

KALAMAZOO COLLEGE
2015-16 ACADEMIC CATALOG

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Academic Catalog

Overview

College Mission

The mission of Kalamazoo College is to prepare its graduates to better understand, live successfully within, and provide enlightened leadership to a richly diverse and increasingly complex world.

Directions for Correspondence

Requests for specific information on the following topics should be directed to the individuals named below at the following address: 1200 Academy Street, Kalamazoo, Michigan 49006. The general information telephone number for the College is (269) 337-7000. For admission information, call (800) 253-3602 or (269) 337-7166.

President	Eileen Wilson-Oyelaran
Academic Affairs	Michael A. McDonald, <i>Provost</i>
Admission of Students	Eric Staab, <i>Dean of Admission and Financial Aid</i>
Advancement	Albert J. DeSimone, <i>Vice President for Advancement</i>
Alumni Relations	Kim Aldrich, <i>Director of Alumni Relations</i>
Business Matters	James Prince, <i>Vice President for Business and Finance</i>
Career and Professional Development	Joan Hawxhurst, <i>Director, Center for Career and Professional Development</i>
Financial Aid	Marian Stowers, <i>Director of Financial Aid</i>
Registration, Records, and Transcripts	Nicole Kragt, <i>Acting Registrar</i>
Student Affairs	Sarah Westfall, <i>Vice President for Student Development and Dean of Students</i>
Study Abroad	Margaret Wiedenhoeft, <i>Acting Director of the Center for International Programs</i>

General Information

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

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

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

The Academic Catalog (<http://www.kzoo.edu/catalog/>) contains the most accurate information available at the time of publication. Statements contained herein are not contractual obligations, and verbal or other representations that are inconsistent with or not contained within the catalog's offerings or policies are not binding. Kalamazoo College reserves the right to change, without specific notice, offerings, policies, procedures, qualifications, fees, and other conditions.

Policies

Honor System

The mission of Kalamazoo College is to prepare its graduates to better understand, live successfully within, and provide enlightened leadership to a richly diverse and increasingly complex world.

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

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

Taking Responsibility for Personal Behavior

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

Respecting Others

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

Nurturing Independent Thought

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

Accepting Environmental Responsibility

To maintain and improve the condition of our physical environment, we commit ourselves to the respectful and prudent stewardship of our community's material and natural resources.

Academic Freedom

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

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

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

1. The freedom of individual members of the College to hold, advocate, and act on behalf of ideas does not entail the right to receive endorsement or support of those ideas from the College as a corporate body. It is understood that no one may act as a spokesman for the corporate institution who has not been expressly authorized to do so.
2. Ideas held, whether by members of the College or by its guests, may be advocated openly in order that the processes of learning and of advocacy may be served by open criticism and by counter-advocacy.
3. It is understood that both advocacy and action will avoid destruction of property and injury to the personal or intellectual rights of others.
4. It is understood that the commonly accepted prohibitions against plagiarism, slander, libel, and incitement to force or violence are in effect in the exercise of these freedoms.
5. It is understood that freedom of advocacy and action does not entail the right to violate the regulations of the College with impunity.

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

Student Records

Student Records: Notification of Student Rights under FERPA

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

The Family Educational Rights and Privacy Act (FERPA) is a federal law that applies to educational agencies and institutions that receive funding under a program administered by the U.S. Department of Education. It affords students certain rights with respect to access to, amendment, and disclosure of their education records. Specifically, these rights include:

1. **The right to inspect and review the student's education records within 45 days of the day the College receives a request for access.**

A student should submit to the Registrar or Vice President for Student Development and Dean of Students, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. **The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.**

A student who wishes to ask the College to amend a record should write the College official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the College decides not to amend the record as requested, the College will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. **The right to provide written consent before the College discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.**

The College discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted as its agent to provide a service instead of using College employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the College.

Upon request, the College may also disclose education records without consent to officials of another school in which a student seeks or intends to enroll. In such cases, the College will make reasonable efforts to notify students of this action.

