures I — An introduction to algebraic systems including a study of groups, rings, and integral domains. Prerequisite: MA 232 and 280, or permission of instructor. *Three Credits Fall Semester*

342. Algebraic Structures II — A continuation of MA 341 including a study of topics in fields, Galois theory, advanced linear algebra. Prerequisite: MA 341. *Three Credits Spring Semester, Odd Years*

345. Linear Algebra — The study of abstract vector spaces, matrices and linear transformations, determinants, canonical forms, the Hamilton-Cayley theorem, inner product spaces. Prerequisites: MA 231 and either MA 280 or permission of instructor. *Three Credits Spring Semester, Even Years*

351. College Geometry — A modern approach to geometry for students with some background in calculus and an interest in secondary teaching. Attention is given to the role of axioms in elementary geometry and in the development of other geometries. Prerequisites: MA 280 or permission of instructor. *Three Credits Fall Semester*

361. Introduction to Probability — This course provides an introduction to both discrete and continuous probability. Topics include conditional probabilities and independence, combinations and permutations, Bayes' theorem, popular discrete and continuous distributions (e.g., binomial, normal, Poisson, exponential), bivariate and multivariate distributions, covariance and correlation, moment generating functions and limit theorems. In addition to serving as preparation for the first actuarial exam, this course also serves as a general introduction to probability for all students interested in applied mathematics. Prerequisite: MA 132. Corequisite: MA 363. *Three Credits Fall Semester, Even Years*

362. Mathematical Statistics — Emphasis on inferential statistics. Estimation, confidence intervals, testing of statistical hypotheses, regression and correlation,

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analysis of variance, control charts, non-parametric methods. Prerequisite: completion of MA 361. *Three Credits*

363. Probability Problem Solving Session — This course runs concurrent to MA 361 and serves as an opportunity to practice probability problems. This course is required for all students in MA 361. Corequisite: MA 361.

One Credit Fall Semester, Even Years

364. Laboratory for Mathematical Statistics — This computer-based laboratory uses *Maple* to aid in the learning and understanding of statistical concepts. Corequisite: MA 362.

One Credit

370. Advanced Differential Equations — Advanced topics in ordinary differential equations including series solutions and orthonormal sets of solutions. Introduction to partial differential equations including the heat equation, the wave equation and the potential equation. Boundary value problems and Fourier Series will also be covered. Prerequisite: MA 232.

Three Credits Spring Semester, Odd Years

372. Numerical Analysis — Topics may include the study of the source and analysis of computational error, finding the solution of an equation, systems of linear equations, interpolation and approximation, numerical integration and numerical solutions to differential equations. Prerequisite: MA 232.

Three Credits Spring Semester, Even Years

399. Mathematics Seminar — A course for senior mathematics majors which includes problem solving, student presentations on mathematical topics, mathematical modelling, and discussions on the history and philosophy of mathematics. Attendance at department colloquia also required.

Two Credits

434. Elementary Topology — A systematic survey of the standard topics of general topology with emphasis on the space of real numbers. Includes set theory, topological spaces, metric spaces, compactness, connectedness, and product spaces. Prerequisite or corequisite: MA 331.

Three Credits

490. Independent Study and Research — Course provides opportunity for a junior or senior mathematics major to engage in an independent study project or a research project in an area of mathematics in which the student has special interest. Prerequisite: permission of the chairperson of the department.

One, Two or Three Credits Both Semesters

495. Advanced Studies in Mathematics — Offered as needed to cover topics not usually included in the other mathematics courses. A student may enroll for either or both semesters. Prerequisite: permission of the chairperson of the department.

One, Two or Three Credits Both Semesters

THE ANDREW W. MELLON FOUNDATION SCHOLARS PROGRAM IN THE ARTS AND HUMANITIES



Advisory Committee: Mr. Pannapacker, director; Mr. Bandstra, Mr. Bell, Mr. Perovich, Ms. Graham, Mr. Gruenler, Ms. Heath, Ms. Hronchek, Ms. Larsen, Ms. Randel, Mr. Reynolds, Ms. Robins.

The Andrew W. Mellon Foundation Scholars Program in the Arts and Humanities promotes steady progress, in stages, toward a more profound intellectual engagement with the disciplines, a greater degree of responsibility for one's own learning, and an increasing level of autonomy in research and creative endeavors. It develops critical thinkers who understand how to plan, develop, and undertake a significant project of research or creative production, and to carry it through to completion. It includes a significant interdisciplinary component, encouraging both students and faculty members to cross the boundaries of traditional academic disciplines; teaches students how to engage new technologies for scholarly and creative production and communication; stimulates intellectual collaboration with faculty members and fellow students; and 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. Applications from prospective Mellon Scholars are solicited from first-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 year. Mellon Scholars who continue to the junior year of the program work with a faculty mentor to develop an intellectually coherent course of study and complete a "junior project," a significant work of scholarship or creative performance grounded in academic research that may serve as an example of the student's capabilities in applications for awards, graduate programs, and other opportunities. Mellon Scholars who continue to the senior year of the program work with a faculty mentor to produce a more substantial work, a "senior project". Throughout the program, Mellon Scholars are expected to seek ways to adopt new and emerging digital technologies for the development, dissemination, and preservation of their work. They also are expected to present their projects at public events such as the Annual Celebration of Undergraduate Research and Creative Performance, the Arts and Humanities Colloquia, and the National Conference on Undergraduate Research.

The Mellon Scholars Program offers substantial support for summer research projects, conference travel, and other student development opportunities. For more information about those opportunities and the program, please contact the director or visit www.hope.edu/academic/Mellon.

COURSE OF STUDY

The Mellon Scholars Program consists of 24 credits (eight credits per year). In the first year of the program, the sophomore year, students take eight credits (four credits each semester) of IDS 180-181, the Interdisciplinary Seminars. Normally, participation in IDS 180 and IDS 181 confer Fine Arts I and Cultural Heritage II General Education credits, respectively; however, students who have taken courses for those credits in their first year may petition the director for other arrangements. In the second year of the program, continuing students normally take eight credits (four credits each semester) of IDS 390, the Junior Tutorial and Project, for which they may receive disciplinary credit by petition to the relevant department. (Special arrangements are available for students engaged in off-campus study programs.) In the third year of the program, Mellon Scholars undertake a substantial work of scholarship or creative performance, a "Senior Tutorial and Project," in collaboration with a

THE ANDREW W. MELLON FOUNDATION SCHOLARS PROGRAM IN THE ARTS AND HUMANITIES

faculty mentor over two semesters (four credits each semester). Students may apply for departmental credit for IDS 590; however, Mellon Scholars are expected to take more than the minimum required courses in their major fields and may not substitute the IDS 590 for other departmental capstone courses. Participation in the program is indicated by the “Mellon Scholars” designation on academic transcripts.

INTERDISCIPLINARY SEMINAR IN THE ARTS AND HUMANITIES

IDS 180. Mellon Scholars: Interdisciplinary Seminar I — This seminar assumes the possession of the foundational tools of the liberal arts: critical reading, analytical writing, and oral presentation, 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 Theatre.

Four Credits Ms. Heath Fall Semester

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 Theatre.

Four Credits Mr. Pannapacker Spring Semester

JUNIOR TUTORIAL AND PROJECT

IDS 390. Mellon Scholars: Junior Tutorial and Project — Meeting regularly with a faculty mentor, students develop an intellectually coherent course of study and complete a “junior project,” a significant work of scholarship or creative production that may serve as an example of the student’s capabilities in applications for awards, graduate programs, and other opportunities. Students may petition for disciplinary credit in the relevant department, and special arrangements are available for students engaged in off-campus study programs.

Four Credits Staff Both Semesters

SENIOR TUTORIAL AND PROJECT

IDS 590. Mellon Scholars: Senior Tutorial and Project — Working with a faculty member (or more than one) on a topic approved by the Mellon Scholars Committee, students produce a substantial work of original scholarship or creative production. Students may petition for disciplinary credit, but IDS 590 may not substitute for departmental capstone courses. Special arrangements are available for students engaged in off-campus study programs.

Four Credits Staff Both Semesters



Faculty: Ms. Johnson, Director; Mr. Banner, Mr. Bouma-Prediger, Mr. Brouwer, Mr. Husbands, Mr. Lindell, Mr. Tyler, Ms. Schoon Tanis.

The studies in ministry minor is dedicated to preparing students, theologically and practically, for lay ministry positions in churches and Christian organizations. It aims to provide students who are discerning a call to Christian ministry with the theological framework, practical experience, spiritual disciplines, and mentoring guidance necessary to embark upon a lifetime of involvement in Christian ministries. Through coursework, year-long internships, and relationships with each other and mentors, students in this program will be prepared for possible future theological education and various entry-level ministry positions in churches and organizations — locally and worldwide.

This program will prepare students for such ministries as: youth ministry; worship leadership; community development, missions, and social agencies; lay ministry within the church; and, where appropriate, future seminary training and theological education.

The studies in ministry minor is grounded in a belief in the Triune God, and in a belief that we are called to love others as God has loved us. Thus its goals are (1) to help students explore Christian ministry as vocation; 2) to equip students for Christian ministry by nurturing a community of learners who can love, think, discern, serve, and pray together; 3) to foster the development of a theological framework for ministry; 4) to encourage students to develop spiritual disciplines that will sustain a lifetime of discipleship and service; 5) to provide all students with the opportunity to begin a lifelong love of theology and commitment to the church; 6) to serve the church by providing women and men who have been trained to lead and serve in many different aspects of Christian ministry

The minor has three different tracks: Youth Ministry, Worship Leadership (with two sub-tracks: pastoral and musical), and Social Witness. Depending on the track and courses chosen, the minor will comprise 25-30 credit hours, to be distributed across required classes, electives, and an internship. Before applying for acceptance into the minor, students are required to take a prerequisite course: a two-credit introductory course (MIN 201, Foundations for theology and Ministry). The introductory course is designed to help provide students with a common language for thinking about theology and ministry, as well as to help them in their discernment process as they decide whether to pursue this minor. Students must have taken it to be eligible to apply for acceptance into the Studies in Ministry minor. (Details of the application process will be provided during MIN 201. Applications are reviewed each spring semester).

All students accepted into the minor are required to take one of the following Religion courses: REL 241, REL 261, REL 262, or REL 263; a capstone seminar course sequence; and an internship. The four-credit capstone sequence will meet across one school year — two courses of two credits each. It will, in most cases, be taken at the same time as students are doing their required internship. The four to eight credit internship will require six to twelve hours per week of involvement with a ministry or organization throughout one school year, depending on the number of credits selected. Summer internships are also possible.

In addition, each of the three tracks within the minor has one required concentration course and one or two elective courses, depending on the track.

Each student will be matched with a mentor for the duration of the student's involvement in the minor. Mentors will be chosen in conversation with students, the coordinator of mentoring and internships, and the director of the minor.

STUDIES IN MINISTRY

Required Courses for All Tracks

Prerequisites:

MIN 201 Foundations for Theology and Ministry (2 credits)

Required Courses:

One of the following Religion courses: REL 241 Introduction to History of Christianity (4 credits), REL 261 Faith Seeking Understanding (4 credits), REL 262 The Prayer, the Creed, the Commandments (4 credits), or REL 263 Perspectives on Christ (4 credits)

MIN 371 Theology of Ministry I (2 credits)

MIN 372 Theology of Ministry II (2 credits)

MIN 398 Internships in Ministry I (2-4 credits)

MIN 399 Internships in Ministry II (2-4 credits)

Required Courses by Track

YOUTH MINISTRY (26-30 required credits)

For specific training in youth ministry settings, whether in churches or para-church organizations.

Additional required course:

REL 325 Theology of Youth Ministry (4 credits)

In addition to the required courses, students must take 8 credits of flagged courses, 4 credits from each block. Please note that some of these courses have prerequisites.

Block A:

PSY 230 Developmental Psychology (4 credits)

PSY 280 Social Psychology (4 credits)

SOC 233 Sociology of the Family (4 credits)

SOC 281 Sociology of Popular Culture (4 credits)

SOC 365 Sociology of Education and Childhood (4 credits)

Block B:

COMM 140 Public Presentation (4 credits)

COMM 210 Interpersonal Communication (4 credits)

COMM 220 Task Group Leadership (4 credits)

COMM 320 Family Communication (4 credits)

LDRS 201 Intro to Leadership (2 credits) **and**

LDRS 291 Leadership & Service I (2 credits)

WORSHIP LEADERSHIP (25-29 required credits)

For specific training in music and/or pastoral leadership within worshipping communities, whether traditional or contemporary. Selection requirements and track expectations will differ depending on whether a student is more interested in musical or pastoral leadership.

Additional required courses:

MIN 321 Theology of Music and Worship (4 credits)

MUS 328 Music in the Church (3 credits; note: this course is offered every other fall semester)

In addition to the required courses, students must take 4 credits of flagged courses. Flagged courses differ by sub-track. Please note that some of these courses have prerequisites.

Pastoral sub-track:

COMM 140 Public Presentation (4 credits)

COMM 210 Interpersonal Communication (4 credits)

STUDIES IN MINISTRY

LDRS 201 Intro to Leadership (2 credits) **and**
LDRS 291 Leadership & Service I (2 credits)
PSY 280 Social Psychology (4 credits)
THEA 110 Acting for the Non-Major (2 credits) **and**
THEA 130 Oral Interpretation of Literature (2 credits)

Musical sub-track:

4 credits of music courses, to be determined on a case-by-case basis depending on skills and interests of student.

SOCIAL WITNESS (26-30 required credits):

For specific training in community development work, social agencies, or mission work, whether national or international.

Additional Required Course:

MIN 323 Theology of Social Witness and Mission (4 credits)

In addition to the required courses, students must take 8 credits of flagged courses, 4 credits from each block. Please note that some of these courses have prerequisites.

Block A:

COMM 140 Public Presentation (4 credits)

COMM 210 Interpersonal Communication (4 credits)

COMM 371 Intercultural and Gender Communication (4 credits)

LDRS 201 Intro to Leadership (2 credits) **and** LDRS 291 Leadership & Service I (2 credits)

PSY 280 Social Psychology (4 credits)

Block B:

HIST 221 Colonial and Post-Colonial Africa: African Perspectives on Colonialism (4 credits)

HIST 260 History of Latin America Since 1810 (4 credits)

POL 151 Introduction to Global Studies (4 credits)

POL 262 Latin American Politics (4 credits)

POL 305 African Politics (4 credits)

POL 348 Race and American Politics (4 credits)

PSY 110 Race in America (2 credits) **and** SOC 269 Race and Ethnic Relations (2 credits)

REL 281 Introduction to World Religions (4 credits)

REL 366 World Christianity (4 credits)

SOC 356 Social Movements (4 credits)

SOC 365 Sociology of Education and Childhood (4 credits)

WS 160/POL 160 Global Feminisms (4 credits)

STUDIES IN MINISTRY COURSES

201. Foundations for Theology and Ministry — This course explores the relationship between Christian theology and ministry. Basic theological concepts and doctrines will be introduced and studied in terms of their relationship to Christian worship, discipleship, and proclamation. The importance of worship, the Church, Christian theology, Christian spirituality, and contemporary culture for the practice of ministry will be explored. This course is a prerequisite for applying to the Studies in Ministry minor. *Two Credits Johnson Spring Semester*

321. Theology of Worship and Music — This course will explore the unique role that music plays in the spiritual growth of a Christian disciple and in a corporate body of believers. We will consider how different types of music may be more or less appropriate for the various movements of worship (exaltation, celebration, confession,

STUDIES IN MINISTRY

supplication, intercession, remembrance) and how the pious practices of the faith intersect with our ordinary and mundane lives by studying the movements of worship in the church calendar, with particular emphasis given to the sacraments and the Trinity.

Four Credits Banner Fall Semester

323. Theology of Social Witness and Mission — An introduction to the intercultural dimension of the church's life and mission, including insights drawn from cultural anthropology, communications theory, mission history, biblical hermeneutics, and mission theology. Special attention is given to developing a theology of cultural plurality with implications for witness, conversion, and ministry.

Four Credits Brouwer Fall Semester

325. Theology of Youth Ministry — This course will offer an examination of contemporary youth culture and adolescent religious development with a view to developing a faithful Christian ministry to young people, as well as to developing skills to analyze aspects of culture and the ministry of the church.

Four Credits Lindell, Schoon Tanis Fall Semester

371. Theology of Ministry I — This course is the first part of a two-part course sequence designed to help integrate the different classroom, experiential, and spiritually nurturing components of the Studies in Ministry minor within a theological framework for Christian life and ministry. Taken concurrently with students' required internship, in most cases, the course will provide opportunity for reflection upon both students' ministry experience and the theological underpinnings for ministry.

Two Credits Johnson Fall Semester

372. Theology of Ministry II — This is the second course in a two-part course sequence designed to help students integrate the different classroom, experiential, and spiritually nurturing components of the Studies in Ministry minor within a theological framework for Christian life and ministry. The end result of this course will be the development by each student of a theology and philosophy of ministry that can help to frame and sustain his or her current and future life of ministry.

Two Credits Johnson Spring Semester

398. Internships in Ministry I — A closely supervised practical experience in a church, para-church ministry, community development organization, or other relevant setting. This experience will involve nine hours a week of supervised involvement with the ministry or organization for a full academic year. The internship includes regular meetings with an on-site supervisor and bi-weekly meetings between student and mentor, as well as the creation of a Learning Covenant by each student.

Two to Four Credits Johnson Fall Semester

399. Internships in Ministry II — This course is a continuation of 398. See the course description above for more information.

Two to Four Credits Johnson Spring Semester

MODERN AND CLASSICAL LANGUAGES



Faculty: Chairperson, Ms. André***; Mr. Agheana*, Mr. Bell, Ms. Chapuis-Alvarez, Mr. de Haan, Ms. Dorado, Ms. Fernández, Mr. Forester**, Ms. Hamon-Porter, Ms. Johnson, Ms. Larsen, Mr. Maiullo, Ms. Mulder, Mr. Nakajima, Mr. Woolsey. **Assisting Faculty:** Mr. Cunningham, Ms. Edmunds, Ms. Haveman, Ms. Kallemeyn,.

The Department of Modern and Classical Languages seeks to provide undergraduate students communicative competence in a second language, greater understanding of and appreciation for other cultures, insight into the human experience of other peoples, intellectual development through enhanced cognitive and analytical skills, and the integration of these experiences with liberal arts into a world view which encompasses the historic Christian faith. Instruction is offered in Arabic, Chinese, Dutch, French, German, Greek, Japanese, Latin, Russian and Spanish. Some courses are designed primarily to increase fluency in speaking, reading and writing, and understanding speakers of the second language. Others stress the patterns of life and thought and the great works of literature written in that language.

Since appreciation of other cultures and fluency in the use of another language is greatly enhanced by maximum immersion in the culture and constant challenge to use the language, the department offers many opportunities in which language students may participate:

- apprentice teachers in beginning language program
- language clubs
- the presence of native speaking assistants in French, German, Japanese, and Spanish, Chinese
- French, German, and Spanish language houses in which native speaking students provide conversational leadership and tutoring
- co-curricular activities, such as, foreign films, lectures, and field trips
- semester or year abroad or summer programs, in target language countries
- tutoring opportunities at the college and in the community of Holland
- practical experience through local or international internships here or abroad

All departmental faculty have traveled and studied abroad. Ten are natives of countries other than the United States.

Alumni of Hope have integrated their foreign language major or minor into a great variety of careers in business, communications, journalism, international studies, and international affairs.

MAJOR AND MINOR PROGRAMS

The department offers major programs in Classics (Classical Studies, Greek and Latin), French, German, Japanese Studies Composite, and Spanish; and academic minors in Classics (Classical Studies, Greek and Latin), French, German, Japanese, Russian, and Spanish. The major programs are designed to meet the needs of students with a wide variety of career interests. Specific requirements for each major and academic minor will be found preceding the listing of the course offerings for each language.

GENERAL EDUCATION

All French, German and Spanish courses fulfilling the language component of the Cultural History and Language Requirement are based upon an oral proficiency approach which combines classes taught by the faculty with review and reinforcement sessions conducted by undergraduate apprentice teachers.

*Sabbatical Leave, Fall Semester 2012

**Leave of Absence 2012-2013

***Sabbatical leave 2013

MODERN AND CLASSICAL LANGUAGES

The course offerings and the descriptions of major and academic minor programs follow under these headings:

Classics (Classical Studies, Greek and Latin), page 276

Arabic, page 280

Chinese, page 280

Dutch, page 281

Education, page 178

English As a Foreign Language, page 204

French, page 281

German, page 288

Japanese, page 290

Linguistics, page 293

Russian, page 293

Spanish, page 294

CLASSICS: Classical Studies and Classical Languages

Mr. Bell, Mr. Maiullo, Staff.

In the college curriculum, “Classics” primarily refers to the cultures of the ancient Mediterranean, with special focus on Greece and Rome. Classicists are interested in how the peoples of these cultures and civilizations have inspired traditions that have shaped the world from the medieval cultures of Christian Europe and the Islamic Middle East to today’s America.

The Greeks give us Homer’s *Iliad* and *Odyssey*, political ideas of freedom and democracy, the beautiful poetry of the tragic hero, intellectual foundations of science and philosophy, and some of the most striking art and architecture the world has ever seen. The Romans give us the political development of republican thinking and practice, technological developments, terrific comedies, stoic philosophy and an extraordinary empire within which Christianity had its origins.

Classics is a multidisciplinary enterprise. Language study is necessary to help us think like, for example, a Roman, but work in Classics involves attention to many fields — history, philosophy, religion, art, and theatre among them. Since the classical Mediterranean world included lands on three continents (Africa, Asia, Europe), Classics is very much a multicultural endeavor.

A few Classics majors go on to careers as high school Latin teachers or college professors of Classics. Most majors and minors, however, regard Classics as a way to acquire a well-rounded education and a lifelong ability to see beyond the busy surface of the world around us. Law, ministry, and medicine are common professions of our graduates, but others do everything from Bible translation to work in the banking industry.

Courses in Latin are available every semester, and the department also offers courses in Greek regularly. Hebrew is sometimes offered.

Overseas study is available in Greece, Turkey, and Scotland.

MAJOR IN CLASSICAL STUDIES: Students select courses based on their own interests and in accord with these general guidelines:

12 credits in an ancient language. At least 4 credits of these must be completed on-campus.

12 credits in CLAS courses or more ancient language(s).

8 credits in courses focused on the ancient world. On-campus options include English 231, History 130, Philosophy 230, Political Science 341, Theatre 301, and many offerings in the IDS 170s (Cultural Heritage I): for example, IDS 175. Homer’s *Iliad* and *Odyssey* or IDS 171. Tragedy, Comedy, Democracy.

Total: 32 credits.

MODERN AND CLASSICAL LANGUAGES

MINOR IN CLASSICAL STUDIES: Students select courses based on their own interests and in accord with these general guidelines:

8 credits in an ancient language.

12 credits in CLAS courses or more ancient language(s).

Total: 20 credits.

TEACHER CERTIFICATION: In partnership with the Hope College Department of Education, the Department of Modern and Classical Languages offers a teaching major and minor in Latin for certification through the State of Michigan.

LATIN TEACHING MAJOR: A specialized version of the major in Classical Studies for those in the education program who want certification to teach Latin at the secondary level. It consists of:

26 credits in Latin at the 300-level or above

4 credits of Linguistics (LING 364)

3 credits of Methods Course (EDUC 386/387)

LATIN TEACHING MINOR: A specialized version of the Minor in Classical Studies for those in the Education program who want certification to teach Latin at the secondary level. It consists of:

16 credits in Latin at the 300-level or above

4 credits of Linguistics (LING 364)

3 credits of Methods Course (EDUC 386/387)

CLASSICAL STUDIES

CLASSICS (CLAS)

All CLAS listed & cross-listed courses are in English. There are no prerequisites.

210. The Greek World — This course, which is cross-listed with History 210, surveys the major historical developments and literary figures of Greece from preclassical times to the end of the Hellenistic period.

Four Credits Bell Fall Semester, Alternate Years

215. The Roman World — This course, which is cross-listed with History 215, surveys major historical developments and literary figures from the foundation of the Roman Empire to the fall of the Empire.

Four Credits Bell Fall Semester, Alternate Years

250. Classical Mythology — This course introduces students to the sacred tales of the Greeks and Romans through ancient art and literature. Much attention is also given to the afterlife of the myths in the postclassical world, from Renaissance painting to the cinema.

Four Credits Staff Spring Semester, Alternate Years

280. Practicum in Classics — Practical experience in various contexts such as teaching Classics at the elementary level. The number of credits granted will be determined by the number of hours involved per week. This course may be repeated for credit. Prior permission of instructor and chairperson required.

Credits to be Arranged Both Semesters

285. Women in Antiquity — This course, which is cross-listed with History 285 and Women's Studies 285, surveys the status and accomplishments of women in the ancient Mediterranean world, from Egypt to the fall of the Roman Empire. It examines questions of matriarchy, marriage patterns, and attitudes toward women displayed in literature and art. Attention is given to problems of methodology and modern interpretations of ancient sources on this subject.

Four Credits Bell Spring Semester, Alternate Years

MODERN AND CLASSICAL LANGUAGES

295. Studies in Classical Literatures and Cultures — This course is designed to allow a professor to teach in an area of special interest and experience. Prerequisite: permission of instructor. *Two to Four Credits Both Semesters*

495. Studies in Classical Literatures and Cultures — This course is designed to allow a professor to teach in an area of special interest and experience. Prerequisite: permission of instructor. *Two to Four Credits Both Semesters*

499. Internship in Classics — This course provides supervised practical experience in anthropology, archeology, paleography, numismatics and epigraphy. Normally junior status and the completion of at least a Classics minor are prerequisites. Although ordinarily taken in conjunction with an existing off-campus program, students working together with faculty may make individual arrangements with a local host institution or organization. Following consultation with the off-campus coordinator, each applicant for this internship is required to submit a proposal describing in detail the program to be pursued, including the materials which will be submitted; a time schedule for submitting evidence; and the criteria for performance evaluation. If possible, proposals should be finalized prior to the semester in which the internship will occur. The number of credits to be determined in consultation with instructor and chairperson. This course may be repeated for credit. Approval of the chairperson is required. *Both Semesters*

CLASSICAL LANGUAGES GREEK

171. Ancient/Biblical Greek I — An introduction to the language spoken and written first in the ancient Greek world and later throughout the eastern Roman Empire. Students learn the elements of Greek grammar and vocabulary that are found in authors from Homer to the New Testament, with special emphasis on the latter. For students with no previous study of Greek. *Four Credits Staff Fall Semester*

172. Ancient/Biblical Greek II — A continuation of Greek 171. Prerequisite: Greek 171. *Four Credits Staff Spring Semester*

271. Greek III — A continuation of Greek I and II, with reinforcement of grammar and vocabulary. Selected readings from the Gospels and a number of Classical authors. Prerequisite: Greek 172, or equivalent. *Four Credits Fall Semester*

280. Practicum in Greek — Practical experience in the language in various contexts such as teaching Greek at the elementary level. The number of credits granted will be determined by the number of hours involved per week. This course may be repeated for credit. Prior permission of instructor and chairperson required. *Credits to be Arranged Both Semesters*

371. Greek Prose — A course which focuses on reading and interpreting literary prose texts. Representative topics include Herodotus on the Persian Wars, some dramatic Athenian court cases, Thucydides' observations on the causes and course of the great war between Athens and Sparta, and Plato's perceptions on the life and teachings of Socrates. Since the topic will vary each time the course is offered in a four-year period, this course may be repeated. *Two Credits Staff At Least Once a Year*

372. Greek Poetry — The great works of Greek verse are the subject of this course. Representative topics include the heroes, gods and goddesses of Homer's epics, the tragic dramas of Sophocles and Euripides, and the sometimes very personal musings of the Lyric poets. Since the topic will vary each time the course is offered

MODERN AND CLASSICAL LANGUAGES

in a four-year period, this course may be repeated.

Two Credits Staff At Least Once a Year

490. Special Authors — Material covered to vary, depending upon the needs and desires of those who elect the course. Prerequisite: Greek 271, or permission of instructor.

Two or Four Credits Staff Both Semesters

495. Studies in Greek Language and Literature — A course designed to allow a professor to teach in an area of special interest and experience. Prerequisite: permission of the instructor.

Two or Four Credits Both Semesters

LATIN

171. Latin I — An introduction to the language of the ancient Romans. After the fall of Rome, Latin remained the language of the liberal arts; until far into the modern era, the sounds of Latin were heard in every classroom, in every subject from biology to religion. This course places us in the shoes of centuries of college students, as the active use of Latin in the classroom helps us understand the ancient Roman world — as well as our own.

Four Credits Staff Fall Semester

172. Latin II — A continuation of Latin 171. Prerequisite: Latin 171.

Four Credits Staff Spring Semester

271. Latin III — Basic Latin grammar and vocabulary are systematically reviewed as students are introduced to the writings of some selected authors, representing the range of literature composed in Latin from antiquity to the modern world. Prerequisite: Latin 172, or placement.

Four Credits Staff Fall Semester

280. Practicum in Latin — Practical experience in the language in various contexts such as teaching Latin at the elementary level. The number of credits granted will be determined by the number of hours involved per week. This course may be repeated for credit. Prior permission of instructor and chairperson required.

Credits to be Arranged Both Semesters

371. Latin Prose — A course which focuses on reading and interpreting literary prose texts. Representative topics include the speeches Cicero delivered against Catiline, Sallust's essays on the corruption of the Republic, and life in Nero's Rome, whether seen through the eyes of the historian Tacitus, or in the pages of Latin's oldest novel. Since the topic will vary each time the course is offered in a four-year period, this course may be repeated.

Two Credits Staff At Least Once a Year

372. Latin Poetry — Masterworks of Latin verse are the subject of this course. Representative topics include the comic plays of Plautus, Roman love poetry, Vergil's *Aeneid* (perhaps the most influential book, after the Bible, of Western civilization), and the tragedies of Seneca. Since the topic will vary each time the course is offered in a four-year period, this course may be repeated.

Two Credits Staff At Least Once a Year

373. Medieval and Neo-Latin — A look to the literature written in Latin since late antiquity. Representative topics include Jerome's translation of the Bible, tales from medieval Ireland, John Calvin's *Institutio*, African Voices (Latin poetry composed by ex-slaves), and contemporary Latin. Since the topic will vary each time the course is offered in a four-year period, this course may be repeated.

Two Credits Staff At Least Once a Year

490. Special Authors — Material covered to vary, depending upon the needs and desires of those who elect the course. Prerequisite: Latin 271, or permission of instructor.

Two or Four Credits Both Semesters

MODERN AND CLASSICAL LANGUAGES

495. Studies in Latin Language and Literature — A course designed to allow a professor to teach in an area of special interest and experience. Prerequisite: permission of instructor. *Two or Four Credits Both Semesters*

ARABIC

Mr. Awad

ARAB 101. — This introductory language course develops reading, speaking, listening, writing, and cultural skills in Arabic. The course includes technology such as DVD materials for listening comprehension, companion website for video and audio drills, and stresses communication in formal (written) and spoken (colloquial) Arabic. Students will be able to communicate with beginning skills to native Arabic speakers. Students meet three times per week with the instructor and once a week in Drill class. *Four Credits Awad*

ARAB 102. — Prerequisites: Arabic 101 or permission of instructor. This course further develops reading, speaking, listening, writing, and cultural skills with added emphasis on the meaning of phrases, sentences, short readings, and compositions. The course includes DVD materials, companion website, and stresses communication skills in formal and spoken Arabic. Students will reinforce their reading, comprehension, speaking, and writing skills with greater accuracy. Students meet three times per week with the instructor, and once a week in Drill class. *Four Credits Awad*

CHINESE

Ms. Shih

101. Chinese I — A course for beginners of Chinese. The primary goal of this course is to acquire the basic skills necessary to begin communicating in Chinese. The secondary goal of gaining insight in the Chinese language world comes by means of performing the language with an understanding of cultural and contextual appropriateness. Emphasis is placed on four language skills: listening, speaking, reading and writing, with a primary focus on oral communication. Class meets two evenings per week. Conducted both in Chinese and English. *Four Credits Shih Fall Semester*

102. Chinese II — A continuation of Chinese I. This course is designed to continue to develop appropriate communicative skills in the Chinese language world. Emphasis is placed on all four language skills: listening, speaking, reading and writing, with a primary focus on oral communication. Conducted primarily in Chinese. Prerequisite: Chinese I, placement or equivalent. *Four Credits Shih Spring Semester*

201. Chinese III – Intermediate Chinese — A continuation of Chinese II. Further study of basic Chinese grammar and continued study of the Chinese writing system, with equal emphasis on speaking and reading. In this course, writing simple essays in Chinese will also be introduced. This course helps students to develop more advanced linguistic skills, to expand on vocabulary and expressions appropriate to different occasions, and to systematically review previously studied materials. The textbook used for the class is Integrated Chinese Level One Part II. *Four Credits Shih Fall Semester*

202. Chinese IV – Intermediate Chinese — A continuation of Chinese III. This course completes the study of basic Chinese grammar and gives further study of the Chinese writing system, with continued emphasis on both speaking and reading. In this course, we continue improving skills required for writing essays in Chinese. This course helps students to further expand their vocabulary bank, to communicate in Chinese on wider and deeper topics, and also to get a greater insight into Chinese

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language and culture. The textbook used for the class is the second half of Integrated Chinese Level One Part II. *Four Credits Shih Spring Semester*

DUTCH

Mr. de Haan.

101. Dutch I — A course for beginners in Dutch language study. The primary objective is to enable the student to acquire beginning communicative Dutch. An important secondary objective is to help the student develop significant insights into the culture of the Netherlands and other areas of the world where Dutch is spoken. All four language skills — listening, speaking, reading, and writing — are stressed. Conducted primarily in Dutch. *Four Credits de Haan TBA*

102. Dutch II — Continuation of Dutch I, building upon the communication skills acquired there. The emphases upon learning to understand spoken Dutch and using it actively are continued, while reading and writing skills are stressed somewhat more than in the first semester. Prerequisite: Dutch I, equivalent, or placement. *Four Credits de Haan Spring Semester*

FRENCH

Ms. Chapuis-Alvarez, Ms. Hamon-Porter, Ms. Larsen.

MAJOR: A major program designed for the student who wishes to acquire a thorough linguistic preparation combined with an extensive background in French and Francophone cultures and literatures. Linguistic proficiency and cultural competency are essential to this program for they will 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 French 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.

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.

Those wishing to pursue teaching at the secondary level are advised that the State of Michigan requires Education 386 and 387 and 31 credits of French courses numbered 313 and above in order to obtain certification. Such students are also required to include Linguistics 364 and a language proficiency exam (written and oral) before graduating. In addition, they must spend at least one semester in a French-speaking country. Students planning to teach a foreign language in grades K-12 must meet all requirements of the Department of Education upon being formally admitted to the Teacher Education program (see Department of Education website), in addition to those of the language department. They may also apply for the French Honors Program.

The French Teaching Minor consists of a minimum of 20 credit hours of French courses numbered 311 and above. French 341 or 342 are required. French 313, 343

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or 344 are the electives. French 341 or 342 may be taken as an elective if not taken as a required course. Descriptive Linguistics 364 is required and is not part of the 20-credit minor. In addition the Teaching Minor must complete Education 386 and 387 (Teaching of Foreign Languages Field Placement) to be certified at the secondary level. Both Education 386 and 387 are offered spring semester only, and are not part of the 20-credit minor. Students planning to teach a foreign language in grades K-12 must meet all requirements of the Department of Education upon being formally admitted to the Teacher Education program (pages 178-181), in addition to those of the language department.

FRENCH-SPEAKING CULTURE AND SOCIETY MINOR: The minor has two options: Option I, French Studies; Option II, French-Arabic Studies. In Option I, the student completes a minimum of 28 credits. Of those credits, 12 must be at the 300 level or higher.

In Option II (French-Arabic Studies), the student completes a minimum of 28 credits. Of these credits, 24 must consist of French 101, 102, 201, 250, 343 or 344 and one 300-level course abroad, or 343 and 344; 4 credits must consist of a minimum of one course of Arabic 101.

In addition to on-campus courses in French and Arabic, students interested in Option II should plan for a semester in Morocco or in Tunisia. These programs, administered by the Institute for the International Education of Students (IES) and the Council for International Educational Exchange (CIEE) in Rabat and the School for International Training (SIT) in Tunis, will prepare a student for a variety of fields including International Law, Politics, Journalism, The Foreign Service, Business, Market Research Analysis, Teaching at the High School and College Levels, and Humanitarian Outreach Organizations (NGO). The programs offer the following special features:

- Courses in French, English, and Arabic Immersion at the IES, CIEE, and SIT centers in Rabat and Tunis
- French courses at the local universities
- Housing in local homes as well as independent housing
- Field trips connected with the IES, CIEE, and SIT programs
- Internships

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

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

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

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

The programs offer the following special features:

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

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

FRENCH/DANCE DOUBLE MAJOR: In addition to on-campus courses in French and Dance, students interested in a dual major in French/Dance should plan for a semester in Paris. This program, administered by the Institute for the International Education of Students (IES) in Paris, will prepare a student for a number of fields including dance choreography, criticism, history, anthropology, writing, and/or working for an international dance company. The program offers the following special features:

- Courses at the IES center in Paris and the Ecole de danse du Marais, one of the leading dance schools in Paris
- Housing in French homes
- Field trips connected with the IES program

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

FRENCH/HISTORY DOUBLE MAJOR: In addition to on-campus courses in French and History, students interested in a double major in French/History should plan for a semester in Paris, Nantes or Rennes for a concentration on French, or Dakar (Senegal) for a concentration on Francophone studies. These programs, administered by the Institute for the International Education of Students (IES) in Paris and Nantes, and the Council for International Educational Exchange (CIEE) in Rennes and Dakar (Senegal), will prepare a student for a variety of fields including international law, politics, journalism, the foreign service, business, market research analysis, and teaching at the high school and college levels. The program offers the following special features:

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

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

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FRENCH/MANAGEMENT DOUBLE MAJOR: In addition to on-campus courses in French and Business/Economics, students interested in a double major in French/Management should consider a semester or full year in Paris or in Nantes. This program, administered by the Institute for the International Education of Students (IES), offers the following special features:

- Management and Economics courses available at the local universities
- Management courses available at Negocia Business School in Paris and in Nantes, one of the leading business schools in France
- Selected internships available at IES Paris or IES Nantes for students with advanced French language skills
- Housing in local homes
- Field trips connected with the IES programs

The Fine Arts I component in Hope's general education requirements may be fulfilled by taking an art history, OR theatre history OR music history class abroad.

Because classes abroad are usually 3 credit courses, students planning to fulfill their Cultural Heritage II requirement abroad must take both history and literature abroad. To fulfill Cultural Heritage I they must take on campus either IDS 171 or Phil 230 (Ancient Philosophy).

FRENCH HONORS PROGRAM

The French Honors Program challenges majors to attain a wider knowledge and a deeper understanding than is required for the major, in terms of reading, writing, and thinking about French and francophone culture, history, literature, and the arts. Students select and discuss supplementary reading materials with the faculty member in whose courses they are registered; they research and write more extensive papers; they attend the French Cultural Studies Colloquium presentations and participate in the French co-curricular program. Information and application forms are available on Hope's French website.

101. French I — An introductory course teaching beginning communicative skills and enabling the student to develop cultural insights into the French-speaking world. Emphasis is on class participation through authentic video and audio materials, short readings and compositions. Students meet four times per week with the instructor.

Four Credits Hamon-Porter, Staff Fall Semester

102. French II — Further development of basic communicative skills with added emphasis on conversational practice, short readings and compositions. Students meet three times per week with the instructor and once a week in Drill class. Conducted primarily in French. Prerequisite: French I, equivalent, or placement.

Four Credits Hamon-Porter, Staff Both Semesters

201. French III – French Language and Culture — Continuation of French II. This course uses film segments to develop listening, speaking, reading and writing skills, and to address contemporary cultural topics such as the family, French college students, employment, leisure activities, and the arts. Students meet three times per week with the instructor and once a week with the French language assistant. Conducted primarily in French. Prerequisite: French II, equivalent, or placement.

Four Credits Chapuis-Alvarez, Hamon-Porter, Larsen Both Semesters

For French 201 and every course higher, a grade of C+ or better is required in order to proceed to the next course in the sequence.

250. French IV – Advanced French Language and Culture — Through a grammar review, conversation once a week with the French native assistant, and the study of 19th and 20th century French and Francophone authors such as Rostand,

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Baudelaire and Gisèle Pineau, students will gain increased communicative competency and knowledge of French culture. Students meet three times per week with the instructor and once a week with the language assistant. Conducted entirely in French. Prerequisites: French 201 with a grade of C+ or better, placement, or equivalent.

Four Credits Chapuis-Alvarez, Hamon-Porter, Larsen Both Semesters

280. Practicum in French — Practical experience in the French language in various contexts such as teaching French at the elementary level, translating, or using French skills in business. The number of credits granted will be determined by the number of hours involved per week. This course may be repeated for credit, but a maximum of two credits from French 280 may be counted as part of a French major or minor. Prior permission of instructor and chairperson required.

Credits to be Arranged Both Semesters

295. Studies in French Language and Literature — A course designed to allow a professor to teach in an area of special interest and experience. Prerequisite: permission of instructor.

Four Credits Staff Both Semesters

311. French Grammar and Phonetics — Advanced written and oral drill in idiomatic French, combined with an intensive grammar and phonetics review for greater fluency of expression. Oral-aural work, class discussions, regular laboratory assignments, Conducted entirely in French. Prerequisite: French 250 with a grade of C+ or better, placement or equivalent. Alternate Years.

Four Credits Chapuis-Alvarez Fall Semesters

313. French Conversation — Through authentic videos and CDs, articles from French newspapers and magazines, poems, short stories, and French internet sites, skits and oral presentations, students will increase their vocabulary, improve their communicative ability, and review grammar when needed. Topics will include daily life in France, current events, the media, the new technologies, the environment and the French popular culture (visual arts, graphic novels, music and films). Conducted entirely in French. Prerequisite: French 250 with a grade of C+ or better, placement, or equivalent.

Four Credits Chapuis-Alvarez May Term

341. Introduction to French Culture and Society — Introduction to French culture and society from the Middle Ages to the present. Possible topics include the role and accomplishments of past and contemporary French women and the visual arts through the study of architecture and paintings from the era of the Cathedrals to abstract art. Materials are drawn from historical accounts, literary works, and artistic production of the different periods. Documentary videos and films are an integral component of this course. Conducted entirely in French. Prerequisite: French 250 with a grade of C+ or better, placement, or equivalent. Alternate years, 2013-14.

Four Credits Hamon-Porter Fall Semester

342. French Society from the Revolution to the 21st Century — A topics-oriented introduction to the intellectual, social, historical, and artistic developments in French society from the 18th to the 21st century. Topics for the course will include one of the following: Paris, Myth and Reality; French Novels and Films. Conducted entirely in French. Prerequisite: French 250 with a grade of C+ or better, placement, or equivalent. Alternate years, 2012-13.

Four Credits Larsen Fall Semester

343. Contemporary France — In this course, students will familiarize themselves with cultural, linguistic, and social trends and policies in contemporary French society. Topics include the provinces of France, religion, immigration, the family, politics, and education. A wide variety of sources from historical accounts and newspaper articles to literary works and recent French films, will enable students to

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sharpen their understanding of current events and become discerning readers of French and international news. Prerequisite: French 250 with a grade of C+ or better, placement, or equivalent. *Four Credits Hamon-Porter, Larsen Spring Semester*

344. Francophone Cultures — A study of aspects of Francophone cultures. Topics include language and communication; marriage, and gender roles; immigration (Europe, Africa, Canada, Vietnam, and the Caribbean); cultural and religious practices, and the arts. Materials are drawn from novels, short stories, plays, newspapers, films, music, and video documentation. Conducted entirely in French. Prerequisite: French 250 with a grade of C+ or better, placement, or equivalent. Alternate years.

Four Credits Chapuis-Alvarez Spring Semester

345. French Life Writings — An investigation of autobiography through reading, analysis, and discussion of life writings from France and francophone countries. Representative authors include Apollinaire, Colette, Delerm, Nothomb, Sartre, Sarraute, Duras and Brisac. Emphasis is on the development of critical analysis of texts and of writing abilities through students' research and own autobiographical essays. Conducted entirely in French. Prerequisite: French 250 with a grade of C+ or better, placement, or equivalent. Alternate years.

Four Credits Chapuis-Alvarez Fall Semester

380. French House Practicum — A conversation practicum for students who are residing at the French House. Cultural and language-oriented activities will form part of the practicum, directed by the native assistant under an instructor's supervision. This course may be repeated for credit, but a maximum of one credit may be counted as part of a French major or minor. Prerequisite: French 102 or equivalent.

One-Half Credit Staff Both Semesters

399. Internship in French — This course provides supervised practical experience in international business, media, education, or government. It is taken in conjunction with an existing off-campus program. Following consultation with the off-campus program director, each applicant for this internship is required to submit a proposal describing in detail the program to be pursued, including the materials which will be submitted; a time schedule for submitting evidence; and the criteria for performance evaluation. This course does not substitute for a 400-level class seminar.

Four to Eight Credits Both Semesters

441. The Francophone Experience — This topics-oriented course explores francophone culture of French-speaking societies in Africa, Asia, the Middle East, and the Americas. Topics for the course will include one of the following: Francophone Culture and society of Africa and the Caribbean; The Francophone Experience: From Vietnam to Quebec; Francophone Culture: Lebanon and the Maghreb. These topics will cover issues such as decolonization, the search for cultural, religious, and linguistic identity; the clash between modernity and tradition; and the situation of women. Readings will be selected from the works of Carrier, Césaire, Chédid, Fanon, Djébar, Condé, Schwartz-Bart, Hébert, Oyono, and Zobel. Prerequisites: two 300-level courses in French with a grade of C+ or better, placement, or equivalent. Alternate years, 2013-14.

Four Credits Hamon-Porter, Larsen

443. Early Modern French Studies — A course on the literary, historical, socio-political, economic, and artistic developments in French society from the Renaissance period to the French Revolution. Topics include one of the following: The Birth of the French *Arts de Vivre*; Faith and Politics in Early Modern France; Great French Queens, Nuns, Warriors, and Artists from the Renaissance to the 18th Century; Ideas and Censorships in Pre-Revolutionary France. Prerequisites: two 300-

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level courses in French with a grade of C+ or better, placement, or equivalent. Alternate years, 2012-13. *Four Credits Hamon-Porter, Larsen*

444. Contemporary French Cultural Studies — This is a topics-oriented course that explores issues and texts central to 20th century French culture. Topics include one of the following: Modern French Life Writings; “Voyage, voyages”: travel as exploration and introspection; France and the French: the French “Art de Vivre.” The course may be repeated for credit with a different topic. Prerequisites: two 300-level courses in French with a grade of C+ or better, placement, or equivalent. Alternate years, 2013-14. *Four Credits Chapuis-Alvarez Spring Semester*

490. Special Problems in French — Individual study under the direction of an instructor in one of the following areas: literature, civilization, or language methodology. A maximum of four credits may be counted toward the major. Prerequisites: one 400-level French course with a grade of C+ or better and permission of department chairperson. *Two or Four Credits Staff Both Semesters*

493. Senior Research Project — An independent study designed to help students going to graduate school to develop advanced research skills and culminating in a thesis or equivalent project. Limited to the senior level. Prerequisites: one 400-level French course with a grade of A- or better and permission of department chairperson. *Three or Four Credits Staff Both Semesters*

495. Studies in French Culture — A course designed to allow a professor to teach in an area of special interest and expertise. Prerequisites: two 300-level courses in French with a grade of C+ or better, placement, or equivalent. Alternate years. *Four Credits Larsen*

GERMAN

Mr. de Haan, Mr. Cunningham, Mr. Forester.

MAJORS: The German major is an integrated program of language, literature and culture courses leading to linguistic competence, a basic knowledge of German literature and a high level of cultural awareness. This major is for students considering careers in which German language proficiency and cultural awareness are desired, as well as those seeking employment in secondary education or preparing for advanced literary or linguistic studies at the graduate level. It also provides a stimulating program of study for those simply interested in German language and culture.

The major consists of 32 credits of German courses. These must include German 201 and 202 (or equivalent by examination or transfer), and 6 other courses numbered 280 or higher, including a minimum of two 400-level courses. Normally this would include the following: German 311, 375, 325 or 333, 313, 355, 464, and one of 452, 455, 470 and 475.

TEACHER CERTIFICATION: In partnership with the Hope College Department of Education, the Department of Modern and Classical Languages offers a teaching major in German for certification through the State of Michigan.

Students preparing to teach at the secondary level need to also take Education 386 and 387 and must take German 464 as one of their 400-level courses. In addition, they must spend at least one semester in a German-speaking country.

Students planning to teach a foreign language in grades K-12 must meet all requirements of the Department of Education upon being formally admitted to the Teacher Education program (see Department of Education website), in addition to those of the language department.

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ACADEMIC MINOR IN GERMAN: A minor consists of a minimum of 28 credits, of which 12 must be numbered 280 or higher.

Majors and minors are strongly encouraged to complement their German major/minor with courses from other departments. Among recommended courses are: Economics 402; Education 305 and 384; History 131 and 240; Philosophy 373; Theatre 304.

101. German I — Introduction to German. Students will achieve an elementary communicative competency at the Novice High level according to the ACTFL Proficiency Guidelines as well as foundational cultural learning.

Four Credits Cunningham Fall Semester

102. German II — Continuation of German I designed to further communicative development to the Intermediate Low level according to the ACTFL proficiency guidelines as well as deeper cultural understanding. Prerequisite: German I, equivalent or placement.

Four Credits Cunningham Spring Semester

201. German III — Continuation of German II with emphasis on reading and writing skills, as well as the study of the culture in greater depth. Students meet three times per week in a Master Class and one time with a native German assistant. Students will gain greater communicative skills as well as more in-depth cultural awareness. Conducted in German. Prerequisite: German II, equivalent, or placement.

Four Credits de Haan, Forester Fall Semester

For German 201 and every course higher, a grade of C+ or better is required in order to proceed to the next course in the sequence.

202. German IV — Continuation of German III with added emphasis on reading and writing skills, as well as the study of the culture in greater depth. Students meet three times per week in a Master Class and one time with a native German assistant. Increased linguistic development and cultural awareness will prepare students for successful overseas study. Conducted in German. Prerequisites: German 201, placement, or equivalent, and a grade of C+ or better in German 201.

Four Credits Forester Spring Semester

280. Practicum in German — Practical experience in the German language in various contexts such as teaching German at the elementary level, translating, or using German skills in business. The number of credits granted will be determined by the number of hours involved per week. This course may be repeated for credit but a maximum of two credits from German 280 may be counted as part of a German major or minor. Prior permission of instructor and chairperson required.

Credits to be Arranged Both Semesters

295. Studies in Germanic Language and Literature — A course designed to allow a professor to teach in an area of special interest and experience. Prerequisite: permission of instructor.

Two or Four Credits de Haan Both Semesters

311. Writing: Self and Society — An intensive study of biographical/ autobiographical writing in German, through the careful reading and analysis of texts, which serve as models of style and organization for the students' own writing. Pedagogical emphasis is on the improvement of writing skills and a review of advanced principles of German grammar. Conducted entirely in German. Prerequisite: German 202, placement, or equivalent.

Four Credits de Haan Fall Semester

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

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and economics, industry and labor, import and export, transportation systems, communication, banking, marketing, management-labor relations, and Germany's role in the European Union. Students develop reading, listening, speaking and writing skills using contemporary economics and business texts and conventions. Conducted in German. Prerequisite: German 202, placement, or equivalent. *Four Credits Staff*

325. German Cinema — A survey of recent German films including comedies, dramas and films addressing current social issues. Particular emphasis is placed on vocabulary development, learning about current German culture and viewing and responding to films. Conducted in German. Prerequisite: German 311, equivalent or placement. *Four Credits de Haan Fall Semester*

333. German Theatre — Creation and production of a German play. Students write/edit and stage a play in German, developing proficiency in the language through readings by several authors, such as Friedrich Durrenmatt and Bertolt Brecht, including theoretical writings on the theater. This play will be performed publicly. Conducted in German. Prerequisite: German 202, placement, or equivalent. *Four Credits*

355. Germany Live — Building on the current explosion in e-mail, the World Wide Web and cyberspace, this course will introduce students to Germany through these electronic media. Students will become familiar with many aspects of contemporary German life and culture, such as politics, music, current events, through text, audio, video and other media on-line through the Internet. The capstone of the course will be a group project in which students actually build a functioning German-language Web site focused on a particular aspect of German culture and life. Conducted in German. Prerequisite: German 202, placement or equivalent. *Four Credits Forester*

375. Introduction to German Meisterwerke — This survey of the most significant works of German Literature serves as an introduction to the study of literature in the German language. We will examine and analyze poetry, drama, and Novellen by a variety of authors and learn approaches to secondary literature. Conducted entirely in German. Prerequisite: German 202, placement, or equivalent. *Four Credits Staff Spring Semester*

380. German House Practicum — A conversation practicum for students who are residing in the German House. Cultural and language-oriented activities form part of the practicum, directed by the native assistant under the supervision of an instructor. May be repeated for credit but a maximum of one credit of German 380 may be counted as part of a German major or minor. Prerequisite: German 102, placement, or equivalent. *One-Half Credit de Haan Both Semesters*

452. The Germanic World Today: From Weimar to Wiedervereinigung — A study of 20th century German culture, including economic, political, sociological, and creative forces and their influence on the German speaking world. Conducted in German. Prerequisite: at least 2 courses at the 300 level, placement, or equivalent. *Four Credits*

455. Germanic Civilization: Myth and Mythology — A study of origins, development, and significance of Germanic civilization, exploring creation and doomsday mythology, tribal life, courtly society, Minnesang, Hildegard von Bingen, Barbarossa, Luther, Faust, Zarathustra, Grimm Brothers, Marx, Spengler, Wagner, and Nazi mythology. Prerequisite: at least 2 courses at the 300 level, placement, or equivalent. *Four Credits*

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464. The German Language Yesterday and Today — An introduction to the history and development of the German language from runes (tribal times) to the present. Topics covered include the relationship of German to English and other European languages, changes in the German language, German dialects and a contrastive analysis of German and English geared to future language teachers. Course conducted in German. Prerequisite: at least 2 courses at the 300 level, placement, or equivalent. *Four Credits Forester*

470. Individual and Society in the German Novelle — A study of major authors of the 19th century (Droste-Huelshoff, Moerike, Stifter, Storm, Keller, Meyer, Fontane), who developed the Novelle, a uniquely German narrative, used extensively to present significant social changes. Conducted entirely in German. Prerequisite: German 375, placement, or equivalent. *Four Credits de Haan*

475. German Literature From the Weimar Republic to the Present — A study of representative works by major modern German authors (Brecht, Boell, Grass, Frisch, Duerrenmatt, Handke, and writers from the former East Germany). Prerequisite: German 375, or permission of instructor. *Four Credits Staff*

490. Special Problems in German — Individual study under the direction of an instructor designated by the chairperson of the department in one of the following areas: literature, language, civilization, or methodology. This course may be repeated upon consultation with departmental faculty advisor; a maximum of eight credits may be counted toward the major. Prerequisites: one 400-level course in German and prior permission of instructor and department chairperson. *Two or Four Credits de Haan Both Semesters*

495. Studies in German Language and Literature — A course designed to allow a professor to teach in an area of special interest and experience. Prerequisite: permission of instructor. *Two or Four Credits de Haan Both Semesters*

499. Internship in German — This course provides supervised practical experience in international business, media, education, or government. Normally junior status and the completion of at least a German minor are prerequisites. Although ordinarily taken in conjunction with an existing off-campus program, students working together with faculty may make individual arrangements with a local host institution or organization. Following consultation with the off-campus coordinator, each applicant for this internship is required to submit a proposal describing in detail the program to be pursued, including the materials which will be submitted; a time schedule for submitting evidence; and the criteria for performance evaluation. If possible, proposals should be finalized prior to the semester in which the internship will occur. The number of credits to be determined in consultation with instructor and the chairperson. May be repeated for credit but a maximum of two credits from German 499 may be counted as part of a German major or minor. Approval of the chairperson is required. *Both Semesters*

JAPANESE

Mr. Nakajima, Ms Nakajima, Mr. Mizuta

JAPANESE STUDIES COMPOSITE MAJOR: Students may also pursue a Japanese Studies Composite Major by combining courses taken at Hope with a variety of off-campus study 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

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Asian culture may be required. The Japanese Composite Major consists of a minimum of 36 credits of work divided between Japanese language study (a minimum of 24 credits) and courses from the Departments of History, Philosophy, Political Science, and Religion (a minimum of 8 credits), and May Term in Japan program which are currently taught on a regular basis or are scheduled to be taught regularly in the immediate future. A maximum of 16 credits in Japanese with a grade of C+ or better from off-campus study may be applied to the major, with prior approval by the Japanese section head.

ACADEMIC MINOR IN JAPANESE: A Japanese minor consists of a minimum of 24 credits taken at the college level and approved by the chairperson. Of these, 8 must be in courses numbered 295 or higher and up to 8 may be taken in a department other than Modern and Classical Languages, e.g., History, Philosophy, Political Science, Religion or other disciplines. A typical pattern of courses might be: Japanese 101, 102, 201, 202, 301; IDS 280 (May Term in Japan program). Majors and minors are strongly encouraged to complement their Japanese major/minor with courses from other departments. Among recommended courses are, HIST 295. Japanese History and Culture, POL 303. Asian Politics, and special courses taught by the Meiji Gakuin exchange professor.

101. Japanese I — A course for beginners of Japanese. The primary goal of this course is to acquire the basic skills necessary to begin communicating in Japanese. The secondary goal of gaining insight into the Japanese language world comes by means of performing the language with an understanding of cultural and contextual appropriateness. Emphasis is placed on four language skills: listening, speaking, reading and writing, with a primary focus on oral communication. Class meets four days per week. Laboratory work is also required. Conducted both in Japanese and English.