Exceptions

Exceptions to the rights outlined above relate, primarily, to student and/or campus safety issues. The limited occasions when a student's consent is not required to disclose personally identifiable information include:

1. *To protect the health or safety of students or other individuals. Such a release of information could include medical or law enforcement personnel, public health officials, and parents. This information may include medical or health treatment records.*
 2. *The final results of an institutional disciplinary proceeding to an alleged victim of any crime of violence or non-forcible sex offense.*
 3. *To provide timely warning and information of crimes that represent a threat to the safety of students or employees.*
 4. *To provide information from campus law enforcement units to others.*
 5. *To comply with the Student and Exchange Visitor Information System requirements.*
 6. *To another institution at which the student seeks or intends to enroll.*
 7. *To parents if a student is a dependent for income tax purposes, if a health or safety emergency involves their child, or if a student under the age of 21 has violated any law or policy concerning the use or possession of alcohol or other controlled substance. Please note that disclosure of information to parents in these circumstances is permitted, not required. The policy of Kalamazoo College is to notify parents only in the case of a health or safety emergency or other set of extraordinary circumstances that affect a student's status at the college.*
4. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.**

The name and address of the Office that administers FERPA is:

**Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 202-5901**

Maintaining Accurate Academic Records

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

Any appeal for a change to the official Kalamazoo transcript record must be made within one year of the original recording. After one year, the transcript record is considered the permanent record.

Requests for Release of Educational Records

Students may request that educational records (including units attempted, units earned, grades, GPA, address, phone number, class schedule, and student conduct/disciplinary records) be shared with other entities by submitting a written request to the appropriate office. For example, many graduate schools and employers seek grade transcripts and disciplinary information. Students may contact the Office of the Registrar (transcripts) and the Office of the Vice President for Student Development and Dean of Students (disciplinary records) to request the release of these records.

Transcript request requests can be made in person, through ground mail, via fax, through the Hornet Hive, or through the Student Clearinghouse. Requests for official transcripts must include the appropriate fee.

The College reserves the right to withhold a request if there is an outstanding financial obligation to the College or an unresolved disciplinary action.

The following notations regarding separation status will appear on a student's transcript if applicable: suspension, dismissal, expulsion.

Definition of Suspension, Dismissal, Expulsion

Suspension - A compulsory separation from the college for a specific amount of time. Student must apply for reinstatement to return.

Dismissal - A compulsory separation from the college. Student must petition Academic Standards Committee in order to be reinstated.

Expulsion - A compulsory separation from the college with no possibility of returning.

Directory Information

"Directory information" is defined by FERPA as information contained in the education records of a student that would not generally be considered harmful or an invasion of privacy if disclosed. This information does not require student consent for release. Kalamazoo College defines directory information as:

- Name
- Dates of attendance
- Classification (first year, second year, etc.)
- Enrollment status (full- or part-time)
- Campus box number from the directory
- Campus telephone listing from the directory
- Campus e-mail address
- Photograph/image
- Most recent educational agency or institution attended
- Major field of study (including minors and concentrations)
- Degree conferred (including date)
- Honors and awards
- Participation in officially recognized activities and sports
- Height and weight of members of athletic teams
- Leadership positions at Kalamazoo College

Defining directory information does not obligate the institution to release information, but means that the College may release the information without the consent of the student. Careful consideration is given to all requests to ensure that information is not released indiscriminately.

Students may file a written request that their directory information be withheld by submitting it to the Vice President for Student Development and Dean of Students. This request will then be shared with the appropriate parties at the College.

Admissions Policies

Kalamazoo College seeks talented students from diverse backgrounds who are looking for the academic and personal challenges that are offered in a Kalamazoo College education. In determining admission, consideration is given to many different expressions of a student's qualities and abilities: scholastic achievements, extracurricular activities, and other experiences. Standardized test scores (SAT and/or ACT scores) are not required. Admission is very selective and is offered to those applicants whose academic and personal qualities promise success.