Four Credits Nakajima Fall Semester

102. Japanese II — A continuation of Japanese I. This course is designed to continue to develop appropriate communicative skills in the Japanese language world. Class meets four days per week. Laboratory work is also required. Emphasis is placed on all four language skills: listening, speaking, reading and writing, with a primary focus on oral communication. Conducted primarily in Japanese. Prerequisite: Japanese I, placement or equivalent.

Four Credits Nakajima Spring Semester

201. Japanese III — A continuation of Japanese II. The objective of this course is to further expand communicative skills in Japanese with cultural and contextual appropriateness. Class meets four days per week. Laboratory work is also required. Prerequisite: Japanese II, placement or equivalent.

Four Credits Nakajima Fall Semester

For Japanese 201 and every course higher, a grade of C or better is required in order to proceed to the next course in the sequence.

202. Japanese IV — A continuation of Japanese III with added emphasis on reading and writing skills. Class meets four days per week. Laboratory work is also required. Prerequisites: Japanese III, placement, or equivalent, and a grade of C or better in Japanese 201. Conducted primarily in Japanese.

Four Credits Nakajima Spring Semester

280. Japanese – Practicum in Japanese — Practical experience in the Japanese language in various contexts such as teaching Japanese culture at the elementary level or using Japanese skills in business. The number of credits granted will be determined by the number of hours involved per week. This course may be repeated for credit. Prior permission of instructor and chairperson required.

Credits to be Arranged Both Semesters

MODERN AND CLASSICAL LANGUAGES

295. Intro to Japanese Culture and History — An overview of Japanese culture and history from ancient to modern times. This course takes an in-depth look at the modern Japanese scene first, including business, society, education, politics, and religion; and, secondly, moves into historical Japan. The course consists of lectures, presentations, multi-media and some practical Japanese lessons. No prerequisites. Conducted in English. Alternate years. *Four Credits Nakajima May Term*

299. Apprentice Teaching Internship — A practical and contractual internship in assisting the beginning level of Japanese classes. Enrollment by selection.

No Credit Nakajima Fall Semester

301. Advanced Japanese I — This course is designed to develop more advanced communicative skills with emphasis placed upon acquiring greater proficiency in performing the language in a culturally appropriate manner. Conducted in Japanese. Prerequisites: Japanese 202 or equivalent. *Four Credits Fall Semester*

302. Advanced Japanese II — A continuation of Advanced Japanese I. This course is designed to expand on the communicative skills acquired in the sequence of Japanese I-IV and Advanced Japanese I. The secondary objective is to provide the student with a basic skill of translation. Prerequisites: Japanese 301 or equivalent.

Four Credits Spring Semester

399. Apprentice Teaching Internship — A practical and contractual internship in assisting the beginning level of Japanese classes. Enrollment by selection.

No Credit Spring Semester

490. Special Problems in Japanese — Individual study under the direction of an instructor designated by the chairperson of the department in one of the following areas: literature, language, civilization or methodology. This course may be repeated upon consultation with departmental faculty advisor; a maximum of eight credits may be counted toward the major. Prerequisite: prior permission of instructor and department chairperson.

Two to Four Credits Nakajima Both Semesters

495. Studies in Japanese Language and Translation — A course designed for advanced students of Japanese. The primary object of this course is to enhance speaking, listening, reading, writing and translation skills in the higher level. Students are required to take the Japanese Language Proficiency Test instituted by the Japanese Ministry of Education at the end of the semester. The secondary objective is to provide the student with an advanced skill of translation and understanding of business in Japan. Conducted entirely in Japanese. Prerequisite: Japanese 302 or equivalent.

Two to Four Credits Both Semesters

499. Internship in Japanese — This course provides supervised practical experience in international business, media, education or government. Normally junior status and the completion of at least a Japanese minor are prerequisites. Although ordinarily taken in conjunction with an existing off-campus program, students working together with faculty may make individual arrangements with a local host institution of organization. Following consultation with the off-campus coordinator, each applicant for this internship is required to submit a proposal describing in detail this program to be pursued, including the materials which will be submitted; a time schedule for submitting evidence; and the criteria for performance evaluation. If possible, proposals should be finalized prior to the semester in which the internship will occur. The number of credits to be determined in consultation with instructor and the chairperson. This course may be repeated for credit. Approval of chairperson required.

Both Semesters

MODERN AND CLASSICAL LANGUAGES

LINGUISTICS

Staff.

364. Introduction to Descriptive Linguistics — An introduction to the science of general and descriptive linguistics, with a consideration of the problems of the phonemic, morphemic and syntactical analysis of language. This course fulfills the linguistics requirement for French and Latin teaching majors and minors, and German teaching majors. Instructor approval required for Spanish majors and minors.

Four Credits Woolsey

RUSSIAN

Mr. de Haan.

ACADEMIC MINOR IN RUSSIAN STUDIES: A Russian studies minor consists of a minimum of 24 credits taken at the college level and approved by the chairperson. Of those, 6 must be at the 295 level or higher, and up to 6 may be taken in a department other than Modern and Classical Languages, e.g., History or Political Science. A typical pattern of courses might be: Russian 101, 102, 201, 202, 280, 295, plus History 232 and 335.

101. Russian I — A course for beginners of Russian. The primary objective of this course is to enable the student to acquire the basic skills necessary to begin communicating in Russian. The secondary objective is to begin to give the student insight into the Russian language world. Emphasis is placed on all four language skills: listening, speaking, reading, and writing. Conducted in English and Russian.

Four Credits Staff

102. Russian II — A continuation of Russian I. This course is designed primarily to continue to develop the acquisition of a comfortable communication knowledge of Russian. A secondary objective is to expand the student's insight into important features of Russian society. Emphasis on all four language skills: listening, reading, speaking, and writing. Conducted primarily in Russian. Prerequisite: Russian I, placement, or equivalent.

Four Credits Staff

201. Russian III — Continuation of Russian II with greater emphasis on reading. Culture will also be studied in additional depth. Prerequisite: Russian II, equivalent, or placement.

Four Credits Staff

For Russian 201 and every course higher, a grade of C+ or better is required in order to proceed to the next course in the sequence.

202. Russian IV — Continuation of Russian III with greater emphasis on writing. Cultural history will be touched on through the medium of short stories in Russian. Prerequisites: Russian III, placement, or equivalent, and a grade of C or better in Russian 201.

Four Credits Staff

295. Studies in Russian Language and Literature — A course designed to allow a professor to teach in an area of special interest and experience. Prerequisite: permission of instructor.

Two to Four Credits Staff Both Semesters

SPANISH

Mr. Agheana, Ms. André, Ms. Dorado, Ms. Fernández, Ms. Johnson, Ms. Kallemeyn, Ms. Mulder, Mr. Woolsey.

MAJOR: This major program is designed for the student who wishes to acquire a thorough linguistic preparation combined with an extensive background in Hispanic literature and culture. This major will permit the student to prepare for advanced literary studies, for secondary level teaching, or for other forms of employment in which a knowledge of Spanish and familiarity with Hispanic culture are required.

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The Spanish Major consists of 32 credits of courses numbered 321 or higher and must include Spanish 321, 322, 341, either 342 or 344, 462, one 400-level literature course (normally 441, 443, or 494), and eight credits of electives. Linguistics 364 or Spanish 462 is required. Students who study in a Spanish-speaking country must take one 400-level course upon their return. A maximum of 8 credits in Spanish with a grade of C+ or better from off-campus study may be applied to the major, with previous approval by the Spanish section head.

TEACHER CERTIFICATION

In partnership with the Hope College Department of Education, the Department of Modern and Classical Languages offers a teaching major and minor in Spanish at both the elementary and secondary levels for certification through the State of Michigan.

The Spanish Teaching Major consists of the same requirements as a Spanish Major (see above) plus one or two courses in foreign language teaching methodology. Secondary Spanish teaching majors must take EDUC 386 and 387, while K-12 Spanish teaching majors must take EDUC 385, 386 and 387. All students majoring in Spanish education must spend at least one semester in an academic program in a Spanish-speaking country. Students will also undergo formal and comprehensive language evaluations during their junior and senior years in order to be recommended for student teaching and become certified. It is recommended that students wishing to be certified in Michigan take another literature course as their elective. In addition to the language department requirements, students planning to teach a foreign language must meet all requirements of the Department of Education upon being formally admitted to the Teacher Education program (see Education, pages 178-181).

ACADEMIC MINOR IN SPANISH: The non-teaching Spanish Minor consists of 20 credits of courses numbered 321 or higher and must include Spanish 321, 322, 341, and eight credits of electives at the 300 or 400 level.

121. Spanish I — A course for beginners of Spanish. The primary objective of this course is to enable the student to acquire beginning communicative skills in Spanish. The secondary objective is to help the student develop insights into the Spanish language world. Emphasis is placed on all four language skills: listening, reading, speaking and writing. Class meets four days per week. Laboratory work is also required. Conducted primarily in Spanish.

Four Credits Kallemeyn Both Semesters

122. Spanish II — This course is designed primarily to continue the development of a comfortable communicative knowledge of Spanish. A secondary objective is to expand students' insight into important aspects of Hispanic culture. Emphasis on all four language skills: listening, reading, speaking and writing. Class meets four days per week. Laboratory work is also required. Conducted primarily in Spanish. Prerequisite: Spanish 121, equivalent or placement.

Four Credits Kallemeyn, Lúcar-Ellens Both Semesters

124. Intensive Beginning Spanish — An accelerated and thorough study of materials currently being taught in Spanish 121 and 122. Spanish 124 is aimed at students who have had at least two years of Spanish in high school and may need a more extensive review of topics covered in Spanish 121 than the current Spanish 122 offers, or students who are highly motivated beginners and may have had experience in another foreign language. Students who complete Spanish 124 will have completed the second language requirement in general education and will be prepared to enroll in Spanish 221.

Four Credits Johnson Both Semesters

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221. Spanish III — A thorough review of structures learned in the first year with added emphasis on reading and writing skills, as well as the study of the culture in greater depth. Class meets four days per week. Conducted primarily in Spanish. Prerequisite: Spanish 122, equivalent, or placement.

Four Credits Mulder Both Semesters

For Spanish 221 and every course higher, a grade of C+ or better is required in order to proceed to the next course in the sequence.

222. Spanish IV — This course is designed to continue the development of the student's language skills and cultural knowledge. Emphasis is placed on reading and writing skills and an extensive grammar review. Conducted in Spanish. Prerequisites: Spanish 221 with a grade of C+ or better, placement, or equivalent.

Four Credits Agheana, Mulder, Woolsey Both Semesters

280. Practicum in Spanish — Practical experience in the Spanish language in various contexts such as teaching Spanish at the elementary level, translating, or using Spanish skills in business. The number of credits granted will be determined by the number of hours involved per week. May be repeated for credit but a maximum of two credits from Spanish 280 may be counted as part of a Spanish major or minor. Prior permission of instructor and chairperson required.

Credits to be Arranged Both Semesters

295. Studies in Hispanic Language and Literature — A course designed to allow a professor to teach in an area of special interest and experience. Prerequisite: permission of instructor.

Three or Four Credits Staff Both Semesters

321. Spanish V - Advanced Grammar and Composition I — A course designed to bring the student to a high-intermediate/low-advanced level of competency in Spanish in listening, reading, speaking, and writing as defined by the ACTFL (American Council on the Teaching of Foreign Languages) Guidelines. Conducted entirely in Spanish. Prerequisite: Spanish 222 with a grade of C+ or better, placement, or equivalent.

Four Credits Dorado, Woolsey Both Semesters

322. Spanish VI - Advanced Grammar and Composition II — This continuation of Spanish V is designed to bring the student to an advanced level of competency in all four skills as defined by the ACTFL Guidelines. Conducted entirely in Spanish. Prerequisite: Spanish 321 with a grade of C+ or better or equivalent.

Four Credits André, Fernández Both Semesters

325. Spanish Conversation — A course designed to develop aural and oral competency in Spanish. Conducted entirely in Spanish. May be repeated for credit but may be counted only once as part of Spanish major or minor. Prerequisite: Spanish 222 with a grade of C+ or better or equivalent.

One Credit Agheana Both Semesters

341. Introduction to Literature — In this transition course from language to literature, students become familiar with the key literary terms for further studies in Hispanic literature. Readings represent different time periods and various literary genres and reinforce grammatical structures, linguistic content, and general familiarity with current Spanish usage. Conducted in Spanish. Prerequisite: Spanish 322 with a grade of C+ or better or equivalent.

Four Credits Agheana, André, Dorado, Fernández Both Semesters

342. Modern Spanish Literature and Culture (or equivalent) — A survey of Spain from 1808 to the present. Through film and literature, the course explores the cultural production and representations of the historical, social, political and economic

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experiences Spain experienced during those years, as well as the rich and varied cultural heritage of the country. *Four Credits Dorado Fall Semester Every Year*

344. Modern Hispanic American Literature and Culture (or equivalent) — A study of Hispanic American literature and cultural production from the wars of independence until the present (XIX and XX centuries). Politics and important historical events are discussed through the analysis of literary texts and most representative works of the corresponding period (other sources such as documentary videos, newspapers, and films are considered). Students are exposed to a wide variety of literary genres ranging from narrative, drama, poetry, essay, etc. Conducted in Spanish. Prerequisite: Spanish 341 with a grade of C+ or better or equivalent.

Four Credits André Spring Semester Every Year

380. Spanish House Practicum — A conversation practicum for students who are residing in the Spanish House. Cultural and language-oriented activities form part of the practicum, directed by the Spanish native assistant under the supervision of an instructor. May be repeated for credit but a maximum of one credit of Spanish 380 may be counted as part of a Spanish major or minor. Prerequisite: Spanish 222 with a grade of C+ or better, placement, or equivalent.

One-Half Credit Dorado Both Semesters

421. Business Spanish — This course is designed to give advanced-intermediate and advanced level students a solid foundation in business vocabulary, basic business and cultural concepts, and situational practice necessary to be successful in today's Spanish-speaking world. It is assumed that students have already mastered the fundamentals of Spanish grammar and that they control the general vocabulary needed for basic communication. Conducted entirely in Spanish. Prerequisite: Spanish 341 with a grade of C+ or better or equivalent. Alternate years, 2012-13.

Four Credits André TBA

441. Medieval and Golden Age Spain (or equivalent) — A survey of Medieval and Golden Age Spain as expressed in literary selections of Spanish prose, poetry, and theater. Cultural and literary topics include the Reconquest, religious ideals, courtly love, mystical poetry, and the social crises during the Hapsburg reign. Emphasis on reading, writing, and conversational skills. Materials are also drawn from films and videos. Conducted in Spanish. Prerequisite: Spanish 342 or 344 with a grade of C+ or better or equivalent. Alternate years.

Four Credits Agheana Spring Semester

443. Pre-Columbian/Colonial Hispanic American Literature (or equivalent) — A study of colonial Hispanic American literature from pre-Columbian works and the chronicles of encounter, through the 19th century literary manifestations of political and cultural (in)dependence. Possible topics include the cultural heritage and identity of both the colonizer and the colonized; the concept of historicism; canonical genres and their adaptations; Center vs. Periphery; discourse, counterdiscourse and the marginalized voice; criollismo; the relationships of socioeconomic progress and literary development and (in)dependence, etc. Students are exposed to a wide variety of literary genres ranging from narratives to dramas, poetry and essays, as well as pertinent historical background information. Conducted in Spanish. Prerequisite: Spanish 342 or 344 with a grade of C+ or better or equivalent. Alternate years.

Four Credits Fernández Fall Semester

462. Spanish Linguistics — A course for advanced students of Spanish. The primary objective of this course is to approach the grammar of Spanish in a way which is most useful for those who will teach Spanish to native speakers of English.

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It is a course in Applied Linguistics where the knowledge of the structure of the Spanish language is discussed and supported by the study of both Spanish and English. Fields dealt with include: Phonetics and Phonology, Morphology, Syntax, Semantics, Second Language Acquisition, and Language and Culture. This course counts both as the Linguistics requirement and as an elective. Conducted in Spanish. Prerequisite: Spanish 341 with a grade of C+ or better or equivalent.

Four Credits Woolsey Both Semesters

490. Special Problems in Spanish — Individual study under the direction of an instructor designated by the chairperson of the department in one of the following areas: literature, language, civilization, or methodology. May be repeated for credit but a maximum of two credits from Spanish 490 may be counted as part of a Spanish major or minor. Prerequisite: prior permission of instructor and department chairperson. *Three or Four Credits Agheana, André, Dorado, Fernández Both Semesters*

494. Literature Seminar — A course in advanced literary studies whose topic varies from year to year depending on the interests of students and the on-going research interests of Spanish faculty at any given time. Emphasis on critical thinking and writing of well-developed papers. Recommended for students planning on graduate studies in Spanish. Conducted entirely in Spanish. Prerequisite: Spanish 342 or 344 with a grade of C+ or better or equivalent. Alternate years.

Four Credits Agheana, André, Dorado, Fernández Fall Semester

499. Internship in Spanish — This course provides supervised practical experience in international business, media, education, or government. Normally junior status and the completion of at least a Spanish minor are prerequisites. Although ordinarily taken in conjunction with an existing off-campus program, students working together with faculty may make individual arrangements with a local host institution or organization. Following consultation with the off-campus coordinator, each applicant for this internship is required to submit a proposal describing in detail the program to be pursued, including the materials which will be submitted; a time schedule for submitting evidence; and the criteria for performance evaluation. If possible, proposals should be finalized prior to the semester in which the internship will occur. The number of credits to be determined in consultation with instructor and chairperson. As part of a major or minor, this may be counted as an elective for 4 credits. Approval of the chairperson is required.

Agheana, André, Dorado, Fernández, Woolsey Both Semesters



Faculty: Mr. Hodson, Chairperson; Mr. Clark, Mr. Coyle, Mr. Craioveanu, Ms. Dykstra, Ms. Hornbach, Mr. Kim, Mr. Le, Mr. Lewis, Mr. Piippo, Ms. Randel, Mr. Richmond, Mr. Southard. **Assisting Faculty:** Mr. Aschbrenner, Ms. Claar, Mr. Clapp, Ms. Corbató, Mr. DeBoer, Mr. Erskine, Mr. Hoats, Mr. Hoyer, Mr. Hyde, Ms. Hyde, Ms. Kolean, Mr. Lockwood, Mr. Malfroid, Mr. Martin, Mr. Peterson, Ms. Pilon, Mr. Puccini, Mr. Schekman, Mr. Secor, Mr. Sharp, Ms. Sooy, Ms. Southard, Mr. Spencer, Ms. Straus, Ms. Strouf, Mr. Talaga, Mr. VanLente, Ms. Waldvogel, Ms. Wolfe.

Hope's Department of Music believes that music can make the world a better place. The department is committed to increasing the awareness of the importance of music to society and encouraging spiritual growth and understanding. The mission of the Department of Music is to affirm and promote the understanding that musical experience, both sacred and secular, enriches and ennobles the human spirit. To fulfill this mission, the department has adopted two goals:

- To enable students to become influential leaders in the areas of teaching, performing, research, and worship; and to assist them in becoming professionally successful in their chosen fields;
- To cultivate an enduring appreciation of music and its positive impact upon the human condition by providing significant musical experiences to the college community and beyond.

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

The Department of Music offers both the Bachelor of Arts with a Major in Music, and the Bachelor of Music degrees. The goals and objectives of these two degrees are somewhat different, but both are designed to provide a strong basis for the study of music.

The Bachelor of Arts degree with a Major in Music is a liberal arts degree which provides the student with basic professional training in music while providing a large number of elective choices, both music and non-music. These electives address the needs and interests of the particular student. This degree is the best choice for a student who is planning a second major outside of music, or desires a combination of study areas that do not merge well with any of the Bachelor of Music curricula. The emphasis of the Bachelor of Arts degree with a Major in Music is on broad coverage of music rather than heavy concentration on any single segment. It emphasizes a broad program of general education rather than intense specialization.

The Bachelor of Music degree is a professional music degree that prepares students for professional music involvement, graduate work in music performance, music teaching at the elementary or secondary level, or a combination of these pursuits. The General Education requirements for this degree are reduced in order to accommodate the depth and breadth of music study expected for this degree. Curricula are structured to provide the highest possible professional development in technical, analytical, historical, and pedagogical areas of the major. Students working toward the Bachelor of Music degree may major in performance, jazz performance, vocal music education, or instrumental music education.

In partnership with the Hope College Department of Education, the Department of Music offers a teaching major for certification through the State of Michigan. The curricula leading to the Bachelor of Music in Vocal Music Education degree, or the Bachelor of Music in Instrumental Music Education degree, include substantial coursework through the Department of Education. Either degree (vocal or instrumental) leads to K-12 certification upon the student gaining Michigan provisional teacher certification. Students work closely with advisors within the Departments of Music and Education as they plan their coursework.

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In addition, the Department of Music offers a minor in music, as well as the opportunity for any interested student on campus to enroll in a wide variety of music courses, performance study, and/or ensemble participation.

Students enrolled in the music program at Hope College engage in a wide variety of experiences outside the classroom:

- many are directing choirs in area churches
- several are teaching private instrumental lessons
- some have organized combos and play in area night spots
- several instrumentalists play in area symphony orchestras
- Graduates of the Department of Music are currently serving as:
 - teachers at major universities
 - hornist in the New York Philharmonic Orchestra
 - teachers in various elementary and secondary schools
 - leading baritone in a prominent Eastern opera company
 - cellist in a French orchestra
 - staff accompanist at a major university
 - keyboardist and assistant conductor for Broadway production of *Lion King*
 - stage director for Metropolitan Opera Company
 - leading contralto with Lyric Opera of Chicago

MAJOR: Students who wish to major in music, following either the Bachelor of Music or the Bachelor of Arts degree programs, should start work in the department in their Freshman year, following the suggested schedule closely. If possible, students should indicate their preference in the application for admission to Hope College. Formal application for majoring takes place at the end of the first semester of study.

Students pursuing the Bachelor of Music degree are also assessed at the end of the fourth semester for entrance to upperclass work.

Students who plan to complete the Bachelor of Music degree in addition to another degree must complete the full B.A./B.S. General Education requirements. Students intending to complete a dual degree in music must consult with the chairperson of the Department of Music, and must expect their studies to require nine or ten semesters of course work.

The departmental standard for progressing through the music curriculum requires that students receive a minimum grade of C in all courses within the major and minor. If that standard is not met, the student must repeat the course in order to complete the requirement.

MINOR: The requirements for the optional music minor are as follows:

Music 080	four semesters
Music 111, 112	8 credits
Music 113, 114	2 credits
Music 197-198 or 297-298 or 397-398	2 credits
Music 102	2 credits
Choice of one Music History Course: Music 104, 105, 321, 324, 326, 328	3 or 4 credits
One applied instrument chosen among Music 161-181	4-6 credits
Ensemble chosen among Music 115, 116, 117, 120, 130, 133, 135, 140, 150	0-2 credits
TOTAL:	23 or 24 credits

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MINOR IN JAZZ STUDIES: The requirements for the optional minor in jazz studies are as follows:

Music 080	four semesters
Music 111, 112	8 credits
Music 113, 114	2 credits
Music 361	3 credits
Music 179: Jazz Piano	4 credits
Music 102	2 credits
Music 105	4 credits
One applied Jazz instrument chosen from Music 164, 167, 168, 171, 176, 179, 180, 182	4-6 credits
Ensembles chosen from Music 135 and 160: Jazz Chamber Ensemble	0-2 credits
TOTAL:	29 credits

EMPHASIS IN MUSIC THEORY AND HISTORY

Music majors may elect to declare an Emphasis in Music Theory and History. The Emphasis consists of 12 credits of elective courses in music theory and history at the 300 level or above, beyond the requirements for the music major. No more than eight credits of the Emphasis may be chosen from either music theory or music history courses.

BACHELOR OF MUSIC IN PERFORMANCE

General Education Curriculum: First-Year Seminar; Expository Writing; one course in Mathematics; Science I; Cultural Heritage I and II — fulfilled by taking Music 321 and Music 324 or 326; Health Dynamics; Basic Studies in Religion, plus one upper level course in Religion; Second Language — one course at the second semester level; Social Science — one 4-credit course from the Departments of Communication, Psychology, Sociology, or the Departments of Economics, Management and Accounting, or Political Science; Senior Seminar (IDS 400-level course).

Electives: 5-13 credits — must include one course from the following: IDS 171; English 231, 232; History 130, 131; Philosophy 230, 232.

Basic Musicianship: Concert Attendance, eight semesters (Music 080); Perspectives in Music (Music 102), World Music (Music 104), Theory I, II, III and IV (Music 111, 112, 211, 212), Aural Skills I, II, III and IV (Music 113, 114, 213, 214), Eurhythmics (Music 201, 202), Keyboard Skills (Music 197-198, 297-298, or 397-398), Music Literature Before 1700 (Music 321), History and Literature of the Symphony (Music 324) or History and Literature of Opera (Music 326), Orchestration (Music 341), Conducting Techniques (Music 345), Seminar in Music (Music 491), plus courses in Literature and Pedagogy of the principal applied area. Diction courses (Music 347, 348 and 349) are required for voice majors.

Performance: 24 credits in Applied Major Area (choose one from Music 161-168, 171-175, 177, 179-181); 4 credits in Applied Minor Area for organ and piano majors only; 4 credits in ensembles. Students are required to enroll in an ensemble each semester.

TOTAL CREDITS = 126 credits

BACHELOR OF MUSIC IN VOCAL MUSIC EDUCATION

General Education Curriculum: First-Year Seminar; Expository Writing; IDS 200; one course in Mathematics; Science I; Cultural Heritage I and II — fulfilled by taking Music 321 and Music 324 or 326; Health Dynamics; Basic Studies in

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Religion, plus one upper level course in Religion; Second Language — one course at the second semester level; Social Science — fulfilled by taking Educational Psychology/Field Placement (Ed 220, 221); Senior Seminar (IDS 400-level course).

Basic Musicianship: Concert Attendance, seven semesters (Music 080); Perspectives in Music (Music 102), World Music (Music 104), Theory I, II, III and IV (Music 111, 112, 211, 212), Aural Skills I, II, III and IV (Music 113, 114, 213, 214), Eurhythmics (Music 201, 202), Keyboard Skills (Music 197-198, 297-298, or 397-398), Music Literature Before 1700 (Music 321), History and Literature of the Symphony (Music 324) or History and Literature of Opera (Music 326), Seminar in Music (Music 491).

Performance: 14 credits in one Applied Music instrument and a minimum of 4 credits in ensembles. Students are required to enroll in an ensemble in each of 7 semesters. In addition, non-voice majors are required to have at least four semesters of private studio voice. Music Education majors are expected to perform a recital either in the junior or senior year with a minimum of 30 minutes of music. Exceptions may be made on an individual basis and must be approved in advance by the head of the music education in consultation with the Department Chair and studio teacher. A student may not perform his/her recital during student teaching – no exceptions.

Music Education (Secondary certification, K-12 endorsement): Elementary Music Methods (Music 300), Instruments of the Band and Orchestra I (Music 337), Instruments of the Band and Orchestra II (Music 338), Conducting Techniques (Music 345), Advanced Choral Conducting (Music 355), Secondary Choral Methods (Music 376).

Professional Education Courses (secondary certification): Educational Psychology/Field Placement; Exceptional Child/Field Placement; Secondary Reading; Secondary Principles and Methods; Perspectives in Education; Student Teaching Seminar; Student Teaching in the Elementary and Secondary Schools (K-12).

TOTAL CREDITS = 135-136 credits

BACHELOR OF MUSIC IN INSTRUMENTAL MUSIC EDUCATION

General Education Curriculum: (Same as above program)

Basic Musicianship: Concert Attendance, seven semesters (Music 080); Perspectives in Music (Music 102), World Music (Music 104), Theory I, II, III and IV (Music 111, 112, 211, 212), Aural Skills I, II, III and IV (Music 113, 114, 213, 214), Eurhythmics (Music 201, 202), Keyboard Skills (Music 197-198, 297-298, or 397-398), Music Literature Before 1700 (Music 321), History and Literature of the Symphony (Music 324) or History and Literature of Opera (Music 326), Seminar in Music (Music 491).

Performance: 14 credits in one Applied Music instrument; minimum of 4 credits in ensembles. Students must participate in an ensemble in each of 7 semesters. One semester of ensemble participation for credit must be a vocal ensemble. Wind/percussion majors are also required to enroll in the Concert Band on a secondary instrument for at least one credit. Music Education majors are expected to perform a recital either in the junior or senior year with a minimum of 30 minutes of music. Exceptions may be made on an individual basis and must be approved in advance by the head of the music education in consultation with the Department Chair and studio teacher. A student may not perform his/her recital during student teaching - no exceptions.

Music Education: Elementary Music Methods (Music 300), String Methods (Music 333), Woodwind Methods I and II (Music 336, 340), Brass Methods (Music 339), Percussion Methods (Music 346), Conducting Techniques (Music 345), Advanced

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Instrumental Conducting (Music 356), Secondary Instrumental Methods and Administration (Music 370).

Professional Education Courses: (Same as vocal music education program)

TOTAL CREDITS = 139-140 credits

All students pursuing the Bachelor of Music degree must participate in ensemble work each semester. When the principal instrument is voice or a band/orchestral instrument, the student must enroll in a large ensemble (Music 115, 116, 117, 120, 130, 133, 135, 140, 150) each semester. Music education majors are excused from this requirement during the semester of student teaching. Students whose principal instrument is piano, organ or guitar must fulfill their ensemble credits through enrollment in any of the large ensembles listed above. During semesters of degree study when they are not enrolled in a large ensemble for credit, they may enroll in Music 160 or fulfill the ensemble participation requirement by accompanying in the Department of Music in conjunction with course requirements for Music 177 or 179.

BACHELOR OF MUSIC IN PERFORMANCE (JAZZ)

General Education Curriculum: (Same as Bachelor of Music in Performance)

Basic Musicianship: Concert Attendance, eight semesters (Music 080); Perspectives in Music (Music 102), World Music (Music 104), Theory I, II, III and IV (Music 111, 112, 211, 212), Aural Skills I, II (Music 113, 114), Keyboard Skills (Music 197, 198), History and Literature of the Symphony (Music 324) or History and Literature of Opera (Music 326), Seminar in Music (Music 491), Jazz Literature and Pedagogy (Music 365).

Performance: 24 credits in Applied Major Area (choose one jazz instrument from Music 164, 167, 168, 171, 176, 179, 180, 181); 4 credits in ensembles (choose from Music 135 and 160: Jazz Chamber Ensemble). Students are required to participate in an ensemble each semester.

Jazz Studies: Survey of Jazz (Music 105), 6 credits of Jazz Piano (Music 179), Jazz Theory and Improvisation I (Music 361), Jazz Styles and Analysis (Music 363), Jazz Composition and Arranging I (Music 366).

Electives: 14 credits chosen from the following courses: Counterpoint (Music 315), Music Literature before 1700 (Music 321), Orchestration (Music 341), Conducting Techniques (Music 345), Jazz Theory and Improvisation II (Music 362), Jazz Composition and Arranging II (Music 367), Recording Arts and Techniques (Music 368).

TOTAL CREDITS = 132 credits

BACHELOR OF ARTS WITH A MAJOR IN MUSIC

General education requirements are the same as general education requirements for all other Bachelor of Arts programs (see The Degree Program, General Education Requirements, pages 99-110).

Electives (non-music): 12-24 credits

Electives (music): 0-12 credits

Basic Musicianship: Concert Attendance, six semesters (Music 080); Perspectives in Music (Music 102), Theory I, II, III and IV (Music 111, 112, 211, 212), Aural Skills I, II, III and IV (Music 113, 114, 213, 214), Eurhythmics (Music 201, 202), Keyboard Skills (Music 197-198, 297-298, or 397-398), Music Literature Before 1700 (Music 321), History and Literature of the Symphony (Music 324) or History and Literature of Opera (Music 326), Seminar in Music (Music 491).

Performance: 8 credits in Applied Major Area (choose one from Music 161-181); 4 credits in ensembles. Enrollment in applied music must occur in consecutive semesters, and enrollment in ensemble must be concurrent with applied study.

TOTAL CREDITS = 127 credits

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GENERAL INTRODUCTORY COURSES:

080. Concert Attendance — Attendance at selected departmental recitals (Thursdays, 11:00 a.m.) and other music events, totaling ten per semester. Four semesters required for music minors, six for B.A. Music, seven for B.Mus. Vocal and/or Instrumental Music Education, eight for B.Mus. Performance and Performance (Jazz). Pass/Fail. *Zero Credits Staff Both Semesters*

101. Introduction to Music — Introduction to the art of listening to music, emphasizing European and American art music from the Middle Ages through the present, with selected examples from jazz, popular, and world music traditions. The course will build tools for active listening and basic musical analysis, but not musical notation or performance skills. In addition to hearing pieces of music as timeless as works of art, students will explore connections between music and its cultural context. *Four Credits Staff Both Semesters*

102. Perspectives in Music — An introduction to the historical development of music and the skills necessary in listening to major works of all periods. *Two Credits Hornbach Spring Semester*

104. World Music — Introduction to the sounds and social activities of musical traditions from around the globe, with emphasis on the musics of West Africa, Japan, Eastern Europe, the Middle East, and North America. Students will develop listening skills and basic vocabulary for describing music, with opportunities for active participation in music-making. The course will explore the evolving roles of music in myth, religion, politics, and economics; the formation of class, ethnic, and gender identities; and the processes of globalization. Required cultural diversity course for all music majors. *Four Credits Randel Both Semesters*

105. Survey of Jazz — The purpose of the course is to introduce the students to the art of jazz and its related cultural and historical developments. The course will examine the music and its significant figures in a forum that is sensitive to the ethnic and societal underpinnings at the heart of the music. Emphasis will also be placed on the cognitive listening skills necessary to better understand and appreciate this unique American art form. By nature of the topic and its content, this course fulfills a four-credit cultural diversity requirement. *Four Credits Coyle, Talaga Both Semesters*

THEORETICAL/HISTORICAL/PEDAGOGICAL COURSES:

111. Theory I — This course is the first of four core courses in music theory. The course will include a thorough grounding in music fundamentals and an introduction to diatonic harmony, species counterpoint, musical form, and composition. *Four Credits Staff Fall Semester*

112. Theory II — This course is the second of four courses in the music theory core. The course will continue the study of diatonic harmony, form, species counterpoint, and composition begun in Theory I and will also introduce chromatic harmony and modulation. Prerequisite: C average or better in MUS 111. *Four Credits Staff Spring Semester*

113. Aural Skills I — Required for music majors and minors, this course is designed to equip students with a systematic method of aural perception. The course includes drills, sight singing and melodic and rhythmic dictation. Completion of Music 111 or concurrent enrollment required. *One Credit Wolfe Fall Semester*

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114. Aural Skills II — A continuation of Music 113, adding dictation in several parts. Prerequisite: C average or better in Music 113. Completion of Music 112 or concurrent enrollment required.
One Credit Wolfe Spring Semester

Placement in the appropriate level of Keyboard Skills is by audition and advisement at the beginning of each semester. Students pursuing majors within the Bachelor of Music degree must successfully pass the appropriate piano proficiency exam. Enrollment in Keyboard Skills or Music 179 is required each semester until the exam is passed. After the exam is passed, remaining Keyboard Skills courses required for the degree may be waived by petition to the chairperson of the Department of Music.

187. Folk-Style Guitar Methods — Open to all students. The student shall learn basic major, minor and 7th chords, strumming and finger picking techniques, bar chords and how to read tablature. These techniques, using folk song repertoire, will be used to accompany the singing voice. Complete in one semester.
Two Credits Malfroid Both Semesters

197. Beginning Keyboard Skills — Designed for students with little piano background; beginning repertoire, scales, studies are covered, as well as elementary harmonization, improvisation and other functional skills.
One Credit Strouf Fall Semester

198-01. A continuation of 197 — Prerequisite: C average or better in Music 197.
One Credit Strouf Spring Semester

201. Eurhythmics — A course designed to teach musical rhythm through body movement. Linear and contrapuntal rhythms as well as small forms are studied in physical movement through space in order to develop aural awareness, physical and mental alertness, rhythmic coordination, fluidity and expressivity. Must be taken concurrently with Music 213.
One-Half Credit Aschbrenner Fall Semester

202. A continuation of 201 — Prerequisite: C average or better in Music 201. Must be taken concurrently with Music 214.
One-Half Credit Aschbrenner Spring Semester

211. Theory III — This course is the third of four courses in the music theory core. The course will continue the study of chromatic harmony, form, and composition begun in Theory II, and will do so in the context of the analysis of longer musical excerpts and complete pieces. Prerequisite: C average or better in MUS 112.
Four Credits Hodson Fall Semester

212. Theory IV — This course is the fourth course in the music theory core. The course will focus entirely on 20th- and 21st-century post-tonal music and appropriate theoretic and analytic models. Prerequisite: C average or better in MUS 211.
Four Credits Hodson Spring Semester

213. Aural Skills III — A continuation of Music 114. Prerequisite: C average or better in Music 114. Completion of Music 211 or concurrent enrollment required. Must be taken concurrently with Music 201, or prior completion.
One Credit Wolfe Fall Semester

214. Aural Skills IV — A continuation of Music 213. Prerequisite: C average or better in Music 213. Completion of Music 212 or concurrent enrollment required. Must be taken concurrently with Music 202, or prior completion.
One Credit Wolfe Spring Semester

295. Studies in Music — A lecture or seminar class in a special topic offered at the sophomore level.
Two to Four Credits Staff

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297. Intermediate Keyboard Skills — Practical piano training for students who evidence a degree of proficiency. Deals with harmonization, improvisation, transposition, and sight reading techniques. Prerequisite: placement by instructor, or C average or better in Music 198.
One Credit Clark Fall Semester

298. Keyboard Skills — Continuation of course 297. Prerequisite: C average or better in Music 297.
One Credit Clark Spring Semester

300. Elementary Music Methods — A practical presentation of how to teach music to school children, using singing, instruments, and movement. Students will present music lessons in a practicum setting, exploring current trends in pedagogy. Required for both instrumental and vocal music education majors. Prerequisite: sophomore standing in music education or permission of instructor.
Four Credits Hornbach Fall Semester

315. Counterpoint — A study of the basic techniques of eighteenth century counterpoint using a modified species approach. Prerequisites: C average or better in Theory IV.
Three Credits Lewis Spring Semester

321. Music Literature Before 1700 — Survey of Western music from the time of the ancient Greeks through the 17th century, including music of the church, court, and theater. Composers to be studied include Hildegard of Bingen, Machaut, Dufay, Josquin, Palestrina, Monteverdi, and Lully. Prerequisite: Music 101, Music 102 or consent of instructor. Music 211 is also a prerequisite.
Four Credits Randel Spring Semester

324. History and Literature of the Symphony — This course traces the history of the symphony as a musical genre, from its beginnings in the early 18th century through the 20th. Through close study of several major works, students will gain a deeper understanding of the conventions of symphonic form as established in the 18th century, and adapted by later composers. In addition, students will develop a broad understanding of the changes in musical style during this period, and their relationship to historical, social, and political events. Repertoire will include works by Haydn, Mozart, Beethoven, Schubert, Schumann, Mendelssohn, Brahms, Mahler, Bruckner, Webern, Stravinsky, Copland, and Shostakovich. Either Music 324 or 326 must be completed for any music major curriculum. Prerequisite: Music 101, Music 102, or consent of instructor. Music 211 is also a prerequisite, or may be taken concurrently.
Four Credits Randel Fall Semester, Even Years

326. History and Literature of Opera — This course traces the history of opera as a musical genre, from its beginnings in the early 17th century through the 20th. Through close study of several major works, students will gain a deeper understanding of the conventions of various operatic forms, and of approaches to combining music with drama. In addition, students will develop a broad understanding of the changes in musical style during this period, and their relationship to historical, social, and political events. Repertoire will include works by Monteverdi, Handel, Gluck, Mozart, Rossini, Wagner, Verdi, Strauss, Berg, Gershwin, and Glass. Either Music 324 or 326 must be completed for any music major curriculum. Prerequisite: Music 101, Music 102, or consent of instructor. Music 211 is also a prerequisite, or may be taken concurrently.
Four Credits Randel Fall Semester, Odd Years

327. Organ Literature — A survey of the various periods of organ composition, with emphasis upon the study and performance of representative works.
Two Credits Lewis Fall Semester, Odd Years

328. Music in the Church — A study of the nature and meaning of Christian worship; the legacy of temple and synagogue worship; early Christian worship; the

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worship of the Roman Church; Reformation liturgies; a study of hymnology and a survey of the great music of the church, including the development of the anthem and oratorio.

Three Credits Lewis Fall Semester, Even Years

329. Piano Pedagogy I — Introduces methods and materials used in teaching elementary and intermediate piano for private and class instruction at all age levels. Observation, analysis and supervised student teaching in both the private lesson and classroom are included. Students other than majors may register upon consent of the piano staff.

One Credit Clark Fall Semester, Even Years

330. Piano Pedagogy II — Continuation of Piano Pedagogy I.

One Credit Clark Spring Semester, Odd Years

331. Piano Literature I — A survey of piano literature from 1700 to the present day, including listening to and performing representative works. Required of piano performance majors and strongly recommended for music education majors whose principal instrument is piano.

One Credit Le Fall Semester, Odd Years

332. Piano Literature II — Continuation of Piano Literature I. Required of piano performance majors and strongly recommended for music education majors whose principal instrument is piano.

One Credit Le Spring Semester, Even Years

333. String Methods — A course in the fundamentals of playing and teaching string instruments. Designed primarily for the major.

One Credit Staff Spring Semester, Even Years

334. Organ Pedagogy — A study of methodologies for teaching organ, from the beginning through advanced levels. The course may contain individualized practicum experience. Required for B.M. Organ Performance majors.

Two Credits Lewis Spring Semester, Even Years

335. Violin/Viola Pedagogy, Literature — A course designed to provide advanced knowledge of the history and repertoire of the violin and viola, the art of teaching the violin and viola, and the appropriate orchestral literature.

Three Credits Craioveanu Fall Semester, Odd Years

336. Woodwind Methods I — A course in the fundamentals of playing and teaching woodwind instruments. Required for instrumental music education majors.

One Credit Staff Fall Semester, Even Years

337. Instruments of the Band and Orchestra I — A course in the fundamentals of playing and teaching the instruments of the band and orchestra, focusing on woodwinds and strings. Required for vocal music education majors.

One Credit Southard Fall Semester, Even Years

338. Instruments of the Band and Orchestra II — A course in the fundamentals of playing and teaching the instruments of the band and orchestra, focusing on brass and percussion. Required for vocal music education majors.

One Credit Southard Spring Semester, Odd Years

339. Brass Methods — A course in the fundamentals of playing and teaching brass instruments. Required for instrumental music education majors.

One Credit Staff Spring Semester, Odd Years

340. Woodwind Methods II — Continuation of course 336.

One Credit Staff Fall Semester, Even Years

341. Orchestration — Principles of scoring and transcription for small and large ensembles based on an understanding of the properties of the instruments of the orchestra. Students will acquire an increased awareness of instrumental timbres

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through live demonstrations and recordings. Final projects employ Finale and/or Sibelius software.
Three Credits Piippo Fall Semester

345. Conducting Techniques — A practical study of the fundamentals of conducting.
Two Credits Richmond Fall Semester

346. Percussion Methods — A course in the fundamentals of playing and teaching percussion instruments. Required for instrumental music education majors.
One Credit Secor Fall Semester, Odd Years

347. Diction for Singers I — A study of the International Phonetic Alphabet and the principles of singing in English and Italian. Recommended for students enrolled in Music 181 (Applied Voice Lessons). Required for B.Mus. vocal performance majors.
One Credit Dykstra Spring Semester

348. Diction for Singers II — A study of German diction for singing, incorporating the International Phonetic Alphabet and standard principles for singing in German. Required for B.Mus. vocal performance majors.
One Credit Dykstra Fall Semester, Even Years

349. Diction for Singers III — A study of French diction for singing, incorporating the International Phonetic Alphabet and standard principles for singing in French. Required for B.Mus. vocal performance majors.
One Credit Kim Fall Semester, Odd Years

350. Service Playing — Instruction in anthem and oratorio accompaniment, conducting from the console, and improvisation. Prerequisite: one and one-half years of organ. Recommended for organ majors.
Two Credits Lewis Spring Semester, Odd Years

351. Voice Literature — Required for B. Mus. voice performance majors, recommended for vocal music education majors. A survey of standard solo voice literature. Guided independent work will require approximately 2-3 hours weekly outside of class.
Two Credits Spring Semester, Odd Years

352. Voice Pedagogy — Required for B. Mus. voice performance majors and strongly recommended for vocal music education majors. The physiology and functioning of the singing voice, and approaches to developing healthy vocal technique in solo singers, including sample student teaching and classroom analysis.
Two Credits Fall Semester, Even Years

353. Literature and Pedagogy — A course designed to provide advanced knowledge of the history and repertoire of the specified instrument, the art of teaching the specified instrument, and the appropriate orchestral literature. Offered for the following instruments: flute (353-01), oboe (353-02), clarinet (353-03), saxophone (353-04), bassoon (353-05), horn (353-06), trumpet (353-07), trombone (353-08), percussion (353-09), harp (353-10), cello (353-11), guitar (353-12). The course/section corresponding to the primary instrument is required for Bachelor of Music in Performance majors in these instruments.
Three Credits Staff On Demand

355. Advanced Choral Conducting — A course designed to further the study of conducting technique begun in Music 345, with special attention to choral music. Required for vocal music education majors. *Two Credits Richmond Spring Semester*

356. Advanced Instrumental Conducting — This course is designed to further the study of conducting technique begun in Music 345, with special attention to band and orchestral music. Required for instrumental music education majors.
Two Credits Southard Spring Semester, Odd Years

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361. Jazz Theory and Improvisation I — The purpose of the course is to introduce the student to the art of jazz improvisation. Through the study of jazz theory, composition, history, solos and piano, the student will acquire a basic knowledge of jazz improvisation.
Three Credits Talaga Fall Semester

362. Jazz Theory and Improvisation II — The purpose of the course is to continue the skill building process established in Music 361. This course will introduce the student to advanced techniques and practices of jazz improvisation. The course will cover tune/solo analysis as well as developing a more definitive concept of chord/scale relationships. Contemporary performance practices will be discussed, including the use of synthetic scales and free improvisation. Prerequisite: Music 361.
Three Credits Talaga Spring Semester

363. Jazz Styles and Analysis — The course offers students the opportunity to study the stylistic traits of the seminal figures in jazz history. This process is intended to enrich the musical growth of each student in a manner that will facilitate the development of a personal mode of study that will sustain itself for years to come. Immersed within the historical context of jazz, the student will gain an understanding for the lineage of improvisational developments. *Three Credits Hodson On Demand*

365. Jazz Literature and Pedagogy — This course is designed for the student to develop and demonstrate an understanding of the basic materials, systems, and philosophies related to the teaching of jazz. The course will place an emphasis on the pedagogy and literature of teaching jazz at the secondary and college levels.
Three Credits Coyle On Demand

366. Jazz Composition and Arranging I — The purpose of the course is to acquaint the student with the notational practices, common practice instruments, basic theoretical and technical skills, and historical stylistic perspectives necessary to begin successfully arranging and composing for the jazz combo. The course is designed to develop arranging and/or compositional skills in the jazz idiom through the study of jazz orchestration and harmonic and melodic practices. Upon completing the reading, listening, and score analysis assignments, students will score several mini-charts as well as a final fully realized composition. All music will be performed and recorded.
Three Credits Talaga Fall Semester

367. Jazz Composition and Arranging II — The purpose of the course is to continue the skill building process established in Music 366. The course will acquaint the student with the notational practices, common practice instruments, basic theoretical and technical skills, and historical stylistic perspectives necessary to begin successfully arranging and composing for the large jazz ensemble. The course is designed to develop arranging and/or compositional skills in the jazz idiom through the study of jazz orchestration and harmonic and melodic practices. Upon completing the reading, listening, and score analysis assignments, students will score several mini-charts as well as a final fully realized composition. All music will be performed and recorded.
Three Credits Talaga Spring Semester, Even Years

368. Recording Arts and Techniques — The course serves as an introduction to the art of recording. A familiarity will be gained with the instrumentation and techniques utilized in the capturing and reproduction of sound. The physics and concepts involved with the many aspects of sound and sound reproduction will be discussed. Additionally, the concepts and techniques involved in analog, digital and MIDI technology will be essential components of the course. Students will receive hands-on training in the recording arts laboratory and piano/technology laboratory.
Two Credits Erskine Fall Semester

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370. Secondary Instrumental Methods and Administration — The purpose of this course is to develop techniques and skills for teaching instrumental music in the secondary School. This course addresses: teaching instrumental performing groups, creating concept lesson plans, choosing appropriate literature, building public relations. Other topics include school music performances, discipline, recruitment, evaluations, budgeting, non-performance classes, and political/social issues pertinent to the music classroom. Required for all instrumental music education majors.

Four Credits Southard Fall Semester, Odd Years

376. Secondary Choral Methods — This course provides an in-depth study of how to teach secondary choral music. Students develop and exercise teaching skills in the choral conducting context. Students reflect on their own teaching by intentionally examining pedagogy, materials, and personal resources. Students develop a philosophical basis for teaching; explore teaching as imagination; examine relevant developmental, social, and vocal issues in the secondary choral classroom; and experiment with various teaching transactions, including vocal warm-ups, sight-reading, teaching from the keyboard, and rehearsal of repertoire. Required for vocal music education majors.

Four Credits Hornbach Spring Semester

393. Studies in Music Theory — Advanced studies at the upperclass level in music theory analysis, focusing on a particular analytic technique, musical parameter, critical approach, or repertory. Topics vary from year to year. Prerequisite: Grade of C or better in Music 212. May be repeated for credit.

Two to Four Credits Hodson On Demand

394. Studies in Music History — Advanced studies at the upperclass level in music history, focusing on a particular period, composer, critical approach, or repertory. Topics vary from year to year. Prerequisites: Grade of C or better in Music 102 and Music 212 or permission of instructor. May be repeated for credit.

Two to Four Credits Randel Spring Semester

397. Keyboard Skills for Piano and Organ Students — Open to students whose major instrument is piano or organ, or who possess comparable keyboard skill. Emphasis on harmonization, score reading, sight-reading transposition, and improvisation. May be taken twice for credit.

One Credit Clark, Le, Lewis Fall Semester

398. Keyboard Skills for Piano and Organ Students — A continuation of Music 397. Prerequisite: C average or better in Music 397. May be taken twice for credit.

One Credit Clark, Le, Lewis Spring Semester

490. Independent Study — This course is designed to give students majoring in music an opportunity to do research in a field of Music History or Theory in which they have a particular interest. The student will submit a formal application which must be approved by the music chairperson.

Variable Credits Staff Both Semesters

491. Seminar in Music — A required capstone music course designed to allow students to investigate specialized topics in music, including historical, analytical, and pedagogical. Each student designs and carries out an independent project culminating in a 20-page senior paper, and public presentation of the project. Prerequisites: Music 321 and either Music 324 or 326, or concurrent enrollment.

Two Credits Randel Fall Semester

493. Studies in Music Theory — Advanced studies at the senior level in music theory analysis, focusing on a particular analytic technique, musical parameter, critical approach, or repertory. Topics vary from year to year. Prerequisite: Grade of C or better in Music 212. May be repeated for credit.

Two to Four Credits Hodson On Demand

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494. Studies in Music History — Advanced studies at the senior level in music history, focusing on a particular period, composer, critical approach, or repertory. Topics vary from year to year. Prerequisites: Grade of C or better in Music 102 and Music 212 or permission of instructor. May be repeated for credit.

Two to Four Credits Randel On Demand

495. Studies in Music — A lecture or class in a special topic for music majors.
Variable Credits Staff

APPLIED MUSIC COURSES

Applied Music courses are available to all students, from beginners to advanced, contingent upon space in the studio or class. Private or class instruction is by advisement of the faculty, depending upon the student's degree of preparation. All students are required to take a performance jury at the end of each semester.

The first jury for students enrolled concurrently in Music 111 and applied study will constitute an entrance evaluation for the music major or minor. These students must submit the major or minor declaration form to the evaluating faculty at the jury. Results of the evaluation will be communicated to the student by the end of the drop/add period in January.

In partial fulfillment of music major requirements, seniors majoring in performance will give a full length recital. Students majoring in music education will give at least a half recital in a semester other than the student teaching semester. Instrumental music education majors must include a chamber work (performed with at least two other instruments) on the required recital. All juniors majoring in performance will give either a partial or full recital, the length to be at the instructor's discretion. Other recitals may be approved by the respective performance area.

For study on the primary instrument, music education majors must enroll in the applied course section designated for music education majors. Students in these sections enroll for two credits of applied instruction but receive a 60-minute lesson weekly. In all other cases, two credits of applied instruction provide 30-minute lessons weekly, while three credits provide 60-minute lessons weekly.

Lessons in Applied Music will not be made up unless students notify the instructor a reasonable time in advance of their absence. Private lessons falling on legal and special holidays will not be made up.

All Applied Music students are required to fulfill practice time requirements. The Applied Music teacher will establish the exact requirements. Students pursuing the music major or minor with piano or organ as the primary instrument are required to accompany in the Department of Music during each semester of applied study, unless exempted by the Head of the Keyboard Area. Two-credit courses are open to all students, including non-music majors. Three-credit courses are intended for performance majors, or open to others by permission of instructor.

APPLIED MUSIC — PRIVATE INSTRUCTION

Beginning piano and voice students should enroll in beginning class instruction or in Music 179-51 (piano, pending audition) or Music 181-51 (voice, pending audition). Students may enroll directly for study in any other instrument.

Course Numbers/Areas of Study:

161 Flute; 162 Oboe; 163 Clarinet; 164 Saxophone; 165 Bassoon; 166 Horn; 167 Trumpet; 168 Trombone; 169 Baritone; 170 Tuba; 171 Percussion; 172 Harp; 173 Violin; 174 Viola; 175 Cello; 176 String Bass; 177 Organ; 178 Harpsichord; 179 Piano; 180 Guitar; 181 Voice; 182 Jazz Voice.

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APPLIED MUSIC — CLASS INSTRUCTION:

186. Classical Guitar Class, Beginning — Open to all students. A classical (nylon-string) guitar is required. The student shall learn the elements of notation, holding position, left and right hand techniques, the notes in the first position, and be able to play early preludes and etudes. A foundation course for further private study.

Two Credits Malfroid Both Semesters

190. Piano Class, Beginning — Open to all students who are beginning piano study, with the exception of piano majors to whom it is closed entirely. Limited to four credits total.

Two Credits Kolean, Kraft, Strouf Both Semesters

192. Voice Class, Beginning — Open to all students; meets twice weekly.

Two Credits Pilon Both Semesters

195. Small Group Voice — Based on audition/placement.

Two Credits Pilon Both Semesters

INDIVIDUALIZED INSTRUCTION:

188. Applied Composition; 189. Applied Computer Music

ENSEMBLES — CHORAL AND INSTRUMENTAL

All students participating in Department of Music ensembles must enroll in the appropriate course either for credit or for zero credits.

115. Chapel Choir — The Chapel Choir is an ensemble of approximately 60 voices. Membership is open to sophomores, juniors and seniors by audition. The choir is dedicated to the performance of the finest sacred and secular choral music of the past five centuries. This ensemble participates in Christmas Vespers concerts and presents numerous on and off campus concerts during the year including an annual spring break tour. Auditions are held in April for the following year's membership.

One Credit or Zero Credits Richmond Both Semesters

116. College Chorus — The Chorus is open to all students without audition. Choral literature spanning five centuries is rehearsed twice weekly. The Chorus participates in the annual Christmas Vespers concerts with the Chapel Choir in the fall semester and presents its own concert in the spring semester.

One Credit or Zero Credits Richmond Both Semesters

117. Women's Chamber Choir — The Choir is open to all women by audition. The ensemble explores choral literature for treble voices.

One Credit or Zero Credits Wolfe Both Semesters

120. Orchestra — By audition, offers music majors and non-majors alike the opportunity to perform major works from the standard orchestra repertoire. Members are assigned parts as appropriate. The core members of the Hope College Orchestra constitute the Hope College Symphonette, which tours both nationally and internationally, and performs at the Christmas Vespers.

One Credit or Zero Credits Piippo Both Semesters

130. Wind Ensemble — An ensemble of 35-50 players open to music majors and non-majors by audition, which performs standard band literature as well as utilizing the concept of one player per part. Performs two-three concerts per semester on campus as well as tours every other year.

One Credit or Zero Credits Southard Both Semesters

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133. Concert Band — A full band open to all students, the Concert Band rehearses and performs standard repertoire and allows Music Education students to work on secondary instruments and rehearsal techniques. The Concert Band is open to community musicians. Wind, brass, and percussion Music Education majors are expected to participate every semester starting sophomore year. String Education majors are expected to participate starting their junior year.

One Credit or Zero Credits Southard Both Semesters

135. Jazz Arts Collective — The Jazz Arts Collective is the premier large jazz ensemble at Hope College. The Collective places a creative focus on ensemble communication and improvisation. Comprised of a rhythm section and flexible melodic instrumentation, this select group performs compositions and arrangements from across the full spectrum of music. The Collective's repertoire ranges from the great historical jazz composers such as Duke Ellington and Charles Mingus, to works by modern jazz masters like Vince Mendoza, Jim McNeely and John Hollenbeck. The group also frequently performs commissions, works by emerging young composers, and originals by Hope College faculty and students. The ensemble also collectively reinterprets and re-imagines the music from the 20th century classical repertoire.

One Credit or Zero Credits Coyle Both Semesters

140. Collegium Musicum – Vocal — The Collegium is a chamber ensemble open to all students by audition. Annual performances include a Madrigal Dinner in December featuring music from the Medieval, Renaissance and Baroque periods. Auditions are held during the first week of each semester. Collegium will also serve as a conducting practicum for all vocal music education majors the semester after they successfully complete MUS 355, Advanced Choral Conducting.