First Year Students

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

Early Decision

This program is designed only for those whose clear first-choice college is Kalamazoo. The College offers Early Decision I and Early Decision II. Students who are admitted under Early Decision will either be offered an estimate of financial assistance at the same time they learn of admission or a full financial aid package depending on which Early Decision round is chosen. This is a binding admission program. If admitted, the applicant must withdraw applications to any other colleges or universities and submit an enrollment deposit to Kalamazoo College by the appropriate date.

Early Action

This program offers the opportunity to learn of one's admission status early, but enables students to pay commitment deposits at any time up to May 1. Offers of financial aid will be mailed to these applicants starting in mid-March.

Regular Decision

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

Application Components

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

1. **Application Form.** Students must use the online Common Application. Kalamazoo College requires a supplement to the Common Application that may be obtained from the College website or the Common Application website.
2. **High School Transcript.** An official high school transcript should be furnished by the secondary school at the time the student applies for admission. A final transcript will be required at the end of the senior year.
3. **Secondary School Report.** The secondary school report form must be submitted by the applicant to the secondary school counselor, who should send the completed form and a letter of recommendation to Kalamazoo College. In addition, a midyear report is required.
4. **Essay.** The essay helps us to become acquainted with a student in ways different from courses, grades, test scores, and other objective data. It enables students to demonstrate their ability to organize thoughts and express themselves.
5. **Teacher Evaluation.** The teacher evaluation form should be given to a teacher who has taught the applicant in an academic subject within the last two years. The completed form and a letter of recommendation should be returned by the teacher to Kalamazoo College.
6. **Financial Aid.** Candidates applying for financial aid should note this in the appropriate space on the admission application form. Applicants for financial aid based on need must submit the Kalamazoo College Supplemental Financial Aid Form (K-Supp) plus the Free Application for Federal Student Aid (FAFSA).

Campus Tour and Visit

Prospective students and their families are invited to visit the campus. Appointments may be made through the Office of Admission during regular business hours (8 a.m. to 5 p.m. Eastern Time) Monday through Friday. From October to May, the office is open Saturday mornings by appointment. To arrange a visit, call the Office of Admission toll-free at (800) 253-3602 or locally at (269) 337-7166; visit our website at www.kzoo.edu/admissions; or send an e-mail, including your full name, address, and telephone number, to admission@kzoo.edu.

Transfer Students

Kalamazoo College welcomes transfer students each fall. A limited number of transfer applicants are also considered for mid-year admission. Kalamazoo College subscribes, in general, to the Michigan Association of Collegiate Registrars and Admission Officers (MACRAO) agreement concerning general education requirements at participating colleges. Some restrictions, however, do apply. Please see the section below on Transfer Credit. Because of the varied cocurricular opportunities at Kalamazoo, it is essential that students interested in transferring do so as early as possible to take advantage of the many options available. Transfer student applications must be completed by no later than May 1.

International Students

International students should contact the Office of Admission via email or visit www.kzoo.edu/admission/international/ regarding admission. To be eligible for admission, international students must be competent in the use of the English language. The Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) may be used to prove English proficiency. Online application is required. International students may choose to apply as Early Decision, Early Action, or Regular Decision candidates.

Dual Enrollment for High School Students

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

Transfer Credit

New Transfer Students

Determination of transfer credit will be made at the time of enrollment. All credit is awarded by the Registrar in consultation with departmental faculty. Transfer students must meet all Kalamazoo College degree requirements, including the Residency Requirement.

Transfer Credit Policies

All transfer credits must be earned from a regionally accredited institution with a grade of C or above (C- is not acceptable). Credit transferred in from other institutions is not used in the calculation of the Kalamazoo College cumulative grade point average (GPA).

Transfer units may be used to satisfy the language and physical education requirements. Transfer students who have, prior to admission, already taken a first-year seminar or English composition course similar in content to the first-year seminar at Kalamazoo College may apply that course toward the first-year seminar requirement. Transfer units may not be used to satisfy the sophomore or senior Shared Passage Seminar or cultures requirements. Transfer units may be used toward majors, minors, and concentrations at the discretion of the faculty in the associated department or program.