One Credit or Zero Credits DeBoer Fall Only

155. Opera Workshop — A workshop involving stage movement, acting and singing in the context of opera or musical drama. All students will participate in scenes or full productions. *One Credit or Zero Credits Dykstra Spring Semester*

160. Chamber Ensembles — Various faculty coach chamber ensembles in both jazz and classical repertory.

One-Half Credit or Zero Credits Staff Both Semesters



Faculty: Mr. Barney, Ms. Chase (Director), Mr. Fraley, Ms. Hernandez Jarvis, Mr. Perovich, Ms. Schmidt*, Mr. Shaughnessy; **Associated faculty:** Ms. Burnatowska-Hledin**, Ms. Garrett, Ms. Hwang, , Mr. Ludwig, Ms. Polasek, Mr. Putzke***, Ms. Trent-Brown, Ms. Winnett-Murray, Ms. Walter, Ms. vanOyen Witvliet.

Neuroscience is one of the fastest growing interdisciplinary fields of study, combining biology, chemistry, computer science, psychology, physics, mathematics, and philosophy. The neuroscience program at Hope College is founded on one of its greatest strengths, its research program, and promotes the process of discovery and inquiry-based learning. The program is designed to meet the following objectives:

1. Students will obtain an understanding of the fundamental principles of neuroscience.
2. Students will obtain an appreciation/understanding of the interdisciplinary aspect of neuroscience.
3. Students will be able to develop hypotheses, design experiments, carry on these experiments and interpret data for a question related to a neuroscience problem.
4. Students will discuss ethical issues related to scientific research.
5. Students will be able to access, read and gain insight from reading the primary neuroscience literature.

The neuroscience minor is structured on the existing disciplinary course infrastructures, thus allowing students to tailor their own specialized program to match their interests. The minor consists of a total of 21 credit hours, including four core neuroscience courses listed below and flagged courses from multiple disciplines.

The core courses will consist of:

NSCI 211 Introduction to Neuroscience: a sophomore-level introductory course and lab (4 credits)

NSCI 311 Neuroscience Journal Club: a neuroscience journal club (1 credit; must be taken a total of 2 times)

NSCI 411 Advanced Neuroscience Research I: a senior-level capstone research course (2 credits)

NSCI 412 Advanced Neuroscience Research II: a senior-level post-capstone writing course (1 credit)

In addition to the core courses, students are required to take 12 credits of flagged courses, only 8 of which may be taken in the student's major department and satisfy the requirements for the student's major. These courses include:

BIOLOGY

BIO 221 Human Physiology (4)

BIO 335 Neurochemistry and Disease (4)

BIO 348 Advanced Topics in Cell Biology (4)

BIO 355 Embryology (4)

BIO 370 Animal Behavior (4)

BIO 442 Advanced Topics in Animal Physiology (4)

CHEMISTRY

CHEM 335 Neurochemistry and Disease (4)

ENGINEERING

ENGS 241 Circuit Analysis and Applications (4)

ENGS 351 Signal Analysis and Communications (3)

*Sabbatical Leave, Fall, 2012

**Sabbatical Leave, Academic Year 2012-2013

*** Sabbatical Leave, Spring 2013

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ENGLISH

ENG 113 Neuroscience and Identity (4)

MATHEMATICS

MATH 395 Mathematical Biology (4) in years when Neuroscience is in the syllabus

PHILOSOPHY

PHIL 325 Philosophy of Mind (4)

PSYCHOLOGY

PSY 310 Practical Aspects of Memory (4)

PSY 320 Physiological Psychology (4)

PSY 340 Cognitive Psychology (4)

PSY 370 Behavior Disorders (3)

PSY 395 Learning and Learning Strategies (4)

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NURS 320 Pathophysiology (4)

NURS 325 Psychiatric Mental Health Theory and Practicum (3)

Important Considerations:

1. Students with majors outside of psychology are strongly encouraged to take PSY 100 (Introduction to Psychology) to fulfill their Social Science I General Education Requirement. This class will prepare them for the upper-level flagged courses offered through the psychology department.
2. Students with 1) majors outside of biology and 2) who are interested in taking a flagged course in biology are strongly encouraged to take BIO 221 Human Physiology as their flagged course.
3. Students can receive credit for taking BIO 221 or BIO 442, but not for both classes.
4. Students are encouraged to take NSCI 311 twice during their junior year, prior to enrolling in NSCI 411.
5. Students should attempt to take as many of their flagged courses as possible prior to enrolling in NSCI 411.

NEUROSCIENCE COURSES

211. Introduction to Neuroscience — An introduction to the interdisciplinary field of neuroscience that explores concepts fundamental to the field. After an initial overview of the field of neuroscience and a philosophical reflection on the mind, students will learn the basics of molecular, cellular, anatomical, and systems neuroscience. Students will then explore more complex behavior and cognitive topics including motivation and reward, memory, learning, attention, language and consciousness. Two, 1.5-hour class sessions and one, 3-hour laboratory/discussion section each week. Prerequisites: none.

Four Credits Barney, Chase, Fraley, Schmidt Spring Semester

311. Neuroscience Journal Club — This course provides an in-depth examination of a specific area of neuroscience through critical analysis of the primary neuroscience literature. Each topic is considered from multiple disciplinary perspectives and multiple levels of analysis. Potential topics include the study of neurodegenerative disorders, language development, thirst, memory, and learning. Discussion, 1 hour per week. Prerequisite: NSCI 211.

One Credit Neuroscience Staff Fall and Spring Semesters

411. Advanced Neuroscience Research I — This is an interdisciplinary course in which students with different academic majors work together in 4-6 member teams to complete a self-designed neuroscience research project. The project will be directly

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related to a general neuroscience theme which will be chosen by the instructor(s). This course serves as the capstone course in the neuroscience minor program where students are expected to integrate and apply their knowledge and experimental expertise to complete their project. One, 3-hour lab session and one, 1-hour consulting/planning session per week. Prerequisites: NSCI 211 and 2 credits NSCI 311, or permission of instructor. *Two Credits Neuroscience Staff Fall Semester*

412. Advanced Neuroscience Research II — This is the second in a series of two capstone research courses in which students with different academic majors work together in 4-6 member teams to complete a self-designed neuroscience research project. In this course, student groups write a formal, scientific journal-style manuscript which summarizes their research project that was completed in the previous course. One, 1-hour discussion session per week. Prerequisite: NSCI 411.

One Credit Neuroscience Staff Spring Semester



Faculty: Mrs. Dunn, Chairperson; Ms. Barnum, Mrs. Bertolone, Mrs. Bouws, Mrs. Garrett, Ms. Vincensi, Mrs. Voskuil, Ms. Walter.

Department of Nursing Mission: The Hope College Department of Nursing will provide a baccalaureate nursing program of excellence within the context of the Christian faith that is recognized for its innovation in the preparation of professional nurses. Faculty will establish a collaborative teaching-learning environment to promote critical thinking, scholarship and professional development. Students will engage in the scholarly art and science of nursing and provide multi-dimensional, compassionate and culturally sensitive care for individuals, families, groups, and communities.

Nursing Program Outcomes: Upon completion of the program, the Hope College Department of Nursing graduate will:

1. Provide value-based nursing care within the context of the Christian faith.
2. Engage in the roles of the professional nurse to promote the optimal health of persons across the lifespan.
3. Practice evidence-based professional nursing care using critical thinking to provide safe, quality patient care.
4. Utilize the nursing process to provide complex, multi-dimensional, holistic care.
5. Engage in effective intra-professional and inter-professional communication and collaboration to advocate for the optimal health of persons.
6. Assume accountability for planning and/or providing community-based nursing care for individuals, families, groups, communities, or populations.

Nursing is an altruistic, scholarly profession that focuses on the practice of holistic, multi-dimensional care to promote the optimal health of people. The goal of the department is to prepare professional nurses with essential knowledge, competencies, attitudes, and values necessary for effective nursing practice.

Students enrolled in the nursing program engage in a wide variety of practicum nursing experiences. Students have learning experiences in a fully equipped nursing laboratory and media center. Practicum experiences occur in acute care and community sites. These sites include, but are not limited to, DeVos Children's Hospital, Holland Hospital, Spectrum Health, Zeeland Community Hospital, Mary Free Bed Rehabilitation Hospital, Pine Rest Christian Mental Health Services, Berrien County Health Department, Ottawa County Health Department, and St. Mary's Health Care. 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) and is accredited through the Commission on Collegiate Nursing Education (CCNE) (One Dupont Circle N.W., Suite 530, Washington, D.C. 20036-1120). 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 facilities in collaboration with the Chicago Semester internship program: Northwestern Memorial Hospital and University of Illinois Chicago Medical Center.

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NURSING MAJOR

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 of the freshman year to begin nursing courses in the fall of the sophomore year or application can be made in the fall of the sophomore year to begin nursing courses in the spring of the sophomore year. Exceptional high school graduates are eligible for pre-acceptance into the nursing major. For further information, contact the Department of Nursing.

The nursing application includes a nursing program student admission application form and two professional references, one of which must be from a Hope College professor. Students are also required to take a standardized pre-nursing exam and complete a pre-nursing essay, both in a proctored computer setting. Students will be charged a fee for the pre-nursing exam. Consideration is given to cumulative grade point average, grade point average in prerequisite courses, ACT and SAT scores, pre-nursing exam score, and the essay score.

Applications will be accepted at any time. Items described above must be received by the Department of Nursing by **February 1** or **October 1** of each year to receive a response prior to registration for the following semester.

Information concerning admission criteria, procedures, application forms, and a sample program plan are available in the Department of Nursing or on the nursing website (www.hope.edu/academic/nursing). All nursing major applicants must be accepted at Hope College and be in good standing. The nursing major declaration is completed after acceptance to the nursing program.

To be eligible for admission to the nursing program, students must have successfully completed one of the required natural science courses. At the time of program application, students must also be enrolled or have completed an additional required natural science course and one required social science course. To be eligible for admission to the nursing major, a minimum overall cumulative grade point average of 3.0 is required and a minimum grade of C (2.0) is required in each of the prerequisite courses. Admission is selective and completion of prerequisite courses does not assure acceptance into the nursing major. Preference will be given to a student who has completed a minimum of 12 Hope College credits. Students desiring to transfer to Hope College for the nursing major will be considered on a space- available basis after being admitted to Hope College.

Acceptance into the nursing program and continuation in the nursing program are contingent on passing a criminal background (fingerprint) check and drug screening. Students will be charged a fee for the background check and drug screening.

BACHELOR OF SCIENCE IN NURSING

The B.S.N. degree requires 39 credits as prerequisite or corequisite courses. Additionally, there are 49 required credits in nursing. A minimum of a C (2.0) is required for the nursing courses and the prerequisite or corequisite courses, and an overall GPA of 2.5 must be achieved throughout the program to meet nursing major graduation requirements. A student can fail or withdraw for academic reasons from only one non-nursing prerequisite/corequisite course one time. A student can fail or withdraw for academic reasons from only one nursing course one time. If a student fails or withdraws from a prerequisite, co-requisite or nursing course due to academic reasons a second time, he/she must withdraw from the nursing major and would no

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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):

Biology 103	Introduction to Cellular Biology (4)
Biology 221	Human Physiology (4)
Biology 222/Kinesiology 200	Human Anatomy (4)
Biology 231	Microbiology (4)
Chemistry 103	Introduction to Biological Chemistry (4)
Kinesiology 208	Introduction to Nutrition (3)
Mathematics 210	Introductory Statistics (4)
Psychology 100	Introduction to Psychology (4)
Psychology 230	Developmental Psychology (4)
Sociology 101	Sociology and Social Problems (4)

The Hope College general education requirements have some adaptations.

General Education Courses:

IDS 100	First Year Seminar (2)
English 113	Expository Writing (4)
Kinesiology 140	Health Dynamics (2)
Religion 100	Religion I only (2)
Arts	Arts I only (4)
Cultural Heritage	At least one course will be interdisciplinary. Cultural Heritage I & II are needed (8) (Numbered courses 102, 122, 172)
Second (Foreign) Language	
Senior Seminar (4)	

At least four credits must be designated as cultural diversity. (Sociology 101 will meet this requirement.)

Social Science, Mathematics and Natural Science requirements are met through the nursing prerequisite and corequisite courses.

Students who plan to complete both the Bachelor of Science in Nursing (B.S.N.) degree and another Bachelor of Science or Bachelor of Arts degree must complete the full B.S./B.A. general education requirements.

NURSING MAJOR COURSES

Evidence of the following items is required for nursing major courses:

1. health and immunization reports
2. American Heart Association BLS for Health/Care provider CPR card
3. health insurance

Students must have their own transportation for practicum experiences. Students will be required to purchase a nursing uniform and equipment for lab and clinical experiences. Students will be charged a fee for membership in the Student Nurses Association and for required NCLEX preparation tests. A Nursing Department Student Handbook is available for all policies and procedures.

The **required 49 credits of nursing courses** include the following with an asterisk (*). Any deviation from the listed prerequisite or corequisite courses must be approved by the instructor.

***210. Introduction to Professional Nursing** — A course that introduces the student to fundamental principles of professional nursing within a Christian context. It includes nursing theory, critical thinking, professional nursing roles, community-based

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nursing, nursing process, and holistic nursing care for individuals, families, groups, and communities. Prerequisites or corequisites include admission to the nursing major. Open to non-nursing majors by permission of the chairperson.

Two Credits Barnum Both Semesters

***222. Basic Skills Laboratory** — This course will develop introductory healthcare psychomotor skills through laboratory practice. Application of selected skills may occur in the community setting. Laboratory, one 3-hour session per week and 3 hours of independent study/skills practice per week for a half semester. Prerequisites or corequisites include Biology 222 and admission to the nursing major. Open to non-nursing majors by permission of the chairperson.

One Credit Esquerra-Zwiers Both Semesters

***242. Advanced Skills Laboratory** — This course will develop advanced professional nursing psychomotor skills through laboratory practice. Laboratory, one 3-hour session per week and 3 hours of independent study/skills practice per week for a half semester. Prerequisites include admission to the nursing major and Nursing 222. Prerequisites or corequisites include Biology 222.

One Credit Esquerra-Zwiers Both Semesters

***255. Health Assessment** — This course presents the process of health assessment for individuals, families, and communities. Physical, psychological, social, spiritual, and cultural assessment skills and techniques are developed, focusing on lifespan application. This course is a combination of theory and applied experiences in the laboratory and community. Theory, one hour per week; laboratory, three hours per week. Prerequisites or corequisites include Biology 221 and 222, KIN 208, PSY 100, SOC 101, Nursing 210, and admission to the nursing major. Open to non-nursing majors by permission of the chairperson.

Two Credits Voskuil Both Semesters

***260. Pharmacology** — A study of drugs and their interactions with individuals across the lifespan. A focus will be placed on roles of the professional nurse and other health professionals in using a problem solving process in the promotion of optimal health. Prerequisites or corequisites include admission to the nursing major, Biology 103, 221, 222 and 231, Chemistry 103, and Nursing 210. Open to non-nursing majors by permission of the chairperson.

Three Credits Staff Spring Semester

295. Studies in Nursing — A special theory, seminar, or practicum course in a specific study in nursing. Pre-requisites include admission to the nursing major, Nursing 210, or permission of department chairperson. Other possible prerequisites depending on the study selected.

One to Four Credits Fall or Spring Semester; May, June, or July Term

***310. Special Topics in Professional Nursing** — This course will explore selected topics common within nursing practice including lab/diagnostic testing, care of patients with chronic illnesses, interprofessional collaboration, end of life care, and care of patients with addictive disorders. Topics will be examined with a focus on the provision of culturally competent care for individuals across the lifespan. This course will analyze the professional nursing roles performed in the provision of evidence-based care within the context of the Christian faith. Prerequisites include Nursing 210, 222, 242, 255 and 260, and Kinesiology 208. Prerequisites or corequisites include Nursing 320.

Three Credits Bertolone Fall Semester

***315. Family Health Nursing Theory and Practicum** — This course provides an opportunity to apply concepts of evidence-based health care for families living in the community. Students will learn how to utilize and implement the nursing process as it

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pertains to families. Emphasis will be placed on health promotion, health education and disease prevention with community-based healthy families. A focus will be placed on developing partnerships with families for their health care. This course is a combination of theory and practicum experiences. Theory, 7 hours per semester; practicum, 21 hours per semester. Prerequisites include admission to the nursing major, Nursing 210, 222, 242, 255, 260, 310 and one other nursing theory and practicum course.
One Credit Bertolone, Voskuil, Staff Spring Semester

***320. Pathophysiology** — A study of the progression of physiologic dysfunction in disease processes across the lifespan. Etiology, predisposing/risk factors, pathogenesis and clinical manifestations will be discussed in relation to alterations in health. Prerequisites include admission to the nursing major, Biology 103, 221, 222 and 231, and Chemistry 103. Open to non-nursing majors by permission of the chairperson.

Four Credits Garrett Fall Semester

***325. Psychiatric Mental Health Nursing Theory and Practicum** — This course provides an opportunity to apply concepts of evidence-based psychiatric nursing care. Emphasis will be placed on utilizing a variety of nursing roles in the provision of care to promote or restore optimal mental health. This course is a combination of theory and practicum experiences. Theory, two hours per week; practicum, twelve hours per week for a half semester. Prerequisites include admission to the nursing major and Nursing 210, 222 and 255, PSY 100 and 230, and SOC 101. Prerequisites or corequisites include Nursing 242 and 260.

Three Credits Walter Both Semesters

***335. Maternity and Women's Health Nursing Theory and Practicum** — This course provides an opportunity to apply concepts of evidence-based maternity and women's health nursing care for the woman from menarche through post-menopause. Emphasis will be placed on utilizing a variety of nursing roles in the provision of care to promote or restore optimal health in the childbearing family. This course is a combination of theory and practicum experiences. Theory, two hours per week; practicum, twelve hours per week for a half semester. Prerequisites include admission to the nursing major and Nursing 210 and 255; prerequisites or corequisites include Nursing 242 and 260.

Three Credits Barnum, Fynaardt Both Semesters

***345. Pediatric Nursing Theory and Practicum** — This course provides an opportunity to apply concepts of evidence-based pediatric nursing care for the neonate through the adolescent. Emphasis will be placed on utilizing a variety of nursing roles in the provision of care to promote or restore optimal health. This course is a combination of theory and practicum experiences. Theory, two hours per week; practicum, twelve hours per week for a half semester. Prerequisites include Nursing 210, 222, 242, 255 and 260, and PSY 230. Prerequisites or corequisites include Nursing 310 and 320.

Three Credits Bertolone Both Semesters

***365. Adult Nursing Theory and Practicum** — This course provides an opportunity to apply concepts of evidence-based adult nursing care. Emphasis will be placed on utilizing a variety of nursing roles in the provision of care to promote or restore optimal health. This course is a combination of theory and practicum experiences. Theory, two hours per week; practicum, twelve hours per week for a half semester. Prerequisites include Nursing 210, 222, 242, 255, 260, 310, 320 and 335. Prerequisites or corequisites include PSY 230.

Three Credits Garrett Both Semesters

***380. Nursing Research** — A study of the nursing research process, with a focus on its integral relationship to nursing theory and practice. The professional nursing roles in critically evaluating, utilizing, and participating in nursing research will be emphasized. Prerequisites include ENG 113, Math 210, Nursing 210, 222, 242, 255,

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260, 310 and 320, PSY 230, SOC 101, and at least one nursing theory and practicum course.

Four Credits Barnum, Dunn Spring Semester

***385. Gerontological Nursing Theory and Practicum** — This course provides an opportunity to apply concepts of evidence-based gerontological nursing care. Emphasis will be placed on utilizing a variety of nursing roles in the provision of care to promote or restore optimal health. This course is a combination of theory and practicum experiences. Theory, two hours per week; practicum, twelve hours per week for a half semester. Prerequisites include Nursing 210, 222, 242, 255 and 260. Prerequisites or corequisites include Nursing 310 and 320, and PSY 230.

Three Credits Bouws Both Semesters

***418. Nursing Research Practicum** — Practical experience with the nursing research process through collaborative participation in ongoing nursing research. Students will choose from a variety of health care research studies. Practicum, three hours per week. One credit required for nursing major. (Additional credits optional.) Prerequisites include Nursing 210 and 380, and at least two nursing theory and practicum courses.

One Credit Barnum, Dunn, Vincensi Both Semesters

***420. Community Health Nursing Theory and Practicum** — This course provides an opportunity to apply concepts of evidence-based and population-based community health care. An emphasis is placed on improving health of a community with a priority on health promotion, disease prevention, and health protection. This course is a combination of theory and practicum experiences. Theory, two hours per week; practicum, twelve hours per week for a half semester. Prerequisites include Nursing 210, 222, 242, 255, 260, 305, 310 and 335, and PSY 230. Prerequisites or corequisites include Nursing 315.

Three Credits Vincensi Both Semesters

***465. Advanced Adult Nursing** — This course provides an opportunity to analyze advanced concepts of caring for the complex, hi-acuity adult client. Emphasis will be placed on exploring the provision of evidenced-based nursing care for adults with multi-system dysfunction to promote or restore optimal health. This is a half-semester theory course. Prerequisite or corequisite: NURS 365 and 385.

One Credit Garrett Both Semesters

***480. Nursing Management and Transitions** — An in-depth examination of issues essential to nursing leadership and management roles and professional practice. An emphasis will be placed on integration of critical thinking skills and management skills necessary for providing evidence-based practice in a variety of health care settings. Prerequisites include all Nursing 200- and 300-level courses or permission of department chair.

Two Credits Clarey-Sanford Both Semesters

***486. Clinical Reasoning in Nursing** — A comprehensive examination of clinical reasoning in nursing. This course will provide a critical review of specialty content areas, with a focus on critical thinking skills. It will include in-depth preparation for the Nursing National Council Licensure Examination for Registered Nurses (NCLEX-RN). Students must reach a benchmarked score on an NCLEX-RN practice exam or complete remediation work as part of this course. Prerequisites or corequisites include NURS 480 and 488.

Two Credits Dunn Both Semesters

***488. Nursing Internship** — This internship, supervised by the Department of Nursing, is done in cooperation with a health care agency. Students will select an area of clinical interest to apply previously acquired knowledge and to develop competencies and skills necessary for the beginning roles of the professional nurse. This course will be composed of practicum experience for a seven-week period. The student will have approximately 24 hours per week of clinical experience while being

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mentored by a professional nurse. Students may have the option to have their nursing internship as a part of The Philadelphia Center or the Chicago Semester program. Prerequisite: Nursing 480.

Four Credits Scheerhorn Both Semesters

490. Independent Study in Nursing — This course provides an opportunity for in-depth study in an area of special interest in nursing. Prerequisites or corequisites include 200 and 300 level nursing courses or permission of department chairperson.

One to Four Credits Both Semesters

495. Advanced Studies in Nursing — A special theory, seminar, or practicum course in a specific advanced study in nursing. Prerequisites include 200 and 300 level nursing courses or permission of department chairperson. Other possible prerequisites depending on the study selected.

One to Four Credits Dunn Fall or Spring Semester; May, June, or July Term



Faculty: Mr. Dell'Olio, Chairperson; Mr. Allis, Mr. LaPorte, Mr. Mulder, Mr. Perovich, Ms. Simon **Assisting Faculty:** Mr. Bassett

'Philosophy' comes from two Greek words meaning 'love of wisdom.' This may still be the best short definition of philosophy. The trouble with it, of course, is that it expresses an ideal, and an ideal whose meaning is vague. What, after all, is 'wisdom;' and in what does wisdom consist? Is wisdom like knowledge? Science? Practical knowledge? Yes — and no. Perhaps the best way to describe this 'love of wisdom' would be to say that it is the desire to find out what is real and true, to try to understand, and to seek to live better lives as a consequence of this. But how shall this exploration proceed? What is it to 'understand'? And what's involved in a better life? These are themselves among the fundamental questions of philosophy. They lead us to issues in the theory of reality, the theory of knowledge, moral and political philosophy, and aesthetics.

Philosophy is a kind of "calling," a kind of "vocation." It is not primarily a career, a profession, a job. It is a calling to anyone who wishes to take life reflectively and thoughtfully, rather than just acting on prevailing assumptions, habits, and prejudices. This is not to say that in thinking philosophically we need to separate ourselves from worldly activities; rather it is to say that we have the opportunity to bring critical judgment to bear upon the practices of social, political, religious, scientific, artistic, and business life with a view toward reform and improvement. But philosophy is first of all an exploring and a deepening of one's own self.

MAJORS AND NON-MAJORS

Students can pursue their goals through a concentration in philosophy or through any number of combinations of courses short of a major. Others will want to make the history of philosophical thought and its special fields of inquiry the core around which their overall education is built and will become majors. Still others will want to combine a philosophy major with a major in some other field. Recent fields combined with philosophy in joint majors include:

- Art, Biology, Business, Chemistry, English, History, Mathematics, Political Science, Psychology, Religion, Social Work.

Hope College philosophy majors can be found

- doing graduate work in philosophy at major universities
- practicing pediatric medicine in Grand Rapids
- practicing law at Southeastern Michigan Poverty Law Center
- pursuing careers in medicine, law, business, and human services
- teaching philosophy in colleges
- being a hospital chaplain in Yuma, Arizona
- teaching in high schools
- serving as president of a theological seminary
- engaging in computer science research
- pastoring churches of various denominations
- serving as an executive of a major denomination

PHILOSOPHY

GENERAL REQUIREMENTS FOR THE MAJOR IN PHILOSOPHY

200 — Informal Logic (2 credits) or 201 — Formal Logic (4 credits)

450 — Capstone Seminar in Philosophy

One course from List II, one from List III, and one from List IV (See course listings.) (12 credits)

At least one other elective (at least 4 credits)

Total Credits Required: 24 minimum in philosophy

Note: Only one cross-listed course (4 credits) offered by another department may count toward the major.

GENERAL REQUIREMENTS FOR THE MINOR IN PHILOSOPHY

A minimum of 16 credits from Department of Philosophy courses, following these guidelines:

200 — Informal Logic, 201 — Logic, or Communication 160 — Analytic Skills in Communication

Three courses from among List II, List III, and List IV (See course listings.) (courses must be taken from at least two different Lists). (12 credits)

Total Credits Required: 16 minimum in philosophy

Note: Only one cross-listed course (4 credits) offered by another department may count toward the minor.

HONORS PROGRAM

The departmental Honors Program challenges majors to go beyond the minimum requirements of the major in order to acquire a deeper and broader philosophical training and is designed to be of special interest to students considering graduate studies in philosophy. The requirement for entry into the Honors Program is a GPA of 3.5 in Philosophy or Departmental Consent. Graduating with Honors in Philosophy requires completion of 32 credits in the major, attendance at department sponsored events such as the Inquiring Minds Discussion Group and the Philosophy Speaker Series, and completion of two programs of independent reading or an Honors Thesis. Detailed information and application forms are available from the department chairperson.

MAJORS AND MINORS IN PHILOSOPHY can complement and enrich other areas of study in a way that makes good sense of a student's vocational perspective. Specific examples of courses which might appeal to students with particular interests include the following:

1. PRESEMINARY STUDENTS

232. Modern Philosophy; 320. Knowledge and Belief; 331. Philosophy of Religion; 345. Ethics; 370. Metaphysics

2. PRELAW STUDENTS

201. Logic; 341. Ancient and Medieval Political Thought; 342. Modern Political Thought; 343. Twentieth Century Political Thought; 345. Ethics; 375. Philosophy of Law

3. PREMEDICAL STUDENTS

245. Applied Ethics; 331. Philosophy of Religion; 345. Ethics; 360. Philosophy of Science

4. FUTURE EDUCATORS IN LITERATURE AND THE ARTS

331. Philosophy of Religion; 373. Aesthetics; 380. Existentialism; 385. Postmodernism

5. FUTURE SOCIAL SCIENTISTS AND PSYCHOLOGISTS

245. Applied Ethics; 320. Knowledge and Belief; 325. Philosophy of Mind; 341. Ancient and Medieval Political Thought; 342. Modern Political Thought; 360. Philosophy of Science; 373. Twentieth Century Political Thought

NOTE: 200 and 300 level courses do not have any special prerequisites. All are welcome.

PHILOSOPHY

I. FUNDAMENTALS OF PHILOSOPHY

195. Topics in Philosophy — A half-semester course designed to introduce students to a selected significant topic and to applications of philosophical methods for critical reflection upon it. Recommended as a good introduction to philosophical thinking, but not required nor can it substitute for any of the courses on lists II, III, or IV for the major or minor. Past topics included “Sexual Ethics,” “Animal Rights,” “Liberal Democracy and Islam” and “Philosophy of the Body.”

Two Credits Staff When Feasible

200. Informal Logic — An introduction to and examination of some of the basic forms of reasoning and argument we use in everyday life, and then an exploration of applications of these kinds of reasoning to current events and philosophical arguments.

Two Credits LaPorte Spring Semester 2013, Both Halves of Semester

201. Logic — The study of the structure of reasoning. This course will introduce students to techniques for recognizing, formalizing, and evaluating the logical structures of arguments. Students will be taught symbolic languages, how to translate English arguments into those languages, and proof and testing procedures using the languages. This course will, along with introducing students to the rudiments of logic, explain how logic is employed in the articulation and solution of problems in various subdisciplines of philosophy. (Not recommended as an introduction to philosophy but, given its usefulness as a basis for many other courses, it should be taken early by philosophy majors and minors.)

Four Credits Mulder Fall Semester 2012

II. KNOWLEDGE AND REALITY

320. Knowledge and Belief — “All men by nature desire to know,” says Aristotle in his *Metaphysics*. This famous quote raises numerous questions. What is knowledge? Why do we want it? How do we know when we have it? This course will examine these and related questions, such as “Can we be certain of anything?” “What are the sources of knowledge?” “Is scientific knowledge easier to attain than moral or religious knowledge?” Cross-listed with Religion.

Four Credits LaPorte Alternate Years

325. Philosophy of Mind — Philosophy of mind deals with very basic questions of who we are. What is the relation between our minds and our bodies in general and our brains in particular? What are the characteristics of the mind that make us (or seem to make us) unique? The course will explore such issues as dualism and materialism, the problems of sensation and of intentionality, computer models for the mind, the nature of human action, and freedom of the will. (Counts toward fulfillment of requirements for the neuroscience minor.)

Four Credits Perovich Spring Semester 2013

331. Philosophy of Religion — A study of the nature and theory of religion, including the following topics: the nature and existence of God; the concept of faith; the nature of religious experience and religious language; and the theory of religious pluralism. Cross-listed with Religion.

Four Credits Mulder Spring Semester 2013

360. Philosophy of Science — An examination of several philosophical issues raised by the physical and biological sciences, their history and the technological developments they generate. Topics include: what science is, whether its development is rational and progressive, how the meaning of scientific concepts is to be understood.

Four Credits LaPorte Fall Semester 2012

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.

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Examples of topics to be discussed include necessity and possibility, causation, free-will and determinism, personal identity, the mind-body problem, universals, and the relationship between language and reality. *Four Credits LaPorte Alternate Years*

III. VALUES AND THE HUMAN CONDITION

241. Philosophies of India and Tibet — An introduction to the philosophical traditions of India and Tibet focusing primarily on the classical texts of these traditions — the *Vedas*, *Upanishads*, *Bhagavad-Gita*, and the Hindu and Buddhist *Sutras* — as well as the systems of thought they produced. Many of the ideas we will consider will have spiritual as well as philosophical significance. Issues to be explored include the nature of the divine, ultimate reality, the self, happiness, ethics, the just society, knowledge, and spiritual liberation. We will also consider more recent representatives of these traditions, such as Mohandas Gandhi of India and the contemporary political and spiritual leader of the Tibetan People, the Dalai Lama. Comparisons to Western philosophical and religious conceptions will be made where appropriate. *Four Credits Dell'Olio Alternate Years*

242. Philosophies of China and Japan — An introduction to the philosophical traditions of China and Japan. While these philosophies continue to influence the world view of contemporary East Asia, we will be mostly concerned with the classical thought of these traditions. The philosophies to be considered include Confucianism, Neo-Confucianism, Taoism, Legalism, the Yin-Yang and Five Elements School, and Chinese Buddhism, as well as Shinto and forms of Japanese Buddhism, including Zen Buddhism. Throughout the course, we will consider comparisons to Western philosophical and religious thought where appropriate. *Four Credits Dell'Olio Alternate Years*

245. Applied Ethics — An introduction to the application of philosophical theories on ethics to concrete ethical questions. Possible topics include: euthanasia, abortion, professional (e.g., medical or business) ethics, human cloning, just war theory, military ethics, sexual ethics, animal rights, duties to the poor, and so on. Each instance of the course will begin with a brief discussion of philosophical theories on ethics and utilize these theories in the treatment of the topics to be discussed. *Four Credits Mulder Alternate Years*

343. Twentieth Century Political Philosophy — The theory of the liberal democratic state in the 20th century. Attention to such central concepts as capitalism, socialism, communism, freedom, equality, justice. Readings from Lenin, Mussolini, Hayek, Rawls, Nozick, Habermas, against the background of Locke and Marx. Cross-listed with Political Science. *Four Credits Allis Spring Semester 2013*

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. Cross-listed with Religion. *Four Credits Simon Alternate Years*

373. Aesthetics — An investigation of some of the philosophical issues raised by the arts: What is art? What is beauty? How is art to be understood, appreciated and evaluated? In what way can works of art be said to possess meaning or truth? What is the role for the arts in our lives? Both historical and contemporary views will be

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studied and an attempt will be made to explore how philosophical ideas apply to productions drawn from many different artistic fields.

Four Credits Simon Spring Semester 2013

375. Philosophy of Law — What is law, and what gives law the obligatory force it has? In this course we will investigate such issues as the nature of law, the relation of law to morality, and problems with interpreting and applying the law, especially the Constitution. Cross-listed with Political Science. *Four Credits Allis Alternate Years*

377. Environmental Philosophy — An in-depth study of classic and contemporary texts in environmental philosophy and history, including primary sources by Plato, Aristotle, Descartes, Locke, Thoreau, Berry, Carson, and Leopold, as well as secondary studies by Crosby, Ponting, and Steinberg. Cross-listed with Environmental Studies. *Four Credits Bouma-Prediger When Feasible*

380. Existentialism — A study of selected works of Kierkegaard, Nietzsche, Heidegger and Sartre. Themes include: the question of being and human being; faith and reason; subjectivity and objectivity; freedom and responsibility; authenticity and autonomy; and human possibilities. *Four Credits Allis Alternate Years*

385. Postmodernism — Postmodernism has been characterized more as a “mood” than a set body of doctrine, a “constellation” of concerns that has arisen in the aftermath of World War II and the Holocaust. Postmodern concerns challenge central tenets of Enlightenment rationalism regarding the self, knowledge, language, logic, reality, and power. The “roots” of postmodern thinking in the work of Nietzsche, Freud, and Heidegger will be explored, along with such thinkers as Lyotard, Foucault, Derrida, Rorty, and Habermas and feminist challenges to Enlightenment rationality. *Four Credits Dell’Olio Fall Semester 2012*

IV. THE HISTORY OF PHILOSOPHY

230. Ancient Philosophy — Western philosophy from its beginning to the Middle Ages, including such figures as Socrates, Plato, Aristotle, Plotinus, and St. Augustine, through a study of primary texts. Partial fulfillment of the Cultural Heritage requirement. *Four Credits Staff Both Semesters*

232. Modern Philosophy — An introduction to the developments in European philosophy from Descartes to Kant. Authors to be studied include Descartes, Spinoza, and Leibniz, Locke, Berkeley, and Hume, and Kant. Issues to be explored include knowledge and skepticism, appearance and reality, the existence of God, and the nature of the human mind. Partial fulfillment of the Cultural Heritage requirement. *Four Credits Staff Both Semesters*

341. Ancient and Medieval Political Thought — We will examine such thinkers as Plato, Aristotle, Cicero, Augustine, Aquinas, Hobbes, Descartes and Machiavelli on such issues as: human nature, the good life, the role of government, the relation between the individual and the government, the meaning of freedom, the need for social order. We will also investigate how modern political thought differs from ancient and medieval views. Cross-listed with Political Science. *Four Credits Allis, Polet Alternate Years*

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

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political thought differs from ancient and medieval views. Cross-listed with Political Science. *Four Credits Polet Fall Semester 2012*

395. Philosophical Greats — This course is devoted to the thought of one great thinker or set of thinkers in the philosophical tradition. Attention will be given to major “canonical” figures (such as Aristotle or Kant) and other figures based on student interest as well as the representation of underrepresented groups in the philosophical tradition. Readings will be drawn from the primary texts as well as the secondary scholarship on each thinker. *Four Credits Staff When Feasible*

V. SPECIAL STUDIES

295. Studies In Philosophy — A lecture or seminar class in a special topic of philosophy. *Two or Four Credits Staff*

450. Capstone Seminar in Philosophy — A topical seminar dealing with significant thinkers, issues and approaches within philosophy. For philosophy majors, the seminar serves as a capstone course within the major. The topic of the seminar for Fall 2012 is “Philosophies of Affection and Desire.” While the topics of the seminar vary, it is the goal of the course to provide appropriate opportunities for students to exercise the skills needed for reading philosophy and for thinking, writing and interacting with others philosophically. Philosophy majors will complete their major portfolios as part of the required work for the course. Prerequisite: permission of the instructor. *Four Credits Simon Fall Semester 2012*

490. Independent Study — Prerequisite: departmental approval of a student-proposed project prior to enrollment in the course. Such a project might be an internship; but in any case it would include a significant piece of philosophic writing. (See also under General Academic Regulations, statement about Honors Independent Study or Research.) A student intending to enroll in 490 should *plan ahead* to study with the professor whose expertise and interests most clearly correspond to the student’s interests and intentions. *Two, Three or Four Credits Staff Both Semesters*

495. Topical Seminars — Seminars in topics not ordinarily offered in the department curriculum, focusing upon philosophic writing and the critique of papers in class. Prerequisite: permission of the instructor. *Four Credits Staff When Feasible*



Faculty: Mr. Remillard Chairperson; Mr. DeYoung, Mr. Gonthier, Ms. Hampton, Ms. Mader.

The Department of Physics offers several majors. The course structure allows students to tailor their programs to their main interests. Opportunities for research participation are available to all students at all class levels during both the academic year and the summer. Students are presently engaged in:

- nuclear physics experiments on the Hope accelerator
- theoretical astrophysics investigations
- material analysis with scanning electron microscopy (SEM) and atomic force microscopy (AFM)
- heavy ion physics experiments at national laboratories
- surface analysis using alpha particle beams from the Hope accelerator
- chemical analysis using proton beams from the Hope accelerator
- superconductivity
- microwave science
- electrochemistry
- nanoscale science

Laboratories provide students with opportunities to test fundamental concepts and apply theory in practical applications. In addition, research programs and internships enable students to work along side faculty members and working professionals. In the department, the primary physics research laboratories are: a 1.7 million volt Van de Graaff pelletron tandem accelerator, a scanning electron microscope, atomic force microscope, a nuclear physics laboratory, a superconductivity/microwave laboratory, and an electrochemistry/nanoscale laboratory. There is extensive computer support. Students and faculty are also involved in research programs at national laboratories and NASA Goddard Space Flight Center. Students are strongly encouraged, as early as possible, to become involved in one of the research programs of the faculty members. Summer stipends for such activity are often available.

MAJOR PROGRAMS

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

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Program for students interested in post-graduate professional work in physics, astronomy, medicine, biophysics, chemical physics, materials physics, radiation physics, environmental physics, medical physics:

Bachelor of Arts Degree — A minimum of 27 credits from physics courses numbered 121 and higher including 8 credits from courses numbered 340 or higher. Courses required are 121 and 122, 141, 142, 270, 280, 281, and 382. Also two semesters of PHYS 080 (Seminar) are required. The mathematics requirement is MATH 232. An additional laboratory course, designated for science majors, in chemistry, biology, or geology is required. Computer programming competence is expected by the beginning of the junior year. This requirement may be satisfied by CSCI 160, or 225, or by demonstrating programming competence on a problem chosen by the department.

Bachelor of Science Degree — A minimum of 36 credits in physics including 121 and 122, 141, 142, 270, 280, 281, and two semesters of 382. In addition, three courses selected from PHYS 342, 361, 362, 372, and 380 are required. Two semesters of PHYS 080 (Seminar) are required. In addition, 24 credits of courses in mathematics, computer science, and science are required, including MATH 232 and a labora-

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tory 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 160, 225, 241, 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, engineering courses (especially 345), and research are recommended.

Honors Designation: In order to encourage students to go beyond the minimum requirements for graduation, students completing additional requirements will have an Honors Designation added to their transcripts. Students must fulfill the requirements for a B.S. in physics, and take an additional 6 credits of physics. Physics 342, 361, 362, and 372 must all be taken. In addition, one summer and two semesters (for one credit each term) of research work must be done with a Hope faculty member, and the research work must be documented in written form and submitted to the *Journal of Undergraduate Research in Physics* or another appropriate peer-reviewed journal. An additional semester of a laboratory based science majors course outside of physics is required, and a mathematics course beyond the required calculus sequence is required. The minimum GPA in physics courses is 3.6.

ENGINEERING PHYSICS

Students wishing to combine elements of physics and engineering in their major should consider the Bachelor of Science in Engineering Physics. This major (minimum of 36 credits) combines elements from both areas and is designed in consultation with the chairperson and requires prior approval from the department.

DUAL MAJORS

In case of a dual major, the physics courses required are those listed above. The additional mathematics and science requirements shall be established by agreement between the student and the department. Recent dual majors have included physics-mathematics, physics-computer science, physics-geology, physics-chemistry, and physics-philosophy.

STUDENTS PREPARING FOR SECONDARY EDUCATION

In partnership with the Hope College Department of Education, the Department of Physics offers a teaching major and minor for certification through the State of Michigan. This includes a 30-credit major and 20-credit minor leading to a Bachelor of Arts degree. A listing of the requirements can be found on the education website. Students interested in teaching physics at the secondary level should begin working with the Department of Education as early as possible.

PHYSICS MINOR

A minor in physics consists of 20 credits. Physics 121, 122, 141, 142, 270, and at least one 300-level course are required. The remaining courses are to be chosen by the student in consultation with the department chairperson. The exact courses will depend upon the intended major program of the student. Approval of the courses by the department chairperson is required.

ENGINEERING

The fields of physics and engineering are closely related. Similar principles and science concepts are found in both. One is more focused on application and one tends more to the abstract. Students unsure of their specific career goals are encouraged to speak with the chairpersons of each department.

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HEALTH PROFESSIONS — Medicine, Dentistry, Physical Therapy, Veterinary Medicine

Students considering one of the health professions may enroll either in Physics 105, 106, 107, 108, or Physics 121, 122, 141, 142. Consultation with your advisor about the appropriate course is strongly advised. Students who may pursue graduate work in the sciences should take Physics 121, 122, 141, 142.

PREREQUISITE POLICY

Many courses in the department have prerequisites listed. A grade of C- or better is required in these prerequisite courses. If this is not the case, then it is the view of the department that the prerequisite has not been fulfilled and the course may not be taken without written permission of the instructor and the department chairperson.

SCIENCE MAJOR ORIENTED COURSES

080. Seminar — All students interested in physics and engineering are encouraged to attend departmental seminars. Registered students are required to attend at least 80 percent of the seminars presented. The purpose of the seminars is twofold. One is the presentation of fields of current interest and questions of concern for researchers so that students can learn the content of and approaches to research. The other is to provide students contemplating further study at the graduate level with opportunities to discuss with speakers the programs at their institutions. In this manner, students can make better informed decisions on the course of their further education. Prerequisite for registration: junior standing. *Zero Credits Both Semesters*

104. Matter and Energy — Matter and Energy is the first 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 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. *Four Credits Seymour Both Semesters*

105. College Physics I — This is an algebra-based course which provides a rigorous examination of the following physical phenomena and systems: 1) mechanics (forces, kinematics of motion, conservation of energy and momentum, collisions, and rotational systems), 2) oscillating systems and springs and 3) selected topics from molecular physics and heat (physics of solids and fluids, thermal physics and thermodynamics). Corequisite: Physics 107 or 141. Prerequisite: Mathematics 123 (A Study of Functions) or the equivalent. *Three Credits DeYoung Fall Semester*

106. College Physics II — A continuation of College Physics I, Physics 105. This course is algebra-based with an accompanying laboratory. It provides a rigorous examination of the following physical phenomena and systems: 1) electricity and magnetism, 2) geometric optics, 3) physical optics and waves and 4) atomic and nuclear physics. Corequisite: Physics 108 or 142. Prerequisites: Physics 105 and Mathematics 123 (A Study of Functions) or the equivalent. *Three Credits Mader Spring Semester*

107. College Physics Laboratory I — The laboratory is designed to accompany Physics 105. Basic laboratory skills are developed. Students use modern instrumenta-

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tion methods to explore and analyze scientific measurements. This laboratory is a great introduction to the use of computers in the collection and analysis of data. Students will be able to study quantitatively, and in detail, many of the mechanical systems which are presented in Physics 105. Corequisite: Physics 105.

One Credit Gardner Fall Semester

108. College Physics Laboratory II — A continuation of Physics 107, College Physics Laboratory I. The laboratory accompanies Physics 106. The topics of electricity and magnetism, electrical circuits, optics, radiation and quantum effects are explored. Physical phenomena are studied and measured at a more advanced level, including techniques currently employed in modern physics. A major goal of the course is to develop skills in the measurement of physical phenomena. Corequisite: Physics 106. Prerequisite: Physics 107.

One Credit Gardner Spring Semester

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. Prerequisite: concurrent enrollment in Mathematics 131 or 125, or permission of the instructor.

Two Credits Mader Fall Semester

112. Introduction to Modern Physics — This course is an introduction to modern physics for the student who enters Hope College with advanced placement but weaknesses in the area of modern physics. The material covered includes interference and diffraction, wave nature of light, particle nature of light, wave nature of matter, introduction to quantum mechanics, and atomic and nuclear structure. Prerequisites: Advanced Placement credit for Physics 122 and concurrent enrollment in Mathematics 132.

Two Credits Hampton Fall Semester

121. General Physics I — The course is calculus-based and designed for students desiring professional science careers. It provides a rigorous examination of the following physical phenomena and systems: forces, conservation of momentum, energy (kinetic, potential, chemical, and thermal), fields, thermodynamics, and statistical mechanics. Corequisite: Physics 141. Mathematics 131 (Calculus I) or 126 must accompany or precede.

Three Credits DeYoung Both Semesters

122. General Physics II — A continuation of General Physics I, Physics 121. The course is calculus-based with an accompanying laboratory. It is designed for students desiring professional careers in science. The course provides a rigorous introduction to the following topics: 1) electricity and magnetism, 2) geometric optics, 3) physical optics and waves, 4) atomic and nuclear physics. Corequisite: Physics 142. Prerequisite: Physics 121 (permission of instructor required if Physics 121 grade is below C-). Mathematics 132 must accompany or precede this course.

Three Credits Hampton Both Semesters

141. Physics Laboratory I — The laboratory is designed to accompany Physics 121. Basic laboratory skills are developed. The use of modern instrumentation in physical measurements is explored. Students gain experience in using computers to analyze scientific measurements. Topics covered include forces, conservation of momentum, conservation of energy, oscillation systems, and rotational motion. Corequisite: Physics 121.

One Credit Gardner Both Semesters

142. Physics Laboratory II — A continuation of Physics 141, Physics Laboratory I. The laboratory accompanies Physics 122. Physical phenomena are studied and measured on a more advanced level. Topics in electrostatics, radioactivity, modern

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physics, optics, electricity and magnetism, resonance, and electrical circuits are explored. A major goal of the course is to develop skills in the measurements of physical phenomena. Corequisite: Physics 122. *One Credit Gardner Both Semesters*

270. Modern Physics — A first course in the quantum physics of atoms, molecules, solids, nuclei, and particles. Topics include special relativity, the structure of the nucleus, the Schrodinger wave equation, one electron atoms, angular momentum, spectra, transition rates, and quantum statistics. Applications to atoms, molecules, nuclei, conductors, semiconductors, superconductors, and elementary particles will be discussed. Experiments as well as theory will be examined. Prerequisites: Physics 122 and Mathematics 132, or permission of instructor.

Four Credits Hampton Fall Semester

280. Introduction to Mathematical Physics and Engineering — Mathematical methods applicable to physical systems are studied. These include effective use of MAPLE, modeling with ordinary 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. Corequisite: Mathematics 232.

Two Credits Remillard Spring Semester

281. Intermediate Laboratory — This course focuses on developing experimental skills. These include experiment planning, research, analysis, error propagation, writing, and presenting. A series of short exercises are done first to develop the background in these areas and then experiments are done where these skills must be correctly applied. Typical laboratory experiments will include the Cavendish experiment, index of refraction of a gas with an interferometer, and determining the ellipticity of a large outdoor courtyard. Prerequisite: Physics 270.

Two Credits Gonthier Spring Semester

290. Independent Studies — With departmental approval freshmen or sophomores may engage in independent studies at a level appropriate to their ability and class standing, in order to enhance their understanding of physics. Students may enroll each semester. Permission of the instructor is required.

One or Two Credits DeYoung Both Semesters

295. Studies in Physics — A lecture and/or laboratory course in a physics area of current interest.

Two to Four Credits DeYoung Both Semesters

342. Electricity and Magnetism — A course in classical electromagnetism with the development and application of Maxwell's equations as the central focus. Topics include electromagnetic fields, boundary value problems, dielectric and magnetic materials, radiation, and energy and momentum of the electromagnetic field. Prerequisites: Physics 280 and Mathematics 232.

Four Credits Remillard Spring Semester

352. Optics — Topics covered concern both geometrical and physical optics. The approach involves matrix formulation, computer formulation, Fourier analysis as it relates to Fresnel and Fraunhofer diffraction, interference, polarization matrices and holography. The relevance of these topics to modern day optical information processing and physical devices is considered. Prerequisite: Physics 280. Alternate years.

Three Credits DeYoung Spring Semester, Even Years

361. Analytical Mechanics — This course covers Newtonian mechanics, linear and nonlinear oscillations, calculus of variations, Lagrangian and Hamiltonian dynamics, and motion in noninertial frames of reference. The course builds upon the topics covered in general physics and makes extensive use of the methods learned in Introduction to Mathematical Physics. The course acquaints students with mathematical and computer techniques in solving complex problems. These more formal

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methods empower students with skills necessary to make the transition from introductory to advanced physics and engineering. Prerequisites: Physics 280, Mathematics 232 and programming competence. *Four Credits Gonthier Fall Semester*

362. States of Matter — The prominent states of matter are examined from classical and quantum mechanical points of view. An overview of thermodynamics and statistical mechanics is given. Effects of Bose-Einstein and Fermi-Dirac statistics are detailed for gases, liquids and solids. Slightly degenerate perfect gases, electrons in metals and Bose-condensation, viewed as a first order phase transition, are discussed. Applications are made to such systems as plasmas, semiconductors, white dwarfs, and neutron stars. Special emphasis is given to superfluids, superconductors, and the Josephson effect. Alternate years. Corequisite: Physics 280. Prerequisites: Physics 270 and Mathematics 232.

Four Credits Gonthier Spring Semester; Alternate Years

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. Prerequisites: Physics 270, 280 and Mathematics 232. Alternate years.

Four Credits DeYoung Fall Semester; Alternate Years

380. Mathematical Physics and Engineering II — This is a continuation of Physics 280, Introduction to Mathematical Methods in Physics and Engineering. Additional mathematical methods, primarily for physics, are considered, including complex analysis, numerical methods, probability and statistics, additional special functions, and more partial differential equations. Prerequisite: Physics 280.

Two Credits Mader Fall Semester

382. Advanced Laboratory — This laboratory builds on the skills learned in Physics 281 and combines experiments from both classical and modern physics. Extensive use of the computer is made in the analysis of data from experiments. Detailed error analysis of each experiment is required. In any given semester the selected topics are drawn from experiments such as gamma detection, Millikan oil drop, alpha spectroscopy, accelerator operation, Cavendish, Rutherford scattering, and neutron activation. Two hours of lecture and seven hours of laboratory. Required for physics majors and may be taken more than once for credit. Prerequisites: Physics 270 and 281, and Mathematics 232.

Two Credits Remillard Fall Semester

490. Research — With departmental approval students may engage in independent studies at a level appropriate to their ability and class standing, in order to enhance their understanding of physics. Students may enroll in each semester.

One or Two Credits All Faculty Both Semesters

495. Advanced Studies in Physics — A lecture or seminar in an area of special interest or experience. Department chairperson's approval required.

Three or Four Credits Remillard Spring Semester



Faculty: Ms. Dandavati, Chairperson; Ms. Beard, Ms. Booke, Mr. Holmes, Ms. Johnson, Mr. Polet, Mr. Ryden, Mr. Toppen. **Assisting Faculty:** Mr. Allis, Mr. Bultman, Mr. Pocock.

The academic program of the Department of Political Science seeks to provide students with a systematic understanding of government, political behavior and political institutions at the local, state, national, and global levels. To accomplish these goals, students majoring in political science take coursework across the primary fields of political science — Political Theory, Comparative Government, American Politics, and International Relations. In addition to in-class instruction, the department seeks to provide students with rich opportunities for hands-on and experiential encounters with political processes in the United States and abroad. For example, the Washington, D.C., Honors Semester Program is an interdisciplinary program that enables students to intern in the nation’s capitol and allows them to meet and interact with key political and governmental officials. Other Hope students intern or work in governmental and political offices in Holland, Grand Rapids, or Lansing.

The political science major provides a broad-based training for those who might wish to work in government or the private sector, pursue careers in law, teach political science, or do graduate work in political science. Political science students who supplement their study with appropriate electives in other disciplines may also be equipped for eventual careers in journalism, public relations, industry, small business, personnel administration, and many more. Hope College political science majors have taken part in such varied activities as:

- directing the campus radio station
- organizing Michigan’s largest Model United Nations
- 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

POLITICAL SCIENCE

SOCIAL SCIENCE REQUIREMENT: Students who are interested in fulfilling the college social science requirements have the option of taking Political Science 100, 110, or 151.

GENERAL PROGRAM FOR MAJORS (for students enrolling at Hope in the fall of the 2007-08 academic year or later): The program for political science majors, consisting of not fewer than 32 classroom credits in the department, is designed to provide broad-based training for those who might wish to work in government or the private sector, pursue careers in law, teach political science, or do graduate work in political science. To assure a good balance of course work, majors are required to complete POL 100, 151, 242, 251, and at least one elective course (4 credits) in each of the following: Political Theory, American Government, and Comparative Politics. In addition to the classroom coursework requirements, each major must also complete a 4-hour experiential/internship course. Finally each major must complete the Capstone Seminar.

MINOR IN POLITICAL SCIENCE: A minor consists of a minimum of 16 credits selected as follows: POL 100 or 110, 242 (or other approved research methods course), 251 and one to two advanced courses to reach the 16-credit requirement. For a teaching minor, students should select one or two additional courses from the foreign and domestic courses described below.

TEACHER CERTIFICATION

In partnership with the Hope College Department of Education, the Department of Political Science offers a secondary teaching minor for certification through the State of Michigan. Requirements for the 24-credit minor in political science can be found on the education website.

100. Introduction to American Political Institutions and Lab — 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. A one-hour lab is required for this course, the content of which varies depending on the instructor. Labs include the use of simulations (moot courts/mock senates), the utilization of the Web as a potential source of information about politics and/or public policy issues, and more. Special labs featuring campaign internship opportunities are offered for interested students in the fall of election years.

Four Credits Booke, Polet, Ryden Both Semesters

110. Topics in Political Science — This eight-week course is offered to fulfill the General Education Social Science II requirement. It provides a brief introduction to issues, debates, and challenges in political life. Themes and course activities will vary depending on the instructor.

Two Credits Beard, Booke, Polet, Toppen Both Semesters

151. Introduction to Global Politics — This is an introductory survey course in the study of Global Politics. It will focus on the twin themes of Globalization and Democratization. While critically examining these dominant phenomenon, students will examine the roles of security for governmental and non-governmental actors, human rights, the environment, ethnic conflict, role of religion in politics and culture, international political economy, and movements for change.

Four Credits Dandavati, Beard, Toppen Both Semesters

POLITICAL SCIENCE

160. Global Feminisms — The purpose of this course is to examine the politics of women's location in various parts of the world. It will examine women both in emerging and developing countries. We will look at many different perspectives and viewpoints that determine women's status in society today. Students will become familiar with various/alternative views of women specifically in the third world.

Four Credits Dandavati Fall Semester

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.

Four Credits Bultman Both Semesters

212. Parties, Interest Groups & Elections — This course involves a study of the organization and functions of contemporary political institutions such as parties and interest groups, as well as the nominating and electoral processes. Special attention is given to the presidential selection process.

Four Credits Ryden Spring Semester, Even Years

221. State and Local Government — The course examines the major constraints on state and local governments in making public policy, examines the institutions of state and local government, analyzes several public policy areas, and studies municipal and metropolitan governments. Students who are interested in pursuing careers in state and local government should also take Political Science 235 (Public Administration) and Political Science 391 (Internship in local government or state government).

Four Credits Ryden Fall Semester, Odd Years

235. Public Administration and Policy — This course is an introduction to the underlying principles of government management at the federal, state, and local levels. Students who are interested in careers in government should also take Political Science 294 (Government in Washington) or 391 (Internship in Local or State Government) or a Washington Honors Semester internship (392-01, 392-02, 393-01, 393-02).

Four Credits Beard Spring Semester, Every Other Year, Not offered 2012-2013

237. The Judicial Process — This course examines the fundamentals of the American judicial process, with an emphasis on courts as political institutions and on the political forces which shape and determine judicial behavior and legal outcomes. Special attention is devoted to the criminal justice and civil litigation systems, and the role of the Supreme Court in American life.

Four Credits Ryden Odd Years

242. Scope and 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.

Four Credits Booke Both Semesters

251. International Relations — This course is an introduction to, and an examination of, the major problems confronting the peoples and nations of the modern world. Units include modernization, ideologies, military power management, diplomatic games, and international law and organization. Material on the international political economy also is covered.