All work to be considered for transfer credit must be submitted on an official transcript sent directly from the transfer institution to Kalamazoo College or in a sealed envelope with the registrar's signature across the seal. The College reserves the right to deny transfer, Advanced Placement, or International Baccalaureate credit not reported within the first year of enrollment.

Advanced Placement (AP)/International Baccalaureate (IB)/A-Level Credit

Upon enrollment at Kalamazoo College, students will be granted one unit of credit toward graduation for each subject area in which they earn a score of 4 or 5 on the College Board Advancement Placement Examination or a score of 5 or higher on the Higher Level examinations of the International Baccalaureate. Credit may also be granted by the Registrar at the time of enrollment for General Certification of Education, Advanced Level (A-Level) examinations with grades of C or better. Placement or credit toward a major, minor, or concentration may also be granted at the discretion of the department or program; a table of examples for various subject areas may be found online under Academics and Admission. No placement or transfer credits may be used to satisfy sophomore or senior Shared Passage Seminar or cultures requirements.

Dual Enrollment Credit

Dual enrollment credit is credit taken at a regionally accredited institution of higher education while a student is still in high school. While this credit may have been used to satisfy high school diploma requirements, it must have been taken at an accredited institution of higher education. All general transfer credit policies apply to dual enrollment credit.

Credits earned prior to your first-year enrollment with Kalamazoo College will not count towards your accumulated credits until after your first term. Students interested in using dual enrollment credit to graduate early should contact the Registrar's Office.

Expenses, Refund Policy, Fees

The tuition and fees listed represent the charges for the 2015-2016 academic year. In planning for the following year, students should expect an increase in line with rises in institutional costs.

Charges Per Quarter

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

	Resident Student	Commuter Student
Tuition	\$14,170	\$14,170
Student Activity Fee*	112	112
Room	1,445	0
Full Board Plan	1,517	0
Total	17,244	14,282

The college offers the seven board plans listed below:

Meal Plans	Description*	Quarter
Carte Blanche Premium	20 meals/week + \$115 K Cash/term*	\$1,617
Carte Blanche+ \$15	20 meals/week + \$15 K Cash/term*	1,517
15 meals Premium	15 meals/week + \$125 K Cash/term*	1,529
15 meals+ \$25	15 meals/week + \$25 K Cash/term*	1,429
10 meals Premium	10 meals/week + \$135 K Cash/term*	1,298
10 meals+ \$35	10 meals/week + \$35 K Cash/term*	1,198
50 meals+ \$100	50 meals/term + \$100 K Cash/term* (available only to students residing in Living Learning Houses)	335

*Munch Money for all meal plans will carry over from term to term. However, any unused Munch Money at the end of the spring term will be forfeited.

Students can change their board plans up to the Thursday of the 1st week each quarter.

All students are required to have health insurance. All international students are required to purchase the Kalamazoo College health insurance plan.

A normal course load at Kalamazoo College is three units. If a student takes two or four courses, the tuition cost remains the same.

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

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

Quarterly payments are due on or prior to the opening of each quarter. Bills not paid by the due date will be considered past due; students will be assessed a late charge of 1.5 percent per month on any past due balance. In addition, a registration hold will be placed on the student's account Monday of 6th week preventing registration for the following quarter. Lastly, the registration hold will become an administrative withdrawal from the college as of 5pm on the 1st day of the following quarter. The hold will be removed once the balance is paid or the student has made acceptable payments arrangements with the Student Accounts office.

Transcripts cannot be released until all financial obligations are met.

The College offers a tuition payment plan through the Student Accounts Office. For information please visit: www.kzoo.edu/billing

Kalamazoo College Refund Policy

When a student chooses to withdraw from the College, we recommend the student start the withdrawal process with the Office of the Dean of Students. The student will receive useful information about separating from the College and in some cases will be advised to meet with a staff person from the Office of Financial Aid.

Tuition, Room & Board: The refunding of tuition will be based on the official date of withdrawal and room and board charges will be based on the date the student vacates the room. Charges are pro-rated based on the number of days enrolled to the number of days in the term, including weekends and holidays. At the point where the number of days enrolled is at or greater than 60 percent of the term, there will be no refund of charges. (Further information regarding penalties for withdrawal from the study abroad program may be found in the "Center for International Programs" section of this catalog.)

Financial Aid: The effect that a withdrawal has on financial aid varies with the provider of the financial aid. Federal, Title IV financial aid will be returned to the U.S. Department of Education according to federal regulation. This regulation uses a daily pro-ration of financial aid earned based on the number of days enrolled to the number of days in the term, including weekends and holidays. At the point where the number of days enrolled is at or greater than 60 percent of the term, there will be no return of federal funds. Institutionally-funded scholarships and grants will use this same pro-ration method. Financial aid from the State of Michigan will be returned to the Michigan Department of Treasury according to the formula specified by the state. The state's refund is based on percentage of tuition paid by the program to the percentage of tuition refunded back to the student. (Further information regarding penalties for withdrawal from the study abroad program may be found in the "Center for International Programs" section of this catalog.)

A student who receives a refund of federal financial aid after the posting of institutional charges and subsequently withdraws from the College before 60 percent of the term is over will be subject to the federal return of funds policy on a portion of the funds they received back as a credit on their account. Such an outcome is unlikely to occur, but may occur when a student has no charges on their account for room and board as a result of living off campus.

Whenever possible, a student who receives any financial aid should attempt to consult with staff in the Office of Financial Aid before withdrawing. A student who successfully gains re-admittance to the College will be considered for need-based aid or merit scholarships under certain conditions. Reinstatement of need-based institutional, federal, and state aid is subject to application requirements and availability of funds. Students seeking reinstatement of institutional scholarships will automatically be considered for reinstatement upon official notice of re-admittance from the Registrar. If the student left in good academic standing and campus citizenship and still has remaining terms of eligibility, they will have their scholarship(s) reinstated.

Special Fees

> .80 to 1.4 Registered Units	\$4,723
> .40 to .80 Registered Units	2,697
> .20 to .40 Registered Units	1,349
Up to .20 Registered Units	674
LandSea Program	2,591
Special Secondary School Fee (per course)	1,286
Matriculation Fee	100
Advanced Deposit (Nonrefundable)	
First-Time Students	350
LandSea Program	100
Study Abroad	300
Applied Music Fee	
Half-hour private lesson per week for 10 weeks	288
One-hour private lesson per week for 10 weeks	576
One-hour group lesson per week for 10 weeks	189
Official Transcript Fee	6
Tuition Payment Plan Enrollment	50

Financial Aid Programs

In a sense, every Kalamazoo College student receives a scholarship. Tuition and fees at the College cover only about two-thirds of the cost of an education. The remainder is made up from funds from endowments, gifts to the College, the Annual Fund, and other sources.

Additionally, through the generosity of alumni and friends, many named scholarships have been endowed to support students at Kalamazoo College. The Office of Financial Aid awards these funds, matching students with the criteria established by each donor.

Kalamazoo College believes in both financial aid based on promise and ability and financial aid based on need. For information about merit scholarships, contact the Office of Admission. For information about need-based awards, contact the Office of Financial Aid. Both offices are located on the first floor of Mandelle Hall.

Merit-Based Aid Programs

The College offers several scholarships based on merit criteria: Lux Esto, Trustee, Presidential, Founders, and Passages. These merit scholarships are awarded by the Office of Admission. These scholarships range from \$10,000 to \$24,500 per year (renewable for up to four years). These scholarships are awarded to students who combine strong academic achievement with significant engagement in co-curricular, work, and voluntary activities. First-year students and transfer students admitted to the college will be considered for these merit scholarships as their admission application is evaluated. No additional application is required.