Four Credits Dandavati, Holmes Both Semesters

262. Latin American Politics — The purpose of this course is to familiarize the student with the politics and culture of Latin America and in the process provide a base of knowledge from which analyses and comparisons can be made. The course is

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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.

Four Credits Dandavati Fall Semester

295. The Practice of Law & Legal Advocacy — The U.S. is a nation of lawyers, with the highest ratio of lawyers per capita of any country. Little of significance happens without lawyers having a hand in it. This course introduces students to the realities of the legal profession and its role in American society. In addition to interacting with panels of lawyers from a variety of backgrounds, students also will engage in the art of legal advocacy through participation in a moot court simulation, presentations on contemporary legal controversies, and short writing projects.

Four Credits Ryden Spring Semester, Even Years

301. Religion and Politics — This course offers a survey of key issues arising at the intersection of religion and politics. The first part of the course will survey the variety of Christian responses to engaging the political order, with special attention paid to the American context. The second part of the course will examine the interplay between Christianity and policy alternatives, paying close attention to the behavior of political and social groups. Finally, the course will examine the increase of religious pluralism and its effect on American politics and jurisprudence.

Four Credits Staff 2013

303. Asian Politics — This course will focus on the economic, political, social, and cultural processes in Asia with a particular emphasis on China, India, and Japan. The students will become familiar with the interplay between these dominant Asian economies and the U.S. Issues of security, foreign policy, and globalization and its impacts will be discussed.

Four Credits Dandavati Fall Semester

305. African Politics — This class provides students with the conceptual framework necessary to understand the complexity, variety, and fluidity of contemporary politics in Africa. While not glossing over the depth and recurrence of crises in Africa, this course seeks to uncover our commonly-held assumptions and go beyond simple stereotypes. We will situate current political realities in Africa, with a focus on sub-Saharan Africa (SSA), among the historical factors internal and external to Africa that have shaped the continent's current and future political possibilities. We will also keep an eye on current events, situating Africa in a global context, and therefore, not only will we learn about Africa, but we will investigate how Africa can test and refine broader theories about governance, democracy, state-building, political economy, etc.. Thus, this class examines comparative political science through the specific focus on Africa as part of the larger global political arena.

Four Credits Beard Spring Semester

310. Environmental Public Policy — This course is an introductory analysis of the economic, scientific, and political factors involved in environmental public policy. American environmental management will be viewed in terms of the interplay among economic efficiency, scientific feasibility, and the demands of the political process. Topics covered will include federal lands, intergovernmental relations, agency law, comparative institutions, U.S. environmental regulations, and technological compliance. This course is team taught by faculty from the Departments of Economics, Geological and Environmental Sciences, and Political Science so that students are

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exposed to the interdisciplinary nature of environmental public policy issues. Prerequisites: Economics 211 or Political Science 100 and the fulfillment of the college's general education science requirement. Four hours of lecture per week.

Four Credits Holmes, Lunn, Peterson Spring Semester

332. Congress and the President — This course examines the organization and operations of Congress and the role of executive and administrative agencies in the process of law making. Subjects such as the functions of Congress and the President, reapportionment and redistricting, nominations and elections, the role of political parties and lobbyists, congressional committees, the law-making process, war powers, treaties and executive agreements, congressional investigations, budgets and appropriations, and ethics in government will be studied. Major issues before Congress and the President will be explored in some detail. *Four Credits Booke Spring Semester*

339. American Constitutional Law — This course is a topical and developmental survey of the principles of the U.S. Constitution. The primary focus of the course is on the development of civil rights and liberties jurisprudence—religion, speech, press, due process and privacy rights, equal protection under the law, rights of the accused and more. The course also examines structural questions of constitutionalism—separation of powers, assertions of executive authority, limits on federal power, federalism—with a particular focus on contemporary controversies and applications.

Four Credits Ryden Fall Semester, Even Years

341. Ancient and Medieval Political Thought — We will examine such thinkers as Plato, Aristotle, Cicero, Augustine, Aquinas, Luther, and others on such issues as: human nature, the good life, the role of government, the relation between the individual and the government, the meaning of freedom, and the need for social order. We will also investigate how modern political thought differs from ancient and medieval views. Cross-listed with Philosophy.

Four Credits Polet Fall Semester, Odd Years

342. Modern Political Thought — We will examine such thinkers as Hobbes, Locke, Burke, Bentham, Mill, Spencer, Rousseau, Hegel and Marx on such issues as: human nature, the good life, the role of government, the relation between the individual and the government, the meaning of freedom, and the need for social order. We will also investigate how modern political thought differs from ancient and medieval views. Cross-listed with Philosophy.

Four Credits Polet, Allis Fall Semester, Even Years

343. 20th Century Political Philosophy — The theory of the liberal democratic state in the 20th century will be studied. Attention will be given to such central concepts as capitalism, socialism, communism, freedom, equality, and justice. Cross-listed with Philosophy.

Four Credits Polet, Allis Spring Semester, Odd Years

345. Politics and Mass Media — This course is an introduction to the dynamics of mass media in American democracy. It examines how mass media shape Americans' political attitudes, beliefs and behaviors. The course discusses a) the major theoretical frameworks which structure our thinking about politics and media systems, b) the social function of mass media and its impact on politics and c) methodological and substantive problems in measuring the influence of media on the social world. Special attention is given to the growing politicization of the Internet by both political elites and the mass public.

Four Credits Booke Fall, Even Years

346. American Political and Social Thought — This course is an introduction to political thought in America. It will include 1) a review of the antecedent and origins of American political thought, 2) a tracing of the history and development of political

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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. Open to qualified sophomores.

Four Credits Polet Spring Semester, Even Years

349. Contemporary Topics in Political Thought — An exploration of more specialized subjects in political thought. Possible topics include: Abraham Lincoln and U.S. Constitutionalism, Shakespeare's Politics, Capitalism and Socialism, Just War Theory and Pacifism, Catholic and Protestant Political Thought, Liberal Democracy, and Islam. Within the context of these topics, we will consider the fundamental questions about human nature, justice and equality, liberty and oppression, and freedom and authority that make up the perennial concerns of political thought.

Four Credits Allis, Polet Not Offered 2011-2012

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 and the Model UN lab which is completed before Spring Break.

Two Credits Holmes Spring Semester

351. International Law, Organization, and Systems — This course examines the formal and informal organizational structure of the international community, as well as international legal norms, customs, and practices. Contemporary international systems and organizations are studied as part of an extensive Model United Nations simulation. A lab culminating in a Model United Nations is completed before spring break.

Four Credits Beard Spring Semester

352. Global Political Economy — An exploration of the impact of development and economic globalization after World War II. Students will be introduced to the role of transnational and multinational corporations, as well as international financial institutions, such as the World Bank and International Monetary Fund. The course will examine the importance of economic integration and regionalism. It will also explore topics including international trade and its impact, and the role of the World Trade Organization. Prerequisite: POL 151 or approval of the instructor.

Four Credits Toppen Fall Semester

365. Wilderness Politics — Wilderness politics is a case examination of the American political system through a detailed field study of the wilderness issue. The three-week course is held in Colorado each summer with one week devoted to group interviewing on the subject, one week to a field trip, and a final week to a term project which can be done in a location of the student's choice. Special emphasis is placed on the interaction of local, state, and national governments in addressing one of the most controversial issues in the Western United States. Open to qualified sophomores, juniors, and seniors.

Three to Four Credits Holmes Summer Term

375. Philosophy of Law — What is law, and what gives law the obligatory force it has? In this course we will investigate such issues as the nature of law, the relation of law to morality, and problems with interpreting and applying the law, especially the Constitution. Cross-listed with Philosophy.

Four Credits Allis Spring Semester, Odd Years

378. American Foreign Policy — American foreign policy is examined in global terms with emphasis on alternative political moods of the public, processes by which

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policy is formulated and executed, its current substance, and challenges of international politics. Open to qualified sophomores.

Four Credits Holmes Fall Semester, Odd Years

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 field experience. Prerequisite: junior standing, or consent of the chairperson.

Variable Credits Staff Both Semesters

392-01. Washington Semester Internship in Congress.

392-02. Washington Semester Internship with Political Interest Groups.

393-01. Washington Semester Internship in American Foreign Policy.

393-02. Washington Semester Internship in Public Administration.

These internships are offered under the Washington Honors Semester Program (see Political Science 496). Students typically will participate in two internships. Most students intern in Congress or with a political interest group. Some students intern with an executive branch agency, a political party, or another group. Interns will prepare a term paper or other written material for each internship on a topic related to the internship experience.

Eight Credits Polet Spring Semester

397. Campaign Management — Campaign management studies the methods and techniques of managing a campaign for public office. Topics include organization, advertising, press relations, fund raising, advancing, volunteers, budget, issues development, scheduling, and strategies. Up to half of the total class and preparation time may involve field work. Students choose between a Democratic Party and a Republican Party lab when doing field work. Individual campaign plans are prepared at the end of the course. Open to qualified sophomores for two to four credits, not juniors or seniors. Freshmen enrolled in National Government may take this for one credit. Offered only during election years.

One to Four Credits Toppen, Holmes, Pockock Fall Semester During Election Years

490. Independent Studies — Independent research of an advanced nature can be arranged under the supervision of a designated staff member, culminating in the preparation of an extensive research paper. Prerequisite: senior standing or consent of the department chairperson.

Three to Four Credits Staff Both Semesters

491. Readings in National Domestic Institutions — Independent reading of assigned works of an advanced nature can be arranged under the supervision of a designated staff member. Prerequisite: consent of the instructor.

One to Four Credits Staff Both Semesters, and May, June and July Terms

492. Washington Semester Preparation — This course provides an orientation for accepted Washington Honors Semester students. The course examines current public policy issues, seeks to sharpen written and oral communication skills, and prepares students for a semester of living and working in Washington, D.C.

One or Two Credits Polet Fall Semester

494. Capstone Seminar — This course emphasizes individual research projects in some field of politics and the preparation of the research paper. Special requirement for majors: an oral discussion and portfolio presentation on 100, 242, and 251 during the course.

Four Credits Beard, Holmes Both Semesters

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496. Washington Semester Program — This program enables superior students from all disciplines to study in Washington, D.C., and apply knowledge of their area as it relates to government and politics. Select junior and senior students will take a seminar on American government and politics (Political Science 496, 8 credits); participate in group seminars with congressmen and legislative staff, executives, lobbyists, political party officials, and journalists; intern for twelve weeks or two six-week periods in Congress (Political Science 392-01, 4 credits), the executive branch (Political Science 393-01 or 02, 4 credits), or with political interest groups (Political Science 392-02, 4 credits); and prepare extensive research papers based upon their semester's work.

Sixteen Credits Polet Spring Semester



Faculty: Chairperson, Ms. Jarvis; Ms. Bredow, Mr. Green, Ms. Inman**, Ms. Hernandez Jarvis, Mr. Ludwig, Mr. Myers*, Ms. Roehling+, Ms. Root, Ms. Schmidt*, Mr. Shaughnessy, Ms. Trent-Brown, Ms. vanOyen Witvliet, Mr VanTongerren. **Assisting Faculty:** Ms. Bade.

The Department of Psychology provides its students with a strong base in psychology's methods and concepts in order to prepare them to think critically about behavior and to pursue graduate study or practical applications of psychology. The department believes that the best preparation for the unpredictable future comes through acquiring the intellectual tools that enable students to be problem solvers, to change and grow as old ways become obsolete and new approaches become available.

The department offers students opportunities to experience psychology in action, thereby shaping their personal visions. Several of the department's courses offer the opportunity for research experience. The department also offers some forty internships with Holland area human-service agencies and businesses. Other internships and research opportunities are available on campus and through off-campus study programs at The Philadelphia Center and the Chicago Semester.

The department's exceptional facilities include multimedia instruction, an EEG machine, a psychophysiology laboratory, a psychoacoustics laboratory and other computer-controlled laboratories for data collection and analysis. Many students collaborate with faculty in research in much the same way that graduate students do in universities. Each year psychology students are involved in collaborative research and many present their research at professional conferences.

Those psychology majors intending to work in the human-service professions with a B.A. degree or intending to seek an advanced degree in this area (e.g., masters or doctorate) should consider courses aimed at developing both helping skills and research/evaluation skills. Currently, helping skills can be learned in the Theory and Practice of Helping course (PSY 265). Other pertinent courses include Communication 210, 220, and 330. Students considering work in probation and the criminal justice system might want to take Political Science 237 and 339 and Sociology 221 and 222. Human service professions related courses include Sociology 101, 232 and 233 and IDS 200 (Encounter with Cultures). Students interested in human resources and/or business should take PSY 350 and Management 222. Consultation with your psychology advisor is recommended in making choices from among the courses listed above. Students intending to enroll in an MSW program can choose either the social work major or the psychology major. Recommended courses for other possible career paths for psychology majors, information about careers in psychology, and information about graduate study in psychology are available on our website (www.hope.edu/academic/psychology).

Hope's Department of Psychology is nationally recognized. The international honor society in psychology has awarded at least one of our students a regional research award (approximately 20 are awarded per year out of more than 250 applicants from the 11-state Midwest region) thirteen of the last fourteen years. Several leading psychology textbooks and multi-media instructional resources are authored by department faculty. Many of the department's recent graduates have been recruited by top graduate schools, assuring that the department will continue to be a prominent source of future psychologists. Additional information about psychology faculty and their research interests and about alumni is also available on our Web site.

*Sabbatical Leave, Fall 2012

**Sabbatical Leave, Spring 2013

+Leave of Absence 2012-2014

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MAJOR REQUIREMENTS: The psychology major is composed of a minimum of 32 credits plus a statistics course. The major requirements are broken down into the following elements:

Fundamental Courses

All majors must take:

Introduction to Psychology (100)

Research Methods (200)

Statistics does not count toward the 32 credits; (fulfilled by taking Mathematics 210 or Mathematics 311).

Survey Courses

Students must take four of the following courses:

Developmental Psychology (230)

Social Psychology (280)

Physiological Psychology (320)

Cognitive Psychology (340)

Behavior Disorders (370)

Topical Seminar

Students must take four credits from the following list of topical seminars:

The Psychology of Latino Children (305, 4 credits)

Practical Aspects of Memory (310, 4 credits)

Adult Development and Aging (335, 2 credits)

Industrial/Organizational Psychology (350, 4 credits)

Psychology of Women (380, 4 credits)

Advanced Research (390, 4 credits)

Studies in Psychology (395, 2 or 4 credits)

Clinical Psychology (410, 4 credits)

Health Psychology (420, 2 credits)

Electives

Four additional credits in psychology are required.

EDUC 225, NCSI 211, and KIN 371 will also count toward the major.

Cultural Diversity

Students are required to take six credits of courses identified as having cultural diversity as their primary focus. These courses do not need to be psychology courses.

Service Learning or Field Experience

Students are required to participate in one service-learning course. This can be fulfilled by taking Developmental Psychology, Clinical Psychology (with practicum option) or Psychology Internship.

Students who are interested in attending a research-based graduate program are encouraged to take Advanced Research (PSY 390) or a Psychology 295/395 course that focuses on conducting research. Students interested in a career in the helping professions are encouraged to take Psychology 265.

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.

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MINOR REQUIREMENTS: The psychology minor consists of a minimum of 18 credits of psychology. A maximum of four credits from among these courses may be used to meet the 18-credit minor: Psychology 295, 395, 490, 495, and 496. Psychology 290 cannot be taken for the minor.

PSYCHOLOGY MINOR FOR SECONDARY TEACHING CERTIFICATION: Students who minor in psychology for teaching certification must take a minimum of 20 credits in psychology. EDUC 225/226 (Exceptional Child) **cannot** be used for a teaching minor in psychology. See the Department of Education web page at www.hope.edu/academic/education/worksheets/newsheets/secpsychminn.pdf for more information about courses required for this minor.

100. Introduction to Psychology — An introduction to the science of behavior and mental life, ranging from biological foundations to social and cultural influences on behavior (introducing most of the content areas covered in other psychology courses). Laboratory experiments and exercises provide hands-on experience.

Four Credits Staff Both Semesters

105. Introductory Psychology Projects — This course is designed for students who have already had a three-credit introductory psychology course at a different university, or have received AP or IB psychology credit posted to their Hope transcripts. This course builds on knowledge of psychology by applying the principles of psychology to a range of topics in everyday life and exploring those topics using various research methodologies. This course, combined with the existing three credits of introductory psychology, satisfies the Social Science I portion of the Hope College General Education requirements. This course serves as the laboratory component of the Social Science I requirement.

One Credit Staff Both Semesters

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.

Two Credits Green Spring Semester

200. Research Methods — A beginning study of research methodology in contemporary psychology. Specific examples from different areas of psychology are used to teach the student basic concepts and methods of observation, measurement, hypothesis formation, experimental design, data collection, data analysis, interpretation and generalization. Laboratory projects provide hands-on experience with an emphasis on experiments. Prerequisite: Psychology 100.

Four Credits Hernandez Jarvis, Shaughnessy Both Semesters

225. The Exceptional Child — Same as Education 225.

230. Developmental Psychology — An introduction to theories, research methods, and findings related to physical, intellectual, linguistic, emotional, perceptual, social and personality development during the life-span, with emphasis on childhood and adolescence. All students will participate in a field placement or other practical experience. Prerequisite: Psychology 100.

Four Credits Dickie, Ludwig, VanderStoep Both Semesters

235. Brain and Cognition — This course is designed for Special Education — Learning Disabilities majors. It will explore the rapidly expanding fields of cognition and brain function. It combines topics from two fields of psychology, physiological

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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.
Four Credits Staff Spring Semester

240. Human Sexuality — This course will provide an overview of human sexual behavior. The course will cover developmental, biological and neurological explanations of sexual behavior, cultural and social explanations, and clinical conditions related to sexuality. In addition, the course will attempt to integrate historical, philosophical, and theological understandings of human sexual behavior.
Two Credits Staff Spring Semester

265. The Theory and Practice of Helping — Helping skills are essential to conducting an effective interview, whether the interview takes place in counseling, social work, nursing, personnel work, or the ministry. The course teaches concepts and skills that are designed to help the student develop specific competencies in helping relationships. Prerequisite: Psychology 100.
Two Credits Bade Fall Semester

280. Social Psychology — The scientific study of how people think about, influence, and relate to one another. Topics include the self, conformity, persuasion, prejudice, and interpersonal attraction. Data collection and analysis are part of the laboratory experience. Prerequisite: Psychology 100.
Four Credits Inman Both Semesters

290. Supervised Study in Psychology — Designed to give the psychology student an opportunity for first-hand learning experience in laboratory settings or in a field placement under the supervision of a faculty member. It is the student's responsibility to obtain prior approval of the project from the faculty supervisor. May be repeated for credit but no more than four credits may be applied to the 18-credit psychology minor. Pass/Fail credit only. Prerequisites: Psychology 100 and permission of the instructor/supervisor.
One to Four Credits Staff Both Semesters

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. Prerequisite: permission of instructor.
Two to Four Credits Staff

305. The Psychology of Latino Children — This course is designed to explore the development of self-identity, particularly the ethno-cultural component of Latino children's identity, and its influence on children's cognitive development and their school experiences. This course takes an interdisciplinary approach and includes readings from selected resources in the fields of cross-cultural, social-developmental, educational, and cognitive psychology, as well as sociology, cultural diversity, and fiction and non-fiction literature. Prerequisite: Psychology 100.
Four Credits Hernandez Jarvis Spring Semester

308. Multicultural Psychology — This course will address how culture influences the individual's thinking and behavior. It is designed to address both the universality and cultural specificity of psychological principles and theories. The course will cover general topics such as: What is culture? How does it influence the individual? And what is multiculturalism? The course will address theories of multicultural psychology, research and assessment in biological, social, developmental and personality psychology. The course will also examine multicultural issues by learning about the four major minority groups in the USA.
Four Credits Jarvis Spring Semester

310. Practical Aspects of Memory — A study of topics in memory including a selective overview of memory research. Practical aspects of memory covered in the

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course include applications of research to education and implications of the formation of false memories. The prevailing theme and goal of the course is for students to build a bridge between their knowledge of memory based on their personal experience and the body of knowledge based on psychological research. Prerequisite: Psychology 100.
Four Credits Shaughnessy Alternate Years

320. Physiological Psychology — An introduction to the physiological bases of behavior and cognition. Research findings and methods emphasize the neural processes underlying psychological phenomena. Neuropsychological findings are also used to illuminate brain function. An electroencephalography (EEG) lab is included.

Four Credits Schmidt Spring Semester

335. Adult Development and Aging — A study of research and theory about human development during the post-adolescent years, with emphasis on the issue of continuity versus change in the various stages of life. Special attention is paid to the problems and challenges of late adulthood. Prerequisite: Psychology 230.

Two Credits Ludwig Alternate Years

340. Cognitive Psychology — An introduction to the major topics in cognitive psychology including perception, attention, memory, imagery, knowledge representation, categorization, problem solving, language, decision making, and reasoning. Theories dealing with these issues will be reviewed with an emphasis on current research findings and applications. Data collection and analysis are part of the laboratory experience. Prerequisite: Psychology 100.

Four Credits Hernandez Jarvis Fall Semester

350. Industrial/Organizational Psychology — This course applies psychology to the workplace. An introduction to the major topics including personnel selection and evaluation, organizational dynamics (groups, power, teams, cooperation, competition, and communication), and human factors (reducing stress in the work environment). Course contains psychological theories, research, and practical applications (involving interviews and data analysis). Prerequisite: PSY 100 or permission of instructor. Math 210 recommended. Complements a Management major.

Four Credits Inman Spring Semester

370. Behavior Disorders — A study of the major psychological/psychiatric disorders. Information regarding the diagnostic criteria, causes and treatment of mental disorders, and societal management and attitudes toward the mentally ill will be explored. Prerequisite: Psychology 100.

Four Credits Roehling, vanOyen Witvliet Both Semesters

380. Psychology of Women — This course helps students recognize that women have historically been excluded from defining theory and research in psychology and remedies this bias by: 1) providing a feminist critique of existing theories, research and methods, 2) exploring current scholarship on women and gender, and 3) connecting psychology with women's lives in their diversity and particularity, and in issues of race, class and sexual orientation. Women's lives are viewed as valid for serious study and discussion.

Four Credits Dickie Once a Year

390. Advanced Research — A psychology laboratory course designed to provide students with hands-on experience with an actual, ongoing research program. Its main purpose is to prepare students for doctoral graduate study. Students will be assisting professors with their research and thus be learning by doing. Students must submit an application (available in the departmental office) no later than noon on the Friday before registration. Permission slips (required) will be distributed at 3:00 p.m. that same day. It is strongly recommended that the course be taken no later than during

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the junior year. This course may be taken only once. Prerequisites: Psychology 100, Psychology 200, and permission of instructor. *Four Credits Staff Both Semesters*

395. Studies in Psychology — An experimental lecture or seminar course designed as a one-time or trial offering. May be repeated for credit but no more than four credits may be applied to the 18-credit psychology minor. Prerequisite: permission of instructor. *Two to Four Credits Staff*

410. Introduction to Clinical Psychology — This course will introduce the student to the major topics in clinical psychology. The most influential psychotherapies will be studied, including their theoretical background and applications. Research regarding therapeutic effectiveness will be discussed. In addition, the conceptual, statistical, and ethical issues involving assessment of personality and intelligence will be examined. Prerequisite: Psychology 370. *Four Credits Roehling, vanOyen Witvliet Both Semesters*

420. Health Psychology — This course is taught in a seminar format and investigates how psychological factors affect aspects of health and illness. A biopsychosocial model is used to examine issues in: 1) health behaviors and primary intervention, 2) stress, illness, and stress reductions, 3) the management of pain and discomfort, and 4) the management of chronic and terminal illness. Prerequisite: Psychology 100. *Two Credits Bade Fall Semester*

490. Special Studies — This program affords an opportunity for the advanced psychology student to pursue supervised projects of his or her own choosing beyond the regular course offerings. The project may take on one of two forms: the scholarly treatment of a particular topic using the library or laboratory research.

Both types can be done in various combinations, on or off campus. To be eligible for the course the student must have a faculty sponsor, a specific topic in mind, a reasonable background in related course work, good independent study habits, initiative and high motivation. If the proposed research involves data collection, prerequisites are Psychology 200 and 390. Special Studies credit requires departmental approval. The number of credits and whether the course is taken for a grade or on a pass-fail basis are subject to departmental approval. The course may be repeated but no more than four credits in this course may be applied to the psychology minor requirement of 18 credits.

Credits to be Arranged Staff Both Semesters and Summer

495. Advanced Studies in Psychology — An experimental lecture or seminar course designed for a one-time or trial offering. Intended for students of demonstrated maturity, as usually indicated by upperclass standing. May be repeated for credit, but no more than four credits may be applied to the 18-credit psychology minor requirement. Prerequisite: permission of instructor.

Two to Four Credits Staff Both Semesters and Summer

496. Psychology Internship — A closely supervised practical experience in a professional setting for upperclass psychology majors. The experience can include observing, assisting, assuming regular duties, or pursuing a special project. The general guideline for credit is 3 hours per week (for a semester) for each credit. This course may be repeated for credit but no more than four credits may be applied to the 18-credit psychology minor. Prerequisite: departmental approval.

Credits to be Arranged Roehling, vanOyen Witvliet Both Semesters and July Term

Internship opportunities for psychology students are also available through The Philadelphia Center and the Chicago and Washington semesters. See pages 385-386.



Faculty: Chairperson, Mr. Bouma-Prediger; Mr. Bandstra, Mr. Brouwer, Mr. Cunningham, Ms. Everts**, Mr. Hoogerwerf, Mr. Husbands, Ms. Japinga, Mr. Muoa*, Mr. Ortiz, Mr. Tyler, Mr. Wilson.

The broad academic purpose of the study of religion at Hope College is to understand the Christian faith and the role of religion in human society. To accomplish that end, the Department of Religion divides its field into four areas of academic investigation: biblical studies, historical studies, theological studies, and world religions. Some students concentrate in one of those areas and develop a considerable expertise. Others combine their religion major with another (such as biology, English, or psychology) and “double major.” Whether they choose greater depth or greater breadth, however, students find the focus provided by a religion major to be an excellent way of centering their liberal arts education at Hope College.

Students majoring in religion participate in a wide variety of academic and service activities which include:

- assisting professors with research programs
- enrolling in The Philadelphia Center or the Chicago Semester to investigate alternative ministries in an urban setting
- leading youth groups, both denominational and non-denominational, in area churches
- Graduates of the Department of Religion are leading satisfying careers such as:
 - serving in the denominational headquarters of a national church
 - teaching in a seminary or college
 - serving as a counselor with a Christian agency
 - directing a retirement center
 - pastoring a church in this country or abroad
 - serving on a church staff as minister to youth

Options for religion majors and minors include seminars or individual research and, in consultation with the department chairperson, the opportunity to fulfill selected required courses through a tutorial reading program. The program has been endorsed and recommended by graduate theological seminaries for students preparing for church vocations.

RELIGION OFFERINGS FOR THE ALL-COLLEGE REQUIREMENTS

Studies in the department are an integral part of the college curriculum. Six credits in religion are required for graduation: a two-credit Basic Studies in Religion course (REL 100) and one four-credit introductory course in religion (REL 220's, 240's, 260's, or 280's).

RELIGION AS A MAJOR

The Department of Religion is a department within the Humanities Division presenting an area of study and research which students may choose as the focus of their liberal arts education. The Department of Religion is comprised of four fields: Biblical Studies, Historical Studies, Theological Studies, and Studies in World Religions. The religion major program requires 32 credits. It includes four 4-credit introductory courses in religion (220's, 240's, 260's, and 280's) 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 advanced level, and one of these must be a 400-level religion seminar. One of the advanced level courses may be an independent study. Religion 100 does not count toward a major.

*Sabbatical Leave, Fall Semester 2012

**Sabbatical Leave, Spring Semester 2013

RELIGION

A student with special interests and objectives may apply to the department for a “contracted religion major” which consists of the 16 credits at the introductory 200-level and 16 credits of advanced work in religion appropriate to the academic and vocational interests of the student.

MINOR IN RELIGION: A minor consists of a minimum of 20 credits, including three courses at the 200 level, one four-credit course at the 300 level, and a 400-level seminar. Religion 100 does not count toward a minor.

STUDIES IN MINISTRY MINOR: The studies in ministry minor is administered by the CrossRoads Project under the academic supervision of Interdisciplinary Studies. It is dedicated to preparing students, theologically and practically, for lay ministry positions in churches and para-church organizations. The minor has three different tracks: youth ministry, worship leadership, and social witness. Depending on the track chosen, the minor will comprise 25 or 26 credits, to be distributed across required courses, electives, and an internship. For more information, see “Studies in Ministry,” page 271.

BASIC STUDIES IN RELIGION

100. Basic Studies in Religion — The course is designed to introduce students to the content and methods in the study of religion. A variety of topics will be available each semester, varying by instructor. Topics range across the fields of biblical studies, theology and ethics, church history, and world religions. Consult the Department of Religion Web site for current offerings. Religion 100 may be taken for credit only once; exceptions are granted by the chairperson in unusual circumstances.

Two Credits

INTRODUCTORY COURSES IN RELIGION

Introductory religion courses fall into four general areas of study, but each particular course has its own focus. Consult the Department of Religion’s Web site for the topics and instructors offered each semester.

221. Introduction to Biblical Literature — An introductory study of the history and theology of the Old and New Testaments.

Four Credits Brouwer

222. Introduction to Old Testament — This course concentrates on the first part of the Christian Bible, also called the Old Testament or Hebrew Bible, and is a survey of its contents: historical events, main characters, literary forms, and religious concepts. This course provides basic training in how to read a text that is more than two thousand years old and arose out of an ancient culture with very different conceptual and worldview structures than ours. Since this material is also essential background for understanding the New Testament, connections will be made throughout the course.

Four Credits Bandstra

223. Introduction to New Testament — This course concentrates on the second part of the Christian Bible, also called the New Testament. It is an introductory survey of its contents: historical background, literary forms, main characters, and central religious concepts. This course provides basic training in how to read this most important ancient text

Four Credits Everts, Muoa

241. Introduction to the History of Christianity — An introductory study of the history of Christianity.

Four Credits Ortiz, Tyler

242. Religion in America — This course explores the history of religion in America from the Reformation to the present, with an emphasis on religion as a source of social change.

Four Credits Japinga

RELIGION

261. Faith Seeking Understanding — This course introduces students to the study of Christian theology by following the order of the Apostles' Creed. Alert to contemporary issues of culture and belief, this course roots faithful Christian reflection in a constructive and informed dialogue with the history of Christianity. Students carefully read and discuss classical figures and texts as they study beliefs about God, creation, humanity, evil, Jesus Christ, salvation, and the Church.

Four Credits Husbands

262. The Prayer, The Creed, the Commandments — A study of Christian theology through the careful reading and discussion of three crucial documents: the Lord's Prayer, the Apostles' Creed, and the Ten Commandments. In dialogue with both contemporary issues and the history of Christianity, students learn basic Christian beliefs concerning God, creation, humanity, evil, Jesus Christ, salvation, the Church, and the future.

Four Credits Bouma-Prediger

263. Perspectives on Christ — A study of Christian theology through the careful reading and discussion of classical, medieval, early modern, and contemporary texts on the person and work of Jesus Christ. In dialogue with both contemporary issues and the history of Christianity, students learn about basic Christian beliefs concerning God, creation, humanity, evil, Jesus Christ, salvation, the Church, and the future.

Four Credits Bouma-Prediger

264. Christian Feminism — A study of the role of women in the Bible, the history of Christianity, and contemporary culture, with an emphasis on the writings of feminist theologians.

Four Credits Japinga

265. Ethics and Christian Discipleship — This course involves careful reflection about the connection between Christian beliefs and practices, including the formation of our moral vision and the role of authority in moral decision-making. Special attention is given to the way the Bible is used as a source of moral authority. The course presumes that Christian ethics as an academic discipline is in service of those who seek to live a life of Christian discipleship. To that end, the course invites students to engage in serious, critical reflection about the meaning and practice of discipleship in the context of a variety of contemporary moral challenges.

Four Credits Bouma-Prediger, Hoogerwerf

266. Christian Love — This course invites students to explore the concept of love as a moral principle rooted in the Christian tradition and to critically assess a variety of voices and viewpoints related to the role of love in the Christian life. We will examine Christian love as it is expressed in relationship with self, friends, family, marriage partner, neighbors, enemies, and God. Among other themes explored are the relationship between love and sexuality, love and forgiveness, and the unique variety of loves that are part of human life and faithful living.

Four Credits Hoogerwerf

281. Introduction to World Religions — A historical and geographical survey of some major religions of the world: the religions of India, China, Japan, and the Middle East. Emphasis is placed on the role of religion in the development of the culture and ethos of these areas.

Four Credits Wilson

ADVANCED COURSES IN RELIGION

The prerequisite for all 300 and 400 level classes is completion of the general education requirement in religion.

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BIBLICAL STUDIES

321. Pentateuch: The Torah of the Hebrew Bible — A close study of the literature of Genesis, Exodus, Leviticus, Numbers, and Deuteronomy against the background of the Ancient Near East. *Four Credits Bandstra*

322. Prophets and Prophecy in the Hebrew Bible — The prophetic literature of the Hebrew Bible (Old Testament) includes the historical books of Joshua, Judges, Samuel and Kings, also called the Former Prophets, and the Latter prophets (Isaiah, Jeremiah, Ezekiel and the minor prophets). In this course students will read and examine these books in their historical and literary context, and in so doing learn about the historiography and philosophy of history of biblical literature and the nature of biblical prophecy. *Four Credits Bandstra*

323. Psalms, Wisdom, Apocalypse in the Hebrew Bible — The writings of the Hebrew Bible (Old Testament) is the third division of the biblical canon. It consists of the Psalms, wisdom literature (Proverbs and Job), the Scrolls (Ruth, Esther, Song of Songs, Ecclesiastes, Lamentations), and the Daniel apocalypse. In this course students will read and study each of these books and come to understand them as the voice of emerging Judaism as well as essential background to reading the new Testament with deeper meaning. *Four Credits Bandstra*

324. Pauline Literature — A study of the life and letters of the apostle Paul that will place special emphasis on learning how to interpret Pauline texts. Theological issues relevant to the interpretation of Paul's writings will also be examined. *Four Credits Everts*

325. Jesus and the Gospels — A study of the synoptic gospels and the Gospel of John, focusing on the life and teachings of Jesus, the development of the gospel traditions, and the special interests and concerns of each evangelist. *Four Credits Muoa*

327. Late New Testament and Early Christian Writings — A study of late New Testament writings, focusing on Hebrews, James, I Peter, and Revelation. Issues of background, genre, and interpretation will be dealt with. Other late New Testament and early Christian literature will also be examined briefly. *Four Credits Muoa*

328. Johannine Literature — A study of the gospel and epistles of John. Special emphasis will be placed on the exegesis of the Johannine texts and the theological questions which are raised in the interpretation of these writings. This course is taught as a seminar. *Four Credits Everts*

329. Studies in Scripture — A course designed to enable current staff or visiting faculty to teach a course in the area of their current research, and to facilitate cross-listing courses. *Four Credits Bandstra, Brouwer, Everts, Muoa*

HISTORICAL STUDIES

344. Christianity in the Middle Ages — The history of the Christian experience from 400-1400, focusing on how Christians articulated belief and acted on religious conviction in the shifting economic, political, cultural, and social environments of the Middle Ages. Prerequisite: Religion 241. *Four Credits Tyler*

345. The Reformation — The history of religious reform movements from the later Middle Ages through the sixteenth century with an emphasis on Lutheran, Zwinglian, Anabaptist, Calvinist, Anglican, and Roman Catholic reformations and churches. The course will emphasize not only theological developments, but also the interaction of religious, political, and cultural impulses and trends. Prerequisite: Religion 241. *Four Credits Tyler*

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346. Women in American Religious History — An overview of the role of women in American religious history, with emphasis on contemporary issues of women in ministry and feminist theology. *Four Credits Japinga*

349. Studies in Religious History — A course designed to enable current staff or visiting faculty to teach a course in the area of their current research, and to facilitate cross-listing courses. *Four Credits Japinga, Ortiz, Tyler*

THEOLOGICAL STUDIES

362. Feminist Theology — An exploration of theological questions (who is God?, what does it mean to be human?, how do we read the Bible?, etc.) from the perspective of feminist theologians. Prerequisite: a Religion 260 course or permission of instructor *Four Credits Japinga*

363. Studies in Christian Spirituality — A study of major views within the Christian tradition on the nature and practice of spirituality. In addition to the Bible, the writings of such masters as Benedict of Nursia, Maximus Confessor, Bernard of Clairvaux, Julian of Norwich, John Woolman, Soren Kierkegaard, Theresa of Lisieux, Dietrich Bonhoeffer, and Mother Teresa will be examined. *Four Credits Bouma-Prediger*

364. Philosophical Theology — A study of major issues and questions which arise in Christian philosophical theology. Topics covered include religious experience, faith and reason, arguments for God's existence, theology and science, miracles, the problem of evil, and religious pluralism. Prerequisite: a Religion 260 course or permission of instructor. *Four Credits Bouma-Prediger*

365. Ecological Theology and Ethics — A study of the nature and causes of current ecological degradation, the witness of Christian scripture and tradition concerning ecological matters, the responsibilities of humans as earthkeepers, and the practical implications of living in a more earth-friendly way. This is an off-campus course combining traditional academic study with a wilderness backpacking, canoeing, and kayaking trip in which participants learn wilderness camping skills and develop their leadership ability in addition to examining issues in the area of ecological theology and ethics. Prerequisite: permission of instructor. *Four Credits Bouma-Prediger*

366. World Christianity — With over 60% of all Christians now living in the southern and eastern hemispheres, often among the poorest peoples of the world, Christianity has returned to being a predominantly non-Western faith. The total number of Christians in Africa, Asia and Latin America increases by approximately 70,000 people per day (more than 25 million per year). This course introduces students to contemporary world Christianity by gaining a theological and historical understanding of the current shape of the Christian faith around the world. *Four Credits Husbands*

367. Reformed Theology — This course represents a significant introduction to Reformed Theology. It seeks to acquaint students with the dominant characteristics of the Reformed tradition by examining "misconceptions" of what it means to be "reformed" while also providing a historically informed and theologically substantive treatment of this tradition from John Calvin's 1559 *Institutes of the Christian Religion* to Bruce McCormack's treatment of Barth's critically-realistic-dialectical theology. *Four Credits Husbands*

368. Christian Doctrine — This course provides a significant and critical assessment of central Christian doctrines. Moving beyond the introduction to theology it

RELIGION

offers students the opportunity to consider biblical, historical, and theological claims related to the development, meaning, and contemporary significance of Christian theology. The leading elements of Trinitarian theology, Christology, and theological anthropology are taken up with a view to better understand God's reconciliation of the world in Christ. *Four Credits Husbands*

369. Studies in Christian Theology — A course designed to enable current staff or visiting faculty to teach a course in the area of their current research, and to facilitate cross-listing courses.

Four Credits Bouma-Prediger, Hoogerwerf, Husbands, Ortiz

STUDIES IN WORLD RELIGIONS

381. Religions of India — A study of the history and development of the major religions of India. Special attention is drawn to the impact of historical religion on modern India. *Four Credits Wilson*

383. Studies in Islam — A study of the history and development of Islam, considering its literature, doctrines, traditions, and practices. Particular emphasis is placed upon sectarian Islam with its various geographical locations and its political significance in the world today. *Four Credits Wilson*

389. Studies in World Religions — A course designed to enable current staff or visiting faculty to teach a course in the area of their current research, and to facilitate cross-listing courses. *Four Credits Wilson*

COURSES IN MINISTRY

SEMINAR AND INDEPENDENT STUDY

420. Seminar in Scripture — A senior level seminar course on some topic related to the study of scripture. For majors or minors, or by permission of the instructor.

Four Credits Bandstra, Brouwer, Everts, Muoa

440. Seminar in the History of Christianity — A senior level seminar course on some topic related to the study of the history of Christianity. For majors or minors, or by permission of the instructor. *Four Credits Japinga, Ortiz Tyler*

460. Seminar in Theology and Ethics — A senior level seminar course on some topic related to the study of theology and/or religious ethics. For majors or minors, or by permission of the instructor. *Four Credits Bouma-Prediger, Hoogerwerf, Husbands*

480. Seminar in World Religions — A senior level seminar course on some topic related to the study of religions of the world. For majors or minors, or by permission of the instructor. *Four Credits Wilson*

490. Independent Studies — A program providing an opportunity for the advanced student to pursue a project of his/her own interest beyond the catalog offerings. The course can be based upon readings, creative research and/or field projects. Permission of department chairperson required. *One, Two, Three, or Four Credits Staff*

498. Religion Internship I — A supervised practical experience in a church or religious organization. This experience will involve at least 12 hours per week in a setting approved by the instructor. It may be taken for one (498) or two (498 and 499) semesters. Prerequisites: two courses in religion (one of which must be Religion 220) and permission of instructor. *Four Credits Everts*

499. Religion Internship II — A continuation of 498. Same requirements and prerequisites as Religion 498. *Four Credits Everts*



Faculty: Ms. Sturtevant, Chairperson; Ms. Koch, Mr. Luidens, Mr. Nemeth, Mr. Piers, Ms. Swanson. **Adjunct Faculty:** Mr. Gonzales, Mr. Osborn.

The Department of Sociology and Social Work provides students with a variety of courses in two major areas. The sociology major prepares students who plan to enter graduate or professional school in the disciplines of sociology, law, urban planning, the ministry and numerous other professions as well as students intending to enter business.

The social work major is a *professional* degree that is accredited by the Council on Social Work Education. Its principal objective is to prepare students for beginning level, generalist social work practice. (The Social Work Program is fully described following the sociology course list.)

SOCIOLOGY MAJOR

Sociology can be defined as the scientific study of human societies. Students majoring in sociology will be introduced to the major theoretical paradigms and methodological procedures of the discipline. They will also select several electives from a variety of topical courses. Finally, majors will participate in a senior-level capstone course that will focus on current issues of significance or in an off-campus internship in an approved program.

The sociology major requires a minimum of 28 credits. This must include a) Sociology and Social Problems (Sociology 101); b) Theoretical Perspectives in Sociology (Sociology 261); c) Methods of Social Research (Sociology 262); d) at least two 4-credit 300-level courses; and e) Capstone Seminar in Sociology (Sociology 495). In addition, students must demonstrate competence in statistics; this is usually accomplished by completing Mathematics 210.

Criminal Justice Focus

Sociology majors may elect to graduate with a Criminal Justice (CJ) emphasis. This 32-credit program is intended for students preparing for careers in law enforcement, the criminal justice system, and related occupations. The CJ emphasis is offered in conjunction with The Philadelphia Center. In addition to Sociology 101, 261, and 262, CJ students must complete the Criminology I and II sequence (Sociology 221 and 222), another four-credit sociology elective at the 300-level (preferably Sociology 312, Urban Sociology), a four-credit course entitled Social Justice (to be offered through The Philadelphia Center), and a related internship in Philadelphia. As with all majors, CJ students must demonstrate competence in Statistics.

Off-Campus Options

Many sociology majors take advantage of off-campus programs, both domestic and international. Students have been enrolled in both the Philadelphia Center and the Chicago Semester as well as in such international programs as those in Aberdeen, 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.

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Sociology majors are encouraged to take the following sequence of courses:

YEAR	CREDITS
First Year	
SOC 101	Sociology and Social Problems 4
IDS 100	First Year Seminar 2
ENGL 113	Expository Writing 4
REL 100	Basic Studies in Religion 2
KIN 140	Health Dynamics 2
GEMS	General Education Mathematics 2
GEMS	General Education Science 4
	Foreign Language Requirement 7
	1 Cultural History Requirement <u>4</u>
First Year Total	31
Second Year	
SOC 261	Theoretical Perspectives (Fall) 4
SOC 262	Methods of Social Research (Spring) 4
4 Credits of Sociology Elective	4
Students who intend to complete the Criminal Justice Emphasis must take SOC 221 and 222	
MATH 210	Introductory Statistics or
MATH 311 AND 312	Statistical Methods and Applied Statistical Models 4
Social Science II requirement	2
1 Cultural History requirement	4
1 Performing Arts requirement	4
Other Electives	<u>6</u>
Second Year Total	32
Third Year	
2 Sociology Electives at the 300-level	8
Upper Division Religion Requirement	4
Remaining Performing Arts Requirement	2
4-5 General Electives	17
(Students enrolled in the Criminal Justice Emphasis should plan on spending the SPRING semester of their junior year in Philadelphia; similarly, junior year is the preferred time for other off-campus programs.)	
Third Year Total	31
Fourth Year	
SOC 495	Capstone Course in Sociology (Spring) 4
1 Sociology Elective	4
IDS 495	Senior Seminar 4
4 General Electives	<u>20</u>
Fourth Year Total	32

SOCIOLOGY AND SOCIAL WORK

SOCIOLOGY MINOR

The sociology minor consists of 20 credits of courses. Students will be required to complete Sociology 101, 261, and 262. In addition, they will have to take another eight credits from among the department's courses, four of which must be at the 300-level.

SOCIOLOGY COURSES

101. Sociology and Social Problems — An examination of the concepts and theories which make up the sociological perspective, the evidence which tests these theories, and the ways in which the 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 and cultural diversity requirement of General Education.
Four Credits with Lab Staff Both Semesters

151. Cultural Anthropology — A study of the historical trends in anthropology that have led to its present perspectives. The concepts of functionalism and cultural relativism are examined and evaluated. The course surveys various cultural patterns around the world. This course fulfills the Social Science I requirement of General Education.
Four Credits Luidens Fall Semester, Even Years

221. Criminology I — Students will be introduced to the principal sociological perspectives on the causes of crime, with special emphasis on the processes of deciding who are called criminals and what actions are criminalized. This course is required for students planning to major in sociology with a Criminal Justice emphasis and fulfills the Social Science II requirement.
Two Credits Luidens Fall Semester (First Half)

222. Criminology II — Students will be introduced to the Criminal Justice System with a focus on the principal sociological perspectives on the roles of law enforcement agencies, the judicial and penal systems, and post-conviction treatments. This course is required for students planning to major in sociology with a Criminal Justice emphasis. Prerequisite: SOC 221. *Two Credits Luidens Fall Semester (Second Half)*

233. Sociology of the Family — This course examines several theoretical approaches to understanding the family as a social system, examines issues in the family, examines the social-class variations in the family and examines ethnically diverse families in the U.S.
Four Credits Koch Fall Semester

261. Theoretical Perspectives in Sociology — This course will consider the principal historical and contemporary sociologists and their approaches to the study of society. Through their historical periods and their intellectual and personal biographies, students will be introduced to the major concepts and questions that sociologists consider. Prerequisite: SOC 101. Sociology majors and minors only.
Four Credits Luidens Fall Semester

262. Methods of Social Research — A beginning course in the research designs, methods, and techniques used by social scientists. Students will become acquainted with probability theory, hypothesis testing, sampling, and elementary descriptive and inferential statistics. Computer-assisted projects and exercises using a variety of data sets will be introduced in laboratory sessions. Prerequisite: SOC 101. Sociology majors and minors and Social Work majors only.
Four Credits Nemeth Spring Semester

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

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diversity. In addition to describing and analyzing these themes, this course will offer an assessment of the American experience in light of broader global trends. This course fulfills the Social Science II requirements.

Two Credits Swanson Fall Semester

271. Sociology of Gender I — In this course we will examine the different roles prescribed to individuals on the basis of sex. The particular focus will be the role of socialization and social institutions. 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 requirements.

Two Credits Swanson Spring Semester (First Half)

272. Sociology of Gender II — In this half of the course we will examine the most popular gender theories and discuss their impact on men's and women's roles in the U.S. culture. We will focus more specifically on men's roles, the history and impact of the women's movement, and prospective gender roles in the future. Prerequisite: SOC 271 or WS 271.

Two Credits Swanson Spring Semester (Second Half)

280. Social Psychology — The specific study of how people think about, influence, and relate to one another. Topics include the self, conformity, persuasion, prejudice, and interpersonal attraction. Data collection and analysis are part of the laboratory experience. Prerequisites: Psychology 100. Same as Psychology 280.

Four Credits Inman Both Semesters

281. Sociology of Popular Culture — Human beings are immersed in culture; it touches all aspects of our lives. We create, alter, and are influenced by culture; in fact it is one of the most powerful socialization agents we encounter. In this course we will explore the meanings and impacts of culture. We will discuss how our current culture shapes us, and how we shape current culture. We will begin to view popular culture through what C. Wright Mills called the Sociological Imagination. We will give extensive attention to issues of gender, race, and class and its impacts on popular culture. By the time you finish this course you will be equipped with a new perspective on how to interpret the culture in which you live.

Four Credits Koch Spring Semester, Odd Years

312. Urban Sociology — An exploration into the social forces that create and shape cities. Students will be introduced to the perspectives that sociologists use to study cities and the factors contributing to urbanization. The course will investigate the origins and development of cities, with an emphasis on the temporal and spatial dimensions of urban development. Urban problems will be addressed in comparative and historical perspectives.

Four Credits Nemeth Fall Semester

333. Medical Sociology — An introduction to the sociological study of health, illness, and disease. The impact of gender, race, and social class on the perception and distribution of disease will be emphasized. Attention will be directed to the study of health care delivery systems and the use of alternative health care.

Four Credits Nemeth

341. Sociology of Religion — The study of religion has been central to sociology from its earliest days. This course will introduce students to the major theoretical approaches which are being used to study religion. Students will apply these theories to specific expressions of religions, both national and international.

Two Credits Luidens

356. Social Movements — This course is about social movements — collective action in which groups use institutionalized and non-institutionalized tactics to pro-

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mote or resist social and political change. Students will study the history and impact of the Civil Rights Movement as a template for other historic and contemporary examples of social change. Students will also serve in a local community organizing placement in order to see the application of course material on community development. These placements will be made by the second week of class by the instructor.

Four Credits Swanson Spring Semester

365. Sociology of Education and Childhood — This course examines the nexus between children, the education system and the rest of society through a sociological lens. This demands that we consider not just the socialization process but also the structural aspects that impact children and all levels of education. The course surveys principle ways of thinking about schools as organizations and about the consequences of these structures for the distribution for life chances. The focus is on theory and research concerned with the organizational and occupational sides of schools, teaching and children. This course will take a sociological perspective and explore the diversity of children's experiences with socialization and schools across family structure, race and ethnicity, social class and gender. Key topics include trends in gender, racial and class inequalities in schooling, the content of schooling, current reform politics, issues of school funding, and global differences in education.

Four Credits Koch Spring Semester, Even Years

390. Advanced Research Project — A research oriented course designed to get advanced students actively involved in an ongoing research project. The course is primarily intended for students contemplating graduate studies in sociology. Students will be assisting professors with a research project and thus be learning by doing. Students must submit an application (available in the department office) no later than noon on the Friday before registration. Prerequisites: Research Methods (SOC 262) and permission of the instructor. It is strongly recommended that the course be taken before the senior year. This course may be taken only once.

Four Credits Staff Fall Semester

490. Independent Studies in Sociology — This program affords an opportunity for advanced students in sociology to pursue a project of their own interest beyond the regular course offerings. The project may take one of several forms: 1) library readings on a topic in sociology, 2) a supervised research project, 3) a supervised field project combining study with appropriate work experience. Open to upper-level sociology majors with the consent of the department.

Two to Four Credits Staff Both Semesters

495. Capstone Seminar in Sociology — A senior course designed to enable students and faculty to organize and integrate a variety of interest areas in sociology, thereby culminating the major with a synthesis provided through theoretical perspectives. Prerequisite: 16 credits of sociology. *Four Credits Nemeth Spring Semester*

499. Sociology Internship — A supervised practical experience in a governmental, private, and/or non-profit organization. Open to upper class sociology majors only. 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. *One to Six Credits Staff Both Semesters*

SOCIAL WORK MAJOR

The baccalaureate social work major is accredited by the Council on Social Work Education. Students will learn that social work is a profession dedicated to assisting people to attain life satisfaction through personal, social, and environmental changes. Social work uses a variety of generalist practice methods, including direct interven-

SOCIOLOGY AND SOCIAL WORK

tions, 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: a) Introduction to Social Welfare (Social Work 241); b) Social Work and Family (Social Work 232) or Child Welfare (Social Work 242); c) Methods of Social Research (Social Work 262); d) Human Behavior and Social Environment I (Social Work 310); e) Human Behavior and Social Environment II (Social Work 311); f) Social Work with Diverse Populations (Social Work 315); g) Social Work Interviewing (Social Work 320); h) Contemporary Social Policy (Social Work 322); i) Social Work Interventions I, II and III (Social Work 351, 352 and 401); and j) Social Work Field Experience I and II (Social Work 443 and 446).

All social work majors must formally apply to the Social Work Program by October 15 of their sophomore year. Admission is competitive and not guaranteed. To be eligible for admission —

1. Applicants must have completed or be currently enrolled in Psychology 100, Sociology 101, and Social Work 241.
2. Applicants must have a minimum GPA of 2.5 and a minimum GPA of 2.7 in their social work courses.
3. Applicants need two recommendations from Hope College faculty/staff.
4. Applicants must submit a written personal statement which includes information about their commitment to social work as a vocation and describes their prior volunteer service in the field.

A student who does not fully meet one or more of the admission criteria may be admitted to the Social Work Program conditionally, provided the student, after an interview with the Program Director of Social Work, agrees in writing to remove the deficiency by the end of the following semester. Conditionally accepted students should be aware that there are risks involved in pursuing the first year of the social work major on a conditional basis. A minimum GPA of 2.5 and a minimum GPA of 2.7 in the social work major are required for graduation.

In addition, the following cognate courses are required: a) Introduction to Psychology (Psychology 100); b) Introduction to American Political Institutions (Political Science 100) **or** Political Science 110; c) Sociology and Social Problems (Sociology 101); d) GEMS 158 **or** Human Physiology (Biology 221); and e) Introductory Statistics (Mathematics 210).

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Social Work 241 must be completed in the Spring Semester of the freshman year or the Fall Semester of the sophomore year. To ensure the fulfillment of all the social work degree requirements, students are urged to follow the schedule of courses indicated in the following four year curriculum:

SEMESTER	CREDITS
Freshman Year — Fall	
PSY 100	Introduction to Psychology (S1A) 4
REL 100	Basic Studies in Religion (RL1) 2
ENG 113	Expository Writing I (EW) 4
IDS 100	First Year Seminar (FYS) 2
Cultural Heritage Requirement	IDS 171/ENGL 231/HIST130 or PHIL 230 (CH1) 4
	16
Freshman Year — Spring	
KIN 140	Health Dynamics (HD) 2
SOC 101	Sociology and Social Problems (CD) 4
SWK 241	Introduction to Social Welfare 2
Language Requirement	Language 1 - 101/121/171 4
POL 100	Introductions to American Political Institutions and Lab - 4 credits (S1B)
or POL 110	or Topics in Political Science - 2 credits (S2B) 2 or 4
	16-18
Sophomore Year — Fall	
MATH 210	Introductory Statistics (MA1) 4
Language requirement	Language II - 102/122/172 (FL2) 4
Cultural Heritage II requirement	IDS 172/ENGL 232/HIST 131 or PHIL 232 (CH2) 4
Natural Science requirement	GEMS, mathematics, or science course – 2 credits (MA) or NS2)
or SWK 241	or Introduction to Social Welfare 2
Arts II requirement	Studio or performance course(s) in art, creative writing, dance, music, theatre (FA2)
or SWK 232	Social Work and Family 2
	16
Sophomore Year — Spring	
REL 200+	200-level course in biblical, historical, theological or world religions studies (RL2) 4
SWK 232	Social Work and Family
or SWK 242	or Child Welfare 2
SWK 351	Social Work Interventions I 4
GEMS 158	Human Biology in Health and Disease (NSL) 4
Arts I Requirement	ART 109 or 110/IDS 101/MUS 101 or 104 or or 105/THEA 153 (FA1)
or SWK 320	or Social Work Interviewing 3 or 4
	17-18

SOCIOLOGY AND SOCIAL WORK

SEMESTER	CREDITS
Junior Year — Fall	
SWK 310	Human Behavior in the Social Environment I 3
SWK 311	Human Behavior in the Social Environment II 3
SWK 352	Social Work Interventions II 4
SWK 320	Social Work Interviewing or Elective (2 cr) 2 or 3
Arts I Requirement	ART 109 or 110/IDS 101/MUS 101 or 104 or 105/THEA 153 (FA1) <u>4</u>
	16-17
Junior Year — Spring	
SWK 261/SOC 262	Methods of Social Research 4
SWK 315	Social Work with Diverse Populations 4
SWK 322	Contemporary Social Policy 4
	or Elective (4 cr) <u>4</u>
	16
Senior Year — Fall	
SWK 401	Social Work Interventions III 4
SWK 443	Social Work Field Practicum I 6
Arts II Requirement	Studio or performance course(s) in art, creative writing, dance, music, theatre (FA2)
or Elective (2 cr)	2
Electives	Electives <u>4</u>
	16
Senior Year — Spring	
Senior Seminar Requirement	IDS course numbered 400 or above (SRS) 4
SWK 446	Social Work Field Practicum II 6
Electives	Electives <u>6</u>
	16

With prior permission, social work students may be allowed to carry out internships at The Philadelphia Center, the Chicago Semester, or the Romania Studies Program.

Graduates of Hope's Social Work Program have been involved in a variety of satisfying careers such as:

- social workers in a variety of practice settings
- graduate programs in social work
- ministers and church workers
- legal aid lawyers
- directors of drug clinics
- professional counselors
- supervisors in counseling centers
- urban planners
- teachers of social work
- community organizers
- director of social welfare programs

No academic credit for life experience and previous work experience will be given in lieu of any social work or cognate courses required for the social work major.

SOCIOLOGY AND SOCIAL WORK

SOCIAL WORK COURSES

232. Social Work and Family — This course examines the family from a developmental approach. Research studies will focus on the trends in family life and social problems related to family functioning at each stage of a family's development. Prerequisite: SOC 101. *Two Credits Piers Both Semesters (First Half)*

241. Introduction to Social Welfare — This course examines the role of social workers in society. Social work fields of practice are explored including medical social work, school social work, poverty-based social work, juvenile corrections, gerontology, etc. This course is intended to be an introductory course for students exploring the possibility of social work as a career. Corequisite: SOC 101.

Two Credits Sturtevant Fall Semester (First Half), Spring Semester (First Half)

242. Child Welfare — This course examines the philosophy of child welfare as a specific part of social welfare and the programs that constitute the child welfare institutions. Child abuse and neglect is a major topic of this course.

Two Credits Spring Semester (Second Half)

262. Methods of Social Research — A beginning course in the research designs, methods, and techniques used by social scientists. Probability theory, hypothesis testing, sampling, and elementary descriptive and inferential statistics are introduced. Practical research experience is emphasized. Same as SOC 262. Corequisite: Math 210. Sociology majors and minors and Social Work majors only

Four Credits Nemeth Spring Semester

310. Human Behavior and Social Environment I — This course will focus on the interaction between persons and the social systems they encounter throughout maturation. Special attention will be given to the interactions and systems as they relate to and affect social work practice with a variety of populations, including those experiencing ethnic, racial, sexual, and age-based discrimination. Social work majors only. Corequisite: Biology 221 or GEMS 158. Prerequisites: Psychology 100, SWK 241.

Three Credits Fall Semester (First Half)

311. Human Behavior and Social Environment II — This course is a continuation of Social Work 310. Prerequisite: SWK 310.

Three Credits Fall Semester (Second Half)

315. Social Work with Diverse Populations — This course will prepare students for ethnically sensitive social work practice. Students will examine assumptions, strategies, and procedures that will enhance their values, knowledge and skills to more effectively interact with diverse populations at each stage of the social intervention process. Social work majors only.

Four Credits Staff Spring Semester

320. Social Work Interviewing — This course will focus on the principles of the social work interview; the examination of techniques and theoretical models that increase the effectiveness of social work interventions; and the demonstration and practice of these skills. Social work majors only. Prerequisite: SWK 241.

Three Credits Osborn Both Semesters

322. Social Policy — This course examines the history and philosophy of the profession of social work. It also examines social policy issues such as poverty and mental illness and the significance of social, economic, and political factors in policy making implementation. Social work majors only. Prerequisites: SWK 241, POL 100 or 110.

Four Credits Sturtevant Spring Semester

351. Social Interventions I — This course is the first in a series of practice courses in the social work major curriculum. It will focus on the generalist interven-

SOCIOLOGY AND SOCIAL WORK

tions process of working with client systems: engagement, assessment, goal setting, intervention planning, contracting, intervention applications, evaluation, and termination. Attention will be given to social work values; ethical decision making; roles of the social worker; and ethnic, racial and gender sensitive practice. Social work majors only. Prerequisite: SWK 241. *Four Credits Piers Spring Semester*

352. Social Interventions II — This course is the second in a series of practice courses in the social work curriculum. It will focus on the generalist practice skills, interventions and issues involved in working with client systems consisting of families and small groups. Planning, assessment, intervention and termination stages will be addressed. Attention will be given to social work values; ethical decision making; roles of the social worker; and ethnic, racial and gender sensitive practice. Social work majors only. Prerequisite: SWK 351. *Four Credits Piers Fall Semester*

401. Social Interventions III — This course is the third in a series of social work practice courses. It will examine the types of human service organizations within the community and examine the political and social context in which community organizing takes place in contemporary society. As an interventions course, it will continue to focus on the stages and processes utilized in generalist social work practice through a problem solving approach. Social work majors only. Prerequisite: SWK 352. *Four Credits Sturtevant Fall Semester*

443. Social Work Field Experience I — This program offers the opportunity for advanced social work students to work with individuals, groups, and community organizations under the close supervision of professional social workers. The program is offered in cooperation with several social and criminal justice agencies in Western Michigan. Work may include direct service, client advocacy, training, referral service, and community organizing for client systems. Students will spend 220 hours per semester in the field. The weekly practicum seminar is also a component of this course. Admission to field practicum is required. Corequisite: SWK 401. Social work majors only. *Six Credits Piers, Sturtevant Fall Semester*

446. Social Work Field Experience II — This course is a continuation of SWK 443. See SWK 443 for more information. Social Work majors only. *Six Credits Piers, Sturtevant Spring Semester*

490. Independent Study — This program allows advanced students in social work to pursue a project of their own interest beyond regular course offerings. Project may take the form of library research and study project or supervised research project. Students must have a specific project in mind. Prerequisite: 20 credits toward social work major. *Two or Three Credits Staff Both Semesters*

495. Advanced Seminar in Social Work — A senior level seminar course designed for trial course offerings which enable faculty and students to organize and integrate a variety of interest areas in social work. Prerequisites: senior standing, social work major, and permission of the instructor. *Three Credits Staff Both Semesters*



Faculty: Ms. Robins**, Chairperson; Ms. Bahle, Ms. Bombe, Director of Theatre; Mr. Landes, Mr. Smith, Mr. Tammi*.

The Hope College Department of Theatre is an accredited institutional member of the National Association of Schools of Theatre.

The Department of Theatre is committed to offering an academic/artistic program of recognized excellence which fosters the intellectual and aesthetic development of students as theatre artists and as audience members.

Course offerings in theatre, along with the department's co-curricular production program, are designed to provide the liberal arts student with knowledge of and experience in an art form which has played an important role in our cultural history as well as in contemporary society. Performance or laboratory experience makes possible an appreciation of the art which can be derived only from direct participation. The practical experience of working together in a disciplined collaborative art facilitates one's understanding of oneself and of other people.

The primary objectives of the theatre production program are (1) to provide significant and challenging artistic experiences for our students, (2) to engage the student body as a whole by producing performances of historical, contemporary, literary, and/or theatrical merit, and (3) to augment the community's cultural life through the presentation of plays of social and theatrical value.

Theatre students currently

- participate in the mainstage production program as actors, designers, stage managers, dramaturgs, publicists, and technicians
- mount student-directed and -produced work on a regular basis
- participate in the New York Arts Semester Program; The Philadelphia Center, an urban semester program sponsored by the GLCA; or the Chicago Semester program
- work with established professionals in theatre through guest artist residencies and through involvement with the Hope Summer Repertory Theatre

Graduates of the Department of Theatre have been involved in pursuing such careers as:

- acting, directing, designing, stage management, and arts administration
- university teaching
- serving as members of professional repertory companies
- internships at regional professional theatres such as the Ensemble Studio Theatre, the Steppenwolf Theatre, The New Group and the Wooster Group
- graduate study at such schools as the American Conservatory Theater, the American Repertory Theatre at Harvard University, the University of Illinois, Northwestern University, and Southern Methodist University

MAJOR: A major in theatre generally serves one of the following purposes:

1. More intensive study in this particular discipline as the emphasis within the student's liberal arts education.
2. Preparation for graduate work leading to an M.A., M.F.A., Ph.D., or D.F.A. degree in theatre.
3. Preparation for work in a non-commercial field of theatre such as community theatre.

*Sabbatical Leave, Fall Semester 2012

**Sabbatical Leave, Spring Semester 2013

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4. Preparation for advanced training leading to a career in the professional theatre. The **major program** is designed on a “contract” basis, with provisions as follows:
 1. Theatre Major: 35 credits consisting of Acting I (Theatre 161); Principles of Design (Theatre 205); Theatre Crafts I and II (Theatre 210/211); one course chosen from Scene Design (Theatre 222), Lighting Design (Theatre 223), or Costume Design (Theatre 224); Play Analysis (Theatre 243); Stage Management (Theatre 250); two courses chosen from Western Theatre I and II (Theatre 301 and 302) and American Theatre (Theatre 306); Stage Direction I (Theatre 331); three credits chosen from Advanced Theatre Practicum (Theatre 380), Independent Studies in Theatre (Theatre 490) or Seminar in Theatre (Theatre 495), or an internship with the Hope Summer Repertory Theatre or with an off-campus program, as approved by the theatre faculty.
 2. In conjunction with a departmental academic advisor, the student will propose additional courses for completion of his or her major contract. This proposed course of study in an area or areas of special concentration will be designed to suit the student’s own individual interests, needs, and career goals. Typical areas of concentration are design and technical theatre, directing, and performance. The major contract proposal will be submitted for approval to the Theatre Council, which is comprised of the theatre faculty and elected student representatives.

In addition to the curricular requirements, every design/technical-concentration student who does not have an assigned responsibility on- or off-stage for a major departmental production is expected to serve a minimum of 10 hours on one of the crews for that production. Majors with a concentration in performance are expected to participate in all departmental production auditions. Majors with a concentration in direction will stage manage at least one departmental production.

In order that full advantage may be taken of the individualized approach to the major program, it is in the best interest of the student to apply for acceptance as a major by the end of the sophomore year. In any case, no major application will be approved which does not include two full semesters of study following the submission of the proposed contract.

Although the department has no foreign language requirement beyond the general college requirement, students anticipating graduate school — particularly in the areas of theatre history, literature, and criticism — are advised to consider the undergraduate preparation in language which may be expected by graduate departments.

A theatre student handbook is available in the department office. Majors are expected to be familiar with information provided in this handbook.

COURSES FULFILLING COLLEGE GENERAL EDUCATION REQUIREMENTS:

Arts I: Theatre 101, 153

Arts II: Theatre 110, 130, some sections of Theatre 280

MINOR: 21-22 credits consisting of Acting I (Theatre 161); Play Analysis (Theatre 243); Theatre Crafts I and II (Theatre 210 and 211); one theatre history course chosen from Western Theatre History I and II and American Theatre (Theatre 301, 302 and 306); an additional 3-4 credits chosen from the following: Principles of Design (Theatre 205), Scene Design (Theatre 222), Lighting Design (Theatre 223), Costume Design (Theatre 224), Stage Management (Theatre 250), Stage Direction (Theatre 331), or a second theatre history course. The theatre student handbook,

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available in the theatre department office, contains further information on the theatre minor.

I. GENERAL EDUCATION

101. Introduction to the Theatre — This course will examine the role and value of theatre in our culture and introduce students to the art of theatre by exploring the ways in which playwrights, directors, actors, designers, technicians, and audiences collaborate and make choices to create theatre. Through individual creative projects or lab experiences, lectures, demonstrations, readings, discussions, and viewing live and videotaped theatre performances, the student will have the opportunity to enrich his/her awareness and understanding of the artistic process inherent in creating theatre. By the end of the semester, the student will attend, read, discuss, and write about theatre with greater sensitivity and insight. *Four Credits When Feasible*

110. Acting for the Non-Major — The course will introduce the student to the creative process of acting. Through readings, discussion, class exercises and improvisations, written analyses, scene work, and viewing live theatre performances, the student will recognize, understand, and participate in acting as an interactive and artistic expression of the human experience. Through his/her observation of and participation in this process, the student will gain a deeper awareness and appreciation of the challenge and value of acting. *Two Credits Bahle Both Semesters*

130. Oral Interpretation of Literature — A basic course designed to develop an increased understanding and appreciation of literature while cultivating and strengthening vocal skills through the process of interpretive reading. *Two Credits Staff When Feasible*

153. Art of the Cinema — An introductory course in film appreciation. Films viewed and critiqued in class will be approached in terms of the cultural context of each film and the filmmaker's relation to the society in which he or she lives — its values, mores, and aspirations. *Four Credits Smith Fall Semester and May Term*

389. GLCA Arts Program — The Great Lakes Colleges Association, Inc. Arts Program, in New York City, involves the student in a full semester's study in the arts. The program includes a Seminar on the Arts in which all students participate, together with individual projects which usually take the form of a professional internship. Approval by the department is required prior to the student registering for this course, and the department must approve the student's individual program before credit will be granted. The registrant must be accepted into the program by the Director of the GLCA Arts Program. The Arts Program should preferably be taken during the junior year. *Sixteen Credits (Maximum) Both Semesters*

II. PERFORMANCE AND PRODUCTION

105. Introduction to Theatre Practice — Introduction to the performance and production aspects of theatre art. Through readings, discussions, laboratory experience, and class projects, the student will become acquainted with the functions and the relation to the total production organization of the director, designers, technical director, actors, technicians, and stage manager. Course is designed primarily for the intended theatre major. Course is open only to entering freshmen. *One Credit Bombe Fall Semester*

161. Acting I — An introduction to basic principles of acting and to ensemble playing. Recommended that intended performance-concentration majors enroll in the freshman year. *Four Credits Bahle Fall Semester*

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162. Acting II — A study of observation, sensory recall, focus, characterization, and improvisation, together with the actor's approach to script analysis, leading to the presentation of short scenes. *Four Credits Bahle Spring Semester*

205. Principles of Design — This course will explore through various projects the basic design vocabulary used in set, costume, and lighting design and the basic principles, controls, and use of visual elements in design. *Two Credits Smith Spring Semester*

210. Theatre Crafts I — An introduction to the fundamentals of technical production in the performing arts. Areas of study will include scenery construction, drafting, scene painting, properties, and costume construction. Students will examine the theatre plant and the collaborative process and will be provided with a solid understanding of theatre terminology. Two one-and-one-half-hour lectures and one two-hour lab per week. *Four Credits Smith, Staff Fall Semester*

211. Theatre Crafts II — Continuation of Theatre 210 as an introduction to the fundamentals of technical production in the performing arts. Areas of study will include stage management, costume construction, pattern making, lighting equipment and documentation, and sound. Students will examine the processes, terminology, and techniques applicable to these areas. Two one-and-one-half-hour lectures and one two-hour lab per week. *Four Credits Landes Spring Semester*

215. Stage Makeup — Study of the principles of makeup for the stage. Training in skills and techniques needed for understanding the application of straight, character, and fantasy makeup. Emphasis will be on facial anatomy, physiognomy, corrective makeup, skin textures, materials, modeling, analysis, special structures. *Two Credits Bombe When Feasible*

222. Scene Design — An introduction to designing scenery for stage production. Course work is divided into three major areas of study: (a) history of architecture, furniture styles, and interior decor from the early Egyptians to the present day; (b) theoretical considerations in analyzing a production visually for an open theatre space; and (c) training in the techniques of sketching, painting, and model-building for set designs. Prerequisites: Theatre 210 and 211, or permission of the instructor. Offered alternate years, 2012-13. *Three Credits Smith Spring Semester*

223. Lighting Design — A study of the tools, technology, and artistic considerations of theatrical lighting. Course deals with the aesthetic problems of lighting design as the artistic effort of an individual working within a producing group. Prerequisites: Theatre 210 and 211, or permission of the instructor. Offered alternate years, 2012-13. *Three Credits Landes Fall Semester*

224. Costume Design — An introduction to the role of the costume designer in the theatre. Emphasis will be placed on developing each student's imagination, creativity, and technique in designing costumes for the theatre. Course work will include consideration of the designer's responsibilities as a visual artist, based on analysis of the script and production concept, development of techniques for analysis, historical research, and rendering. Prerequisites: Theatre 210 and 211, or permission of the instructor. Offered alternate years, 2013-14. *Three Credits Bombe Fall Semester*

243. Play Analysis — The objective in this course is to learn how to read a playscript as a work intended for stage performance. Regularly assigned written analyses will deal with such matters as structure, plot, characterization, relationships, motivation, and language. Recommended that intended theatre majors enroll in the freshman year. *Two Credits Bahle Spring Semester*

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250. Stage Management — This introduction to theatre stage management will emphasize: (1) management and communication practices during the production, rehearsal, and performance periods; (2) the stage manager's role in the rehearsal process; and (3) guiding and maintaining the production in performances. This course will include in-class laboratory exercises. *Two Credits Bombe Fall Semester*

256. Playwriting — Practice in the art of writing for the stage through work on selected special problems of the playwright. Whenever possible provision will be made for reading performances of work-in-progress, and in cases of exceptional merit arrangements may be made for public performance of a finished script. Offered alternate years, 2012-13. *Four Credits Tammi Spring Semester*

261. Acting III — An integrated study of voice and movement in relation to the actor's craft. The work of Shakespeare and the ancient Greeks will serve as the predominant performance material. Recommended that intended performance-concentration majors enroll in the sophomore year. Prerequisites: Theatre 161 and 162, or permission of the instructor. *Three Credits Robins Fall Semester*

262. Acting IV — A continuation of Theatre 261, emphasizing the voice and movement challenges inherent in the plays of Moliere, Restoration and Georgian comedy, and Ibsen, Strindberg, and Chekhov. Prerequisites: Theatre 161, 162, 261, or permission of the instructor. *Three Credits Bahle Spring Semester*

280. Theatre Laboratory — Practical experience in theatrical production through involvement as an actor, technician, or assistant stage manager in a departmental major production. The amount of credit to be granted will be determined by the number of hours required for the particular assignment as agreed upon by student and instructor: minimum of 40 hours for one credit, 80 hours for two credits. Prerequisite: casting by the director, or acceptance on a production crew by the technical director and permission of the instructor. *One or Two Credits Staff Both Semesters*

295. Studies in Theatre — Instruction in specific performance or production techniques, such as furniture design, mime, stage combat, musical theatre, and special problems in acting. Each class will be limited to one such performance or production area. Frequency of course offering is determined by student demand and by availability of theatre specialists or guest artists. Prerequisite: permission of the instructor. *One or Two Credits*

331. Stage Direction I — A basic course in the principles of textual analysis, design collaboration, rehearsal process, and communication skills for the director in proscenium, thrust, and arena staging. Prerequisites: Theatre 161 or equivalent, and Theatre 210 and 211, or permission of the department. *Three Credits Robins Fall Semester*

332. Stage Direction II — A continuation of Theatre 331. Each student will produce at least one one-act play. Prerequisite: Theatre 331, or equivalent. *Two Credits Tammi Spring Semester*

361. Acting V — An advanced acting course, Acting V will focus on a particular facet of acting that may vary from semester to semester and will remain responsive to students' needs and interests. These classes will incorporate a combination of acting/technique exercises, written analytical work, and scene work. Prerequisites: Theatre 161, 162, 261, 262. Offered alternate years, 2012-13. May be taken more than one time. *Two Credits Staff Spring Semester*

375. Musical Theatre Workshop A — Forming the initial segment of a two-semester workshop in musical theatre performance, this course will focus on the selection and preparation of solo and duet material, culminating in performance

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assessment by a professional guest evaluator or divisional jury. Offered alternate years, 2013-14. *Two Credits Dykstra, Tammi Fall Semester*

376. Musical Theatre Workshop B — A continuation of Theatre 375, this capstone workshop will provide performance students the opportunity to synthesize experiences in music, dance, and acting. Drawing material from genres of musical theatre appropriate for each individual, students will develop a “song book” portfolio and a musical theatre audition. Guest coaches and artists representing the musical theatre profession will conduct intense workshops. The course will culminate in a showcase presented at the end of the spring semester. Offered alternate years, 2013-14. *Two Credits Tammi Spring Semester*

380. Advanced Theatre Practicum — Specialized study of a particular production aspect of a play in performance. The student will be assigned to a departmental production as assistant director, assistant designer, or stage manager. A report, the form of which is to be governed by the nature of the project, will be submitted to the project supervisor. Registration is restricted and requires departmental approval. Ordinarily, no student will be permitted to register for practicum who has not taken basic course work in the particular area. Prerequisite: application to the department. *One, Two or Three Credits Staff Both Semesters*

381. Summer Theatre Laboratory — An integral part of the Hope Summer Repertory Theatre program, the course will concentrate on a consideration of the interrelated problems of play production. Aspects to be covered include script and character analysis, production planning and design, construction procedures and techniques, and management. Course may be taken for a maximum of six credits (i.e., two summer sessions). Prerequisites: acceptance into the summer theatre company, and permission of the instructors. *Three Credits Staff Summer Session*

490. Independent Studies in Theatre — Independent work for the advanced student in one of the following areas: directing, acting, scene design, costuming, lighting, sound, playwriting, theatre or film criticism, theatre management. Course is offered on a selective basis, by permission of the department. The student must submit *in writing on a form available from the department office* a project proposal for departmental approval during the previous semester and prior to registration for the course. *One, Two or Three Credits Staff Both Semesters*

III. HISTORY AND THEORY

296. Special Topics in Theatre — Study of an area of theatre or film history, literature, theory, or criticism not specifically covered in the regular departmental offerings. Offered occasionally as warranted by student and faculty interest. Prerequisite: permission of instructor. *Two or Three Credits*

301. Western Theatre History I — Plays, theatre, and theatre performances reflect the cultural, political, and spiritual climate of the particular 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. *Four Credits Tammi*

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

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American drama). Offered alternate years, 2013-14.

Four Credits Robins/Tammi Spring Semester

306. American Theatre — A study of theatre in the United States from colonial times to the present. Emphasis will be placed on contemporary developments, beginning with O'Neill and the Provincetown Playhouse. Offered alternate years, 2012-13.

Four Credits Tammi Spring Semester

495. Seminar in Theatre — Intensive study of the work of a playwright, critic, or specific movement in or period of theatre history. Past topics have included Moliere, Strindberg, American scene design, Tennessee Williams, the Moscow Art Theatre, and modern directing theories and practices from Artaud to the present. Prerequisite: permission of the instructor.

Two or Three Credits

499. Readings in Theatre — Readings, under the tutorial supervision of an instructor assigned by the department chairperson, in a specialized or advanced area of theatre studies. Prerequisite: permission of the instructor.

Two or Three Credits Staff Both Semesters

WOMEN'S STUDIES



Faculty: Ms. Kipp, Director; Ms. Bade, Mr. Bell, Mr. Cole, Ms. Dandavati, Ms. Dickie, Ms. Dorado, Ms. Dykstra, Ms. Gibbs, Ms. Housel, Ms. Janzen, Ms. Japinga, Ms. Johnston, Ms. Larsen, Ms. Petit, Ms. Randel, Ms. Simon, Ms. Swanson.

Hope College prepares students to become informed and active members of the global community. This process includes understanding and valuing the achievements of diverse women in society. The women's studies minor and major serve this purpose. Beyond this, women's studies transforms the sense of self (identifying multiple structures that define us) and transforms the relationship with the world (encompassing complexity, diversity and difference). The goals of women's studies are for students to 1) link their intellectual and experiential lives; 2) feel empowered by the content of women's studies; 3) recognize and value complexity, diversity and difference; 4) recognize and create interconnections through interdisciplinary learning; 5) exercise social responsibility through action.

WOMEN'S STUDIES MAJOR: The women's studies major consists of 32 credits. All students must take 16 credits of core courses, which are WS 160 (Global Feminisms), WS 200 (Introduction to Women's Studies), WS 350 (Visions of Justice: Feminist Theory and Methodology), and WS 494 (Keystone Seminar). The remaining 16 credits are obtained by choosing classes from a list of cross-listed courses, with at least one course from each of the two blocks, A and B, listed below.

MINOR: The women's studies minor consists of 20 credits. All students take WS 200 (Introduction to Women's Studies) and choose two out of the three following core courses: WS 160 (Global Feminisms), WS 350 (Visions of Justice: Theory and Methodology), and WS 494 (Keystone Seminar). The remaining 8 credits are obtained by choosing classes from cross-listed courses, with at least one course from each of the two blocks, A and B, listed below.

Please note: as of the 2008 fall semester, Global Feminisms will fulfill the General Education requirement S1B and be listed as POL 160 and cross-listed with Women's studies as WS 160.

Additional resources include study in off-campus women's studies programs and internships.

The courses below are described in the catalog under the discipline to which they refer. Often other courses may be offered that fulfill the major or minor. Check the class schedule under women's studies or contact the director of women's studies. To declare the major or minor, see Professor Annie Dandavati, director.

BLOCK A

ENG 373 or WS 373. Telling Lives *Four Credits Dykstra Once Every Two Years*

ENG 373 or WS 373. Women on Trial in 18th and 19th Century British Literature
Four Credits Kipp Once Every Two Years

ENG 375 or WS 375. 19th and 20th Century British Women Writers
Four Credits Kipp Once Every Two Years

ENG 480 or WS 480. Introduction to Literary Criticism: Feminist Theories
Four Credits Kipp Once Every Two Years

French 342 or WS 395-03. French Society from the Revolution to the 21st Century
Four Credits Larsen Alternate Falls (2010))

French 343 or WS 343. Contemporary France
Four Credits Hamon-Porter, Larsen Spring Semester

WOMEN'S STUDIES

- French 441 or WS 441. The Francophone Experience
Four Credits Hamon-Porter, Larsen Alternate Years (2010-11)
- French 495 or WS 495-01. Studies in French Culture
Four Credits Larsen Alternate Years
- HIST 200 or WS 200. Women in Early Modern Europe *Two Credits Gibbs Varied*
- HIST 285 or WS. 285 Women in Antiquity *Four Credits Bell Spring Odd Years*
- HIST 352 or WS. 352 U.S. Women and Social Change
Four Credits Petit Fall, Even Years
- HIST 357 or WS. 395-01 U.S. Cultural History: Ideas of Race, Class and Gender
Four Credits Petit Fall, Odd Years
- HIST 365 or WS 365. Gender and Power in Latin America
Four Credits Hagood Spring, Even Years
- REL 260 or WS 236. Christian Feminism *Four Credits Japinga*
- REL 349 or WS 395. Women in American Religious History
Four Credits Japinga
- REL 366 or WS 366. Feminist Theology *Four Credits Japinga*
- Spanish 494 or WS 495. Lit. Sem.: Spanish Narrative by Women 20th Century Spain
Four Credits Dorado Once Every Two Years
- PHIL 295 or WS 295. Sexual Ethics *Two Credits Simon Once Every Two Years*

BLOCK B

- COMM 371 or WS 371. Intercultural and Gender Communication
Four Credits Johnston Once a Year
- COMM 470 or WS 470. Cultural Communications Theory
Four Credits Housel Once a Year
- PSYCH 380 or WS 380. Psychology of Women
Four Credits Dickie, Staff Once a Year
- PSYCH 395 or WS 395. Human Sexuality *Four Credits Bade, Gray Once a Year*
- SOC 271-272 or WS 271-272. Sociology of Gender
Two Credits Swanson Spring Semester

160. Global Feminisms — This course seeks to investigate the broad spectrum of women's movements that thrive across the developing world. Particular emphasis will be laid on globalization and development as well as women's interaction with neo-liberal economics. Third World feminist and womanist theories will be examined. The students will also encounter the impact that culture and politics play on women in the developing world. (Cross-listed with Political Science 160)

Four Credits Dandavati Once a Year

WS 200. Introduction to Women's Studies — Whereas historically women have been studied as outsiders or objects, this course will study women as subjects. Through readings and extensive discussion participants will explore and assess the underlying assumptions in scientific and pseudo-scientific, academic and popular theories about gender. We will explore the effects of sexism and prejudicial attitudes on women and men. We will assess the validity of biological, psychological, sociological, anthropological and biblical explanations for gender asymmetry (why men have historically had more privilege and power). Participants will be encouraged to examine their own lives and empowered to teach and learn from one another.

Four Credits Petit Both Semesters

WS 233. Sociology of One Family —

350. Feminist Visions of Justice: Theories and Methods in Action — Doing something about an issue or problem requires an understanding, called theory, and a

WOMEN'S STUDIES

methodology to bring about change. Women's Studies is based in women's movements, in women's lives and actions, and in feminist analysis around the globe. This course looks at feminist visions for justice and invites students to examine their own theories and methods of actions in light of current issues in women's studies, including: globalization, anti-racist and anti-heterosexist critical theory, generational shifts in second and third wave feminisms, and other contemporary issues.

Four Credits Dickie Once a Year

WS 490. Independent Projects — An in-depth, independent study of women, women's issues or other topics analyzed from a feminist perspective or a project designed to bring about systemic changes to encourage, support or advance women or gender equality.

Variable Credit Dandavati, Staff

WS 494. Keystone Seminar — A course designed to examine feminist perspectives in practice and support projects on women's issues or internships.

Four Credits Kipp Once a Year

WS 496. Internship Program in Women's Studies — An internship in women's studies with the Philadelphia Center, Washington Semester, Chicago Semester, or a placement in the West Michigan area approved by the director of women's studies. Placement is coupled with a feminist analysis of the internship site and the student's experience.

Variable Credit Dandavati



OFF-CAMPUS STUDY OPPORTUNITIES

Hope College has long recognized the value of offering its students a wide range of off-campus study opportunities, both domestic and international. These are available to qualified students through exchange programs and the college's membership in a number of consortiums. These include the Great Lakes Colleges Association, Inc. (GLCA), a Michigan non-profit corporation, which cooperates with the Associated Colleges of the Midwest (ACM) to sponsor additional programs, and for other overseas programs: IES Abroad and the Council on International Education Exchange (Council). Additionally we offer a world-wide range of field-based programs through the School for International Training (SIT), direct enrollment in a range of Australian and New Zealand universities through AustraLearn (AL), and a Global Stewardship Study Program (GSSP) in Belize. Semester and year-long opportunities for off-campus study are available in virtually every part of the globe. May, June and July terms offer short term options.

All off-campus programs, independent of length, subject matter, or location, fall into one of the following two categories:

1. *Official Hope College Programs*

Hope College exercises direct or indirect academic and administrative control over these programs. Students who participate in these are screened by the Off-Campus Programs Admissions Committee and they remain enrolled at Hope College. It is the responsibility of students to demonstrate to the Off-Campus Programs Admissions Committee that they have made prior arrangement with the campus administrator and/or the academic departments concerned for the awarding of credit. Once the student is off-campus, it is the continuing responsibility of the student to communicate any program changes to the chairperson of the department from which credit is expected. Students in these official programs continue to receive administrative support and will be regarded as regular Hope College students in all respects. They are entitled to retain financial aid and to have grades and credit earned recorded on their Hope College transcript.

2. *Non-Official Programs*

Students may, of course, enroll in other programs over which Hope College does not exercise administrative or academic control. In the case of overseas programs, the International Education Office is ready to provide information. It is important to note that students enrolling in one of these programs are, in practical terms, withdrawing from the college. This means that they do not need the permission of the Off-Campus Programs Admissions Committee in order to participate. However, they also lose the right to use Hope College financial aid awards and any credit earned will be treated as transfer credit. Students considering participation in one of these programs should consult their departmental advisor in order to determine whether or not transfer credit is likely to be accepted. Upon completion of such a program, students who intend to return to Hope College need to apply for readmission.

The programs described on the following pages are currently included in the first category, official programs.

SPECIAL ACADEMIC PROGRAMS

OVERSEAS STUDY OPPORTUNITIES

As part of the overall program in International Education at Hope College, the International Education Office offers information and assistance to all students interested in study abroad. Applications and detailed descriptions of the programs outlined below are available from the International Education Office which is located in the Paul G. Fried International Center of the Martha Miller Center for Global Communication.

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.

SPECIAL ACADEMIC PROGRAMS

STUDY ABROAD PROGRAMS

AFRICA

Botswana

- CIEE Gaborone: University of Botswana
- ACM Gaborone: University Immersion

Cameroon

- SIT Yaounde: Social Pluralism and Development

Egypt

- SIT Cairo: Modern Cairo, Urban Development and Social Change

Ghana

- SIT Accra: Social Transformation and Cultural Expression
- SIT Cape Coast: Origins of African Identity
- CIEE Legon: Arts and Science

Kenya

- Kalamazoo College Nairobi
- SIT Nairobi: Health and Community Development
- SIT Mombasa: Islam and Swahili Cultural Studies

Madagascar

- SIT Antananarivo: National Identity and Social Change
- SIT Fort Dauphin: Biodiversity and Natural Resource Management

Mali

- SIT Bamako: Health, Gender and Community Empowerment

Morocco

- SIT Rabat: Multiculturalism and Human Rights
- SIT Rabat: Migration and Transnational Identity
- SIT Rabat: Field Studies in Journalism and New Media
- CIEE Rabat: Language and Culture
- IES Rabat

Rwanda

- SIT Kigali: Post-Genocide Restoration and Peacebuilding

Senegal

- CIEE Dakar: Language and Culture
- Kalamazoo College Dakar
- SIT Dakar: National Identity and the Arts

South Africa

- CIEE Cape Town: Service-Learning
- CIEE Cape Town: Arts and Sciences
- IES Cape Town
- SIT Cape Town: Multiculturalism and Human Rights
- SIT Durban: Social and Political Transformation
- SIT Durban: Community Health and Social Policy
- CIEE Stellenbosch: Arts and Sciences

Tanzania

- SIT Arusha: Wildlife Conservation and Political Ecology
- ACM Dar es Salaam: Ecology and Human Origins
- CIEE Dar Es Salaam: Arts and Science
- SIT Stone Town, Zanzibar: Coastal Ecology and Natural Resource Management

Tunisia

- SIT Sidi Bou Said: Emerging Identities in North Africa

SPECIAL ACADEMIC PROGRAMS

Uganda

- SIT Kampala: Development Studies
- SIT Kampala: Microfinance and Entrepreneurship
- SIT Gulu: Post-Conflict Transformation

ASIA

China

- CIEE Beijing: Chinese Language and Ethnic Studies
- CIEE Beijing: Advanced Chinese Studies
- CIEE Beijing: Intensive Chinese Language
- IES Beijing: Contemporary issues in China; Language Intensive
- SIT Kunming: Language, Cultures of Ethnic Minorities
- CIEE Nanjing: Intensive Chinese Language and Culture
- CIEE Shanghai: Business, Language and Culture; China in a Global Context
- CIEE Shanghai: Advanced Chinese Studies
- IES Shanghai: 21st Century China; Business in China; Language Intensive

India

- IES Delhi
- SIT Pondicherry: National Identity and the Arts
- CIEE Hyderabad: Arts and Sciences
- SIT Jaipur: Sustainable Development and Social Change
- ACM Pune: Cultural, Traditions and Globalization
- SIT New Delhi: Health and Human Rights
- CIEE Mumbai: International Business and Culture

Indonesia

- SIT Bedulu: Arts, Religion and Social Change

Japan

- IES Nagoya
- CIEE Tokyo
- Earlham College: Japan Study Program at Waseda University
- IES Tokyo: Intensive Language; Society and Culture
- Hope College at Meiji Gakuin University
- Hope College at Ferris University
- Hope College at Seigakuin University

Mongolia

- SIT Ulaanbaatar: Nomadic Culture and Globalization

Nepal

- SIT Kathmandu: Development and Social Change
- SIT Kathmandu: Tibetan and Himalayan Peoples

South Korea

- CIEE Seoul: Yonsei University

Taiwan

- CIEE Taipei: Intensive Language and Culture
- CIEE Taipei: Communications, Business and Political Economy

Thailand

- CIEE Khon Kaen: Development and Globalization
- CIEE Khon Kaen: Community Public Health

Vietnam

- SIT Ho Chi Minh City: Culture, Social Change and Development

SPECIAL ACADEMIC PROGRAMS

AUSTRALIA, NEW ZEALAND, AND SOUTH PACIFIC

Australia

- AL Adelaide: University of Adelaide
- AL Adelaide: University of South Australia
- AL Brisbane: Griffith University
- AL Brisbane: Queensland University of Technology
- AL Brisbane: University of Queensland
- SIT Byron Bay: Sustainability and Environmental Action
- AL Cairns: James Cook University
- SIT Cairns: Rainforest, Reef and Cultural Ecology
- AL Canberra: Australian National University
- AL Canberra: University of Canberra
- AL Gold Coast: Bond University
- AL Gold Coast: Griffith University
- AL Hobart: University of Tasmania
- AL Lismore: Southern Cross University
- AL Melbourne: La Trobe University
- AL Melbourne: Monash University
- AL Melbourne: Swinbourne University of Technology
- AL Melbourne: University of Melbourne
- IES Melbourne
- AL Newcastle: University of Newcastle
- AL Perth: Edith Cowan University
- AL Perth: Murdoch University
- AL Perth: University of Western Australia
- CIEE Perth: Sustainability and Environment; Arts and Science
- AL Rockhampton: Central Queensland University
- AL Sydney: Macquarie University
- AL Sydney: University of New South Wales
- AL Sydney: UTS
- AL Sydney: International College of Management
- AL Sydney: University of Sydney
- IES Sydney
- AL Townsville: James Cook University
- AL Wollongong: University of Wollongong
- CIEE Wollongong

New Zealand

- AL Auckland: Auckland University of Technology
- AL Auckland: University of Auckland
- IES Auckland
- AL Christchurch: Lincoln University
- AL Christchurch: University of Canterbury
- IES Christchurch
- AL Dunedin: University of Otago
- AL Hamilton: University of Waikato
- AL Palmerston North: Massey University
- AL Wellington: Massey University
- AL Wellington: Victoria University of Wellington

Fiji/Samoa

- SIT Suva: Pacific Communities and Social Change
- AL Suva: University of the South Pacific
- Creation Care South Pacific: Samoa and New Zealand

SPECIAL ACADEMIC PROGRAMS

EUROPE

Austria

- IES Vienna: European Society and Culture
- IES Vienna: Music Program

Belgium

- CIEE Brussels: Advanced Liberal Arts
- CIEE Brussels: Business, Communication and Culture

The Balkans/Central Europe

- SIT The Balkans: Peace and Conflict Studies in the Balkans

Czech Republic

- CIEE Prague: Central European Studies
- CIEE Prague: Film Studies
- SIT Prague: Arts and Social Change

France

- IES Nantes
- CIEE Paris: Critical Studies
- CIEE Paris: Contemporary French Studies
- IES Paris: French Studies; Business and International Affairs
- CIEE Rennes
- IES Paris: Business and International Affairs
- SIT Toulouse: Language, Community and Social Change

Germany

- CIEE Berlin: Language and Culture
- IES Berlin
- IES Berlin: Metropolitan Studies
- IES Freiburg: Language and Culture
- IES Freiburg: European Union
- IES Freiburg: Environmental Studies and Sustainability

Greece

- College Year in Athens

Hungary

- CIEE Budapest: Central European Studies
- St. Olaf College Budapest: Semester in Mathematics

Iceland

- CELL: Center for Ecological Living and Learning - Iceland

Ireland

- IES Dublin: Irish General Studies Program
- IES Dublin: Direct Enrollment to Dublin City University, Trinity College, Gaicity

School of Acting — National Theatre School of Ireland

- CIEE Dublin: Dublin City University
- SIT Dublin: Transformation of Social and Political Conflict

Italy

- CIEE Ferrara: Language and Culture
- CIEE Ferrara: Liberal Arts
- CIEE Naples: Classical Studies; Liberal Arts
- ACM Florence: Arts, Humanities and Culture
- ACM Florence and London: Arts in Context
- IES Milan
- IES Rome
- IES Siena

SPECIAL ACADEMIC PROGRAMS

The Netherlands

- CIEE Amsterdam
- IES Amsterdam
- IES Amsterdam: Direct Enrollment in Conservatorium van Amsterdam and Gerrit

Rietveld Academic

- SIT Amsterdam: International Perspectives on Sexuality and Gender
- Central College Leiden

Poland

- CIEE Warsaw: Central European Studies

Portugal

- CIEE Portugal: Universidad de Nova de Lisboa

Russia

- CIEE Saint Petersburg: Russian Language
- CIEE Saint Petersburg: Russian Area Studies

Spain

- CIEE Alcalá: Language Arts; Culture; Liberal Arts
- CIEE Alicante: Language and Culture
- CIEE Alicante: Language in Context
- CIEE Alicante: Liberal Arts
- CIEE Barcelona: Architecture and Design
- CIEE Barcelona: Liberal Arts; Advanced Liberal Arts
- CIEE Barcelona: Business and Culture
- IES Barcelona: Liberal Arts; Advanced Spanish; Business
- IES Granada
- SIT Granada: Language, Community and Social Change
- CIEE Madrid: Liberal Arts; Legal Studies
- IES Madrid: Language and Area Studies; Engineering
- CIEE Palma de Mallorca: Business & Tourism; Liberal Arts
- IES Salamanca
- CIEE Seville: Advanced Liberal Arts
- CIEE Seville: Business and Society
- CIEE Seville: International Business
- CIEE Seville: Language and Society
- CIEE Seville: Liberal Arts
- CIEE Seville: Teaching Development

Sweden

- CIEE Uppsala

Switzerland

- SIT Nyon/Geneva: International Studies, Organizations, and Social Justice
- SIT Geneva/Nyon: Global Health and Development Policy

The United Kingdom

- University of Aberdeen, Scotland
- Hope College at Liverpool Hope University
- ACM: London, England and Florence, Italy: Arts in Context
- CIEE London: Direct Enrollment in multiple universities
- IES London: Study London
- IES London: Direct Enrollment in multiple universities
- IES London: Theatre Studies
- IES Oxford: Direct Enrollment
- York St. John University

SPECIAL ACADEMIC PROGRAMS

MIDDLE EAST

Jordan

- CELL: Center for Ecological Living and Learning - Middle East
- CIEE Amman: Language and Culture
- SIT Amman: Modernization and Social Change
- Earlham College: The Middle East in the 21st Century

Oman

- SIT Muscat: Political Culture and Economic Development in the Gulf

Turkey

- CIEE Istanbul

CENTRAL AMERICA/SOUTH AMERICA

Argentina

- CELL: Center for Ecological Living and Learning - Central America
- CIEE Buenos Aires: Liberal Arts, Community Public Health
- IES Buenos Aires
- SIT Buenos Aires: Social Movements and Human Rights
- SIT Buenos Aires: Regional Integration, Development and Social Change

Belize

- Creation Care Belize: Central America

Bolivia

- SIT Cochabamba: Multiculturalism, Globalization and Social Change
- SIT La Paz: Latin American Revolutionary Movements and Conflict Resolution

Brazil

- SIT Belem: Amazon Resource Management and Human Ecology
- SIT Fortaleza: Social Justice and Sustainable Development
- SIT Salvador: Public Health, Race and Human Rights
- CIEE Salvador De Bahia
- CIEE Sao Paulo: Business and Culture; Liberal Arts

Chile

- SIT Arica: Public Health, Traditional Medicine and Community Empowerment
- CIEE Santiago
- IES Santiago
- SIT Santiago: Social, Economic and Political Transformation
- SIT Santiago: Comparative Education and Social Change
- CIEE Valparaiso
- SIT Valparaiso: Cultural Identity, Social Justice and Community Development

Costa Rica

- CIEE Monteverde: Tropical Ecology and Conservation; Sustainability and the Environment
- ACM San Jose: Language, Society and the Environment
- ACM San Jose: Field Research in the Environment, Social Sciences and Humanities

Dominican Republic

- CIEE Santiago: Liberal Arts; Service-Learning
- CIEE Santo Domingo

Ecuador

- IES Galapagos
- IES Quito
- SIT Quito: Comparative Ecology and Conservation
- SIT Quito: Culture and Development

SPECIAL ACADEMIC PROGRAMS

Mexico

- Earlham College Ciudad Juarez: Border Studies
- CIEE Guanajuato: Liberal Arts; Language and Culture
- Hope College: Universidad Autonoma de Queretaro

The Netherlands Antilles

- CIEE Bonaire: Tropical Marine Ecology and Conservation

Nicaragua

- SIT Managua: Revolution, Transformation, and Civil Society
- CIEE Managua

Panama

- SIT Panama City: Tropical Ecology, Marine Ecosystems and Biodiversity Conservation

Peru

- SIT Cuzco: Indigenous Peoples and Globalization
- CIEE Lima: Liberal Arts; Language and Culture

MAY, JUNE AND SUMMER STUDY ABROAD OPPORTUNITIES

Short-term study abroad programs are available during the four-week May, June and July Terms. Off-campus May and June term courses are generally announced toward the end of fall semester with registration and program deposits required early in the spring semester. Students should consult with the Registrar's office for further information about these sessions.

THE HOPE COLLEGE VIENNA SUMMER SCHOOL

Established in 1956 as one of the first American programs in Austria, the Hope College Vienna Summer School annually offers a regular summer session in Europe designed specifically to meet the needs of Hope College students, but also open to qualified applicants from other institutions.

Academic Work in Vienna: The academic program consists of two consecutive three-week sessions which offer a choice of work in Anthropology, 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

SPECIAL ACADEMIC PROGRAMS

Theology. Liverpool Hope University students also have full access to all Hope College courses.

FERRIS UNIVERSITY, JAPAN

Since 1989, students from Ferris University spend a study-abroad year at Hope College, and opportunities exist for Hope students studying Japanese to study at Ferris University in Yokohama, Japan.

MEIJI GAKUIN UNIVERSITY, JAPAN

For 40 years Hope College and Meiji Gakuin University have been associated in a plan for international cooperation in education through mutual exchange of students and faculty. Founded in 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, Inc. (GLCA) and the Associated Colleges of the Midwest (ACM). Recent seminar topics have included Herman Melville; American Dissent from 1870 to Present; The Concept of Revolution; Cultural Ideals and Realities in History and Literature; and Play and Society in Literature and History. This program is an outstanding opportunity for students considering law school, graduate school in any branch of the humanities, as well as careers in publishing and library science. For more information, consult Professor William Pannapacker, Department of English, and visit the program's website www.acm.edu/programs/14/newberry/index.html.

SPECIAL ACADEMIC PROGRAMS

THE ARTS PROGRAM IN NEW YORK

The New York Arts Semester offers rich opportunities for the student seriously interested in art, music, dance, communications, English or theatre. The program gives the student ready access to vast numbers of original works of art, to a variety of dramatic and musical events, and to special collections of research materials. Students participate, through apprenticeships or less formal means, in the milieu of the professional artist to better understand the intentions, the problems, and the means of the arts.

The more imaginative the student's research project, the more likely it is to engage the attention of those responsible for rare archival holdings. Those with special interest in turn-of-the-century architecture can, for example, profitably study carvings and architectural fragments being collected by the Anonymous Art Society as more and more of the City's brownstones are destroyed. Or a history or economics major working on the Depression can, for instance, utilize photographic documents of the era in the collection of the Museum of Modern Art. Interested students should consult Professor John Tammi in the Department of Theatre.

NEW YORK CENTER FOR ART AND MEDIA STUDIES (NYCAMS)

NYCAMS is located within walking distance from some of the most prestigious museums and galleries of the world. In addition to these cultural resources, internships with internationally renowned artists, galleries and institutions provide students with unique opportunities to experience and engage professionally in the arts.

The program provides an academically challenging and structured environment, where young artists will both encounter contemporary trends in the visual arts and learn how to engage the culture with their faith and creativity. It is designed for art majors. Students should consult Professor Steve Nelson in the Department of Art for further information.

THE OAK RIDGE SCIENCE SEMESTER

This program allows qualified majors in natural sciences, engineering, mathematics, or computer science to spend one semester at one of the world's major research centers, Oak Ridge National Laboratory in Tennessee. Students spend 30-40 hours per week in research as assistants to Oak Ridge scientists. They also take one senior level course and participate in an interdisciplinary seminar, led by the GLCA or ACM Resident Director. Each student receives 16 credits under Interdisciplinary Studies for participation in this program which provides an opportunity to work with outstanding scientists, at world-class facilities on pure and applied research. For further information, consult Professor Jonathan Peterson in the Department of Geological and Environmental Science.

OREGON EXTENSION

The Oregon Extension is a fall semester option for students seeking to earn 16 credits in the humanities and the social and natural sciences. During the course of the program, students participate in four one-month segments focusing on Contemporary Issues, Social Thought, Human Stories, and Living Faith. The courses are interdisciplinary and the individualized, guided-study format allows maximum flexibility in meeting students' true interests. Students live in community in a refurbished logging town in the southern Oregon Cascades. For more information, please contact Professor Jim Allis in the Department of Philosophy.

THE PHILADELPHIA CENTER

The Philadelphia Center (TPC) was founded in 1967 by the Great Lakes Colleges Association and is managed by Hope College. TPC is one of the nation's oldest

SPECIAL ACADEMIC PROGRAMS

experiential education programs. Since 1967, TPC has helped more than 6,500 students from over 80 colleges and 50 countries discover their personal and professional direction in life. During the last 44 years, over 1,200 Hope students have participated in this program.

Students earn 16 credits (8 internship, 4 City Seminar, 4 Elective) for this 16-week semester-long program. Many of TPC's classes will substitute for specific Hope College core courses and major or minor requirements. Visit Hope's Office of the Registrar for more information.

TPC also offers an 8-week summer program designed to accommodate students who are unable to attend the full semester program. TPC will work with students to pre-place them in their internships prior to arrival in Philadelphia. For housing, students have the option of finding their own residence or they can choose TPC's housing option.

For more information about TPC, please visit www.tpc.edu 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; Tom Smith, Department of Economics, Management and Accounting; Pam Koch, Department of Sociology and Social Work; and William Pannacker, Department of English.

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.

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.

The Values and Vocations Seminar fulfills the Hope College Senior Seminar requirement. All other courses are electives and do not fulfill general education or departmental requirements unless special arrangements are made with specific departments.

For further information, consult Professor Sander de Haan, Department of Modern and Classical Languages.

WASHINGTON HONORS SEMSTER PROGRAM

The Washington Honors Semester Program enables superior students from all disciplines to study in Washington, D.C., and to apply knowledge of their area as it relates to government and politics. Select junior and senior students will take a seminar on American government and politics; participate in group interviews with congressmen and legislative staff, executives, lobbyists, political party officials, and journalists; intern for two six-week periods in Congress, the executive branch, or with political interest groups; and prepare extensive research papers upon their semester's work. For further information, contact the Department of Political Science.

SPECIAL ACADEMIC PROGRAMS

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 multicultural program available to first-year Hope students from all racial/ethnic backgrounds, designed to facilitate an enjoyable transition to Hope College and provide the foundation for four productive years as members of our student body. Phelps Scholars are students who 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 society.

Phelps Scholars explore "a world of difference" in class and in co-curricular workshops at Hope College. The world students enter after college is filled with people from many different backgrounds who hold many different views. The Phelps Scholars Program prepares students to succeed and to thrive in that world.

1. The Phelps Scholars community — student, faculty, and staff — represents a rich mix of cultural backgrounds. Living together in the same residence hall, Phelps Scholars get first-hand experience in developing meaningful relationships with a wide variety of people.
2. Phelps Scholars take courses in which they study cultural diversity issues. In the fall, their first-year seminar focuses on a diversity-related topic. In the spring, they enroll in Encounter with Cultures, a course on racial and ethnic cultures in the United States.
3. Phelps Scholars participate in the workshops, group discussions, and other special events on practical aspects of living and working in a diverse community.
4. Phelps Scholars meet special speakers and other guests who come to Hope College, take trips to interesting places, and engage the campus as a whole in conversations on diversity.

The Phelps Scholars Program can make "a world of difference" in the college experience of the students who participate. The years students spend in college are among the most important of their lives. Being Phelps Scholars enables them to make the most of this exciting time.

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1. Living in community with African-American, Asian-American, European-American, Hispanic-American and Native American students — as well as international students from around the world — provides a warm and stimulating home at Hope College.
2. Numerous research studies show that college students with diversity-related experiences do better academically and achieve greater personal development than students without those experiences.
3. One of the best predictors of success in college is the extent to which students interact in rich and meaningful ways with other students, faculty, and staff. Phelps Scholars are part of a community intentionally designed to:
 - a. Promote their academic success
 - b. Enable them to get to know each other well, to learn from each other, and to enjoy each other
 - c. Prepare them for leadership roles on the campus and beyond.

For further information, contact program director Dr. Charles W. Green.

UPWARD BOUND PROGRAM

Upward Bound is an educational program designed to assist 75 high school students from the Allegan-Ottawa Counties area. To be admitted, students must meet the low-income or first-generation criterion established by the Federal Government and have the potential — even though their grades may not reflect it — to undertake a college education. The main purpose of the program is to assist these students to successfully pursue a post-secondary education.

This year-round program consists of two phases:

1. Residential Summer Session

An intensive six-week academic session offering two different programs:

- a. Non-bridge Program

Includes students who have completed grades eight-11. Emphasizes the mastery of basic and advanced skills in mathematics, English, foreign language, and science. The above courses are complemented by electives in physical education, dance, drama, arts and crafts, and photography. High school credit is recommended. Approximately 60 students are admitted to this program.

- b. Bridge Program

Designed for students who have completed 12th grade. Up to eight college credits may be earned by each student. English 113 (Expository Writing I) is required for all the students who may complement their schedule with any other course from the summer offerings at Hope College. An average of 15 students participate in this program each year.

2. Academic Year Session

During the school year, students in grades nine-12 attend afternoon tutorials twice a week, two and one-half hours each afternoon, for help in their current academic classes. Friday sessions are held every month to foster the cultural and social development of the students along with their career education; speakers, study-tours, films, and group communication skills workshops are among the activities featured at these sessions. College testing and placement assistance (admission to college and financial aid) are provided to all the 11th- and 12th-grade students and their parents. Recreational activities are also part of the program.

Eligible students may participate at no cost; the Upward Bound Program is funded by the United States Department of Education, Hope College, and other local private sources.



Internships at Hope are semester-long, supervised work experiences related to a student's major or vocational interest area for which the student earns academic credit. The internship experience may be paid or unpaid, on or off campus. What distinguishes an internship from a short-term job or volunteer work? Intentional learning takes place in the form of a self-directed learning contract through the student's enrollment in an **academic internship course at Hope** or an approved **off-campus academic program** outside of west Michigan. For information on off-campus academic internship programs and/or a list of faculty internship contacts by academic department, visit www.hope.edu/academic/intern or contact the Office of Career Development Center. Individual student appointments may be scheduled with a staff member in 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 Office of Career Development Center.

PRE-PROFESSIONAL PROGRAMS



The liberal arts experience at Hope College seeks to help each student grow as a competent, creative, and compassionate person. Such a focus prepares students well for vocations or further studies. Business and industry, professional schools, and government agencies are increasingly emphasizing that a broad base of studies in the liberal arts is the most significant vocational preparation an undergraduate college can offer.

Requirements for entrance into professional schools vary so widely that students interested in specialized fields should consult professional school catalogs early in their college careers. To help students develop their program at Hope College, faculty members with special interests and knowledge serve as vocational advisors. Students are encouraged to consult these advisors and to visit Hope's Career Library in the Sligh Building which contains extensive information about careers and other vocational information.

Advisors for Students Entering Professions

Accounting — Ms. Hendrix	Library and Information Sciences — Ms. Jacobsma
Art — Mr. Nelson	Medicine — Ms. Prokopow
Athletic Training — Mr. Brumels	Music — Mr. Hodson
Biology — Mr. T. Bultman	Nursing — Ms. Dunn
Chemistry (Industrial and Research) — Mr. Polik	Optometry — Ms. Prokopow
Christian Ministry — Ms. Johnson	Pharmacy — Ms. Prokopow
Church Work — Chaplain's Office, Ms. Johnson	Physical Therapy — Ms. Prokopow
Dance — Ms. Graham	Physician Assistant — Ms. Prokopow
Dentistry — Ms. Prokopow	Physics — Mr. Remillard
Diplomatic and Government Service — Mr. Polet	Podiatry — Ms. Prokopow
Economics, Management and Accounting — Mr. Jackson	Public Health — Ms. Prokopow
Engineering — Mr. Krupczak	Religion — Mr. Bouma-Prediger
Geological and Environmental Sciences — Mr. Bodenbender	Social Work — Mr. Piers, Ms. Sturtevant
Journalism — Ms. Housel	Teaching Elementary or Secondary — Ms. Pardu
Law — Mr. Ryden, Ms. Gibbs	College — Department Chairperson
	Theatre — Ms. Robins
	Veterinary Medicine — Mr. Fraley
	Writing, Editing — Mr. Schakel

Exploring Your Vocation

Students who plan to enter professions are often interested in how their work can be of service to the wider world. Hope College helps students explore these questions through the work of The CrossRoads Project, which describes its mission as "Thinking Theologically About Career, Calling, and Life." CrossRoads offers vocational discernment opportunities and supports students as they consider various professional school programs. Contact the CrossRoads office for more information.

Accounting

Hope College offers two different programs for students planning careers in accounting — one for private accounting and a second program for public accounting. Students planning a career in public accounting must complete a rigorous 150-credit-hour program of study designed to meet all requirements for the CPA exam in the State of Michigan.

In addition to accounting, Hope students take courses in economics, business management, ethics and mathematics. Students participate in internships in auditing and tax in public accounting, and in both financial and cost accounting in private industry. A complete listing of classes can be found on page 163-177. Additionally,

PRE-PROFESSIONAL PROGRAMS

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 our full-time accounting faculty: Professor Lynne Hendrix (hendrix@hope.edu), Professor Herb Martin (martin@hope.edu), and Professor Martha LaBarge (labarge@hope.edu).

Actuary

Actuarial science is a field of study that uses mathematical models to put a present day dollar value on future risky events. The actuarial profession is historically rated as one of the best professions based on work environment, income, outlook, stress and job security (its nickname is the "zero-unemployment profession"). Students must have passed the first of a series of certification exams before graduating in order to be competitive for jobs after graduation.

The pre-actuary curriculum is not rigid. Students should take Probability (MATH 361) after taking at least the first two semesters of calculus but as soon as possible in their college careers. At the end of the course, students are ready to take the first actuarial certification examination. In order to be even more competitive for jobs upon graduation, students should also seek to prepare for subsequent actuarial certification exams through independent studies offered through the Department of Mathematics. Further, students should take Society of Actuaries certified Validation by Education Experience (VEE) college courses (ECON 211/212/306 and MGMT 371), and seek to obtain an internship prior to graduation. The Department of Mathematics offers competitive awards to cover exam registration costs and study materials.

Students interested in a career as an actuary should contact the chair of the Mathematics Department, Dr. Aaron Cinzori to discuss their course of study. For more information on the actuarial field, visit www.beanactuary.org.

Christian Ministry and Church Vocation

Students with an interest in Christian ministry and church vocations should consult the religion major program described on pages 349-354 and the studies in ministry minor program described on pages 271-274. 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 CrossRoads Project. 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 CrossRoads Project.

Diplomatic and Government Work

Students interested in the foreign service or other areas of government should focus

PRE-PROFESSIONAL PROGRAMS

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, page 251, or the special program in foreign area studies in the Department of Political Science, page 335.