Renewal terms are stated in the original award letter from the Office of Admission. A cumulative GPA of 2.5 is required at the end of the sophomore and junior years. First year students are held only to the overall standard required by federal programs, that is a cumulative GPA of at least 1.67%. This allows first year students opportunity to experiment with course selection and recover from any initial adjustments to college requirements.

Other scholarship opportunities are available to first-year students, provided in the form of our **Enlightened Leadership Awards** and **Social Justice Award**. Students are selected through a competitive application process. Awards are \$5000 per year for up to four years. Complete details about the process to enter the competition for these awards can be found on our Office of Admission web page. The same renewal terms as for general merit scholarships apply to the Enlightened Leadership and Social Justice Awards.

The College sponsors National Merit Scholars who are selected as finalists by the National Merit Scholarship Corporation. Finalist must be admitted to the College by March 1 and must have Kalamazoo listed as their first college choice. The same renewal terms as for general merit scholarships apply to National Merit Scholarships.

Heyl Scholarship Program

Kalamazoo College has long been respected for the strength of its science program, and this is reflected in the Heyl Scholarship Program. A science scholarship fund established by Dr. Frederick W. Heyl and Elsie L. Heyl provides scholarship support for students graduating from the Kalamazoo Public Schools or earning a certificate of completion from the Kalamazoo Area Math and Science Center to attend Kalamazoo College and major in one of the departments in the Division of Natural Sciences and Mathematics.

The scholarships are highly competitive and are renewed annually, provided the recipient maintains a grade point average of 3.0 or better while making normal progress toward a major in one of the above departments. A Heyl Scholarship covers full tuition and fees plus room charges and a book allowance. A student cannot simultaneously hold another scholarship awarded by the College and a Heyl Scholarship. However, scholarships offered by agencies outside of the College may be held concurrently, unless the combined scholarships exceed the "total cost of attendance," as defined by the Office of Financial Aid. Heyl Scholarships are not based on financial need, and some students may qualify for additional need-based financial aid from the College. Heyl Scholarships also cover tuition and fees for study abroad programs. Any situations that require a student to spend extra quarters on campus require a request for additional financial support. Students should direct this request to the Executive Director of the Heyl Scholarship Fund.

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

Kalamazoo Promise

Beginning with the 2015-16 academic year, the nationally renowned scholarship program known as the "Kalamazoo Promise" extended their program by partnering with Michigan Colleges Alliance (MCA), a consortium of independent, liberal arts focused colleges. Kalamazoo College, as a member of the MCA may enroll and support Kalamazoo Promise eligible students according to the terms of the program. Essentially, Promise eligible students can expect to receive college supported tuition scholarships concurrently with the Promise. The level of tuition support is dependent on the qualifying years of eligibility earned under the terms of the Promise. For program details, please review the Kalamazoo Promise website or contact the Kalamazoo College Office of Financial Aid directly.

Postgraduate Fellowships

Many Kalamazoo College students compete for assistance in financing postgraduate education. The College specifically administers the Herbert Lee Stetson Fellowship, which was established by President Stetson's will to assist with graduate work at Harvard, Yale, or Johns Hopkins Universities, the University of Chicago, or at a European university. The Graduate Fellowships Committee oversees the application process for a number of other scholarship and fellowship programs including, but not limited to, the following: Fulbright, Goldwater, James Madison, Rhodes, Marshall, Truman. Language faculty members coordinate applications for teaching assistantships in France, and the German University fellowships. Interested students should contact Diane Kiino, Director of Health Sciences and Chair of the Graduate Fellowship Committee. As noted above, the Heyl Scholarship Fund provides fellowships for graduate study in selected science fields at Yale University.

Need-Based Aid Programs

Kalamazoo College participates in the following federal and state aid programs: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Work/Study Program, Federal Perkins Loan, Federal Direct Stafford Loan, Michigan Competitive Scholarship/Michigan Tuition Grant, the Federal Direct *Unsubsidized* Stafford Loan, and the Federal Direct PLUS (Parent) Loan.

In addition, the College is committed to the provision of Kalamazoo College Grants and the many endowed and annually funded scholarships that are based on financial need.