Students who intend to enter other branches of governmental work should consider majors in business administration, economics, or political science. These students should also consider being part of the Washington Honors Semester Program (see page 386). 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 print 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

PRE-PROFESSIONAL PROGRAMS

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, and natural sciences. Because recent developments in librarianship have placed an emphasis on technology, some undergraduate courses in computer science are desirable. To obtain first-hand experience in the practice of librarianship, students are encouraged to work in one of the college's libraries.

Students with an interest in becoming school librarians or media specialists will need to take the educational courses required for certification.

A limited number of scholarships are available through library schools and other organizations, including the Library of Michigan.

Music

Many options exist for students who intend to pursue music as a career. Hope has two Bachelor of Music degree programs to prepare students for teaching music — the Bachelor of Music in vocal music education and the Bachelor of Music in instrumental music education.

For students intending to become performing artists, the Bachelor of Music in performance is available. For those interested in becoming musicologists or music librarians, the Bachelor of Arts degree program with a major in music literature and history or in music theory is available.

Students intending to major in music need to follow a sequence of courses that extends through four years. To prevent serious complications, students need to enroll in certain music courses in their freshman year. Complete descriptions of the degree programs in music can be found on pages 298-311.

Social Work

Hope offers a major in social work that is accredited by the Council on Social Work Education and is described on pages 355-364. 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 Higher Horizons' big brother-big sister program or for community-based organizations or through the Community Service 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.

PRE-PROFESSIONAL PROGRAMS

Students pursuing internships and other pre-professional opportunities in this area are eligible for support from The CrossRoads Project.

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 programs and 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 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. Hope offers opportunities for such cooperative research. 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 240, 260 and 280; Chemistry 125/126, 127/128 (or 131/132), 221/255, 231/256, 311, and 314; and one year of college physics; and 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 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 or email Ms. Prokopow at Prokopow@hope.edu.

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:

PRE-PROFESSIONAL PROGRAMS

www.hope.edu/academic/pre-pro/prohealth.htm or email Ms. Prokopow at Prokopow@hope.edu.

Pre-optometry students are required to take the Optometry Admission Test (OAT). Students should begin to select possible optometry schools early in their undergraduate careers in order to prepare for the specific requirements at schools of their choice.

Pharmacy

Students interested in careers in pharmacy usually complete a four-year college education, followed by four years of professional study leading to a Doctorate in Pharmacy. See the Hope College website for additional information: www.hope.edu/academic/pre-pro/prohealth.htm.

Pre-pharmacy track requirements include Biology 221, 222, 240 and 260; Chemistry 125/127 and 126/128 (or 131/132), 221/255, and 231/256; Mathematics 131. Courses in the humanities and social sciences are also required, including courses in statistics, public speaking, and English. Thirty-six (36) of the seventy-five (75) colleges of pharmacy require students to take the Pharmacy College Admission Test (PCAT).

Students intending to apply for admission to pharmacy programs have limited flexibility in their schedules and most major in biology or chemistry. They should contact the Health Professions Advisor, Ms. Prokopow, as soon as possible regarding specific program requirements via email at Prokopow@hope.edu.

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 or email Ms. Prokopow at Prokopow@hope.edu.

In general, pre-PT track courses are Biology 221, 222 (Kin 200), and 240; Chemistry 125/127 and 103; Physics 105/107 and 106/107; Math 210; and Psychology 100 and 230. Other course requirements may include Math 123, Psychology 420 and Biology 231. Students should begin to select possible PT schools early in their college careers to prepare for specific requirements at the PT schools of their choice. Most PT programs require the GRE.

Veterinary Medicine

Schools of Veterinary Medicine have similar prerequisite courses as do medical and dental schools. Veterinary schools typically require statistics, animal nutrition, and upper level Biology courses along with introductory year-long courses in biology and chemistry. It is also recommended that pre-veterinary students also take courses in physiology and comparative anatomy. Most veterinary schools require a minimum of 300 hours of shadowing experience with a licensed veterinarian. Pre-veterinary students are also required to take the Graduate Record Exam (GRE) prior to applying to veterinary school. Pre-veterinary students should also demonstrate leadership qualities such as those obtained by serving on the executive committee of the pre-veterinary club, Club Animalia. Students should select potential veterinary schools early in their undergraduate career in order to adequately prepare to apply during their senior year.

Students interested in veterinary medicine should contact the Pre-Veterinary Advisor, Dr. Gregory S. Fraley, as soon as possible after arriving at Hope College.

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 B.A., Hope College, 1963;
 M.A., Western Michigan University, 1966;
 Ed.D., Western Michigan University, 1971;
 L.H.D., Keiwa College, 1998;
 Litt.D., Hope College, 1999
- R. RICHARD RAY, JR. — *Provost and Professor of Kinesiology* (1982/2008/2010)
 B.S., University of Michigan, 1979;
 M.A., Western Michigan University, 1980;
 Ed.D., Western Michigan University, 1990
- ALFREDO M. GONZÁLES — *Associate Provost, Dean for International and Multicultural Education, and Adjunct Associate Professor of Social Work* (1979/1984)
 B.S., Grand Valley State Colleges, 1979;
 M.S.W., University of Michigan, 1982
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 B.S., University of Guelph, 1983;
 Ph.D., University of Guelph, 1986
- KAREN NORDELL PEARSON — *Associate Dean for Research and Scholarship and Associate Professor of Chemistry* (2007/2012)
 B.A., Northwestern University, 1992;
 Ph.D., Iowa State University, 1997
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 A.B., Xavier University, 1966;
 M.A., Columbia University, 1967;
 Ph.D., University of Illinois-Urbana, 1971
- CAROLINE J. SIMON — *Associate Dean for Teaching and Learning and Professor of Philosophy* (1988/2012)
 B.S., University of Oregon, 1976;
 M.A., University of Washington, 1980;
 Ph.D., University of Washington, 1986
- SCOTT W. VANDERSTOEP — *Dean for Social Sciences and Professor of Psychology* (1992/1994) (1999/2012)
 B.A., Hope College, 1987;
 M.A., University of Illinois at Urbana-Champaign, 1989;
 Ph.D., University of Michigan, 1992

PRESIDENT EMERITUS

- GORDON J. VAN WYLEN — *President and Professor of Physics* (1972-1987)
 A.B., Calvin College, 1942;
 B.S.E., University of Michigan, 1942;
 M.S., University of Michigan, 1947;
 Sc.D., Massachusetts Institute of Technology, 1951;
 Litt.D., Hope College, 1972;
 L.H.D., Meiji Gakuin University, 1987

*The first figure in parentheses indicates the year in which the person began service at Hope College. For administrators, the second date within the same parentheses represents the year of appointment to the current position. A figure within a second set of parentheses indicates the year of beginning the present appointment after interruption in the period of service. In the Emeriti section, the year of retirement is also given.

THE FACULTY

PROVOST EMERITI

JAMES N. BOELKINS — *Provost Emeritus and Professor Emeritus of Biology* (2002-2010)

B.A., Hope College, 1966;
M.S., University of North Dakota, 1968;
Ph.D., University of Missouri, 1971
Litt.D., Hope College, 2010

JACOB E. NYENHUIS — *Provost Emeritus and Professor Emeritus of Classics* (1975-2001) and *Director of the A. C. Van Raalte Institute* (2001/2002)

A.B., Calvin College, 1956;
A.M., Stanford University, 1961;
Ph.D., Stanford University, 1963;
Litt.D., Hope College, 2001

DEAN EMERITI

JON J. HUISKEN — *Dean for Academic Services and Registrar Emeritus* (1969-2011)

A.B., Calvin College, 1965

NANCY SONNEVELDT MILLER — *Dean Emerita for the Social Sciences and Professor Emerita of Education* (1968/1985-2008)

B.A., Hope College, 1962;
M.A., University of Michigan, 1965;
Ph.D., Michigan State University, 1968

FACULTY EMERITI

CHARLES C. ASCHBRENNER — *Professor Emeritus of Music* (1963-2008)

B.Mus., University of Illinois, 1959;
M.Mus., Yale University, 1963

JANE G. BACH — *Professor Emerita of English* (1975-2000)

B.A., Hope College, 1958;
M.A., University of Wisconsin, 1959;
Ph.D., University of Notre Dame, 1978

HARVEY D. BLANKESPOOR — *The Frederick Garrett and Helen Floor Dekker Professor Emeritus of Biology and CASE 1991 U. S. Professor of the Year* (1976-2002)

B.A., Westmar College, 1963;
M.S., Iowa State University, 1967;
Ph.D., Iowa State University, 1970

SYLVIA BOYD, C.P.A., C.M.A. — *Associate Professor Emerita of Business Administration* (1985-1999)

B.S., Northern Illinois University, 1981;
M.B.A., Grand Valley State University, 1985

RODNEY F. BOYER — *The Edward and Elizabeth Hofma Professor Emeritus of Chemistry* (1974-2000)

B.A., Westmar College, 1964;
M.S., Colorado State University, 1967;
Ph.D., Colorado State University, 1969

ALLEN R. BRADY — *Professor Emeritus of Biology* (1964) (1966-2000)

B.A., University of Houston, 1955;
M.S., University of Houston, 1959;
Ph.D., Harvard University, 1964

THE FACULTY

- GORDON M. BREWER — *Professor Emeritus of Physical Education* (1956-1988)
B.A., Hope College, 1948;
M.A., University of Michigan, 1952
- IRWIN J. BRINK — *Professor Emeritus of Chemistry* (1957-1996)
B.A., Hope College, 1952;
Ph.D., University of Illinois, 1957
- ELTON J. BRUINS — *Evert J. and Hattie E. Blekkink Professor Emeritus of Religion* (1966-1992) and Philip Phelps Jr. Research Professor, Van Raalte Institute (1994-2008)
B.A., Hope College, 1950;
B.D., Western Theological Seminary, 1953;
S.T.M., Union Theological Seminary, 1957;
Ph.D., New York University, 1962
- C. BAARS BULTMAN — *Professor Emeritus of Education* (1987-2011)
B.A., Hope College, 1971;
M.A., Western Michigan University, 1976;
Ph.D., Michigan State University, 1995
- WILLIAM COHEN — *Professor Emeritus of History* (1971-2001)
B.A., Brooklyn College, 1957;
M.A., Columbia University, 1960;
Ph.D., New York University, 1968
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B.S.M.E., Lebanon Valley College, 1957;
M.Mus., Manhattan School of Music, 1959
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B.A., Indiana University 1966;
Ph.D., Indiana University, 1972
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B.S., Iowa State University, 1960;
M.A., University of Minnesota, 1962;
Ph.D., University of Minnesota, 1966
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B.S., Michigan State University, 1959
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B.A., U.C.L.A. School of Fine Arts, 1976;
M.A., New York University, 1987;
Ed.M., Teachers College, Columbia University, 1990;
Ed.D., Teachers College, Columbia University, 1993
- JANE R. DICKIE — *Professor Emerita of Psychology* (1972-2012)
B.A., Alma College, 1968;
M.A., Michigan State University, 1970;
Ph.D., Michigan State University, 1973
- LAMONT DIRKSE — *Professor Emeritus of Education* (1964-1992)
B.A., Hope College, 1950;
M.A., Northwestern University, 1951;
Ed.D., Michigan State University, 1972
- ROBERT ELLSWORTH ELDER, JR. — *Professor Emeritus of Political Science* (1969-2002)
B.A., Colgate University, 1964;
M.A., Duke University, 1969;
Ph.D., Duke University, 1971

THE FACULTY

- FRANCIS G. FIKE — *Professor Emeritus of English* (1968-1998)
A.B., Duke University, 1954;
M.Div., Union Theological Seminary, 1957;
M.A., Stanford University, 1958;
Ph.D., Stanford University, 1964
- ROBERT GENTENAAR — *Associate Professor Emeritus of Economics* (1977-2000)
B.A., Western Michigan University, 1961;
M.B.A., Michigan State University, 1970;
M.A., Michigan State University, 1974;
Ph.D., Michigan State University, 1977
- TAMARA BLOOM GEORGE — *Associate Professor Emerita of Nursing* (1992-2006)
B.S.N., The Ohio State University, 1962;
M.S.N., Wayne State University, 1979;
Ph.D., Wayne State University, 1998
- ELDON D. GREIJ — *The Edward A. and Elizabeth Hofma Professor Emeritus of Biology* (1962) (1969-1988)
B.S., State Teachers College at Valley City, North Dakota, 1959;
M.S., North Dakota State University, 1962;
Ph.D., Iowa State University, 1969
- JAMES B. HEISLER — *Professor Emeritus of Economics* (1981-2007)
B.A., Drew University, 1965;
M.A., State University of New York at Albany, 1966;
Ph.D., University of Nebraska, 1975
- JUDY HILLMAN — *The Howard R. and Margaret E. Sluyter Associate Professor Emerita of Art and Design* (1989-2009)
B.S., Western Michigan University, 1967
- RENZE L. HOEKSEMA — *Professor Emeritus of Political Science* (1971-1986)
B.A., Hope College, 1948;
M.A., Harvard University, 1952;
Ph.D., Harvard University, 1956
- CHARLES A. HUTTAR — *Professor Emeritus of English* (1966-1996)
B.A., Wheaton College, 1952;
M.A., Northwestern University, 1953;
Ph.D., Northwestern University, 1956
- ANNE E. IRWIN — *Professor Emerita of Kinesiology* (1976-2003)
B.S., University of Michigan, 1966;
M.A., Michigan State University, 1970;
Ph.D., Michigan State University, 1975
- WILLIAM H. JAPINGA — *Associate Professor Emeritus of Business Administration* (1981-2001)
B.A., Kalamazoo College, 1960;
M.B.A., Northwestern University, 1962
- ELAINE Z. JEKEL — *Adjunct Professor Emerita of Chemistry* (1982-1993)
A.B., Greenville College, 1947;
B.S., Greenville College, 1951;
M.S., Purdue University, 1953;
Ph.D., Purdue University, 1958
- EUGENE C. JEKEL — *Edward A. and Elizabeth Hofma Professor Emeritus of Chemistry* (1955-1993)
B.A., Hope College, 1952;
M.S., Purdue University, 1955;
Ph.D., Purdue University, 1964

THE FACULTY

- MARY E. JELLEMA — *Adjunct Associate Professor Emerita of English* (1968-2000)
B.A., Calvin College, 1957;
M.A., The Ohio State University, 1960
- DAVID P. JENSEN — *Director of Libraries Emeritus with rank of Professor* (1984-2008)
B.A., Greensboro College, 1965;
M.S.L.S., University of North Carolina, 1968
- PETER L. JOLIVETTE — *Professor Emeritus of Physics* (1976-2001)
B.S., University of Wisconsin, 1963;
M.S., Purdue University, 1965;
Ph.D., University of Wisconsin, 1971
- ROBIN K. KLAY — *Professor Emerita of Economics* (1979-2010)
B.A., Whitman College, 1968;
Ph.D., Princeton University, 1973
- GEORGE KRAFT — *Professor Emeritus of Kinesiology* (1967-2005)
B.A., Wheaton College, 1962;
M.S., Indiana University, 1965;
P.E.D., Indiana University, 1971
- ROBERTA KRAFT — *Adjunct Associate Professor Emerita of Music* (1975-2008)
B.M.E., Wheaton College, 1962;
M.M., Indiana University, 1971
- DIANE K. LÚCAR-ELLENS — *Associate Professor Emerita of Spanish* (1990/1995-2012)
B.A., Calvin College, 1973;
M.Ed., Grand Valley State University, 1984
- JOSEPH W. MAC DONIELS — *Professor Emeritus of Communication* (1972-2001)
B.A., Culver-Stockton College, 1963;
M.S., George Williams College, 1965;
Ph.D., University of Kansas, 1972
- CAROL A. MAHSUN — *Associate Professor Emerita of Art History* (1989-2006)
B.A., University of Wisconsin-Milwaukee, 1961;
M.A., University of Chicago, 1977;
Ph.D., University of Chicago, 1981
- HERBERT L. MARTIN — *Associate Professor Emeritus of Accountancy* (1982-2012)
B.S., John Brown University, 1975;
M.S., University of Arkansas, 1977
- BARBARA A. MEZESKE — *Associate Professor Emerita of English* (1978-2011)
B.A., Hope College, 1970;
M.A., Michigan State University, 1978
- RICHARD J. MEZESKE — *Professor Emeritus of Education* (1992-2011)
B.A., Hope College, 1969;
M.A., Michigan State University, 1978;
Ph.D., Michigan State University, 2000
- DELBERT L. MICHEL — *Professor Emeritus of Art* (1964-2003)
B.A., De Pauw University, 1961;
M.F.A., State University of Iowa, 1964
- JAMES P. MOTIFF — *Professor Emeritus of Psychology* (1969-2004)
B.S., St. Norbert College, 1965;
M.S., University of South Dakota, 1967;
Ph.D., University of South Dakota, 1969

THE FACULTY

ANTHONY B. MUIDERMAN — *Professor Emeritus of Business Administration* (1977-2000)

B.S., Calvin College, 1950;
B.S.E., University of Michigan, 1960;
M.B.A., Grand Valley State Colleges, 1977

WILLIAM S. MUNGALL — *The Elmer E. Hartgerink Professor Emeritus of Chemistry* (1971)

B.A., State University of New York at Buffalo, 1967;
Ph.D., Northwestern University, 1970

NANCY A. NICODEMUS — *Professor Emerita of English* (1966-1999)

B.A., Western Michigan University, 1957;
M.A., University of Wyoming, 1959;
B.A., Hope College, 2007

ROBERT J. PALMA — *Professor Emeritus of Religion* (1966-1994)

B.A., Calvin College, 1956;
B.D., Calvin Seminary, 1959;
Ph.D., University of Edinburgh, 1970

DANIEL PAUL — *Professor Emeritus of Education* (1966-1994)

B.A., Hope College, 1950;
M.A., University of Michigan, 1957;
Ed.S., Western Michigan University, 1964;
Ed.D., Western Michigan University, 1973

G. LARRY PENROSE — *Professor of History* (1970-2006)

B.A., Portland State University, 1966;
M.A., Indiana University, 1968;
Ph.D., Indiana University, 1975

JACK R. RIDL — *Professor Emeritus of English* (1971-2006)

B.A., Westminster College, 1967;
M.Ed., Westminster College, 1970

NORMAN W. RIECK — *Professor Emeritus of Biology* (1962-1986)

B.A., Hope College, 1953;
M.S., University of Michigan, 1956;
Ph.D., University of Michigan, 1957

ROGER J. RIETBERG — *Professor Emeritus of Music* (1954-1990)

B.A., Hope College, 1947;
S.M.M., Union Theological Seminary, New York, 1949

ROBERT A. RITSEMA — *Professor Emeritus of Music* (1967-1999)

B.A., Hope College, 1957;
M.M., University of Michigan, 1959;
Ed.D. in Mus., University of Michigan, 1971

STUART W. SHARP — *Professor Emeritus of Music* (1975-2005)

B.Mus., Bucknell University, 1962;
M.M., University of Michigan, 1963;
D.M.A., University of Kentucky, 1975

MICHAEL E. SILVER — *The Frederick Garrett and Helen Floor Dekker Professor Emeritus of Biomedicine and Chemistry* (1983-2009)

B.S., Fairleigh Dickinson University, 1975;
M.S., Cornell University, 1979;
Ph.D., Cornell University, 1982

THE FACULTY

- RAYMOND E. SMITH — *Professor Emeritus of Kinesiology* (1970-2009)
B.S., University of California, Los Angeles, 1961;
M.A., Pasadena College, 1963;
M.P.E., Western Michigan, 1975
- GORDON A. STEGINK — *Associate Professor Emeritus of Computer Science* (1981-2000)
B.A., Hope College, 1961;
A.M., Washington University, 1963
- JOHN R. STOUGHTON — *Associate Professor Emeritus of Mathematics* (1983-2009)
B.S., East Tennessee State University, 1969;
M.S., North Carolina State University, 1971;
Ph.D., University of Tennessee, 1978
- GISELA G. STRAND — *Professor Emerita of German* (1969-2001)
Abitur, St. Ursula Oberschule, Hannover, 1959;
M.A., University of Chicago, 1962;
Ph.D., Vanderbilt University, 1973
- ELLIOT A. TANIS — *Professor Emeritus of Mathematics* (1965-2000)
B.A., Central College, 1956;
M.S., University of Iowa, 1960;
Ph.D., University of Iowa, 1963
- STEPHEN K. TAYLOR — *Professor Emeritus of Chemistry* (1985-2009)
B.A., Pasadena College, 1969;
Ph.D., University of Nevada, Reno, 1974
- J. COTTER THARIN — *Professor Emeritus of Geology* (1967-1996)
B.S., St. Joseph College, 1954;
M.S., University of Illinois, 1958;
Ph.D., University of Illinois, 1960
- JAMES VANDER MEER — *Associate Professor Emeritus of Kinesiology* (1985-2012)
B.A., Hope College, 1976;
M.A., Western Michigan University, 1982
- RICHARD VANDERVELDE — *Professor Emeritus of Mathematics* (1967-2000)
B.A., Simpson College, 1960;
M.S., University of Iowa, 1962;
Ph.D., University of Iowa, 1967
- F. PHILLIP VAN EYL — *Professor Emeritus of Psychology* (1959-1993)
B.A., Hope College, 1955;
M.A., Claremont Graduate School, 1958;
Ph.D., Claremont Graduate School, 1964
- PAUL VAN FAASEN — *Professor Emeritus of Biology* (1963) (1969-1997)
B.A., Hope College, 1956;
M.S., Michigan State University, 1962;
Ph.D., Michigan State University, 1971
- GERARD VAN HEEST — *Chaplain Emeritus* (1979-1994)
B.A., Hope College, 1949;
M.Div., Western Theological Seminary, 1952
- JOHN VAN IWAARDEN — *Professor Emeritus of Mathematics* (1961-2001)
B.A., Hope College, 1957;
M.A., University of Michigan, 1958

THE FACULTY

- JAMES D. VAN PUTTEN, JR. — *Professor Emeritus of Physics* (1967-2000)
B.A., Hope College, 1955;
M.A., University of Michigan, 1957;
Ph.D. University of Michigan, 1960
- GLENN VAN WIEREN — *Professor Emeritus of Kinesiology* (1966) (1973-2010)
B.A., Hope College, 1964;
M.A., Western Michigan University, 1968;
Ed.D., Brigham Young University, 1973
- GAIL L. WARNAAR — *Adjunct Associate Professor Emerita of Music* (1965-1997)
B.Mus., Central Michigan University, 1970;
M.Mus., Michigan State University, 1972
- HUBERT P. WELLER — *Professor Emeritus of Spanish* (1962-1996)
B.A., University of Michigan, 1956;
M.A., Indiana University, 1958;
Ph.D., Indiana University, 1965
- LESLIE L. WESSMAN — *The Arnold and Esther Sonneveldt Professor Emerita of Education* (1990-2005)
B.A., University of Wyoming, 1960;
M.A., Northwestern University, 1966;
M.S., California State University, 1975;
Ph.D., Michigan State University, 1988
- DONALD H. WILLIAMS — *Professor Emeritus of Chemistry* (1969-2002)
B.S., Muskingum College, 1960;
Ph.D., The Ohio State University, 1964
- KARLA H. WOLTERS — *Professor Emerita of Kinesiology* (1987-2010)
B.A., Hope College, 1973;
M.A., Michigan State University, 1978
- RONALD M. WOLTHUIS — *Associate Professor Emeritus of Education* (1985-2002)
A.B., Calvin College, 1964;
M.A., Western Michigan University, 1967;
Ed.D., Western Michigan University, 1970
- JAMES M. ZOETEWY — *Professor of Political Science* (1966-2007)
B.A., Calvin College, 1960;
Ph.D., University of Colorado, 1971
- DAVID A. ZWART — *Associate Professor Emeritus of Education* (1989-2003)
B.A., Hope College, 1964;
M.A., Michigan State University, 1969

THE TEACHING FACULTY

- MIGUEL ABRAHANTES — *Associate Professor of Engineering* (2004)
B.S., Universidad Central de las Villas, 1993;
Ph.D., Universidad Nacional del Sur, 2000
- ION T. AGHEANA — *Professor of Romance Languages* (1979)
Licence es Lettres, University of Bucharest, 1961;
M.A., Harvard University, 1967;
Ph.D., Harvard University, 1970
(Sabbatical leave fall semester 2012)
- JAMES B. ALLIS — *Professor of Philosophy* (1986)
B.A., Dartmouth College, 1975;
M.A., Jersey City State College, 1980;
Ed.M., Harvard University, 1980;
M.A., University of Pittsburgh, 1984;
Ph.D., University of Pittsburgh, 1986

THE FACULTY

- ISOLDE K. ANDERSON — *Associate Professor of Communication and Chairperson of the Department* (2003)
B.A., Smith College, 1975;
M.Div., North Park Theological Seminary-Chicago, 1981;
Ph.D., Northwestern University, 2002
- MARY ELIZABETH ANDERSON — *Assistant Professor of Chemistry* (2010)
B.S., Samford University, 2001;
Ph.D., Pennsylvania State University, 2006
- MARIA CLAUDIA ANDRÉ — *Professor of Spanish and Chairperson of the Department of Modern and Classical Languages* (1994)
A.B.(equiv.), Universidad del Salvador, Buenos Aires, 1982;
Ph.D., SUNY Albany, 1995
(Sabbatical leave spring semester 2013)
- KIMBERLY A. ARSENAULT — *Associate Professor of Education* (2007)
B.S., Grand Valley State University, 1989;
M.A., Michigan State University, 1992;
Ph.D., Michigan State University, 2003
- MARC B. BAER — *Professor of History, Chairperson of the Department* (1983)
B.S., Iowa State University, 1967;
M.A., University of Iowa, 1971;
Ph.D., University of Iowa, 1976
- JEAN REED BAHLE — *Assistant Professor of Theatre* (1996)
B.A., University of Michigan, 1972
- BARRY L. BANDSTRA — *The Evert J. and Hattie E. Blekkink Professor of Religion and Director of Academic Computing* (1983)
B.A., University of Illinois, 1972;
B.Div., Calvin Theological Seminary, 1975;
M.A., M.Phil., Yale University, 1978;
Ph.D., Yale University, 1982
- CHRISTOPHER C. BARNEY — *The T. Elliott Weier Professor of Biology* (1980)
B.S., Wright State University, 1973;
Ph.D., Indiana University, 1977
- NANCY C. BARNUM — *Assistant Professor of Nursing* (2003)
B.S.N., Michigan State University, 1985;
M.S.N., University of Kentucky, 1996;
Ph.D., University of Kentucky, 2007
- ELISABETH T. BAUMAN — *Visiting Assistant Professor of English* (2012)
B.A., Harvard University, 1996;
M.A., University of Virginia, 2001;
Ph.D., University of Virginia(exp. 2012)
- VIRGINIA PARISH BEARD — *Assistant Professor of Political Science* (2007)
B.A., Calvin College, 2000;
M.P.A., Michigan State University, 2005;
Ph.D., Michigan State University, 2006

THE FACULTY

- AIRAT BEKMETJEV — *Associate Professor of Mathematics* (2003)
Diploma with Honors, Moscow State University, 1991;
Ph.D., Arizona State University, 2002
- ALBERT A. BELL, JR. — *Professor of History* (1978)
B.A., Carson Newman College, 1966;
M.A., Duke University, 1968;
M.Div., Southeastern Seminary, 1973;
Ph.D., University of North Carolina, 1977
(Sabbatical leave fall semester 2012)
- SHARI JO BERTOLONE — *Assistant Professor of Nursing* (2010)
B.S.N., Grand Valley State College, 1986;
M.S.N., Grand Valley State University, 1992
- AARON A. BEST — *The Harrison C. and Mary L. Visscher Associate Professor of Genetics* (2004)
B.A., William Jewell College, 1996;
M.S., University of Illinois at Urbana-Champaign, 1999;
Ph.D., University of Illinois at Urbana-Champaign, 2001
- RACHEL A. BISHOP — *Research and Instruction Librarian with rank of Assistant Professor* (2005)
B.A., Michigan State University, 1988;
M.A., Center for Humanistic Studies, 1996;
M.L.I.S., Wayne State University, 2004
- BRIAN E. BODENBENDER — *Associate Professor of Geology and Environmental Science and Chairperson of the Department* (1996)
B.A., The College of Wooster, 1987;
M.S., University of Michigan, 1990;
Ph.D., University of Michigan, 1994
- MICHELLE BOMBE — *Professor of Theatre, Director of Theatre, and Resident Costume Designer* (1991)
B.S., University of Evansville, 1985;
M.F.A., University of Texas, 1989
- PAULA N. BOOKE — *Assistant Professor of Political Science* (2009)
B.A., University of Rochester, 2002;
M.A., University of Chicago, 2005;
Ph.D., University of Chicago, 2009
- STEVEN C. BOUMA-PREDIGER — *Professor of Religion and Chairperson of the Department* (1994)
B.A., Hope College, 1979;
M.Phil.F., Institute for Christian Studies, Ontario, 1984;
M.Div., Fuller Theological Seminary, 1987;
Ph.D., University of Chicago, 1992
- PETER A. BOUMGARDEN — *Assistant Professor of Management* (2010)
B.A., Calvin College, 2005;
M.S.B.A., Washington University, 2008;
Ph.D., Washington University, 2010
- CARRIE A. BREDOW — *Assistant Professor of Psychology* (2012)
B.S., Central Michigan University, 2005;
M.A., University of Texas, 2008;
Ph.D., University of Texas (exp. May 2012)

THE FACULTY

- WAYNE A. BROUWER — *Associate Professor of Religion* (2005)
A.B., Dordt College, 1976;
M.Div., Calvin Theological Seminary, 1980;
Th.M., Calvin Theological Seminary, 1985;
M.A., McMaster University, 1989;
Ph.D., McMaster University, 1999
- MELISSA R. BOUWS — *Assistant Professor of Nursing* (2012)
B.S.N., Hope College, 1995
M.S.N., Michigan State University, 2007
Ph.D., University of Nevada, Las Vegas (exp. 2012)
- JEFF R. BROWN — *Associate Professor of Engineering* (2005)
B.S., University of Central Florida, 1996;
M.S., University of Central Florida, 1998;
Ph.D., University of Florida, 2005
(Sabbatical leave spring semester 2013)
- KENNETH L. BROWN — *Associate Professor of Chemistry* (1999)
B.S., Oral Roberts University, 1993;
Ph.D., Oklahoma State University, 1999
- KIRK A. BRUMELS — *Associate Professor of Kinesiology and Program Director of Athletic Training Education* (2001)
B.A., Hope College, 1988;
M.A.T., Western Michigan University, 1990;
Ph.D., Western Michigan University, 2005
- THOMAS L. BULTMAN — *Professor of Biology and Chairperson of the Department* (2001)
B.A., Hope College, 1978;
M.S., University of Cincinnati, 1981;
Ph.D., Arizona State University, 1985
- MARIA A. BURNATOWSKA-HLEDIN — *The Frederick Garrett and Helen Floor Dekker Professor of Biology and Chemistry* (1992)
B.S., McGill University, 1975;
M.S., McGill University, 1977;
Ph.D., McGill University, 1980
(Sabbatical leave Fall 2012)
- RHODA BURTON — *Associate Professor of English* (2000)
B.A., Fresno Pacific University, 1984;
M.A., University of Florida, 1989;
M.A., University of California, Los Angeles, 1997;
Ph.D., University of California, Los Angeles, 2002
(Leave of Absence, Academic Year, 2012-2013)
- ISABELLE CHAPUIS-ALVAREZ — *Assistant Professor of French* (2003)
Diplome Supérieur, Sorbonne Nouvelle, Paris III, 1983;
M.A., Sorbonne Nouvelle, Paris III, 1984;
D.E.A., Sorbonne Nouvelle, Paris III, 1985
D.E.G., Sorbonne Nouvelle, Paris IV, 2010
- LEAH A. CHASE — *Associate Professor of Biology and Chemistry* (2000)
B.S., University of Michigan-Flint, 1993;
Ph.D., University of Minnesota, 1999
- SUSAN M. CHERUP — *The Arnold and Esther Sonneveldt Professor of Education* (1976)
B.A., Hope College, 1964;
M.A., Western Michigan University, 1967

THE FACULTY

- DAVID S. CHO — *Assistant Professor of English* (2008)
B.A., University of Illinois, 1995;
M.F.A., Purdue University, 1999;
M.A., Purdue University, 2001;
Ph.D., University of Washington, 2006
- AARON C. CINZORI — *Associate Professor of Mathematics and Chairperson of the Department* (2001)
B.A., Michigan State University, 1990;
B.S., Michigan State University, 1990;
M.S., Michigan State University, 1993;
Ph.D., Michigan State University, 1998
- ADAM L. CLARK — *Assistant Professor of Music* (2008)
B.M., University of California, Santa Barbara, 1998;
M.M., University of Texas, 2002;
D.M.A., University of Cincinnati, 2008
- ERNEST D. COLE — *Assistant Professor of English and Towsley Research Scholar* (2008)
B.A., University of Sierra Leone, 1990;
M.A., University of Sierra Leone, 1994;
Ph.D., University of Connecticut, 2008
- KEVIN J. COLE — *Associate Professor of Kinesiology* (2005)
B.A., Hope College, 1988;
M.S., Texas Christian University, 1991;
Ph.D., Ball State University, 1994
- WENDY COLSEN — *Visiting Assistant Professor of Education* (2012)
B.S., Purdue University, 1992;
M.A., National-Louis University, 1996
- NANCY L. COOK — *Professor of Education and Director of Student Teaching* (1987)
B.A., Michigan State University, 1973;
M.A., Michigan State University, 1978
- JOHN D. COX — *The DuMez Professor of English* (1979)
B.A., Hope College, 1967;
M.A., University of Chicago, 1968;
Ph.D., University of Chicago, 1975
(Sabbatical leave spring semester 2013)
- BRIAN R. COYLE — *Professor of Music* (1993)
B.Mus., University of South Florida, 1987;
M.Mus., California State University, Northridge, 1990;
D.M.A., Michigan State University, 1997
- MIHAI D. CRAIOVEANU — *Professor of Music* (1992)
B.M., George Dima School of Music, 1975;
D.M.A., Ciprian Porumbescu Conservatory of Music, 1979
- DAVID S. CUNNINGHAM — *Director, CrossRoads Project; Director, Center for Writing & Research; and Professor of Religion* (2003)
B.S., Northwestern University, 1983;
B.A., University of Cambridge, 1985;
M.A., University of Cambridge, 1989;
Ph.D., Duke University, 1990
- CHARLES A. CUSACK — *Assistant Professor of Computer Science* (2005)
B.S., Michigan Technological University, 1992;
M.S., Michigan Technological University, 1994;
M.S., University of Nebraska, 1998;
Ph.D., University of Nebraska, 2000

THE FACULTY

ANNIE G. DANDAVATI — *Professor of Political Science and Chairperson of the Department* (1992)

B.A., Jesus and Mary College, 1985;
M.A., JawaharLal Nehru University, 1987;
Ph.D., University of Denver, 1992

SANDER DE HAAN — *Professor of German and Dutch* (1979)

A.B., Calvin College, 1967;
M.A., Northwestern University, 1970;
Ph.D., Northwestern University, 1980

MATTHEW DE JONGH — *Associate Professor of Computer Science* (2002)

B.S., The Ohio State University, 1985;
M.S., The Ohio State University, 1986;
M.A., Winebrenner Theological Seminary, 1998;
Ph.D., The Ohio State University, 1991

ANDREW J. DELL'OLIO — *Professor of Philosophy and Chairperson of the Department* (1993)

B.A., Rutgers University, 1981;
M.A., Columbia University, 1984;
M.Phil., Columbia University, 1991;
Ph.D., Columbia University, 1994

HERBERT L. DERSHEM — *Professor of Computer Science and Director of Institutional Research* (1969)

B.A., University of Dayton, 1965;
M.S., Purdue University, 1967;
Ph.D., Purdue University, 1969

DAVID DEVISSER — *Clinical Professor of Health Sciences* (2007)

B.A., Hope College, 1964;
M.Div., Western Theological Seminary, 1967;
M.D., Wayne State University, 1974

DAWN DEWITT-BRINKS — *Assistant Professor of Communication* (1989)

B.A., Hope College, 1984;
M.A., Western Michigan University, 1989

PAUL A. DE YOUNG — *The Kenneth G. Herrick Professor of Physics* (1985)

B.A., Hope College, 1977;
Ph.D. University of Notre Dame, 1982

TEUNIS DONK — *Professor of Education* (1996)

B.A., Western Michigan University, 1977;
M.S.W., Western Michigan University, 1983;
Ph.D., Michigan State University, 1996

LILIANA DORADO — *Associate Professor of Spanish* (2004)

B.A., Universidad Cat — lica, Uruguay, 1985;
M.A., University of Florida, 1998;
Ph.D., University of Florida, 2001

L. MAUREEN ODLAND DUNN — *Associate Professor of Kinesiology* (1997)

B.Sc., University of Victoria, B.C., 1991;
M.Sc., McMaster University, Hamilton, Ontario, 1994;
Ph.D., University of Guelph, Ontario, 1997

SUSAN L. DUNN — *Associate Professor of Nursing and Chairperson of the Department* (1997)

B.S.N., University of Michigan, 1984;
M.S.N., Grand Valley State University, 1996;
Ph.D., Michigan State University, 2005

THE FACULTY

- LINDA L. DYKSTRA — *Associate Professor of Music* (1997)
B.S.M.E., University of Maryland, 1972;
M.M., University of Maryland, 1988
- NATALIE A. DYKSTRA — *Associate Professor of English* (2000)
B.A., Calvin College, 1986;
M.A., University of Wyoming, 1992;
Ph.D., University of Kansas, 2000
- STEPHANIE P. EDWARDS — *Associate Professor of Mathematics* (2007)
B.S., Miami University of Ohio, 1991;
M.A., University of Wisconsin, 1994;
Ph.D., University of Wisconsin, 1998
- SARAH M. ESTELLE — *Assistant Professor of Economics* (2012)
B.A., Hillsdale College, 2000;
M.A., University of Virginia, 2002;
Ph.D., University of Virginia, 2008
- JANET MEYER EVERTS — *Associate Professor of Religion* (1985)
B.A., Wellesley College, 1972;
M.A., Claremont Graduate School, 1973;
M.Div., Fuller Theological Seminary, 1977;
Ph.D., Duke University, 1985
(Sabbatical leave spring semester 2013)
- MATTHEW A. FARMER — *Assistant Professor of Dance* (2011)
B.A., Hope College, 2004
M.F.A., University of Michigan, 2007
- RENATA FERNÁNDEZ — *Assistant Professor of Spanish* (2008)
B.A., Universidad Veracruzana, 1993;
M.A., University of Kansas, 1997;
Ph.D., University of Kentucky, 2006
- JANE E. FINN — *Associate Professor of Education* (2004)
B.A., Hope College, 1986;
M.A., Western Michigan University, 1989;
Ed.D., Western Michigan University, 2005
- NICOLE K. FLINN — *Assistant Professor of Dance* (2008/2011)
B.A., Hope College, 1997
M.A., Marygove College, 2001
- EVA DEAN FOLKERT — *Assistant Professor of Kinesiology and Co-Director of Athletics* (1985) (1997)
B.A., Hope College, 1983;
M.A., Western Michigan University, 2005
- LEE A. FORESTER — *Professor of German* (1992)
B.A., University of California, Berkeley, 1984;
M.A., University of California, Berkeley, 1986;
Ph.D., University of California, Berkeley, 1992
(Sabbatical leave 2012-2013)
- GREGORY S. FRALEY — *Associate Professor of Biology* (2004)
B.S., University of Maryland, 1989;
M.S., University of Maryland, 1992;
Ph.D., Washington State University, 1998

THE FACULTY

- MARGARET K. FRENS — *Assistant Professor of Kinesiology and Athletic Trainer* (1998) (2002)
B.A., Hope College, 1996;
M.S., Indiana University, 1997
- STUART W. FRITZ — *Assistant Professor of Kinesiology* (1993)
B.A., Wartburg College, 1988;
M.A., University of Northern Colorado, 1992
- WALLACE FU — *Visiting Assistant Professor of Chemistry* (2011)
B.S., St. John's University, 1967
Ph.D., Marquette University, 1973
- DONNA K. GARRETT — *Assistant Professor of Nursing* (2006)
B.S.N., University of Cincinnati, 1982;
M.S.N., University of Cincinnati, 1990
- JANIS M. GIBBS — *Associate Professor of History* (1996)
B.A., The College of William and Mary, 1981;
J.D., University of Chicago Law School, 1984;
M.A., University of Virginia, 1991;
Ph.D., University of Virginia, 1996
- JASON G. GILLMORE — *Associate Professor of Chemistry* (2004)
B.S., Virginia Polytechnic Institute and State University, 1996;
M.S., Virginia Polytechnic Institute and State University, 1998;
Ph.D., University of Rochester, 2003
- PETER L. GONTHIER — *Professor of Physics* (1983)
B.A., Texas A & M, 1975;
Ph.D., Texas A & M, 1980
- MARY LINDA GRAHAM — *Professor of Dance and Chairperson of the Department* (1983)
B.F.A., University of Illinois, 1979;
M.F.A., University of Illinois, 1982
- CHARLES W. GREEN — *Professor of Psychology and Director of the Phelps Scholars Program* (1983)
B.S., Trevecca College, 1978;
M.A., University of Florida, 1980;
Ph.D., University of Florida, 1983
- EMILIE J. DYKSTRA GORIS — *Assistant Professor of Nursing* (2012)
B.S.N. Hope College 2008
- PATRICIA A. GRIFFIN — *Assistant Professor of Education* (2012)
B.A., Eastern Michigan University, 1993;
M.Ed., Eastern Michigan University, 1997;
Ph.D., Oakland University, 2008
- CURTIS GRUENLER — *Professor of English* (1997)
B.A., Stanford University, 1985;
Ph.D., University of California, Los Angeles, 1997
- TONIA GRUPPEN — *Assistant Professor of Kinesiology and Athletic Trainer* (2001)
B.A., Hope College, 1998;
M.S., Indiana University, 1999
- BRIANNE N. HAGEN — *Metadata Librarian with rank of Assistant Professor* (2012)
B.A., Indiana University, 2009;
M.L.S., Indiana University, 2012
- JONATHAN D. HAGOOD — *Assistant Professor of History* (2008)
B.A., University of Texas at Austin, 1998;
M.A., University of California, Davis, 2005;
Ph.D., University of California, Davis, 2008

THE FACULTY

- BRIGITTE HAMON-PORTER — *Associate Professor of French* (1994)
License d'Histoire, Université d'Angers, 1984;
Maitrise d'Histoire, Université de Nantes, 1987;
M.A., Indiana University, 1992;
Ph.D., Indiana University, 1996
- JENNIFER R. HAMPTON — *Assistant Professor of Physics* (2007)
B.A., Oberlin College, 1995;
M.Phil., University of Cambridge, 1996;
Ph.D., Cornell University, 2002
- CHOONGHEE HAN — *Assistant Professor of Communication* (2010)
B.A., Kyung Hee University, 1993;
M.A., Kyung Hee University, 2002;
M.A., Ball State University, 2005;
Ph.D., University of Iowa, 2010
- EDWARD C. HANSEN — *Professor of Geology and Environmental Science* (1984)
B.S., University of Cincinnati, 1978;
Ph.D., University of Chicago, 1983
- STEPHEN I. HEMENWAY — *Professor of English and Director of the Vienna Summer School* (1972)
A.B., College of the Holy Cross, 1964;
M.A., Boston College, 1967;
Ph.D., University of Illinois, 1972
(Sabbatical leave fall semester 2012)
- LYNNE HENDRIX, C.P.A. — *Professor of Accountancy* (1984)
B.A., Eastern Michigan University, 1978;
M.B.A., Grand Valley State University, 1985
- JAMES A. HERRICK — *The Guy Vander Jagt Professor of Communication* (1984)
B.A., California State University, 1976;
M.A., University of California, 1978;
Ph.D., University of Wisconsin-Madison, 1986
- ROBERT HODSON — *Professor of Music and Chairperson of the Department* (2002)
B.M., Hope College, 1989;
M.M., Michigan State University, 1993;
Ph.D., University of Wisconsin-Madison, 2000
- JACK E. HOLMES — *Professor of Political Science* (1969) (1974)
B.A., Knox College, 1963;
M.A., University of Denver, 1967;
Ph.D., University of Denver, 1972
- VICKI-LYNN HOLMES — *Assistant Professor of Mathematics and Education* (2009)
B.A., College of William & Mary, 1981;
Ph.D., Grace Bible College, 2006;
Ph.D., University of Louisville, 2009
- STEVEN D. HOOGERWERF — *Associate Professor of Religion* (1992)
B.A., Hope College, 1977;
M.Div., Western Theological Seminary, 1981;
Ph.D., Duke University, 1991
- CHRISTINA M. HORNBACH — *Assistant Professor of Music and Coordinator of the Music Education Program* (2007)
B.M., University of Michigan, 1993;
M.M., University of Michigan, 1996;
Ph.D., Michigan State University, 2005

THE FACULTY

- TERESA HEINZ HOUSEL — *Associate Professor of Communication* (2005)
B.A., Oberlin College, 1994;
M.A., University of Missouri, 2000;
Ph.D., Indiana University, 2005
- JESSICA H. HRONCHEK — *Research and Instruction Librarian with rank of Assistant Professor* (2009)
B.A., Lawrence University, 2005;
M.A., Indiana University, 2009;
M.L.S., Indiana University, 2009
- MARK A. HUSBANDS — *The Leonard and Marjorie Maas Associate Professor of Reformed Theology* (2007)
B.A., University of Toronto, 1987;
M.Rel., Wycliffe College, University of Toronto, 1990;
Ph.D., University of St. Michael's College, University of Toronto, 2005
- YOOYEUN HWANG — *Professor of Education* (1996)
B.S., Sacred Heart College for Women, South Korea, 1983;
M.A., University of California, Santa Barbara, 1990;
Ph.D., University of Wisconsin-Madison, 1996
- STEVEN IANNACONE — *Associate Professor of Dance* (1990)
B.A., Newark State College, 1972
- MARY L. INMAN — *Professor of Psychology* (1999)
B.S., Iowa State University, 1987;
M.A., University of Iowa, 1989;
Ph.D., University of Iowa, 1992
(Sabbatical leave spring semester 2013)
- STACY L. JACKSON — *The Kenneth J. Weller '48 Professor of Management and Chairperson of the Department* (2007)
B.A., University of Oklahoma, 1989;
M.A., Rice University, 1993;
Ph.D., Rice University, 1998
(Sabbatical leave spring semester 2013)
- KELLY JACOBSMA — *The Geneva Thome Begg Director of Libraries with rank of Associate Professor* (1988)
B.A., Northern Michigan University, 1979;
M.L.S., University of Michigan, 1982
- LYNN M. JAPINGA — *Professor of Religion* (1992)
B.A., Hope College, 1981;
M. Div., Princeton Theological Seminary, 1984;
Ph.D., Union Theological Seminary, 1992
- LORNA HERNANDEZ JARVIS — *Professor of Psychology and Director of General Education/IDS* (1993)
B.A., University of Akron, 1988;
M.A., Kent State University, 1990;
Ph.D., Kent State University, 1993
- MICHAEL J. JIPPING — *Professor of Computer Science* (1987)
B.S., Calvin College, 1981;
M.S., University of Iowa, 1984;
Ph.D., University of Iowa, 1986
- FRED L. JOHNSON, III — *Associate Professor of History* (2000)
B.S., Bowie State College, 1981;
M.A., Kent State University, 1993;
Ph.D., Kent State University, 1999

THE FACULTY

- JEFFREY B. JOHNSON — *Assistant Professor of Chemistry and Towsley Research Scholar* (2007)
B.A., Gustavus-Adolphus College, 2000;
Ph.D., University of Wisconsin, 2004
(Sabbatical leave spring semester 2011)
- KRISTEN DEEDE JOHNSON — *Associate Director of the CrossRoads Project, Director of Studies in Ministry Minor, and Assistant Professor of Political Science* (2005)
B.A., University of Virginia, 1998;
Ph.D., University of St. Andrews, 2004
- REBECCA JOHNSON — *Assistant Professor of Communication* (2002)
B.S., Michigan Technological University, 1994;
M.A., Western Michigan University, 2004
- STACY M. JOHNSON — *Assistant Professor of Spanish* (2012)
B.A., Union University, 1999;
M.A., University of Memphis, 2002;
Ed.D., University of Memphis (exp 2012)
- DEIRDRE D. JOHNSTON — *Professor of Communication* (1994)
B.A., Drake University, 1983;
M.A., University of Texas, 1985;
Ph.D., University of Iowa, 1988
- LINDA JORDAN — *Associate Professor of Education* (1997)
B.A., Central Michigan University, 1978;
M.A., Western Michigan University, 1993
- SYLVIA KALLEMEYN — *Associate Professor of Spanish* (1990/1995)
B.R.E., Reformed Bible College, 1974;
M.A.T., Calvin College, 1982
- NANCY J. KAMSTRA — *Associate Professor of Kinesiology* (2010)
B.A., Hope College, 1982;
M.Ed., Grand Valley State University, 2008
- JUNG WOO KIM — *Assistant Professor of Music* (2010)
B.Mus., Chung-Ang University, 1996;
M.M., Indiana University, 2003;
D.M.A., University of Colorado (exp. 2012)
- JULIE KIPP — *Professor of English* (1998)
B.A., University of Notre Dame, 1984;
M.A., University of Notre Dame, 1992;
Ph.D., University of Notre Dame, 1997
- PAMLA R. KOCH — *Assistant Professor of Sociology* (2008)
B.S., South Dakota State University, 2000;
M.P.A., University of Nebraska, 2003;
Ph.D., University of South Carolina, 2008
- HEIDI E. KRAUS — *Assistant Professor of Art* (2012)
B.F.A., Drake University 2002;
M.A., University of Iowa 2004;
Ph.D., University of Iowa 2010

THE FACULTY

- M. DEAN KREPS — *Associate Professor of Kinesiology* (1986)
B.A., Monmouth College, Illinois, 1984;
M.S., University of Illinois, 1986
- BRENT P. KRUEGER — *Associate Professor of Chemistry* (2001)
B.S., Truman State University, 1993;
M.S., University of Chicago, 1994;
Ph.D., University of Chicago, 1999
(Sabbatical leave 2012-2013)
- JOHN KRUPCZAK, JR. — *Professor of Engineering and Chairperson of the Department* (1994)
B.A., Williams College, 1980;
M.S., University of Massachusetts, 1986;
Ph.D., University of Massachusetts, 1994
- MARTHA LABARGE — *Assistant Professor of Accountancy* (2007)
B.A., Hope College, 1985;
M.B.A., Michigan State University, 1988
- PERRY LANDES — *Associate Professor of Theatre, Resident Sound and Lighting Designer, and Manager of Theatre Facilities* (1987)
B.A., Whitworth College, 1981;
M.F.A., University of Montana, 1987
- JOSEPH F. LA PORTE — *Professor of Philosophy* (1998)
B.A., University of Steubenville, 1991;
M.A., University College, University of London, 1993;
Ph.D., University of Massachusetts at Amherst, 1998
- ANNE R. LARSEN — *The Lavern '39 and Betty DePree '41 VanKley Professor of French* (1984)
B.A., Hope College, 1970;
M.A., Columbia University, 1971;
Ph.D., Columbia University, 1975
- ANDREW LE — *Associate Professor of Music* (2005)
B.M., University of Michigan, 1999;
M.M., University of Michigan, 2001;
D.M.A., The Juilliard School, 2007
- MOSES LEE — *Dean for the Natural and Applied Sciences and Professor of Chemistry* (2005)
B.S., University of Guelph, 1983;
Ph.D., University of Guelph, 1986
- HUW R. LEWIS — *Professor of Music* (1990)
A.R.C.M., Royal College of Music, London;
F.R.C.O., Emmanuel College, Cambridge University;
M.A., University of Michigan School of Music, 1983;
D.M.A., University of Michigan, 1990
- JIANHUA LI — *Associate Professor of Biology* (2009)
B.S., Henan Normal University, 1984;
M.S., Huazhong Normal University, 1987;
Ph.D., University of New Hampshire, 1997
- THOMAS E. LUDWIG — *The John Dirk Werkman Professor of Psychology* (1977)
B.A., Concordia College, 1972;
M.A., Christ Seminary (SEMINEX), 1975;
Ph.D., Washington University, 1977

THE FACULTY

- DONALD A. LUIDENS — *Professor of Sociology* (1977)
B.A., Hope College, 1969;
M.Div., Princeton Theological Seminary, 1972;
M.A., Rutgers University, 1974;
Ph.D., Rutgers University, 1978
- LINDSEY M. ROOT LUNA — *Visiting Assistant Professor of Psychology* (2012)
B.A., Hope College, 2003;
M.S., University of Miami, 2005;
Ph.D., University of Miami, 2009
- MARLA HOFFMAN LUNDERBERG — *Associate Professor of English and Director of FOCUS and SOAR Programs* (1994)
B.A., Hope College, 1982;
M.A., University of Chicago, 1986;
Ph.D., University of Chicago, 1996
- JOHN E. LUNN — *The Robert W. Haack Professor of Economics* (1992)
B.A., Samford University, 1970;
M.A., California State University, Hayward, 1975;
Ph.D., University of California, Los Angeles, 1980
(Sabbatical leave spring semester 2013)
- CATHERINE M. MADER — *Professor of Physics* (1993)
B.Sc., Colorado School of Mines, 1987;
M.Sc., Colorado School of Mines, 1989;
Ph.D., Michigan State University, 1993
- STEPHEN A. MAIULLO — *Assistant Professor of Classics* (2010)
B.A., Saint Anselm College, 2003;
Ph.D., The Ohio State University, 2010
- WILLIAM R. MAYER — *Professor of Art* (1978)
B.F.A., University of Minnesota, 1976;
M.F.A., Pennsylvania State University, 1978
- TAMBA EADRIC M'BAYO — *Associate Professor of History* (2006)
B.A., University of Sierra Leone, Freetown, 1982;
M.A., Miami University of Ohio, 2000;
Ph.D., Michigan State University, 2007
(Sabbatical leave spring 2013)
- BRUCE MCCOMBS — *Professor of Art* (1969)
B.F.A., Printmaking, Cleveland Institute of Art, 1966;
M.F.A., Printmaking, Tulane University, 1968
(Sabbatical leave fall 2012)
- VIRGINIA M. MC DONOUGH — *Associate Professor of Biology* (1995)
B.S., Cook College, 1983;
Ph.D., Rutgers University, 1992
- RYAN L. MC FALL — *Professor of Computer Science and Chairperson of the Department* (2000)
B.S., Hope College, 1993;
M.S., Michigan State University, 1995;
Ph.D., Michigan State University, 2000
- STEPHANIE MILANOWSKI — *The Howard R. and Margaret E. Sluyter Assistant Professor of Art* (2009)
B.F.A., Rhode Island School of Design, 1990;
M.F.A., University of Michigan, 1995

THE FACULTY

- MICHAEL J. MISOVICH — *Associate Professor of Engineering* (2002)
B.A., Michigan State University, 1981;
B.S., Michigan State University, 1981;
M.S., Michigan State University, 1984;
M.S., Michigan State University, 1988;
Ph.D., Michigan State University, 1988
- JESÚS A. MONTAÑO — *Associate Professor of English* (1999)
B.A., University of Texas at Austin, 1991;
M.A., The Ohio State University, 1996;
Ph.D., The Ohio State University, 1999
- WILLIAM H. MOREAU — *Associate Professor of English* (1983)
B.A., Hope College, 1976;
M.Ed., Grand Valley State Colleges, 1982
- PATRICK MORGAN — *Research and Instruction Librarian with rank of Assistant Professor* (2012)
B.A., University of Michigan, 2001;
M.A., University of Michigan, 2001;
A.B.D., University of Michigan, 2004;
M.S.L.I.S., Drexel University (2009)
- KYLE M. MORRISON — *Assistant Professor of Kinesiology* (2012)
B.A., Hope College, 2004;
Ph.D., Michigan State University (exp. 2012)
- JACK E. MULDER JR. — *Associate Professor of Philosophy* (2004)
B.A., Hope College, 2000;
M.A., Purdue University, 2003;
Ph.D., Purdue University, 2004
- MELISSA MULDER — *Instructor of Spanish* (2005)
B.A., Hope College, 1999;
M.A., Purdue University, 2001
- PHILLIP B. MUÑOZ III — *Professor of Religion* (1993)
B.Th., Grace Bible College, 1979;
M.A., Fuller Theological Seminary, 1983;
M.A., University of Michigan, 1989;
Ph.D., University of Michigan, 1993
(Sabbatical leave fall 2012)
- K. GREGORY MURRAY — *Professor of Biology* (1986)
B.A., California State University, Northridge, 1977;
M.S., California State University, Northridge, 1980;
Ph.D., University of Florida, Gainesville, 1986
- DAVID G. MYERS — *The John Dirk Werkman Professor of Psychology* (1982-2007)
and *Professor of Psychology* (1967)
B.A., Whitworth College, 1964;
M.A., University of Iowa, 1966;
Ph.D., University of Iowa, 1967;
L.H.D., Northwestern College, 1987;
L.H.D., Whitworth College, 1989;
L.H.D., Central College, 2009
- FUMIHITO ANDY NAKAJIMA — *Associate Professor of Japanese* (1996)
B.A., Hokusei Gakuen University, 1990;
M.Div., Western Theological Seminary, 1995;
Certificate in Teaching Japanese, Columbia University, 1998;
M.A., Columbia University, 2001
- MATTHEW E. NEIL - *Assistant Professor of Kinesiology* (1986)
B.A., Hope College, 1982;
M.A., Grand Valley State University, 1991

THE FACULTY

STEVEN NELSON — *Associate Professor of Art and Chairperson of the Department* (1989)

B.F.A., Western Michigan University, 1982;

M.F.A., Syracuse University, 1985

ROGER J. NEMETH — *Professor of Sociology* (1983)

B.A., Western Michigan University, 1978;

M.A., University of North Carolina, 1981;

Ph.D., University of North Carolina, 1986

(Sabbatical leave 2012- 2013)

MARK E. NORTHUIS — *Professor of Kinesiology and Chairperson of the Department* (1988)

B.A., Hope College, 1982;

M.A., University of Michigan, 1984;

Ph.D., University of Minnesota, 1998

DAVID J. O'BRIEN — *Librarian with rank of Associate Professor and Head of Access Services* (1991)

B.S., Pennsylvania State University, 1982;

M.Ed., University of Georgia, 1989;

M.S., University of Illinois at Urbana-Champaign, 1991

JARED J. ORTIZ — *Assistant Professor of Religion* (2012)

B.A., University of Chicago, 2000;

M.A., St. John's College, 2005;

M.A., The Catholic University of America, 2009;

Ph.D., The Catholic University of America (exp. 2012)

WILLIAM A. PANNAPACKER — *Associate Professor of English and Director, Mellon Scholars Program* (2000)

B.A., Saint Joseph's University, 1990;

M.A., University of Miami, 1993;

M.A., Harvard University, 1997;

Ph.D., Harvard University, 1999

(Sabbatical leave spring 2013)

LAURA S. PARDO — *Professor of Education* (2005)

B.S., Central Michigan University, 1982;

M.A., Michigan State University, 1990;

Ph.D., Michigan State University, 2004

JOHN PATNOTT — *Professor of Kinesiology* (1978)

B.A., Fresno State University, 1969;

M.A., California State University, 1973;

Ph.D., University of Utah, 1989

KAREN NORDELL PEARSON — *Associate Dean for Research and Scholarship and Associate Professor of Chemistry* (2007/2012)

B.A., Northwestern University, 1992;

Ph.D., Iowa State University, 1997

MARK A. PEARSON — *Associate Professor of Mathematics* (2003)

B.A., St. Olaf College, 1994;

M.A., University of Chicago Divinity School, 1997;

Ph.D., Northwestern University, 2003

GRAHAM F. PEASLEE — *The Elmer E. Hartgerink Professor of Chemistry and Professor of Geology/Environmental Science* (1994)

A.B., Princeton University, 1981;

Ph.D., State University of New York, 1987

THE FACULTY

- SALLY PELON — *Visiting Instructor of Social Work* (2012)
B.A., Hope College, 1990
M.S.W., Western Michigan University, 1994
- ANTHONY NOVAK PEROVICH, JR. — *Professor of Philosophy* (1980)
A.B., University of California, Davis, 1973;
M.A., University of Chicago, 1974;
Ph.D., University of Chicago, 1978
- PABLO A. PESCHIERA — *Assistant Professor of English* (2008)
B.A., Hope College, 1993;
M.A., Western Michigan University, 1998;
M.F.A., Western Michigan University, 1998;
Ph.D., University of Houston, 2005
- JONATHAN W. PETERSON — *Professor of Geology and Environmental Science* (1994)
B.A., Hope College, 1984;
Ph.D., University of Chicago, 1989
- JEANNE PETIT — *Associate Professor of History* (2000)
B.A., Knox College, 1992;
M.A., University of Notre Dame, 1993;
Ph.D., University of Notre Dame, 2000
- DAVID C. PHILLIPS — *Assistant Professor of Economics* (2012)
B.A., Butler University, 2007;
M.A., Georgetown University, 2009;
Ph.D., Georgetown University (exp. 2012)
- JAMES C. PIERS — *Professor of Sociology and Social Work and Director of the Social Work Program* (1975)
B.A., Hope College, 1969;
M.S.W., University of Michigan, 1972;
Ph.D., Case Western Reserve University, 1997
- RICHARD G. PIIPPO — *Associate Professor of Music* (1999)
B.Mus., University of Wisconsin, 1970;
M.A., University of Wisconsin, 1975
- MICHAEL J. PIKAART — *Associate Professor of Chemistry* (1999)
B.S., Calvin College, 1986;
Ph.D., University of Michigan, 1992
(Sabbatical leave fall semester 2011)
- KATHARINE H. POLASEK — *Assistant Professor of Engineering* (2010)
B.S., University of Michigan, 2001;
Ph.D., Case Western Reserve University, 2007
- JEFFREY J. POLET — *Professor of Political Science* (2004)
B.A., Calvin College, 1985;
M.A., Catholic University of America, 1989;
Ph.D., Catholic University of America, 1992
- WILLIAM F. POLIK — *Edward and Elizabeth Hofma Professor of Chemistry and Chairperson of the Department* (1988)
B.A., Dartmouth College, 1982;
Ph.D., University of California, Berkeley, 1988

THE FACULTY

- BRIAN E. PORTER, C.P.A., C.M.A. — *Professor of Management* (1999)
B.A., Alma College, 1984;
M.B.A., University of Michigan, 1990;
Ph.D., Indiana University, Graduate School of Business, 1994
- DIANNE R. PORTFLEET — *Associate Professor of English* (1988)
B.H., Pennsylvania State University, 1969;
Ph.D., Columbia Pacific University, 1984
- TAHNEE C.H. PROKOPOW — *Assistant Professor of Biology* (2011)
B.S., Hope College, 1992;
M.P.H., University of Michigan, 1996
- AARON P. PUTZKE — *Assistant Professor of Biology and Towsley Research Scholar* (2009)
B.S., Pepperdine University, 1994;
M.S., DePaul University, 1996;
Ph.D., University of California, Santa Barbara, 2003
(Sabbatical leave spring 2013)
- JULIA PHILLIPS RANDEL — *Associate Professor of Music* (2005)
B.A., Yale University, 1993;
M.M., University of Kentucky, 1996;
M.A., University of Georgia, 1997;
Ph.D., Harvard University, 2004
- R. RICHARD RAY, JR. — *Provost and Professor of Kinesiology* (1982/2008/2010)
B.S., University of Michigan, 1979;
M.A., Western Michigan University, 1980;
Ed.D., Western Michigan University, 1990
- STEPHEN K. REMILLARD — *Associate Professor of Physics and Chairperson of the Department* (2007)
B.S., Calvin College, 1988;
M.S., College of William and Mary, 1990;
Ph.D., College of William and Mary, 1993
- GEOFFREY D. REYNOLDS — *Director of the Joint Archives of Holland with rank of Associate Professor* (S'1997)
B.S., Central Michigan University, 1989;
M.L.I.S., Wayne State University, 1995
- MAURA M. REYNOLDS — *Associate Professor of Latin and Director of Advising* (1975)
B.A., University of Illinois, 1968;
M.A., University of Illinois, 1970
- WILLIAM D. REYNOLDS — *Dean for the Arts and Humanities and Professor of English* (1971/1994)
A.B., Xavier University, 1966;
M.A., Columbia University, 1967;
Ph.D., University of Illinois-Urbana, 1971
- BRAD W. RICHMOND — *Professor of Music and Director of Choral Activities* (1998)
B.A., St. Olaf College, 1985;
M.M., University of Illinois at Urbana-Champaign, 1986;
D.M.A., Michigan State University, 1992

THE FACULTY

- DAINA ROBINS — *Professor of Theatre and Chairperson of the Department* (1991)
B.A., Moorhead State University, 1975;
M.A., Tufts University, 1981;
Ph.D., Tufts University, 1988
(Sabbatical leave spring 2013)
- PATRICIA V. ROEHLING — *Professor of Psychology* (1987)
B.A., University of Michigan, 1980;
M.A., Wayne State University, 1984;
Ph.D., Wayne State University, 1986
(Leave of Absence 2012-2014)
- DAVID K. RYDEN — *Professor of Political Science* (1994)
B.A., Concordia College, 1981;
J.D., University of Minnesota Law School, 1985;
Ph.D., The Catholic University of America, 1994
- ELIZABETH M. SANFORD — *Associate Professor of Chemistry* (1994)
B.A., Smith College, 1987;
Ph.D., University of California, Los Angeles, 1992
- PETER J. SCHAKEL — *The Peter C. and Emajean Cook Professor of English and Chairperson of the Department* (1969)
B.A., Central College, Iowa, 1963;
M.A., Southern Illinois University, 1964;
Ph.D., University of Wisconsin, 1969
- GWENDA L. SCHMIDT — *Assistant Professor of Psychology* (2009)
B.A., York University, 1991;
M.S., Colorado State University, 2003;
Ph.D., Colorado State University, 2006
- TIMOTHY S. SCHOONVELD — *Assistant Professor of Kinesiology and Co-Director of Athletics* (2009)
B.A., Hope College, 1996;
M.A., Western Michigan University, 2004
- REBECCA SCHMIDT — *Assistant Professor of Kinesiology* (2004)
B.A., Hope College, 1999;
M.S., Miami University of Ohio, 2003
- LEIGH A. SEARS — *Associate Professor of Kinesiology* (2000)
B.A., Ohio Wesleyan University, 1991;
M.S., Ithaca College, 1999;
Ph.D., The Ohio State University, 2007
- HEATHER L. SELLERS — *Professor of English* (1995)
B.A., Florida State University, 1985;
M.A., Florida State University, 1988;
Ph.D., Florida State University, 1992
(Leave of Absence Fall Semester 2012)
- MICHAEL D. SEYMOUR — *Professor of Chemistry* (1978)
B.A., Saint John University, 1972;
Ph.D., University of Arizona, 1977
- JOHN J. SHAUGHNESSY — *Professor of Psychology* (1975)
B.S., Loyola University, 1969;
M.S., Northwestern University, 1971;
Ph.D., Northwestern University, 1972

THE FACULTY

CAROLINE J. SIMON — *Associate Dean for Teaching and Learning and Professor of Philosophy* (1988/2012)

B.S., University of Oregon, 1976;
M.A., University of Washington, 1980;
Ph.D., University of Washington, 1986

GLORIA M. SLAUGHTER — *Technical Services Librarian with rank of Associate Professor* (1988)

B.A., Central Michigan University, 1971;
M.A., Western Michigan University, 1978

STEIN SLETTE — *Assistant Professor of Kinesiology* (1988) (2008)

B.A., Hope College, 1987;
M.S., University of Utah, 1992

MATTHEW L. SMITH — *Assistant Professor of Engineering* (2012)

B.A./B.S., Cedarville University, 2003;
Ph.D., Cornell University, 2009

RICHARD L. SMITH — *Professor of Theatre and Resident Scene Designer* (1972)

B.F.A., University of Minnesota, 1969;

STEVEN D. SMITH — *Professor of Kinesiology* (1990)

B.A., Grand Rapids Baptist College, 1982;
M.A., Michigan State University, 1984;
Ph.D., Michigan State University, 1989

THOMAS M. SMITH — *The Dr. Leon A. Bosch '29 Professor of Management and Chairperson of the Department* (1993)

B.B.A., University of Michigan, 1980;
M.B.A., University of Iowa, 1983;
Ph.D., University of Michigan, 1994

TRACI SMITH — *Instructor of Chemistry* (2005)

B.S., Northern Arizona University, 1995;
M.S., University of Texas, 1998

ROBERT G. SOUTHARD — *Assistant Professor of Music* (2007)

B.M., Ithaca College, 1994;
M.M., University of Wisconsin, 1997;
D.M.A., Michigan State University, 2006

CHRISTIAN SPIELVOGEL — *Associate Professor of Communication* (2000)

B.A., Pennsylvania State University, 1992;
M.A., Pennsylvania State University, 1997;
Ph.D., Pennsylvania State University, 2002

TODD P. STEEN — *The Granger Professor of Economics* (1988)

B.S., Pennsylvania State University, 1981;
B.A., Indiana University of Pennsylvania, 1984;
M.A., Harvard University, 1987;
Ph.D., Harvard University, 1992

DARIN R. STEPHENSON — *Professor of Mathematics* (1997)

B.S., University of Kentucky, 1988;
M.S., University of Michigan, 1990;
Ph.D., University of Michigan, 1994

JOANNE L. STEWART — *Professor of Chemistry* (1988)

B.A., Kalamazoo College, 1982;
Ph.D., University of California, Berkeley, 1988

THE FACULTY

- DEBORAH STURTEVANT — *Professor of Sociology and Social Work and Chairperson of the Department* (1988)
B.A., Hope College, 1975;
M.S.W., Western Michigan University, 1984;
Ph.D., Michigan State University, 1997
- KATHERINE SULLIVAN — *Associate Professor of Art* (2003)
B.F.A., University of Michigan, 1997;
M.F.A., Boston University, 2001
- DEBRA H. SWANSON — *Professor of Sociology* (1989) (1994)
B.A., Hope College, 1983;
M.A., Catholic University of America, 1988;
Ph.D., Catholic University of America, 1995
- TODD M. SWANSON — *Assistant Professor of Mathematics* (1989) (1995)
B.S., Michigan State University, 1982;
B.S., Grand Valley State University, 1985;
M.A., Michigan State University, 1989
- JOHN K. V. TAMMI — *Professor of Theatre* (1968)
B.A., Gustavus Adolphus College, 1963;
M.A., University of Minnesota, 1966
(Sabbatical leave fall 2012)
- VICKI TEN HAKEN — *Professor of Management* (2000)
B.A., Hope College, 1973;
M.B.A., Grand Valley State University, 1981
- JOEL J. TOPPEN — *Associate Professor of Political Science* (1997)
B.A., Hope College, 1991;
M.A., Purdue University, 1993;
Ph.D., Purdue University, 1998
- ELIZABETH A. TREMBLEY — *Associate Professor of English* (1988)
B.A., Hope College, 1985;
M.A., University of Chicago, 1986;
Ph.D., University of Chicago, 1991
- SONJA TRENT-BROWN — *Associate Professor of Psychology* (2005)
B.A., Harvard/Radcliffe University, 1989;
M.A., University of South Florida, 1997;
Ph.D., University of South Florida, 2004
- GLORIA S. TSENG — *Associate Professor of History* (2003)
B.A., Pitzer College, 1992;
M.A., University of California, Berkeley, 1995;
Ph.D., University of California, Berkeley, 2002
(Sabbatical leave 2011-2012)
- J. JEFFERY TYLER — *Professor of Religion* (1995)
B.A., Hope College, 1982;
M.Div., Western Theological Seminary, 1986;
Ph.D., University of Arizona, 1995
- SCOTT W. VANDER STOEP — *Dean for Social Sciences and Professor of Psychology* (1992-94) (1999/2012)
B.A., Hope College, 1987;
M.A., University of Illinois at Urbana-Champaign, 1989;
Ph.D., University of Michigan, 1992

THE FACULTY

STEVEN K. VANDERVEEN — *Professor of Management and Director of the Center for Faithful Leadership* (2004)

B.A., Calvin College, 1982;
M.B.A., Western Michigan University, 1985;
Ph.D., University of Illinois at Chicago, 1995

DEBORAH M. VAN DUINEN — *Assistant Professor of Education* (2011)

B.A., Calvin College, 1998;
M.A., Calvin College, 2002
Ph.D., Michigan State University, 2011

DARYL R. VAN TONGEREN — *Assistant Professor of Psychology* (2012)

B.A., Colorado Christian University, 2004;
M.A., University of Colorado, 2006;
Ph.D., Virginia Commonwealth University, 2011

ROGER L. VELDMAN — *Professor of Engineering* (1998)

B.S., Hope College, 1989;
M.S.E., Western Michigan University, 1995;
Ph.D., Western Michigan University, 2001

KATHLEEN VERDUIN — *Professor of English* (1978)

B.A., Hope College, 1965;
M.A., George Washington University, 1969;
Ph.D., Indiana University, 1980

BARBARA B. VINCENSI — *Assistant Professor of Nursing* (2006)

B.S.N., Purdue University, 1978;
M.S.N., Indiana University, 1985

VICKI R. VOSKUIL — *Assistant Professor of Nursing* (2004)

B.S.N., Calvin College, 1989;
M.S., University of Michigan, 1994

PATRICIA K. WALTER — *Assistant Professor of Nursing* (2006)

B.S.N., Grand Valley State University, 1985;
M.S.W., Western Michigan University, 1991

COURTNEY L. WERNER — *Assistant Professor of English* (2012)

B.A., Moravian College, 2006;
M.A., Texas State University, 2008,
Ph.D., Kent State University (exp. 2012)

F. SHELDON WETTACK — *Visiting Professor of Chemistry* (1967) (2004)

A.B./M.A., San Jose State College, 1961;
Ph.D., University of Texas-Austin, 1967

TODD J. WIEBE — *Research and Instruction Librarian with rank of Assistant Professor and Head Research and Instruction* (2006)

B.A., Anderson University, 2003;
M.L.I.S., University of Denver, 2006

ANNE E. HEATH WIERSMA — *Assistant Professor of Art and Director of De Pree Art Gallery* (2007)

B.A., University of Maine, 1992;
M.A., Florida State University, 1998;
Ph.D., Brown University, 2005

BOYD H. WILSON — *Professor of Religion* (1982)

B.A., Trinity College, 1971;
M.A., Wheaton College, 1976;
Ph.D., University of Iowa, 1982

THE FACULTY

- KATHY WINNETT-MURRAY — *Professor of Biology* (1986)
B.S., University of California, Irvine, 1976;
M.S., California State University, Northridge, 1979;
Ph.D., University of Florida, 1986
- CHARLOTTE vanOYEN WITVLIET — *The John H. and Jeanne M. Jacobson Professor of Psychology* (1997)
B.A., Calvin College, 1991;
M.S., Purdue University, 1993;
Ph.D., Purdue University, 1997
- JENNIFER WOLFE — *Assistant Professor of Music* (1998)
B.Mus, University of Toronto, 1985;
M.M.A., University of Illinois at Urbana-Champaign, 1986;
M.M.A., Michigan State University, 1991
- DANIEL S. WOOLSEY — *Associate Professor of Spanish* (2005)
B.A., Wheaton College, 1996;
M.A., Wheaton College, 1998;
Ph.D., Indiana University, 2006
- AFIA B. YAMOAH — *Assistant Professor of Economics* (2010)
B.Sc., University of Cape Coast, Ghana, 1998;
M.S., The Ohio State University, 2001;
M.A., The Ohio State University, 2002;
Ph.D., The Ohio State University, 2007
- JOHN A. YELDING — *Associate Professor of Education* (1994)
B.A., Michigan State University, 1969;
M.A., Western Michigan University, 1981
- BRIAN K. YOST — *Librarian with rank of Assistant Professor and Head of Technical Services and Systems* (1997)
B.A., Calvin College, 1989;
M.S., University of Illinois at Urbana-Champaign, 1993
- BRIAN P. YURK — *Assistant Professor of Mathematics* (2009)
B.S., Hope College, 2003;
Ph.D., Utah State University, 2009

ADJUNCT FACULTY

- JANICE B. ASLANIAN — *Adjunct Assistant Professor of English* (2001)
B.A., Western Michigan University, 1971;
M.S., University of Southern California, 1976
- AMY BADE — *Adjunct Assistant Professor of Psychology* (1998)
B.S., Niagara University, 1978;
M.S., University of Wisconsin-Madison, 1981;
Ed.D., Western Michigan University, 1991
- JACQUELINE BARTLEY — *Adjunct Assistant Professor of English* (1989)
B.S., Clarion University, 1973, 1974;
M.F.A., Western Michigan University, 1988
- TIMOTHY L. BROWN — *Adjunct Professor of Religion* (1996)
B.A., Hope College, 1973;
M.Div., Western Theological Seminary, 1976;
D.Min., Western Theological Seminary, 1992
- TOM DAVELAAR — *Adjunct Assistant Professor of Kinesiology* (1984)
B.A., Hope College, 1972
- JAMES R. DEBOER — *Adjunct Associate Professor of Music* (1986)
B.A., Calvin College, 1978;
M.A., Western Michigan University, 1982

THE FACULTY

- KIM MEILICKE DOUGLAS — *Adjunct Assistant Professor of English* (1995)
B.A., University of Arizona, 1987;
M.F.A., University of Arizona, 1990
- JENNIFER GARDINER — *Adjunct Assistant Professor of Art* (1997)
B.F.A., University of Michigan, 1990;
M.F.A., SUNY, Buffalo, 1993
- JAMES M. GENTILE — *The Kenneth G. Herrick Adjunct Professor of Biology* (1976)
B.A., St. Mary's College, 1968;
M.S., Illinois State University, 1970;
Ph.D., Illinois State University, 1974
- ALFREDO M. GONZÁLES — *Associate Provost, Dean for International and Multicultural Education, and Adjunct Associate Professor of Social Work* (1979/1984)
B.S., Grand Valley State Colleges, 1979;
M.S.W., University of Michigan, 1982
- DAVID R. JAMES — *Adjunct Associate Professor of English* (1987)
B.A., Hope College, 1976;
M.A., University of Iowa, 1980
- CHERYLE E. JOLIVETTE — *Adjunct Assistant Professor of Physics* (1980)
B.A., University of Wisconsin, 1968;
M.A., University of Wisconsin, 1970
- LARRY MALFROID — *Adjunct Associate Professor of Music* (1974)
- JONATHAN W. OSBORN — *Adjunct Associate Professor of Sociology and Social Work* (1974)
B.A., Hope College, 1970;
M.S.W., Western Michigan University, 1972
- JANET MIELKE PINKHAM — *Adjunct Assistant Professor of Communication* (1989)
B.A., Hope College, 1984;
M.A., University of Kansas, 1987
- ROB POCOCK — *Adjunct Assistant Professor of Communication* (1989)
B.A., Hope College, 1977;
M.A., Michigan State University, 1981
- RICHARD K. SMITH — *Adjunct Associate Professor of English* (1984)
B.A., Hope College, 1973;
M.A., University of Michigan, 1978
- JULIE SOOY — *Adjunct Assistant Professor of Music* (1999)
B.M., Bowling Green State University, 1990;
M.M., Bowling Green State University, 1994
- LINDA KAY STROUF — *Adjunct Assistant Professor of Music* (1988)
B.M., Hope College, 1984;
M.M., University of Wyoming, 1986
- ROBERT P. SWIERENGA — *A. C. Van Raalte Research Professor and Adjunct Professor of History* (1996)
B.A., Calvin College, 1957;
M.A., Northwestern University, 1958;
Ph.D., University of Iowa, 1965
- KATHARINE S. VANCE — *Adjunct Assistant Professor of Mathematics* (2006)
B.S., Hope College, 1990;
M.S., University of Michigan, 1994

THE FACULTY

JILL VANDER STOEP — *Adjunct Assistant Professor of Mathematics* (1993)

B.S., Hope College, 1987;

M.S., University of Illinois at Urbana-Champaign, 1989;

M.S., University of Michigan, 1991

ALLEN D. VERHEY — *The Evert J. and Hattie E. Blekkink Adjunct Professor of Religion* (1975) (1994)

B.A., Calvin College, 1966;

B.D., Calvin Theological Seminary, 1969;

Ph.D., Yale University, 1975

DENNIS N. VOSKUIL — *The Evert J. and Hattie E. Blekkink Adjunct Professor of Religion* (1977)

B.S., University of Wisconsin, 1966;

B.D., Western Theological Seminary, 1969;

Ph.D., Harvard University, 1974

PART-TIME LECTURERS

SUZETTE ADDISON — *Kinesiology* (2008)

B.S., Michigan State University

M.A., Michigan State University

KAYLYNN BELTMAN — *Kinesiology* (2005)

B.A., Hope College;

M.A., Western Michigan University

LINDA BOOKER — *Dance* (1987)

B.S., Central Michigan University;

M.A., Western Michigan University

LYNE BURKEY — *Education* (1999)

B.A., Indiana University;

M.A., Western Michigan University

COLLY CARLSON — *Kinesiology* (2005)

B.A., Hope College

M.A., Western Michigan University

RICHARD CHAMBERS — *Education* (2001)

B.S., Central Michigan University;

M.A., Michigan State University

NANCY CLARK — *Education* (2000)

B.S., Western Michigan University;

M.A., Western Michigan University

BARBARA CORBATÓ — *Music* (2002)

B.M., University of Michigan;

M.M., University of Michigan

SUZANNE DEVRIES-ZIMMERMAN — *Geological & Environmental Sciences* (1999)

B.S., Hope College;

B.A., Hope College;

M.S. Princeton University

CARRIE DUMMER — *Education* (2005)

B.S., University of Notre Dame;

M.A., University of Michigan

KURT DYKSTRA — *Economics, Management & Accounting* (2004)

B.A., Northwestern College;

J.D., Marquette University

THE FACULTY

- BOB EBELS — *Kinesiology* (1991)
MARY ELZINGA WENTWORTH — *Education* (1996)
 B.A., Hope College
LINDSEY ENGELSMAN — *Kinesiology* (2001)
 B.A., Hope College
JOHN ERSKINE — *Music* (1996)
MARGARET C. FINCHER — *English* (1997)
 B.A., Michigan State University
STEVE GORNO — *Kinesiology* (1993)
 B.S., Illinois State University
GESENA GROENENDYK — *Education* (2000)
 B.A., Calvin College;
 M.A., Western Michigan University
GLENN GROWE — *Accounting* (2005)
 B.A., University of Chicago;
 M.S., M.B.A., Grand Valley State University;
 M.A., Ph.D. Loyola University
PETER HAEFNER, C.P.A. — *Accounting* (2004)
 B.B.A., Saginaw Valley State University
JUDY HARDY — *Education* (2007)
 B.S., Grand Valley State University
 M.A., Grand Valley State University
RUTH HOFMEYER — *Education* (2002)
 B.A., Hope College;
 M.A., Western Michigan University
MORGAN HUGHES — *Kinesiology* (2005)
 B.A., Hope College
CHERYL HULST — *Education* (2007)
 B.A., Hope College
 M.A., WMU
PATRICK HULST — *Kinesiology* (1997)
 B.S., Calvin College;
 M.D., Wayne State University
SANDI KARAFI — *Kinesiology* (1994)
 B.S., Castleton State College;
 M.S., Indiana State University
KRISTI KARIS — *Education* (1996/2007)
 B.A., Hope College;
 M.A., Michigan State University
JEAN KEGERREIS — *Kinesiology* (2004)
 B.A., Hope College
JOSEPH KNAPP — *Kinesiology* (2006)
 A.A., Grand Rapids Community College
JACQUELIN KOCH — *Physics* (2006)
 B.S., Michigan Technological University;
 M.S., University of Michigan;
 Ph.D., University of Michigan
LORA KOLEAN — *Music* (2000)
 B.M., Hope College;
 M.M., Western Michigan University
JAMES KORF — *Communication* (2008)
 B.A., Hope College

THE FACULTY

- M.A., University of Michigan
M.F.A. - University of Michigan
- SUSAN LADD — *Education* (2007)
B.A., Elmhurst College;
M.A., Western Michigan University
- MARCIA LEVENTHAL — *Dance* (2000)
B.A., Brandeis University;
M.A., University of California, Los Angeles;
Ph.D., Florida Institute of Technology
- JAY R. LINDELL — *Religion* (1997)
B.A., Hope College;
M.Div., Western Theological Seminary
- TOM LOCKWOOD — *Music* (2008)
B.M., Western Michigan University
M.M., Western Michigan University
- PAM MAAT — *Education* (1993)
B.A., Calvin College;
M.A., Grand Valley State University
- PAUL MARKEL — *Kinesiology* (2003)
B.S., Saginaw State University
- DORRELL MARTIN — *Dance* (2006)
B.A., North Carolina School of Arts
- CHRISTOPHER MENDELS — *Kinesiology* (2001-2006/2011)
B.A., Hope College
- DEAN MOREHOUSE — *Kinesiology* (2001)
B.S., Michigan State University;
M.A., Western Michigan University
- EMMA NAKAJIMA — *DMCL* (2009)
B.A., Hope College
- KATHY NATHAN — *Communication* (2004)
B.A., Auburn University;
M.A., University of Houston
- TONY NORKUS — *Education* (2002)
B.A., Western Michigan University;
M.A., Central Michigan University
- SHERRI PILON — *Music* (2001)
B.M., University of Wisconsin;
M.M., Webster University
- CLAIRE PORTER — *Dance* (2002)
B.A., Ohio State University
M.A., Ohio State University
- DORIVAL PUCCINI — *Music* (2008)
B.Mus., Grand Valley State University
M.M., Julliard School of Music
- DEONE QUIST — *Communication* (2009)
B.A., Calvin College
M.A., Geneva College
- GREGORY RAPPLEYE — *English* (2000)
B.A., Albion College;
J.D., University of Michigan;
M.A., Warren Wilson College

THE FACULTY

- CHAD RUBY — *Kinesiology* (2002)
B.A., Hope College
- MARY SCHEERHORN — *Nursing* (1999)
B.S.N., Grand Valley State University;
M.S.N., Andrews University
- JOEL SCHEKMAN — *Music* (2008)
B. Mus., Indiana University
M.M., University of Southern California
- LEE SCHOPP — *Kinesiology* (1994)
B.A., Hope College
- GREG SECOR — *Music* (1996)
B.M., Western Michigan University;
M.M., University of Cincinnati, College Conservatory of Music
- AMANDA SMITH-HEYDEN — *Dance* (2002)
- JOSEPH STUKEY — *Biology* (1997)
B.A., Rutgers University;
Ph.D., Rutgers University
- STEVE TALAGA — *Music* (2000)
B.A., Central Michigan University
B. Mus., Western Michigan University
M.M., Western Michigan University
- MICHAEL VAN LENTE — *Music* (1997)
B.A., Hope College
- STEPHEN VAN WYLEN — *Kinesiology* (2005)
B.A., Hope College;
M.D., Michigan State University
- BRIAN VANZANTEN — *Kinesiology* (1999)
B.S., Hope College;
M.A., Grand Valley State University
- SHARON WONG — *Dance* (2007)
B.F.A., New York University
- WESLEY WOOLEY — *Kinesiology* (1990)
B.A., Hope College
- ANGIE YETZKE — *Dance* (2009)
B.A., Western Michigan University

ADMINISTRATIVE STAFF



PRESIDENT OF THE COLLEGE

JAMES E. BULTMAN — *President and Professor of Education* (1968) (1999)

DELORES WERNETTE — *Executive Assistant to the President* (2005)

B.S., Central Michigan University

ACADEMIC ADMINISTRATION

R. RICHARD RAY, JR.* — *Provost and Professor of Kinesiology* (1982/2008/2010)

ALFREDO M. GONZALES* — *Associate Provost and Dean for International and Multicultural Education* (1979/1984)

MOSES LEE* — *Dean for the Natural and Applied Sciences and Professor of Chemistry* (2005)

WILLIAM D. REYNOLDS* — *Dean for the Arts and Humanities and Professor of English* (1971/1994)

SCOTT W. VANDERSTOEP — *Dean for Social Sciences and Professor of Psychology* (1992/1994)(1999/2012)

KAREN NORDELL PEARSON — *Associate Dean for Research & Scholarship* (2007/2012)

CAROLINE J. SIMON* — *Associate Dean for Teaching and learning and Professor of Philosophy* (1988/2012)

JODI MACLEAN — *Administrative Assistant to the Dean for International and Multicultural Education* (2009)

B.A., Hope College

ALYSON MICHNER — *Administrative Assistant to the Dean for the Natural and Applied Sciences* (2008)

B.S., Liberty University;

B.S., Grand Valley State University

TRACEY NALLY — *Director of Sponsored Research Programs* (1995/2007)

B.S., Purdue University

CHERYL MCGILL SCHAIRER — *Administrative Assistant to the Dean for the Social Sciences and Director of Teacher Certification* (1977)

RAJEAN WOLTERS — *Administrative Assistant to the Dean for the Arts and Humanities* (2005)

B.A., Hope College;

M.A., Western Michigan University

LANNETTE ZYLMAN-TENHAVE — *Administrative Assistant to the Provost* (2001)

B.A., Hope College

Staff

M. Cristina Ivey; Secretary, Office of the Provost (2002)

ACADEMIC DEPARTMENTAL OFFICE STAFF

ArtKristin Underhill (2002)

Biology.....Gloria Taylor (2010)

ChemistryDonna Sova (2007)

CommunicationLinda Koetje (1994)

DanceStephanie Brumels (2002)

Economics, Management & AccountingDoreen Tank (2012)

EducationBrenda Crisp (1993) (1995)

EnglishSarah Baar (2008)

Geological and Environmental Sciences.....Cathy Stoel (2004)

HistorySarah Baar (2011)

KinesiologyJamie DeWitt (1992), Lindsey Engelsman (2011)

Modern & Classical LanguagesKaren Barber-Gibson (1986)

MusicKathy Waterstone (1989)

ADMINISTRATIVE STAFF

Nursing	
Philosophy & Political Science	Sally Smith (1991)
Physics/Engineering/Computer Science/Mathematics	Marlene Field (1999)
	Cathy Stoel (2004) Stephanie Doolittle (2011)
Psychology	Kathleen Adamski (1981)
Religion	Pamela Valkema (1989)
Sociology/Social Work	Lisa Lampen (1999)
Theatre	Darcy Cunningham (2008)

ACADEMIC RECORDS/REGISTRAR

CAROL DE JONG — *Registrar* (1988/2011)

B.A., Dordt College

MAURA REYNOLDS* — *Director of Academic Advising* (1988)

MARLA HOFFMAN LUNDERBERG* — *Director of FOCUS and SOAR Programs* (2002)

GLORIA SHAY — *Associate Registrar* (1986)

B.A., Mundelein College

SHARON HOOGENDOORN — *Academic Systems Manager/Banner Coordinator* (1987)

B.A., Hope College

ELIZABETH STEENWYK — *Assistant Registrar and Transfer Student Advisor*

B.A., Hope College

Staff

Rowene Beals, Assistant to the Registrar (1996)

Kristen Kernstock, Records Manager (2011)

ACADEMIC SUPPORT CENTER

JANET MIELKE PINKHAM* — *Director of Academic Support Center* (1989)

DAVID R. JAMES* — *Academic Support Center Senior Associate* (1982) (1987)

JEANNE LINDELL — *Coordinator of Academic Support Services for Students with Disabilities* (1992)

B.A., Hope College;

M.S.W., Western Michigan University

DAVID VAN DOORNE — *Academic Support Services Associate* (2009)

B.S., Western Michigan University;

M.A., Western Michigan University

Staff

Lisa Lampen, Secretary (1999)

ATHLETIC FACILITIES AND PROGRAMS

JORGE CAPESTANY — *Manager of DeWitt Tennis Center* (2003)

B.A., Grand Valley State University

BRIAN D. MOREHOUSE — *Director of DeVos Fieldhouse and Dow Center* (1991)

B.A., Hope College

NATE PRICE — *Director of DeWitt Tennis Center* (2004)

MICHAEL RICKETTS — *Football Recruiter and Defensive Coordinator* (1995) (2003)

B.A., Augustana College;

M.S., Eastern Illinois University

MARY VANDE HOEF - *Intramural Director and Assistant Director of the Dow Center* (2010)

B.A., Central College;

M.S., Ithaca College

ADMINISTRATIVE STAFF

GORDON VANDER YACHT — *Physical Education and Athletic Equipment Manager* (1988)
B.S., Grand Valley State University
Staff
Lindsey Engelsman, Office Manager (2011)
Jamie DeWitt, Secretary (1992)
Patricia Gosselar, DeWitt Tennis Center Assistant (1994)

CENTER FOR FAITHFUL LEADERSHIP

STEVEN K. VANDERVEEN* — *Director* (2004)
VIRGIL GULKER — *Servant Leader-in-Residence* (2009)
B.A., Grand Valley State University;
M.A., D.A., University of Michigan
MARCIA FLODING — *Coordinator of Mentoring* (2007)
B.A., Bethel University
Staff
Sarah Kolean, Office Assistant (2005)

CENTER FOR MINISTRY STUDIES

KRISTEN DEEDE JOHNSON* — *Director of the Center for Ministry Studies, Director of Studies in Ministry Minor* (2005)
ANDY MCCOY — *Associate director of the Center for Ministry Studies*

CENTER FOR WRITING AND RESEARCH

DAVID S. CUNNINGHAM* — *Director of the Center for Writing and Research and Professor of Religion* (2003)

THE CROSSROADS PROJECT

DAVID S. CUNNINGHAM* — *Director of The CrossRoads Project and Professor of Religion* (2003)
KRISTEN DEEDE JOHNSON* — *Associate Director of The CrossRoads Project, and Assistant Professor of Political Science* (2005)
MARCIA FLODING — *Coordinator of Mentoring and Internships* (2007)
B.A., Bethel University
Staff
Shelly Arnold, Administrative Assistant (2003)

EDUCATION

LISA FRISSORA — *Director, Program for Academically Talented at Hope (PATH)* (2004)
B.A., Ohio Dominican College
MADELINE KUKLA — *National Accreditation Coordinator*
B.S., Kent State University;
M.A., Western Michigan University
CHERYL MCGILL SCHAIRER — *Director of Teacher Certification* (1977)

THE CARL FROST CENTER FOR SOCIAL SCIENCE RESEARCH

LAURIE VAN ARK — *Research Manager* (2000)
B.A., Hope College;
M.Ed., University of Cincinnati
CATHERINE BROOKS — *Research Associate* (2006)
B.A., Williams College
LINDA WARNER — *Research Associate* (2005)
B.A., Hope College

INTERNATIONAL EDUCATION

AMY OTIS-DE GRAU — *Director of International Education* (1996)
B.A., Hope College;
M.A., School for International Training

ADMINISTRATIVE STAFF

HABEEB AWAD — *International Student Advisor* (2000)

B.A., Northwestern College;
M.Div., Western Theological Seminary

MEG FINCHER — *English as a Second Language Coordinator* (1997)

B.A., Michigan State University

Staff

Kendra L. Williams, Office Manager (1985)

THE JOINT ARCHIVES OF HOLLAND

GEOFFREY D. REYNOLDS* — *Director of the Joint Archives of Holland with rank of Associate Professor* (1997)

Staff

Lori Trethewey, Secretary (1993)

LABORATORIES AND EQUIPMENT CENTERS

DAVID C. DAUGHERTY — *Machinist for Natural Sciences Laboratories* (2003)

KEVIN GARDNER — *Director of Physics and Engineering Laboratories* (1978)

B.S., M.S., Ball State University

TOD GUGINO — *Director of Chemistry Laboratories* (1986)

B.S., Hope College

LORI HERTEL — *Director of Biology Laboratories* (1984)

B.S., University of Michigan

M.S., Western Michigan University

LIBRARY

KELLY JACOBSMA* — *The Geneva Thome Begg Director of Libraries with rank of Associate Professor* (1988)

TODD J. WIEBE* — *Research and Instruction Librarian with rank of Assistant Professor and Head of Research and Instruction* (2006)

RACHEL A. BISHOP* — *Research and Instruction Librarian with rank of Assistant Professor* (2005)

JESSICA HRONCHEK* — *Research and Instruction Librarian with rank of Assistant Professor* (2009)

PATRICK MORGAN* — *Research and Instruction Librarian with rank of Assistant Professor* (2012)

DAVID O'BRIEN* — *Librarian with rank of Associate Professor and Head of Access Services* (1991)

GLORIA SLAUGHTER* — *Technical Services Librarian with rank of Associate Professor* (1988)

BRIAN YOST* — *Librarian with rank of Assistant Professor and Head of Technical Services and Systems* (1997)

DEREK BROYHILL — *Electronic Resources Associate* (2009)

B.A., Hope College

BRIANNE N. HAGEN* — *Metadata Librarian with rank of Assistant Professor* (2012)

JOHN HOYER — *Music Library Associate* (1999)

B.Mus.Ed., Webster University

CARLA KAMINSKI — *Library Associate* (2000)

B.A., Hope College

MICHELLE KELLEY — *Inter-Library Loan Associate* (2005)

B.A., Hope College

ADMINISTRATIVE STAFF

CHRISTINE NELSON — *Library Associate* (1979)

B.A., Hope College

PATRICIA O'BRIEN — *Library Associate* (1992)

B.A., Grand Valley State University

DAWN VAN ARK — *Library Associate* (1971)

B.A., Hope College

JAN ZESSIN — *Media Services Coordinator* (1989)

B.A., Hope College

Staff

Patti Carlson, Administrative Assistant (1990)

John Dykstra, Serials Associate (2004)

Daphne Fairbanks, TechLab Coordinator (2004)

Barbara VandenBerg, Circulation Associate (2003)

MULTICULTURAL EDUCATION

VANESSA GREENE — *Director of Multicultural Education* (2003)

B.S., Grand Valley State University;

M.Ed., Grand Valley State University

Staff

Sara Frye, Office Coordinator (2005)

THEATRE PRODUCTION

PERRY LANDES* — *Manager of Theatre Facilities* (1987)

PAUL K. ANDERSON — *Technical Director* (1991)

B.A., Hope College

MARY SCHAKEL — *Producing Director, Hope Summer Repertory Theatre* (1981)

B.A., Hope College

DARCY CUNNINGHAM — *Office Manager, Hope Summer Repertory Theatre* (2008)

B.A., Hope College

M.P.A. Candidate, Grand Valley State University

A. C. VAN RAALTE INSTITUTE

JACOB E. NYENHUIS* — *Director of the A. C. Van Raalte Institute* (2001) and
Provost Emeritus and Professor Emeritus of Classics (1975-2001)

DONALD J. BRUGGINK — *Senior Research Fellow* (2003)

B.A., Central College;

B.D., Western Theological Seminary;

Ph.D., University of Edinburgh

ELTON J. BRUINS* — *Director Emeritis and the Philip Phelps Jr. Research
Professor Emeritus of the A.C. Van Raalte Institute* (2001)

CORNELIA KENNEDY — *Senior Research Fellow and Official Translator* (2010)

A.B., Northwestern College;

M.A., University of Iowa

EARL WM. KENNEDY — *Senior Research Fellow* (2003)

A.B., Occidental College;

B.D., Fuller Theological Seminary;

Th.M., Princeton Theological Seminary;

Th.D., Princeton Theological Seminary

ROBERT P. SWIERENGA* — *A. C. Van Raalte Research Professor and Adjunct
Professor of History* (1996)

Staff

JoHannah Smith, Editorial Assistant/Office Manager (2010)

B.A., Hope College

ADMINISTRATIVE STAFF

ADMISSIONS

- WILLIAM C. VANDERBILT — *Vice President for Admissions* (2007)
B.A., Hope College;
M.B.A., Kellogg School of Management, Northwestern University
- Laurie Brock — (1976)
B.A., Hope College
- GARY CAMP — (1978)
B.A., Hope College;
M.A., Michigan State University
- KRISTIN DIEKEVERS — (2007)
B.A., Hope College
- LEAH DYKSTRA — (2007)
B.A., Northwestern College
- MEGHAN FORE — (2011)
B.A., Hope College
- CAROL FRITZ — (1993)
B.S., Wartburg College
- KARL HOESCH — (2011)
B.A., Hope College
- ADAM HOPKINS — (2007)
B.A., Hope College
- GREG KERN — (2001)
B.A., Hope College
- GARRETT M. KNOTH — (1991)
B.A., Cornell College;
M.A., University of Iowa
- CHARITY MCCLURE — (2009)
B.A., Hope College
- ANDREW MEYERS — (2005)
B.Mus., Hope College
- BARBARA MILLER — (1989)
B.A., Hope College
- AMY NORRIS — (2009)
B.A., Hope College
- CHRISTINE POWERS — (2011)
B.A., Hope College
- JESSICA ROOT — (2009)
B.A., Hope College
- LUIS SILVA — (2011)
B.A., Hope College

Staff

- Georgia de Haan (1988)
Mollie Galioto (1998)
Janet Gibson (1992)
Barb Grooters (2006)
Shelly Stauffer (2012)
Barb Werley (2003)

- Laura Ebels (1998)
Kathleen Geenen (2007)
Peggy Gorno (2012)
Carrie Olesh (2012)
Mandy Stephenson (2007)

ADMINISTRATIVE STAFF

BUSINESS SERVICES

- THOMAS W. BYLSMA — *Vice President and Chief Financial Officer* (2005)
B.A., Hope College
- SHARON BEERTHUIS — *Financial Analyst and Assistant to the Vice President* (2010)
- DOUGLAS VANDYKEN — *Director of Finance and Business Services* (1987)
B.A., Hope College;
M.B.A., Grand Valley State University
- KEVIN KRAAY — *Business Manager* (1985)
B.A., Hope College
- JACQUELINE KACMAR — *Accounting Manager* (2000)
B.A., Hope College
- HOLLI OVERBEEK — *Manager of Accounts Receivable* (1996)
B.A., Hope College
- Staff**
- Jane Corson, Student Account Representative (2007)
Teresa DeGraaf, Accountant (2007)
Shirley Harmsen, Accounts Payable (2000)
Kris Solomon, Accounts Payable/Purchasing (1998)
Jianna DeVette, Accounts Receivable (2011)

COMPUTING AND INFORMATION TECHNOLOGY

- CARL E. HEIDEMAN — *Director of Systems and Innovation* (1988)
B.S., Hope College
- JEFF PESTUN — *Associate Director of Computing and Information Technology* (1998)
B.S., Hope College
- MARGIE WIERSMA — *Assistant Director* (1996)
- STEVEN L. BAREMAN — *System Manager* (1987)
B.S., Hope College
- PHIL BLAUW — *Video Services Manager* (1987)
B.A., Hope College
- JON BROCKMEIER — *System Manager* (1998)
B.S., Hope College
- STEVEN DE JONG — *Computer Applications Specialist* (1985)
A.A., Champlain College
- DEBORAH DUMEZ — *Project Manager* (2010)
B.S., Hope College
- KATE MAYBURY — *Training Specialist* (1990)
B.S., M.S., University of Illinois
- CHRIS MCDOWELL — *Programmer Analyst* (1985)
B.S., Grand Valley State University
- REBECCA ROBRAHN — *Project Manager* (1996)
B.A., Hope College
- PAULINE ROZEBOOM — *Service Manager* (1982)
- CHERYL A. SHEA — *Programmer Analyst* (1979)
B.A., Temple University
- MARIA TAPIA — *Production Support Supervisor* (1967)
- DEAN THAYER — *System Manager* (2005)
B.S., Hope College
- PAUL J. VAN ALLSBURG — *Computational Science and Modeling* (2005)
B.S., Central Michigan University
- KRIS WITKOWSKI — *Project Manager* (1987)
B.A., Hope College

ADMINISTRATIVE STAFF

Staff

Abraham Anaya, Lab Manager (1987)
Brad Bouwkamp, Senior Technician (1987)
David Elsbury, Technician (1995)
Stephanie Garrod, Support Specialist (2010)
Kevin Mendels, Lead Technician (1996)
Jeremy Meyer, Technician (1996)

EVENTS AND CONFERENCES

DEREK EMERSON — *Director of Events and Conferences* (1989)
B.A., Hope College;
M.A., Western Michigan University
ANNE BAKKER — *Ticket Office and Event Staff Manager* (1987) (2005)
B.A., Hope College;
M.A., Western Michigan University
HEATHER MAAS-RODEN — *Assistant Director of Events and Conferences* (1999)
B.A., Hope College
THERESA BRAVATA — *Events and Conferences Manager* (2012)
B.F.A., Michigan State
M.ED., Grand Valley State University
KRISTI DUNN — *Events and Conferences Manager* (1996)
ERIK ALBERG — *Technical Director for Events and Conferences* (1996)
B.A., Hope College;
M.F.A. (PTTP), University of Delaware

HOSPITALITY SERVICES

CHARLES MELCHIORI — *Executive Director of Hospitality* (1986)
B.A.S., Grand Valley State College;
M.M., Aquinas College
SANDY HARMON — *Haworth Center General Manager* (1990)
B.B.A., Grand Valley State University
BETH MCBRIDE — *Sales Manager* (2002)
B.S.B.A., Robert Morris University
RANDY TAYLOR — *Chef* (2008)
B.A., Michigan State University
AIMIE VREDEVOOGD - *Haworth Center*
B.A., Michigan State University
STEPHANIE ZDUN — *Cook Hall Service Manager* (2004)
B.S., Grand Valley State University

FINANCIAL AID

JILL NUTT — *Director of Financial Aid* (2012)
B.B.A., Muskegon College of Business & Technology
CARLA BENDER — *Associate Director of Financial Aid* (2002)
B.A., Oakland University
JANICE BOOCKMEIER — *Manager of Systems and Processes* (2001)
KEVIN SINGER — *Financial Aid Counselor* (2008)
B.A., Calvin College;
M.Ed., Grand Valley State University
Staff
Charletta Berry, Office Coordinator (2007)
Connie Vandemark, Financial Aid Specialist (2006)

ADMINISTRATIVE STAFF

HOPE-GENEVA BOOKSTORE

MARK COOK — *Director of Hope-Geneva Bookstore* (1973)

B.A., Hope College

Staff

Sarah Anderson, Supplies Buyer (1978)

Julie Barney, Office Manager (1985)

Bob Bos, Mailroom Assistant

Mary Deenik, Textbook Manager (1995)

Sally Hoekstra, Trade Book Buyer (1989)

Andrew Huisman, Mailroom Supervisor (1995)

Deborah Sanderson, Insignia Buyer (1993)

Paula Shaughnessy, Office Assistant/Webmaster (2000)

Jane Smith, Catalog Sales (2004)

Melinda Smith, Receiving (2002)

Chris Wennersten, Cashier (1995)

Susanne VanderZee, Cashier (2011)

HUMAN RESOURCES

LORI MULDER — *Director of Human Resources* (1996)

B.A., Hope College

M.S., Indiana State University

CONNIE VANDER ZWAAG — *Compensation and Benefits Manager* (2005)

B.A., Spring Arbor College

SUSAN BECKMAN — *Wellness Director* (2008)

B.A., College of William and Mary;

M.S., Purdue University;

M.Div., Western Theological Seminary

Staff

Carla Davis, Office Assistant and Student Employment Coordinator (2000)

Krista Deur, Office Assistant and Employment Coordinator (2004)

Dianna Machiela, Payroll (2000)

PHYSICAL PLANT

GREG MAYBURY — *Director of Operations* (1990)

A.B., Dartmouth College;

M.S., University of Illinois

KATHLEEN ARNOLD — *Physical Plant Operations Manager* (1989)

JAMES BROWN — *Physical Plant Project Manager* (1997)

B.S., M.A., Central Michigan University;

C.T.S., Bethel Theological Seminary

MICHAEL MC CLUSKEY — *Supervisor of Maintenance Services* (1994)

A.A.S., Ferris State University

ROBERT HUNT — *Grounds Manager* (1988)

Staff

Fred Cronberg, Building Services Manager (1999)

Bill Large, Building Services Manager (2004)

Tony Van Houten, Physical Plant Event Manager (1993)

Sue Volkers, Building Services Manager (1995)

Doug Wehrmeyer, Building Services Manager (1978)

Lela Wilson, Building Services Manager (1993)

Edna Zeeff, Secretary (1982)

Sandra Bedard, Project Assistant (2007)

Donna Essenburg, Project Assistant (2008)

ADMINISTRATIVE STAFF

CAMPUS SAFETY

CHAD WOLTERS — *Director of Campus Safety* (1996)

B.S., Lake Superior State University;

M.P.A., Grand Valley State University

JERRY GUNNINK — *Director of Occupational Health and Fire Safety* (1981)

B.S., Grand Valley State College

Officers

Henry Chen (2000) Mike Lafata (1989)

Mike Everse (2000) Glendene Lahr (1994)

Jason Geurink (2003) Steven Scholl (1999)

Staff

Milagro Brunink, Office Manager (2000)

Todd Lynema, Locksmith (1994)

Michael Wilson, Locksmith (2008)

Laura Clarke, Transportation Coordinator (2007)

Nancy Curnick, Information Center (1997)

Casandra DeDoes, Information Center (2010)

Laurel Hoesch, Information Center (2011)

Luanne Lampen, Information Center (2006)

Katherine Mitchell, Information Center (2010)

April Myler, Information Center (2007)

Mary Speet, Information Center (2007)

Jacob Wingate, Information Center (2010)

TRANSPORTATION

WILLIAM MARCUS — *Transportation Supervisor* (1993)

Staff

Chris Mulder, Technician (2003)

COPY WORKS!

MARGIE WIERSMA — *Supervisor* (1996)

Staff

Kristi Rosendahl — *Copy Works! Coordinator* (2007)

CAMPUS MINISTRIES

TRYGVE JOHNSON — *The Hinga-Boersma Dean of the Chapel* (2005)

B.A., Northwestern College;

M.Div., Western Theological Seminary;

Ph.D., University of St. Andrews (2009)

PAUL H. BOERSMA — *The Leonard and Marjorie Maas Endowed Senior Chaplain* (1994)

B.A., Hope College;

M.Div., Western Theological Seminary

KATHRYN DAVELAAR — *Chaplain* (2008)

B.A., Hope College;

M.Div., Western Theological Seminary

KATE KOOYMAN — *Chaplain* (2010)

B.A., Calvin College

M.Div., Western Theological Seminary

JOSHUA BANNER — *Minister of Arts and Music* (2006)

B.A., Wheaton College;

M.C.S., Regent College

PAUL CHAMNESS — *Technician Director* (2004)

LORI BOUWMAN — *Administrative Assistant* (1997)

ADMINISTRATIVE STAFF

COLLEGE ADVANCEMENT

DAVE VANDERWEL — *Interim Vice President for College Advancement* (2011)
B.A., Hope College
M.Div., Western Theological Seminary

DEVELOPMENT

JASON CASH — *Advancement Assistant/Campaign Associate* (2007)
B.A., Hope College

MARK L. DEWITT — *Director of Corporate and Foundation Relations* (2005)
B.A., Hope College;
M.M., Aquinas College

DIANNE DE YOUNG — *Associate Director of the Hope Fund* (1998)
B.S., Michigan State University

STEPHANIE GREENWOOD — *Executive Director for the Hope Fund and Advancement Services* (2003)
B.A., Hope College;
M.Ed., Grand Valley State University

BOB JOHNSON — *Planned Giving Officer* (2007)
B.A., Hope College

HARVEY KOEDYKER — *Regional Advancement Director* (2001)
B.A., Hope College

SABINA OTTEMAN — *Director of the Hope Fund* (2012)
B.A., Hope College

LANCE PELLOW — *Regional Advancement Director* (2008)
B.A., Hope College

ABBY REEG — *Regional Advancement Director* (2009)
B.A., Hope College;
M.A., Western Michigan University

MARY REMENSCHNEIDER — *Executive Director for Major Gifts* (2003)
B.A., Hope College;
M.S.W., Western Michigan University

JOHN RUITER — *Regional Advancement Director and Director of Planned Giving* (2005)
B.A., Hope College;
M.A., George Washington University;
J.D., Drake University

KIMBERLY SALISBURY — *Director of Advancement Services* (1994)
B.A., Hope College

KIM SWARTOUT — *Stewardship Coordinator* (2000)
B.S., Grand Valley State University

BETH SZCZEROWSKI — *Assistant Director of Alumni and Parent Relations* (2010)
B.A., Hope College

PETER TILDEN — *Regional Advancement Director* (2012)
B.A., Hope College

SCOTT TRAVIS — *Director of Alumni and Parent Relations* (2006)
B.A., Hope College

ANNIE VALKEMA — *Regional Advancement Director* (2006)
B.A., Houghton College

JAMES VAN HEEST — *Regional Advancement Director* (1987)
B.A., Hope College

MARY WILSON — *Administrative Assistant to the Vice President for College Advancement and Assistant to the Office of the President* (1996)
A.B.A., Baker College

ADMINISTRATIVE STAFF

Staff

Patricia Blankestyn, Advancement Services (2002)
Amy Borgman, Phonathon Calling Supervisor (2006)
Julie Huisingh, Advancement Services (2007)
Deborah Nykamp, Advancement Services (1994)
Sandy Tasma, Office Manager (1973)
Cheryl TerHaar, Phonathon Information Services Supervisor (2005)
Jenna VanMeeteren, Campaign Event Coordinator (2011)

PUBLIC AND COMMUNITY RELATIONS

THOMAS L. RENNER — *Associate Vice President for Public and Community Relations* (1967)
GREGORY S. OLGERS — *Director of News Media Services* (1988)
B.A., Hope College
LYNNE M. POWE — *Associate Director of Public and Community Relations* (1992)
B.A., Hope College;
M.A., Western Michigan University

Staff

Karen Bos — Office Manager (1987)
Julie Huisingh - Public Relations Services Administrator (2010)

STUDENT DEVELOPMENT DIVISION

RICHARD FROST — *Vice President for Student Development and Dean of Students* (1989)
B.A., Luther College;
M.A., Ph.D., Michigan State University
JULIE DALMAN — *Administrative Assistant to the Dean of Students* (2007)
JOHN JOBSON — *Associate Dean of Students and Director of Residential Life and Housing* (2005)
B.A., Hope College;
M.S., Indiana University;
Ph.D., Michigan State University
RANDI CAMPANELLA — *Associate Director of Residential Life and Housing* (2010)
B.A., University of Texas;
M.Ed., University of Maryland;
M.P.H., University of Maryland
ELLEN TANIS AWAD — *Director of Student Life and Greek Life* (2000)
B.A., Hope College;
M.Ed., University of Georgia
KERRI ALLEN — *Residential Life Coordinator/Dykstra Hall* (2010)
B.A., Hope College
M.S.W., University of Houston
CHRISTOPHER BOHLE — *Associate Director of Student Life* (2012)
B.A., Spring Arbor University
M.Ed., Loyola University
ADAM KNATZ — *Residential Life Coordinator/Cook Hall* (2011)
B.A., University of Maryland
M.A., University of Maryland
LOUISE SHUMAKER — *Director of Disability Services* (1987)
B.A., Hope College;
M.A., Western Michigan University
ANDREA DONAHOE — *Cottage Residential Director* (2012)
B.A., Whitworth University
TONISHA GORDON — *Residential Life Coordinator/Kollen Hall* (2012)
B.A., Hope College

ADMINISTRATIVE STAFF

CHRISTINE MCCALL — *Cottage Residential Director* (2012)

B.A., Hope College

JESSINIA MARTINEZ-OLEMDA — *Scott Residential Director* (2012)

B.A., Hope College

Staff

Wilma Hart, Assistant to Student Life and Coordinator of Volunteer Services (1999)

Cynthia Vogelzang, Secretary (1997)

CAREER DEVELOPMENT CENTER

DALE F. AUSTIN — *Director of Career Development Center* (1981)

B.S., Central Michigan University;

M.A., Michigan State University

SARAH MCCOY — *Assistant Director of Career Development Center* (2010)

B.S., Grand Valley State University;

M.A., Grand Valley State University

JENA SZATKOWSKI — *Career Counselor - Networking* (2012)

B.A., Michigan State University

M.S., Indiana University

AMY FREEHAFFER — *Career Counselor* (2012)

B.A., Hope College

M.S.W., Grand Valley State University

Staff

Elizabeth Bocks, Secretary (1986)

HEALTH SERVICES

CINDY SABO — *Associate Director* (1999)

R.N.-C., B.S.N., Grand Valley State University

CAROLYN MOSSING — *Physicians Assistant* (2007)

R.D., B.S., Miami University;

M.B.A., University of Dayton;

P.A.-C., Grand Valley State University

Staff

Linda Bos (1996)

R.N.-C., B.S.N., Calvin College

Toni Bulthuis (2002)

R.N., B.S.N., Trinity College - Chicago, Ill.