Within its resources, the College strives to meet the financial needs of its students. These are the steps that a student must follow to apply for need-based financial aid at Kalamazoo College:

1. Apply and be accepted for admission to the College.
2. Submit a completed Free Application for Federal Student Aid (FAFSA) via the web at FAFSA.ed.gov or by sending a paper application to the address in the FAFSA instructions. Be sure to list Kalamazoo College (code 002275) as one of the schools to receive your data. This form is used to determine eligibility for federal and state awards.
3. Submit a completed **Kalamazoo College Supplemental Form** if you are entering as a first year student or transfer student and wish to apply for College funds in addition to federal and state dollars. The Kalamazoo College Supplemental Form may be accessed on the College's website. The Kalamazoo College Supplemental Form has no processing fee. First time applicants who are awarded financial aid based on need may be asked to submit a copy of the parent(s)' IRS tax transcript and a copy of the student's IRS tax transcript to the Kalamazoo College Office of Financial Aid.
4. If you are a Michigan resident, take the ACT test before December of your senior year in high school and arrange to send scores to the State of Michigan for Michigan Competitive Scholarship consideration. High school counselors have information about test dates.

Financial Aid Policies

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

1. College financial aid is awarded to those students participating as regular students in the normal academic program for the purposes of obtaining a first bachelor's degree.
2. **College funded aid** is awarded on an academic-year basis for those quarters in which the student is enrolled as at least a three-quarter time student. **Enrollment in a course as a repeat of a first attempt cannot be counted toward enrollment for financial aid eligibility unless the original grade was a D, F, NC, or NG.**
3. The type, amount, and composition of the financial aid package will vary from year to year according to family circumstances and funds available to the College for distribution. If the family encounters a change in its financial situation after the application materials have been filed, they should contact the Office of Financial Aid.
4. Incoming students should apply by February 15th for first priority funding. Continuing students should file as close to March 1st as possible. Continuing students complete only the FAFSA. If selected for U.S. Department of Education verification, we request copies of IRS tax transcripts and the completion of a verification worksheet. Continuing students who are residents of the state of Michigan risk reduced funding from state need based program if they file later than March 1st. Otherwise, the College considers students who file by **April 1st** to be on time for financial aid consideration.
5. Financial aid will be credited to each student's account by the first day of classes each quarter. Aid items that arrive from external sources in the form of a check will be deposited to the student's account for the student's use and will not be available until the first day of classes.
6. All aid awarded by sources other than Kalamazoo College must be reported to the Office of Financial Aid. The financial aid package will then be re-evaluated to incorporate these resources.
7. Priority for campus jobs is given to financial aid recipients who have been designated as eligible to earn funds under the Federal Work/Study program. Campus employment assignments are made without regard to race, creed, age, sexual orientation, national origin, or physical disabilities.
8. A student retains eligibility to continue to receive financial aid support from the institution, as well as federal and state programs, by maintaining an acceptable standard of academic performance. Therefore, financial aid is provided and administered under the terms of the College's Financial Aid Satisfactory Progress policy as outlined in the next section.

Financial Aid Satisfactory Academic Progress Policies

Kalamazoo College wants to assure that students progress toward graduation in a successful and timely manner. Furthermore, federal regulations require institutions that award federal student aid to implement policies and practices that monitor student progress toward achievement of a degree. This involves monitoring both a reasonable quality of academic achievement as measured by **Grade Point Average** and a reasonable **"length of time"** to earn an academic degree.

The following section explains how Satisfactory Academic Progress is measured at Kalamazoo College. The College will administer this policy to **all students**, whether their financial aid is funded from federal, state, and/or institutional sources.

Who determines if a student is making Financial Aid Satisfactory Academic Progress?

The Committee on Financial Aid Satisfactory Academic Progress (CFASAP) shall include the Director of Financial Aid (chair), the Registrar, the Dean of Students, and the Dean of First-Year and Advising.

How often is Financial Aid Satisfactory Academic Progress evaluated?