Cheryl Smith (1994)

R.N.-C., B.S.N., University of Michigan

Carol Ray, Office Staff

Terry Nyboer, Insurance Specialist (2008)

COUNSELING AND PSYCHOLOGICAL SERVICES

KRISTEN GRAY — *Assistant Dean, Health and Counseling; Director, Counseling and Psychological Services* (1987) (1993)

B.A., Gustavus Adolphus College;

Psy.D., Adler School of Professional Psychology

WILLIAM RUSSNER — *Clinical Coordinator* (2012)

B.A., Michigan State University

M.A., Bowling Green University

Ph.D., Bowling Green University

DENISE DEJONGE — *Counselor* (2008)

B.S., Grand Valley State University;

M.S.W., Western Michigan University

RICHARD DERNBERGER — *Counselor* (2003)

B.A., Hope College;

M.S.W., Western Michigan University

ADMINISTRATIVE STAFF

ZIYAH DOCK, LPC — *Counselor* (2001)

A.A.S., Grand Rapids Community College;

B.S., Grand Valley State University;

M.A., Central Michigan University

Staff

Jody Sheldon, Secretary (1998)

CREATIVE DINING SERVICES

BOB VAN HEUKELOM — *Director of Dining Services* (1994)

B.S., Ferris State University

TODD GUYER — *Food Service Production Manager* (2010)

TIM BLACKBURN — *Catering Manager* (1998)

MARYBARBARA VANDERVLJET — *Kletz Manager* (2000)

MIMI LIXEY — *Dining Services Manager* (2011)

TOM HOOVER — *Chef/Manager, Phelps Dining Hall* (1980)

Staff

Michelle Van Denend, Event Coordinator (2001)

Linda Hulst, Secretary (1998)

Susan Schierbeek, Secretary (1997)

Cris Burton, Secretary (2001)

SPECIAL PROGRAMS

CHILDREN'S AFTER SCHOOL ACHIEVEMENT (CASA)

FONDA GREEN — *Executive Director of CASA* (1983)

B.S., Trevecca Nazarene College;

M.Ed., Ed.S., University of Florida

Staff

Jill Trujillo, Secretary (2001)

PHILIP PHELPS SCHOLARS PROGRAM

CHARLES W. GREEN* — *Professor of Psychology, Director of the First-Year Seminar Program and Director of the Phelps Scholars Program* (1983)

THE PHILADELPHIA CENTER — FACULTY AND STAFF

ROSINA MILLER — *Executive Director* (1991/2007)

RUTH BOTTOMS — *Office Manager/Program Assistant* (2007)

ILENE BAKER — *Director of Student Affairs and Information Manager* (1994)

MARK ANDREW CLARK — *Faculty and Adjunct Faculty* (1990)

MICHAEL EDMONDSON — *Director of Marketing and Recruiting* (2009)

WARREN HUFF — *Adjunct Faculty* (1982)

HOWARD KEEN — *Adjunct Faculty* (1990)

DEBORAH LEIBEL — *Faculty* (1990)

LORI NELSEN-LUNEBURG — *Adjunct Faculty* (2002)

ALBERT S. TEDESCO — *Adjunct Faculty* (1977)

JOAN TEDESCO — *Student Teaching Supervisor* (2006)

CHAR VANDERMEER — *Communications and Placement Director* (2001)

DIANA WATERS — *Faculty* (2007)

ADMINISTRATIVE STAFF

UPWARD BOUND PROGRAM

ELIZABETH COLBURN — *Director of Upward Bound Program* (1985)

B.A., Miami University;

M.A., Western Michigan University

YOLANDA VEGA — *Assistant Director of Upward Bound Program* (1990)

B.A., Hope College

ANDREA MIRELES — *Student and Family Advocate* (1984)

B.A., Hope College;

M.S.W., Grand Valley State University

Staff

Debbie Vasquez, Office Manager (1993)

VIENNA SUMMER SCHOOL — FACULTY AND STAFF

STEPHEN I. HEMENWAY* — *Director of Vienna Summer School and Senior Seminar* (1976)

Ph.D., University of Illinois

ELISABETH CASSELS-BROWN — *Communication* (2004)

M.A., Webster University

DAVID S. CUNNINGHAM* — *Religion* (2010)

Ph.D., Duke University

HERBERTH CZERMAK — *Modern Austrian History and Literature* (1987)

Ph.D., University of New Hampshire

JANIS M. GIBBS* — *Associate Director and Interdisciplinary Studies* (1999)

Ph.D., University of Virginia

VALERIA HEUBERGER — *Cultural Anthropology* (2008)

Ph.D., University of Vienna (2008)

KAREN E. KALSER — *German* (1999)

Ph.D., University of Vienna

BEATRICE OTTERSBOECK — *Art and Architecture* (1996)

Ph.D., University of Pittsburgh

WOLFGANG REISINGER — *Music* (2005)

Ph.D., University of Kansas

*See Faculty Listing for degrees.



ALUMNI ASSOCIATION

Email: alumni@hope.edu

Website: www.hope.edu/alumni

Organized in 1967, the Alumni Association includes over 30,000 members living in all 50 states and in more than 80 countries. The role of the Alumni Association is to enhance the mission of Hope through the dedication and resources of its alumni by fostering lifelong relationships with each other and the college. Everyone who graduates from Hope or has completed 45 credit hours is a member of the association.

The association offers opportunities to be connected to Hope College and other alumni through events, services and volunteer activities. Events include Homecoming in October, Alumni Weekend in the spring, Winter Happening in January, the Hope vs. Calvin men's basketball rivalry parties, class reunions, an alumni and friends golf outing, regional events, and international alumni tours. The association also encourages alumni to participate in the support of the Hope Fund and other fundraising campaigns.

Alumni are encouraged to submit their contact information to the alumni office so other alumni and the college can keep in touch. The office also encourages correspondence with news of promotions, new positions, marriages, births, and deaths to be shared with alumni through *News from Hope College* (a publication distributed to all Hope alumni, parents and friends five times a year) and the alumni website at www.hope.edu/alumni.

The Alumni Association also recognizes the achievements and contributions of Hope alumni through awards. The Distinguished Alumni Award, Meritorious Service Award and Young Alumni Award are conferred by the association, and the Hope for Humanity Award is given by the H-Club, an alumni club for athletic letter winners. Nominations for these awards are encouraged throughout the year. More information is available on the alumni website.

The Alumni Association is governed by a Board of Directors who model, inspire and facilitate the engagement and financial support of the association in the life and future of the college.

ALUMNI ASSOCIATIONS BOARD OF DIRECTORS 2011-2012

Executive Committee

Lisa Bos '97, Washington, D.C.President
Michael McCarthy '85, Weston, Mass.Vice President
Anita Van Engen '98 Bateman, San Antonio, Texas.Secretary
Robert Bieri '83, Holland, Mich.Past President

Board Members

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Thomas Kyros '89, Grand Rapids, Mich.	

**Director of Alumni &
Parent Relations**
Scott Travis '06

**Assistant Director of Alumni
& Parent Relations**
Beth Timmer '00 Szczerowski

ALUMNI AND PARENT RELATIONS

PARENT RELATIONS

Email: parents@hope.edu

Website: www.hope.edu/parents

The mission of the Hope College Parent Relations program is to facilitate communication between parents and the college; develop and nurture meaningful, lasting relationships between parents and the college; sponsor programs and services that will engage parents in the life of the college and endear them to the college's mission; and promote the development of the college and its students by encouraging parental support of the Hope Fund and other financial projects.

Hope College acknowledges that the parents and families of our students make a significant commitment to the college from the moment their students enroll. In recognition of this commitment, the college ensures that parents receive regular communication regarding the Hope community through *News from Hope College*, Presidential Updates, and the parents' website and e-newsletter.

The college also offers programs and events to provide parents and families with a sense of belonging within the Hope community, including Parent Orientation, Family Weekend, Summer Send-Off Picnics, Parent Access online chats and special regional activities.

The Parent Relations program works with the Hope College Parents' Council, which serves Hope parents and families and the college by fostering communication and continuing dialogue among parents, families and the college. The Parents' Council members also serve as ambassadors in efforts to support the college and its mission.

PARENTS' COUNCIL 2011-2012

Andrea Brookins and Norval Brown	Homewood, Ill.
Michael and Christine Calyore	Naples, Fla.
Ray and Linda Dornbusch	Traverse City, Mich.
Joseph and Darci Kessie	South Whitley, Ind.
Don and Patti Kooy	Metamora, Mich.
Keith and Tracy Krebs	Lake Forest, Ill.
Douglas and Gina Leppink	Ada, Mich.
Luis and Sandra Olaguibel	Encinitas, Calif.
Steve and Kristi Sieck	Flemington, N.J.

**Director of Alumni &
Parent Relations**
Scott Travis '06

**Assistant Director of Alumni
& Parent Relations**
Beth Timmer '00 Szczerowski

HONORS AND AWARDS



Each year the faculty honors those students whose academic careers are marked by high achievement. The following honors and awards are among those presented.

ACS ANALYTICAL AWARD — An American Chemical Society award to a student who has demonstrated excellence in analytical chemistry at the undergraduate level based on a combination of research, coursework, and dedication.

ACS INORGANIC AWARD FOR OUTSTANDING PERFORMANCE IN INORGANIC CHEMISTRY — An American Chemical Society award to a student who has demonstrated excellence in inorganic chemistry at the undergraduate level based on a combination of research, coursework, and dedication.

THE ACADEMY OF AMERICAN POETS AWARD — This is a national poetry award for college students sponsored in part by the Academy of American Poets and in part by the college.

SUSAN ALLIE PHYSICAL EDUCATION AWARD — An award to be presented to a female departmental major whose overall performance is adjudged by the staff to be the most outstanding and to best represent the high standards set by the late Susan Allie. In addition, the recipient's name is properly inscribed on an institutional plaque in the Dow Health and Physical Education Center. This award was established by family and friends in memory of Susan Allie, Hope Class of 1981.

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH OUTSTANDING SENIOR IN FRENCH AWARD — This award is given to a student who has been nominated by his or her teacher on the basis of academic excellence and an exceptional commitment to the study of French. Commitment to the study of French may take the form of participation in French club, study or travel abroad, enrollment in the national French contest, membership in the national French honor society, or other academic or service activities. The recipient must have completed at least three years of French study at the time of graduation and be a non-native speaker of French.

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN AWARD — An award given by the Holland, Michigan, branch consisting of a year's membership in any local branch of the American Association of University Women, awarded to a non-traditional senior woman student who has demonstrated the type of scholarship, community service, and women's leadership for which the AAUW stands.

ANCIENT MYSTIC ORDER OF THE TRILOBITE — An award given to the introductory geology student who, in the judgment of the geology faculty, shows the most potential of becoming a successful professional geologist.

DEPARTMENT OF ART PURCHASE AWARD — In an effort to recognize superior student work and to increase campus awareness of our own aesthetic environment, the Department of Art established this purchase award. The works, selected by the faculty and agreed to by the student artist, will become part of the Hope College Permanent Collection and will be displayed in a public space on campus.

ATHLETIC SENIOR BLANKET AWARDS — Award blankets are presented to those senior athletes who have earned at least three varsity letter awards at Hope College. One of the three must have been received during the athlete's senior year. The letters need not necessarily have been won in a single sport.

AWARD FOR EXCELLENCE IN UNDERGRADUATE NURSING STUDENT PERFORMANCE — This award recognizes one nursing student annually for exceptional clinical, academic, creative, research, and/or leadership performance. The

HONORS AND AWARDS

award is sponsored by the Kappa Epsilon Chapter-at-Large of Sigma Theta Tau International Honor Society of Nursing, a not-for-profit organization whose mission is to improve the health of people worldwide through leadership and scholarship in practice, education and research.

AWARD FOR OUTSTANDING JUNIOR ECONOMICS STUDENT — A book award to the outstanding junior economics student, as selected by the faculty of the Department of Economics, Management and Accounting.

GEORGE F. BAKER SCHOLARS PROGRAM — The Baker Scholars Program develops the business leadership potential of a select group of liberal arts students at Hope College, emphasizing academic excellence, quality of character, responsibility, and motivation.

BECKMAN SCHOLAR — The Beckman scholarship is provided by the Arnold and Mabel Beckman foundation to stimulate, encourage, and support research activities by exceptionally talented undergraduate students majoring in biology, biochemistry or chemistry.

BIBLICAL STUDIES AWARD — A financial award to a senior student who has been chosen the outstanding student in the field of biblical studies.

BIOLOGY BOOK AWARD — A book award presented to students, selected by the biology faculty, on the basis of outstanding performance in introductory biology.

BIOLOGY SERVICE AWARD — The Biology Service Award is a financial award to a graduating senior who has provided outstanding service to the Department of Biology while at Hope College, determined by the biology faculty.

GEORGE BIRKHOFF ENGLISH PRIZE — A financial award founded by the Honorable George R. Birkhoff, Jr., to promote study of the English literature and language.

PETER BOL AWARD — A financial award given to the upperclass student who, in the estimation of the Personnel Deans and Counseling Staff, has made outstanding contribution in counseling and helping underclass students and who gives promise of a career of service to youth.

BOUNDY COMPUTER SCIENCE AWARD — Annual financial award funded by David Boundy and given to the person in the graduating class who is deemed by the computer science faculty to have the greatest potential for making future contributions to the field of computer science.

LAURA ALICE BOYD MEMORIAL AWARD IN GERMAN — A financial award to the senior German major whose interest and achievement in the German language and literature have been most significant.

GRACE MARGUERITE BROWNING SCHOLARSHIP IN VOICE — Awarded each year to the Junior or senior music student who, in the opinion of the music faculty, has proved himself/herself worthy of such a scholarship under the following conditions:

- a) She/he has been in residence at Hope College for one year.
- b) She/he maintains a good general academic record during the year the scholarship is granted and does superior work in his/her applied music field. Failure to do so means immediate termination of the scholarship.

The scholarship is for one thirty-minute lesson per week throughout the year. A student may receive the scholarship for one year only.

HONORS AND AWARDS

ERIKA BRUBAKER '92 AWARD FOR PROFICIENCY IN LITERATURE — Financial awards, in memory of Erika Brubaker, presented to two senior English majors who have shown exceptional proficiency in the study of literature.

ERIKA BRUBAKER '92 AWARD FOR PROMISING ACHIEVEMENTS IN THE STUDY OF LITERATURE — This award is presented in memory of Erika Brubaker for declared English majors or minors who are at least one year from graduation and who have shown exceptional promise in the study of literature. A student will be eligible to receive this award only once.

CAMWS AWARD — As a member of the Classical Association of the Middle West and South (CAMWS), Hope College may honor a student each year with an award for outstanding accomplishment in classical studies. The award includes individual membership in the association and subscription to its journal and newsletter.

CANCER FEDERATION AWARD — This award is in recognition of superior achievements and dedicated commitment to standards of excellence in the advancement of cancer research. The award consists of a Certificate of Achievement, the Cancer Federation Medal of Distinction, and cash.

FLORENCE CAVANAUGH DANCE AWARD — An award presented by the Department of Dance to a deserving student.

ROBERT W. CAVANAUGH SCHOLARSHIP IN VOICE — Given each year to the sophomore music student who, in the opinion of the music faculty, has proved most worthy in terms of his/her academic record and superior work in the study of voice. The scholarship provides private voice lessons during the student's junior year.

ROBERT W. CAVANAUGH SENIOR MUSIC AWARD — A book and financial award to that music major in the senior class who, in the judgment of the music faculty, has demonstrated unusual interest and achievement, and has contributed significantly to the music program. Established in recognition of Robert W. Cavanaugh's contribution to the Department of Music of Hope College and his Christian commitment, by his family, former students, and friends.

CHAPEL CHOIR EXEMPLARY SERVICE AWARDS — Gold keys to senior members of the Chapel Choir who have been active members for at least three years and have done outstanding service.

CHEMISTRY DEPARTMENT AWARD FOR EXCELLENCE — This award is given to a senior who has consistently contributed to the department with recognized excellence in their studies

CHEMISTRY DEPARTMENT SERVICE AWARD — This is a statewide recognition of the senior student(s) who has exhibited diligence in study and research projects, helpfulness in the instructional laboratories, and interest in Chemistry for his/her four years at Hope College.

CHRISTIAN SERVICE NURSING AWARD — The award is presented to the senior who displays a commitment to Christian service. The award is a one-year subscription to the Journal of Christian Nursing.

CHRISTIAN WORLDVIEW ESSAY CONTEST — The award is given to the two juniors or seniors who write the best essays addressing a current issue, world situation, or historical event with contemporary relevance from a Christian perspective. Offered in honor of LászlóTákés, a pastor in the Hungarian Reformed Church, books, videos, or software from Human Kinetics Publishers.

HONORS AND AWARDS

this award was made possible by the vision and donation of a Hope alumna. It is facilitated by The Crossroads Project.

CLASSIC FACULTY AWARD — The Classic Faculty Award is granted to the student who has not only ranked at the top of the Senior class with the highest gpa in the Classics major, but who has also demonstrated excellence in his/her academic performance and an outstanding commitment to the mastery of Classical languages.

J. ACKERMAN COLES AWARD IN COMMUNICATION STUDIES — Awarded to the student who has demonstrated continuing interest and excellence in communication studies.

COMMUNITY SERVICE AWARD — The award recognizes a student who has exemplified the spirit of serving and giving to others through personal effort and dedication.

DEPARTMENT OF COMPUTER SCIENCE LEADERSHIP AWARD — A financial award funded by the Department of Computer Science and given to a person from the graduating class who has demonstrated service and leadership to the other students in the department.

COMPUTER SCIENCE SENIOR PRIZE — A book prize donated by the computer science faculty and awarded to the graduating senior chosen by the faculty as the outstanding student in computer science.

CROWE HORWATH LLC OUTSTANDING ACCOUNTING STUDENT — This award, made possible by Crowe Chizek and Company, recognizes a junior accounting major exhibiting leadership skills and a desire to live and work in the Midwest.

DEAN FOR ARTS AND HUMANITIES AWARD — A financial award for the best paper read at the student sessions of the Arts and Humanities Colloquium Series.

CLARENCE DE GRAAF ENGLISH AWARD — A financial award to be presented to the senior whose interest and achievement in the field of English, as indicated by academic record, most merits recognition in the judgment of the Department of English faculty. The award has been established in honor of Professor Clarence De Graaf, a member of the Department of English for 44 years until his retirement in 1972. Dr. De Graaf served as department chairman for 25 of those years.

DEKRUIF WRITING AWARD — The Paul deKruif Writing Prizes in biology are meant to increase awareness of writing among biology students and encourage biology students who write well through annual recognition. The prizes were made possible by gifts from Dr. and Mrs. Louis Pepoy and other admirers of Paul deKruif.

DELOITTE & TOUCHE JUNIOR ACCOUNTING BOOK AWARD — A book award to an outstanding junior accounting student who is planning a career in public accounting, as selected by the faculty of the Department of Economics, Management and Accounting.

DELONG SENIOR DANCE AWARD FOR OUTSTANDING ACHIEVEMENT IN DANCE — An award presented by the Department of Dance to a deserving student who has demonstrated exceptional development as a dance artist and shows promise in the field of dance.

DELTA PHI ALPHA BOOK PRIZE — Delta Phi Alpha, the honorary German fraternity, presents an annual book prize to the student in German who has been chosen for this honor by the members of the German Department.

HONORS AND AWARDS

RAY DE YOUNG HISTORY PRIZE — A financial award to the senior student whose interest, achievement, and promise in history, as indicated by his/her academic record and a significant piece of historical research, most merit the award.

WILLIAM B. EERDMANS POETRY PRIZE — A financial award given for the poem judged the best among those accepted for the *Opus* this year.

WILLIAM B. EERDMANS PROSE PRIZE — A financial award given for the prose work judged the best among those accepted for the *Opus* this year.

ETA SIGMA PHI BOOK PRIZE — An award presented to a graduating senior who is a member of this national honorary Classical society and who has achieved distinction in advanced study in either of the Classical languages.

JENNIFER YOUNG AWARD IN CREATIVE WRITING AND LITERATURE — A financial award presented to the senior whose interest and achievement as a creative writer and student of literature most merit recognition.

FIRST-YEAR CHEMISTRY BOOK AWARD — Presented to the first-year student who, in the estimation of the chemistry faculty, has demonstrated outstanding performance in general chemistry. The award is the *Handbook of Physics and Chemistry* donated by the Chemical Rubber Publishing Company.

FRENCH FACULTY BOOK AWARD — The French Faculty Book Award is granted to a graduating senior who has demonstrated excellence in his/her academic performance, and strong enthusiasm for and commitment to the study of French and the cultures of the Francophone countries.

FRESHMAN ENGINEERING AWARD — This award is given to recognize the achievement of the best first-year students in engineering. The award indicates that the student has the ability to understand the basic concepts of the discipline and to express that understanding clearly.

FRESHMAN MUSIC PRIZES — Given each year to entering freshmen in the applied music fields of piano, voice, instrument, and organ. Awards are given on the basis of a live audition or by a tape recording. Information on auditions may be secured by writing to the chairperson of the Department of Music.

FRESHMAN PHYSICS AWARD — This award is given to recognize the achievement of the best first-year student in physics. The award indicates that the student has the ability to understand the basic concepts of the discipline and to express that understanding clearly.

PAUL G. FRIED PRIZE IN INTERNATIONAL EDUCATION — “The problem with provincialism is that it is worldwide.” A prize awarded annually to an outstanding Hope College senior to recognize his/her academic and campus commitment to enhancing global awareness in his/her life and that of others at Hope College.

THE DR. HARRY AND JEANNETTE FRISSEL RESEARCH SCHOLARSHIP — A scholarship in honor of a former Department of Physics chairman and his wife. In recognition of the importance of faculty-directed research for students, the scholarship is to fund such research by a student during the summer or the academic year. The student is to be a promising physics major who has completed at least his/her sophomore year.

FUTURE HISTORY TEACHER PRIZE — A Department of History award for the most promising future history teacher. The prize is awarded to the student who, because of commitment to the discipline and achievement in both history and education courses, shows the most promise as a teacher of history.

HONORS AND AWARDS

BARBARA E. GEETING MEMORIAL AWARD IN GERMAN — The Barbara E. Geeting Memorial Award in German was established in 1978 to honor the memory of Barbara E. Geeting, a 1978 graduate in German, who was killed in a tragic accident with her grandparents shortly after graduation. This award is granted to a graduating senior who has achieved distinction in German.

GEOLOGY FACULTY BOOK AWARD — A book award presented to a junior geology student selected on the basis of outstanding performance during his or her three years at Hope College.

GERMAN FACULTY AWARD — The German Faculty Award is granted to a graduating senior who has demonstrated excellence in his/her academic performance, and strong enthusiasm for and commitment to the study of German and the cultures of the German-speaking countries.

C. KENDRICK GIBSON ECONOMICS, MANAGEMENT AND ACCOUNTING FACULTY RECOGNITION AWARD — This award, in memory of Professor C. Kendrick Gibson, recognizes students graduating with a major in this department who have demonstrated excellence as students and who are expected to make a significant contribution to their chosen profession.

ALMON T. GODFREY PRIZE IN CHEMISTRY — A financial award to the senior student chosen the outstanding student in chemistry.

GREEK LEADERSHIP AWARD — This award honors Greek leaders for their involvement not only in the Greek community, but also in the Hope community.

LAWRENCE “DOC” GREEN AWARD IN ATHLETIC TRAINING — This award, established in 1996, honors the most outstanding senior athletic training student. The award consists of a plaque and is given to the senior student who, in the judgment of the athletic training faculty and with the consent of the full departmental faculty, best exemplifies the qualities of scholarship and selflessness exemplified by the late Lawrence “Doc” Green.

JEANETTE GUSTAFSON MEMORIAL GIFT — An award to the most deserving graduating student of the Social Work Major, chosen on the following basis: ability to demonstrate academic achievement, voluntary involvement in organizations aimed at aiding the community and/or the college, and promise for significant contribution to the helping professions.

STANLEY HARRINGTON ART PRIZE — Awarded to a promising major in the Department of Art, and is intended for the purpose of research materials. The Stanley Harrington Art Prize is established by friends, students, and family in memory of Mr. Harrington, a professor in the Department of Art of Hope College from 1964 to 1968.

RENZE LYLE HOEKSEMA PRIZE IN POLITICAL SCIENCE — An award for a junior majoring in political science who best demonstrates, in the judgment of the Department of Political Science, excellence in the classroom, interest in political science, and promise for a useful career in public service.

HOPE CHEMISTRY SENIOR AWARD FOR RESEARCH — A financial award to the senior student who has done the most outstanding research in chemistry.

HUMAN KINETICS JUNIOR BOOK AWARD IN ATHLETIC TRAINING — This award is presented annually to a junior student who, in the judgment of the athletic training faculty, exhibits the greatest promise for a career in sports medicine as a certified athletic trainer. The award consists of a gift certificate redeemable for

HONORS AND AWARDS

JAPANESE FACULTY AWARD — The Japanese Faculty Award is granted to the graduating senior(s) with a Japanese major or minor whose record reflects academic excellence in pursuit of the Japanese language and extensive all-college leadership accomplishments.

JUNIOR NURSING AWARD — The award is presented to the junior student who, in the estimation of the nursing faculty, demonstrates outstanding performance in the classroom and in clinical practice. The award is a book donated by the Hope College Department of Nursing.

JUNIOR-SENIOR INSTRUMENTAL SCHOLARSHIP — A prize of one instrumental lesson per week for one year awarded by the Department of Music to the junior or senior who is a music major and has spent at least one year of resident study in the Department of Music. The award is given to the junior or senior who, in the judgment of the department, best qualifies on the basis of talent and potentialities.

JUNIOR-SENIOR SCHOLARSHIP IN PIANO — A prize of one piano lesson per week for one year awarded by the Department of Music to the junior or senior who is a music major and has spent at least two years of resident study in the Department of Music. The award is given to the junior or senior who, in the judgment of the department, best qualifies on the basis of talent and potentialities.

JURRIES FAMILY VIENNA SUMMER SCHOOL AWARD — An award presented annually to up to three Hope College students entering either their junior or senior year to enable their participation in the six-week Vienna Summer School. This award was established in 1993 by Jim and Ginger Jurries to cover the cost of tuition, fees, housing, and program-related travel.

THE JON F KAY ART AWARD — A fund created by Jon F Kay, Hope class of 2008, to provide art journal subscriptions for outstanding students in their third and fourth years of study who exhibit superior academic ability, awareness, and promise in the area of contemporary art. This fund was established in recognition of Jimmie D'sintaxe, whose passion and life are like that of butterflies and tsunamis.

MARGUERITE E. KINKEMA SPECIAL EDUCATION AWARD — A plaque awarded to the senior special education major who, in the judgment of a faculty committee, gives promise of making the most significant contribution to the teaching of special needs children.

ALLAN C. KINNEY MEMORIAL FUND — Provides an annual financial award to the outstanding graduating senior majoring in economics, management or accounting. The recipient will be selected by the faculty members teaching in these areas on the basis of scholarship, contribution to campus life and promise of an outstanding career.

JOHN H. KLEINHEKSEL MATHEMATICS AWARD — This book award is presented to the freshman or sophomore student who demonstrates outstanding ability in sophomore level mathematics courses and shows promise for future work in mathematics.

RUSSELL J. KRAAY AWARD IN COMPUTER SCIENCE — Annual financial awards funded by Dr. Russell J. Kraay and given to two sophomore or junior students who, in the judgment of the computer science faculty, have demonstrated excellence in the field of computer science.

STEVE M. KUPRES BUSINESS LEADERSHIP AWARD — This award, made possible by alumnus Steve M. Kupres, recognizes two junior management majors who most clearly exemplify the following leadership attributes: integrity, commitment, personal development, stewardship, and teaming.

HONORS AND AWARDS

KURTZE WICKERSHEIMER DANCE PERFORMANCE AWARD — An award given to a senior dance major or minor for outstanding sustained achievement in the art of dance. The recipient will have demonstrated qualitative range and long-term development as a performing artist and plan to pursue a professional dance career.

LAMBDA PI ETA BOOK AWARD TO THE TOP COMMUNICATION GRADUATE — A book award to the senior communication major who has the highest grade point average in the discipline.

CHARLES E. LAKE JUNIOR PRIZE IN PHILOSOPHY — A financial award to that member of the junior class judged by the department to have written the best philosophy paper during the current academic year.

CHARLES E. LAKE MEMORIAL PRIZES FOR PHILOSOPHICAL PROMISE — Financial awards to members of the first-year and sophomore classes judged by the department to have done the best work showing philosophical promise. Established in recognition of Charles Lake's scholarly abilities, character, and Christian commitment by his family, friends, and the First Reformed Church of Three Oaks, Michigan.

CHARLES E. LAKE MEMORIAL PRIZE IN PHILOSOPHY — A financial award to that philosophy major in the senior class judged by the department to be most deserving. Established in recognition of Charles Lake's scholarly abilities, character, and Christian commitment by his family, friends, and the First Reformed Church of Three Oaks, Michigan.

ALBERT E. LAMPEN MATHEMATICS PRIZE — A financial award to the senior student chosen as the outstanding student in mathematics.

LILLY SCHOLARS — The Lilly Scholars Program, sponsored by the CrossRoads Project, provides financial assistance and encouragement to students who expect to attend a theological seminary or other graduate program in theology or ministry. Students must be nominated by a Hope College staff or faculty member and go through a selection process.

ROBERT L. MELKA MEMORIAL AWARD — A financial award given annually to a freshman or sophomore for an essay in European history that is judged superior by the Department of History.

M. HAROLD MIKLE PRIZE FOR COMMUNICATION — Awarded annually to the graduating senior whose record reflects academic excellence, superior skill as a presentational speaker and extensive all-college leadership accomplishments. This award is intended for but not limited to students who have majored in communication or who have participated in campus or intercollegiate communication activities. Nominations will be sought from all full-time members of the faculty, the winner being selected by the faculty of the Department of Communication.

MILES AWARD IN LAW — An annual financial award established by Judge Wendell A. Miles in honor of his father, Judge Fred Thomas Miles, presented to a senior student whose promise in the study of law is judged superior by the faculty of the Department of History.

HERMAN MILLER ART AWARD — A financial award given to a senior most deserving of recognition and encouragement for creative work in the field of visual arts.

HONORS AND AWARDS

DOROTHY GRACE RENZEMA MOORE AWARD FOR EXCELLENCE IN MATH AND MUSIC — An award given to a senior mathematics major with demonstrated academic achievement and a love for sacred music. The fund was established in honor of Mrs. Dorothy Grace Renzema '43 Moore who majored in mathematics and had a life-long love of sacred music.

CATHERINE MORRISON '89 JUNIOR SCIENCE AND MATH EDUCATION BOOK AWARDS — Awards presented to juniors who have demonstrated academic excellence and who intend to pursue careers in science or math education at the elementary or secondary level. Awards take the form of gift certificates to the Hope-Geneva Bookstore. Given by Jobe and Julia Morrison in honor of their daughter Catherine Morrison Lane.

CATHERINE MORRISON '89 SENIOR SCIENCE AND MATH EDUCATION AWARDS — Financial awards presented to deserving seniors who have demonstrated academic excellence and who are committed to teaching science or mathematics at the elementary or secondary level. Given by Jobe and Julia Morrison in honor of their daughter Catherine Morrison Lane.

JOYCE M. MORRISON VOICE SCHOLARSHIP — The Joyce M. Morrison scholarship is presented annually to the most promising freshman vocalist who has expressed an intention to pursue a career in classical voice as determined by the chairperson of the voice division of the Department of Music.

NATIONAL ASSOCIATION OF SPORT AND PHYSICAL EDUCATION OUTSTANDING MAJOR OF THE YEAR AWARD — This award is presented annually to the outstanding junior or senior majors in athletic training, exercise science, and physical education. The recipients must be academically talented. In addition, they must have been of significant service to the college and community for at least two years and be members of the American Alliance for Health, Physical Education, Recreation, and Dance.

THEODORE L. NIELSEN AWARD — The Theodore L. Nielsen award, in honor of the late communication professor Ted Nielsen, is given to the student who represents the best television news practice and judgment.

MABEL NIENHUIS AWARD IN APPLIED MUSIC — An award in applied music given to three music majors, who at the close of their freshman year receive the highest rating in their jury examinations. One award each will be given in the areas of keyboard, voice, and instrumental music to be used for the applied music fees during the sophomore year.

ORGANIC CHEMISTRY BOOK AWARD TO THE OUTSTANDING STUDENT IN ORGANIC CHEMISTRY — Presented to the student who, in the estimation of the chemistry faculty, has demonstrated outstanding performance in organic chemistry. The prize is the *Merck Index* donated by Merck and Company, Inc.

OUTSTANDING ACCOUNTING STUDENT AWARD — An award, which is a gift from Mr. and Mrs. Alfred S. Andrews, to an outstanding accounting student.

OUTSTANDING STUDENT IN MANAGEMENT ACCOUNTING AWARD — An award from the Grand Rapids chapter of the Institute of Management Accountants to an outstanding student in management accounting.

ELEANOR J. PALMA PIANO AWARD — A fund to provide piano scholarships in the Department of Music to students who are deserving on the basis of achievement

HONORS AND AWARDS

and financial need. Funded by friends and family in loving memory of Eleanor J. Palma, Adjunct Assistant Professor of Music.

JEAN ANDERSON PALMER MEMORIAL AWARD IN PIANO — A fund to provide piano awards in the Department of Music to students who are deserving on the basis of talent, achievement, and financial need. Funded by friends in loving memory of Jean A. Palmer, a friend of the Department of Music.

LINDA D. PALMER MEMORIAL AWARD IN FRENCH — An award in the memory of Dr. Linda D. Palmer, Assistant Professor of French, 1966-1971, to the student who, having studied in a French-speaking country, demonstrates the greatest promise of excellence in the professional use of French.

PATTERSON MEMORIAL PRIZE IN BIOLOGY — A financial award to a superior student with a major interest in biology, whom the Hope College faculty deems most worthy.

PHI ALPHA THETA FRESHMAN BOOK AWARD — A book prize awarded to the freshman student who, in the opinion of the faculty, shows the greatest promise in history.

PHI ALPHA THETA SOPHOMORE BOOK AWARD — A book prize awarded to the sophomore student who, in the opinion of the faculty, shows the greatest promise in history.

HOWARD O. PLAGGEMARS VIENNA SUMMER SCHOOL AWARD — A first prize financial award to be given annually to the participant in the Vienna Summer School who, in the opinion of designated judges, submits the best piece of creative writing reflecting on his or her experiences in Europe. No specific format is prescribed. Honorable mention prizes may also be awarded.

POLITICAL SCIENCE DEPARTMENT BOOK AWARDS — The Department of Political Science presents book awards to students who have demonstrated unusual promise in political science in its classes and activities. At least half of these are awarded to freshmen and sophomores.

THE POLYGLOT AWARD — The Polyglot Award is given to the student selected by the faculty of the Department of Modern and Classical Languages who has demonstrated commitment, dedication, and excellence in the mastery of more than one language.

PHYSICAL CHEMISTRY AWARD — An award to a student who has demonstrated excellence in physical chemistry at the undergraduate level based on a combination of research, coursework, and dedication.

PRE-NURSING AWARD — This award is granted to the freshman or sophomore nursing student who, in the judgment of the faculty, has demonstrated outstanding performance in the prerequisite nursing courses.

MARGUERITE PRINS FRENCH AWARD — A financial award to the senior whose interest and achievement in the study of the French language and literature has been the most significant.

MARTIN N. RALPH AWARD IN SPANISH — A financial award to the junior or senior whose interest and achievement in the Spanish language and literature has been most significant.

HONORS AND AWARDS

A. A. RAVEN PRIZE IN COMMUNICATION — Awarded to the student who best demonstrates excellence in communication through leadership and/or the effective presentation of issues of public significance.

REINKING MEMORIAL SCHOLARSHIP — Awarded to a junior geology major who, in the judgment of the geology faculty, best exhibits the high standards of academic excellence exemplified by the late Professor Robert L. Reinking.

RELIGION SCHOLARSHIP — The Religion Scholarship and Endowment fund is a gift of the First Reformed Church of Zeeland, Mich., for the awarding of scholarships, teaching fellowships, and biblical research grants to superior junior students contemplating church vocation.

ROGER RIETBERG CHAPEL CHOIR AWARD — This award was created by members, alumni, and friends of the Hope College Choir to honor Roger Rietberg. The recipient must be of the senior class and have been a member of the choir for at least two years. The recipient must exemplify commitment and dedication, a love for the musical mission of the choir, and a spirit that has proved to be an example for the other members. He or she should carry an attitude of concern for all the members of the choir and should be looked at with respect as a leader and a friend.

METTA J. ROSS HISTORY PRIZE — A financial award to the junior student whose interest, achievement, and promise in history, as indicated by academic record and career plans, in the judgment of the history faculty, most merits recognition.

CLARYCE ROZEBOOM MEMORIAL SCHOLARSHIP IN ORGAN — A fund contributed in memory of Miss Claryce Rozeboom, a member of the Class of 1953, to provide a scholarship of one organ lesson per week for one year. This scholarship is awarded to a member of the junior or senior class who, in the opinion of the music faculty, best qualifies on the basis of talent and financial need.

JOHN SCHOUTEN AWARD — An award given by his daughter, Bess Schouten, in memory of “Jack” Schouten who was a long-time physical educator and Hope’s first athletic director. The award is presented annually to a woman athlete in the senior class who, in the estimation of the athletic staff and the Department of Kinesiology faculty, has been one of the top athletes in the women’s athletic program and has been an able and conscientious student during her years at Hope College. The recipient of this award must not only be an outstanding athlete, but must also possess other strong character traits. Ideally, she must demonstrate competent leadership in campus and Christian activities as well as leadership within the teams on which she has participated.

SANDRENE SCHUTT AWARD FOR PROFICIENCY IN LITERATURE — A financial award to be presented to the senior who has shown outstanding proficiency in English literature and who expresses the intention of entering the profession of teaching English literature.

SENIOR ENGINEERING PRIZE — A financial award given to the senior student who has been chosen the outstanding student in engineering.

SENIOR NURSING AWARD — This award is presented to a senior who, in the judgment of the nursing faculty, shows promise for outstanding achievement and intent to continue in graduate education as a professional nurse. The award is a book.

SENIOR SOCIOLOGY AWARD — A financial award given to a superior senior student majoring in the sociology curriculum who, in the opinion of the department faculty, has achieved the most outstanding record of his/her class.

HONORS AND AWARDS

THE RUSSELL AND DOROTHY SIEDENTOP AWARD — An award to an outstanding graduating senior member of the Men's Basketball Team and an outstanding graduating senior member of the Women's Basketball Team. Preference will be given to students considering graduate school and careers in teaching and coaching. The recipients are chosen by the Athletic Committee. Given by Daryl Siedentop '60 in memory of his parents.

SIGMA THETA TAU — The Sigma Theta Tau honor and membership is conferred on nursing students in baccalaureate and graduate programs who have demonstrated superior scholastic achievement, academic integrity, and scholarship or professional leadership potential. The student must be in the top thirty-five percent of his/her nursing class and have a minimum cumulative 3.0 grade point average.

SIGMA XI AWARDS — The Sigma Xi awards are given in recognition of the independent initiative shown by the student, the accomplishment of a noteworthy contribution to research in the sciences while at Hope College, and for showing promise of continuing research contributions in the future.

SLOAN-STEGEMAN AWARD — A financial award to a senior student who displays promise of greatest success in the field of Christian world missions.

SOCIAL WORK SENIOR AWARD — An award to be presented to the senior who has exhibited superior academic ability, extensive volunteer involvement, and promise of significant contribution to the social work profession.

SOPHOMORE NURSING AWARD — This award is granted to the sophomore nursing student who has demonstrated outstanding performance in foundational nursing courses, the prerequisite courses, and the corequisite courses.

SOUTHLAND AWARD FOR WOMEN — A gold medal to the senior who, in the judgment of a faculty committee, has maintained the highest standard of scholarship in several fields, character, and usefulness during the four years of her college course.

EXCELLENCE IN SPANISH AWARD — The Excellence in Spanish Award is given to a student who has not only ranked at the top of the Senior class with one of the highest gpas in the Spanish major, but who has also demonstrated commitment to service to the Spanish section and/or community.

SPANISH FACULTY AWARD — The Spanish Faculty Award is granted to the student who has not only ranked at the top of the Senior class with the highest gpa in the Spanish major, but who has also demonstrated excellence in his/her academic performance and an outstanding commitment to the mastery of the Spanish language.

MINER STEGENGA AWARD — An award in memory of the Reverend Miner Stegenga presented annually to a student-athlete in the junior or senior class who, in the estimation of the athletic staff and Faculty Committee on Athletics, has shown leadership in campus Christian activity. The student is one who demonstrated athletic ability in a college-sponsored sport and exemplified Miner Stegenga's deep love of sports and his deeper love and Christian concern for those who played on both sides.

STEPHENSON FIRST-YEAR WRITING PRIZE — This prize, awarded each semester to the author of the paper selected as the best submitted in the first-year writing course, is given to encourage young writers.

HONORS AND AWARDS

C. JAMES STRINGER, JR. MEMORIAL AWARD — A financial award to a student entering his or her junior or senior year and majoring in psychology, as selected by the psychology faculty as showing promise of becoming an outstanding psychology student.

TECHNOS INTERNATIONAL PRIZE — This prize is awarded annually to two Hope College seniors to recognize their accomplishments in international studies and their commitment to developing global awareness on the college campus. This prize was established in 1992 by Technos International of Tokyo, Japan. It consists of a certificate, a book, and a framed Japanese print.

DEPARTMENT OF THEATRE AWARDS — The Department of Theatre Awards are financial awards presented to the students in the freshman, sophomore and junior classes who, in the judgment of the theatre faculty, have shown the greatest promise artistically, academically, and in the terms of participation in the department's co-curricular program.

DEPARTMENT OF THEATRE SENIOR PRIZE — The Department of Theatre Senior Prize is awarded to seniors who, in the judgment of the theatre faculty, have demonstrated the highest achievement academically, artistically, and in theatre craftsmanship during their undergraduate career.

THEUNE FAMILY AWARD — An annual award originally established by Peter '65 and Judith Theune, in honor of their son Michael Theune '92, and continued by the departments of English and Philosophy, to recognize one or more outstanding students in the areas of literature and/or philosophy.

PAUL NORMAN TIMMER MEMORIAL AWARD — An award in memory of Paul Norman Timmer, a career foreign service officer in the U.S. Department of State and member of the Hope Class of 1976, to an outstanding sophomore or junior planning to enter the field of foreign service or international studies.

RUTH W. TODD CLASSICS PRIZE — The Ruth W. Todd Classics prize was established in 2001 by Jacob and Leona ('93) Nyenhuis in memory of Dr. Ruth W. Todd (1918-2000), Professor Emerita of Classics, to recognize and promote the study of Greek and Latin languages and literature. The financial award is given annually to a student who has completed at least two years of study of either Greek or Latin and at least one Classics course, and who has excelled in this study. Preference is given to students who are members of the Eta Sigma Phi honorary Classics fraternity and who have either a major or a strong minor in Classics or Latin or Greek.

TULIP CITY GEM AND MINERAL CLUB AWARD — Awarded annually to one or two outstanding geology majors whose undergraduate careers show promise of continued excellence in the geo-sciences.

UNDERGRADUATE AWARD FOR ACHIEVEMENT IN BIOCHEMISTRY — An award to the student who, in the judgment of the chemistry faculty, has demonstrated outstanding performance in biochemistry. Donors of the award wish to remain anonymous.

WILLIAM AND MABEL VANDERBILT, SR. FAMILY AWARD — An award established by Mrs. Mabel Vanderbilt Felton in memory of William Vanderbilt, Sr. It is awarded annually to students majoring in physical education and recreation who, in the judgment of the faculty in this department, contributed outstanding service to others.

ALVIN W. VANDERBUSH STUDENT ATHLETE AWARD — A non-cash award established by former Hope College athletes to be given to a student athlete who

HONORS AND AWARDS

demonstrates the qualities and ideals exemplified by former Professor and Coach Alvin Vanderbush's life and career — integrity, diligence, commitment, and caring. The recipient is chosen by the Department of Kinesiology.

OTTO VAN DER VELDE ALL CAMPUS AWARD — A gold key to the senior man chosen for his outstanding contribution to the college in athletics, scholarship, and participation in student activities. To be eligible, he must have earned at least three athletic letters.

JOHN RICHARD VANDER WILT AWARD — A financial award to a deserving student who, in the judgment of the religion faculty, gives promise of dedicated service as a minister or missionary.

VAN ESS SCHOLARSHIP AWARDS — The Van Ess endowment fund has been established by Mr. and Mrs. Clarence Van Ess to provide annual awards to superior students preparing for Christian ministry.

MIRIAM JOYCE VAN EYL AWARD — A gold medallion or tie pin presented annually to the graduating Hope College nursing student who, in the opinion of the nursing faculty and nursing seniors, has best demonstrated the integration of knowledge and professional competency with timely and genuinely caring responses to the psychological, spiritual, and social needs of patients and their families.

THE VAN PUTTEN ENGINEERING DESIGN PRIZE — Given by the engineering faculty to a graduating engineering student who shows exceptional ability, interest, and accomplishment in engineering design, named in honor of Professor James van Putten in recognition of Jim's accomplishments in engineering design and his efforts to establish the engineering program at Hope College.

JAMES DYKE VAN PUTTEN POLITICAL SCIENCE PRIZE — A financial award to be given to the graduating senior who has excelled in the classroom and, in the judgment of the political science faculty, possesses those qualities of character and personality which give promise of a useful career in public service. The award is named after the first chairman of the Department of Political Science, who was a fine scholar and a United States Diplomat.

VERHEY AWARD FOR EXCELLENCE IN SCHOLARSHIP — A financial award to the senior student who has demonstrated excellence in scholarship.

MICHAEL VISSCHER MEMORIAL BOOK AWARD — A book award presented to a sophomore geology student selected by faculty and students on the basis of outstanding performance.

WALL STREET JOURNAL AWARD — *The Wall Street Journal* Student Achievement Award of a one-year subscription to the *Journal* and an individual medallion is presented to the student selected by the faculty of the Department of Economics, Management and Accounting.

DONALD WEENER MEMORIAL AWARD — A fund to provide piano scholarships in the Department of Music for deserving students. Funded by friends and family in loving memory of Donald Weener.

KATHLEEN ANN WHITE '76 MEMORIAL AWARD — An award in memory of Kathleen White presented to a promising junior or senior kinesiology major, preferably a young woman.

BRAD WILLIAMS MEMORIAL AWARD FUND — A fund which will provide a financial award to one or more students, completing their junior or senior year, who

HONORS AND AWARDS

are selected by the theatre faculty for demonstrating outstanding creativity and promise in the theatre arts. The award honors Brad Williams, Hope Class of 1973, who was involved for more than 20 years at Hope as an actor, designer and puppeteer.

JOHN MONTGOMERY WILSON AWARD IN ART HISTORY — A fund created by Holly Cheff, Hope Class of 1999, for an outstanding student in art history who exhibited superior academic ability and promise in the area of art history. This fund was established in recognition of the retirement of Dr. Wilson from the faculty of the Department of Art in June of 1999.

WOLTERINK PRIZE IN BIOLOGY — This award is in honor of Dr. and Mrs. Lester Wolterink in appreciation for their continued support of the Department of Biology. The award consists of a summer research fellowship and a bookstore credit. The Wolterink prize is awarded to an upperclass biology major who has shown the potential for excellence in research.

EDWARD J. WOLTERS CLASSICS AWARD — The Edward J. Wolters Classics Award has been established in honor of Professor Edward J. Wolters, late Professor Emeritus of Latin and Chairman of Classical Languages for nearly 40 years, until his retirement in 1966. This award is given to a student with an outstanding record of performance in advanced Latin classes or in Classical studies.

DOUWE B. YNTEMA PRIZE — A financial award to the senior student who has been chosen the outstanding student in physics or engineering.

ASSISTANTSHIPS

CHEMISTRY ASSISTANTSHIPS — A limited number of teaching assistantships and research assistantships are available to highly qualified students. See department chairperson for information.

FRENCH ASSISTANTSHIP — Awarded each year to a qualified native speaker of French. The awardee receives a waiver of tuition, fees for cultural affairs events, and room and board fees in return for work as a native assistant in the Department of Modern and Classical Languages.

GERMAN ASSISTANTSHIP — Awarded each year to a qualified native speaker of German. The awardee receives a waiver of tuition, fees for cultural affairs events, and room and board fees in return for work as a native assistant in the Department of Modern and Classical Languages.

JAPANESE ASSISTANTSHIP — Awarded each year to a qualified native speaker of Japanese. The awardee receives a waiver of tuition, fees for cultural affairs events, and room and board fees in return for work as a native assistant in the Department of Modern and Classical Languages.

PHYSICS ASSISTANTSHIPS — A limited number of teaching assistantships and research assistantships are available to highly qualified students. Full-time summer research assistantships are available to students on the basis of ability. See Department Chairperson for information.

SPANISH ASSISTANTSHIP — Awarded each year to a qualified native speaker of Spanish. The awardee receives a waiver of tuition, fees for cultural affairs events, and room and board fees in return for work as a native assistant in the Department of Modern and Classical Languages.

IMPORTANT DATES FOR PROSPECTIVE STUDENTS



FINANCIAL AID DEADLINES FOR PRIORITY CONSIDERATION

Students should apply for admission and submit the Free Application for Federal Student Aid (FAFSA) and the Hope College Supplemental Application for Financial Aid (SAF) by the following dates:

Fall Semester

1. Freshmen by March 1
2. Transfers/Upperclassmen by March 1

Spring Semester

1. Freshmen: Nov. 1
2. Transfers: Nov. 1

MERIT-BASED SCHOLARSHIP DEADLINES

February 15, 2013

All Academic Merit Scholarships

For information about Awards for Artistic Merit (Distinguished Artist Awards), please visit the Web site www.hope.edu/admissions/scholarship/daa.html.

NATIONAL TESTING DATES

ACT — For information see your high school guidance counselor.

Hope College Code Number is 2012

September 8, 2012

February 9, 2013

October 27, 2012

April 13, 2013

December 8, 2012

June 8, 2013

SAT — For information see your high school guidance counselor.

Hope College Code Number is 1301

October 6, 2012

January 26, 2013

November 3, 2012

March 9, 2013 (SAT only)

December 1, 2012

May 4, 2013

June 1, 2013

PSAT — For information see your high school guidance counselor.

Hope College Code Number is 1301

Wednesday, October 10, 2012

Saturday, October 13, 2012

DEPOSIT DEADLINES

Freshmen: \$300 by May 1

Transfers: \$300 by May 1

These deposits are not refundable after May 1.

HOPE COLLEGE CALENDAR 2012-13



Fall Semester (2012)

August 21-24, Tue.-Fri.	International Student Orientation
August 22-27, Wed.-Mon.	Faculty Conference
August 24, Friday	Residence Halls Open for New Students, 10 a.m.
August 24-27, Fri.-Mon.	New Student Orientation
August 26, Sunday	Residence Halls Open for Returning Students, 12 noon
August 26, Sunday	Convocation for New Students & Parents, 2 p.m.
August 28, Tuesday	Classes Begin, 8 a.m.
September 3, Monday	Labor Day — Classes in Session
September 5, Wednesday	Last Day to Enroll for Credit; Last Day to Drop Courses
September 25, Tuesday	Formal Convocation to Open Critical Issues Symposium, 7 p.m.
September 25-26, Tues.-Wed.	Critical Issues Symposium — Day Classes Wed., Sept. 26, not in session Evening classes September 25 and 26 do meet
October 5, Friday	Fall Recess Begins, 6 p.m.
*October 10, Wednesday	Fall Recess Ends, 8 a.m. Monday schedule in effect
October 13, Saturday	Homecoming
October 17, Wednesday	Mid-Term Grades Due in Registrar's Office, 4 p.m.
November 2, Friday	Last Day to Withdraw from or Pass/Fail Full-Semester Courses
November 2-4, Fri.-Sun.	Family Weekend
November 5-7, Mon.-Wed.	On-Line Registration for Spring Semester 2013 (students with 20 or more credits)
November 8-9, Thurs.-Fri.	In-Person Registration for Spring Semester 2013 (FTCs and students with fewer than 20 credits)
November 22, Thursday	Thanksgiving Recess Begins, 8 a.m.
November 26, Monday	Thanksgiving Recess Ends, 8 a.m.
December 7, Friday	Last Day of Classes
December 10-14, Mon.-Fri.	Semester Examinations
December 14, Friday	Residence Halls Close, 5 p.m.
December 19, Wednesday	Final Grades Due in Registrar's Office, 4 p.m.
January 25, 2013, Friday	Incompletes from the Fall Semester not made up become an "F"
*Monday Schedule in effect	

Spring Semester (2013)

January 6, Sunday	Residence Halls Open, 12 Noon
January 8, Tuesday	Classes Begin, 8 a.m.
January 16, Wednesday	Last Day to Enroll for Credit; Last Day to Drop Courses
February 8, Friday	Winter Recess Begins, 6 p.m.
* February 13, Wednesday	Winter Recess Ends, 8 a.m. Monday schedule in effect
February 27, Wednesday	Mid-Term Grades Due in Registrar's Office, 4 p.m.
March 14, Thursday	Last Day to Withdraw from or Pass/Fail Full-Semester Courses
March 15, Friday	Spring Recess Begins, 8 a.m.
March 25, Monday	Spring Recess Ends, 8 a.m.
March 29, Friday	Good Friday — Classes Not in Session but NOT an Official Holiday
April 1-3, Mon.-Wed.	On-Line Registration for Fall Semester 2013 (students with 24 or more credits)
April 4, Thursday	In-Person Registration for Fall Semester 2013 (students with fewer than 24 credits)
April 25, Thursday	Honors Convocation, Dimnent Chapel, 7 p.m.
April 26, Friday	Spring Festival; Classes Dismissed at 3 p.m. Last Day of Classes
April 29 - May 3, Mon.-Fri.	Semester Examinations
May 3, Friday	Residence Halls Close for those not participating in Commencement, 5 p.m.
May 5, Sunday	Baccalaureate and Commencement
May 6, Monday	Residence Halls Close for graduating seniors, 12 noon
May 8, Wednesday	Final Grades Due in Registrar's Office, 4 p.m.
June 21, Friday	Incompletes from the Spring Semester not made up become an "F"
*Monday Schedule in effect	

May Term (2013)

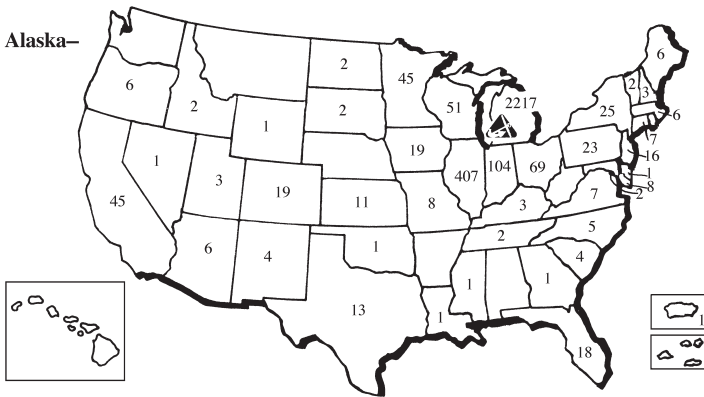
May 6, Monday	Classes Begin at 9 a.m.
May 27, Monday	Memorial Day, No Classes
May 31, Friday	May Term Ends

June Term (2013)

June 3, Monday	Classes Begin at 9 a.m.
June 25, Friday	June Term Ends

July Term (2013)

July 1, Monday	Classes Begin at 9 a.m.
July 26, Friday	July Term Ends



Hope’s student body is comprised of 3,249 men and women, representing 43 states and territories and 33 foreign countries. Approximately 90 percent are from Midwestern states, 3 percent from the East, and 7 percent from the West, South, and foreign nations.

	Men	Women	Total
Freshmen	323	847	524
Sophomores	311	445	756
Juniors	262	436	698
Seniors	323	544	867
Specials	26	55	81
TOTAL	1,245	2,004	3,249

GEOGRAPHICAL DISTRIBUTION OF STUDENTS

Foreign Countries Represented:

Afghanistan	Germany	Nigeria
Armenia	Ghana	Peru
Australia	Honduras	Philippines
Brazil	India	Sierra Leone
Burundi	Japan	Singapore
Canada	Kenya	South Africa
China	Korea,	South Sweden
Cuba	Liberia	Taiwan
El Salvador	Mexico	United Kingdom
Ethiopia	Myanmar	Venezuela
France	Nepal	West Bank/Palestine



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Officers of the college will be happy to answer questions which may be sent to the appropriate email address listed below. Inquires may also be sent by U.S. mail to Hope College (Department Name), P.O. Box 9000, Holland, MI 49422-9000:

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Information regarding admission to college.

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Office of Admissions

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Financial aid information and the application process.

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Financial Aid Office

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