CFASAP will meet at the end of the academic year following the Committee on Academic Standards' review of student grades.

What are the criteria and standards used to measure progress?

There are two forms of measurement; qualitative and quantitative:

Qualitative measure: Grade Point Average (GPA): A student who has been enrolled for three terms of study (first-year) must have achieved a minimum cumulative GPA of 1.67 by the end of the first academic year. At the end of the second year, and each year thereafter, the cumulative GPA must be 2.0* ("C" average) or above.

Failure to meet these standards will result in the student being denied financial aid for the next term of enrollment. A student whose financial aid eligibility is cancelled because of a deficient cumulative GPA may file an appeal and be granted an additional term under the status of "probation" at which time the student must meet the standards established for success. Refer to the section **"Appealing Cancellation of Financial Aid"** for information about how to appeal.

Note: the standard for renewal of college-funded merit scholarships, **Lux Esto, Trustee, Presidential, Founders, J.T. Williamson, and Enlightened Leadership/Social Justice scholarships has been established as a cumulative 2.5 GPA at the end of the sophomore and junior years.*

Quantitative measure: Students are considered eligible for financial aid only for those terms which constitute a part of his/her program leading to graduation. A "term" at Kalamazoo is also referred to as a "quarter". The expected duration (number of terms/quarters) for which a student may enroll to achieve a first bachelor's degree is twelve. These twelve terms may include a maximum of 3 terms of study abroad/study away. Understandably, there are reasons that may require a student to need to enroll beyond this standard. Therefore, the College extends eligibility for some types of financial aid to allow a maximum of 18 terms to achieve graduation requirements. **Not all forms of financial aid will be available for this extended length of time.** Financial aid awards from the College (both merit scholarships and need-based grants) will not normally extend beyond 13 terms. The chart below explains the funding options available based on the length of time.

Number of Enrolled Terms:	Eligible for Federal/State Aid	Eligible for College-Funded Aid
Up to 12	YES	YES
13	YES	Must Petition Director of Financial Aid
14	YES	Must Petition Committee (CFASAP)
15-18	Federal Only	NO

Transfer Students: As transfer students are admitted to the College, the Registrar reviews the applicant's academic transcripts. This official review establishes the number of units needed to meet our degree requirements and includes enrollment at prior institutions. The number of terms of funding available at Kalamazoo will be based on the remaining credits required to complete the degree, using a standard of 3-class course load per term.

Tracking Academic Progress-Probation and Cancellation of Financial Aid: In order to successfully complete graduation requirements within a reasonably established length of time, the student must be making reasonable progress toward the degree. A calculated ratio of units attempted to units completed illustrates a student's progress towards achieving a degree within the College's acceptable standard. In the chart below, a comparison is made to the cumulative number of units attempted to cumulative number successfully completed.

Successful completion requires that a passing grade is received for a course. First-year students are expected to successfully complete 67% of the courses attempted. After the first 9 units have been attempted, students are expected to successfully complete 75% of the courses attempted. Students who fail to meet this standard will no longer be eligible to receive any forms of financial aid and will have a financial aid eligibility status of "Cancelled". Please read the section labeled "Appealing Cancellation of Financial Aid" to determine what is required to regain financial aid eligibility.

The following table illustrates a sample of the percentage of successful course completions to attempted. Please contact the Financial Office if you have any concerns about your ratio.

Units Attempted	Units Completed	Ratio: at least
9	6	67%
12	9	75%
20	15	75%
27	20.4	75%
36	27	75%

Note: Since Kalamazoo College students primarily attend at full-time status, the standards within this policy are established for full-time enrollment. All standards, however, function properly in the occasional term in which a student is not enrolled for three courses.

Clarifications/explanations:

- Grades of F, NC, and W are not considered passing grades. Grades of I (Incomplete) must be successfully replaced with a passing grade within the timeline established by the Registrar. See section on "Grading Practices" in the Academic Policies section of the catalog for rules on incomplete grades.
- When you repeat a course, removal of the first grade earned will count as an *unsuccessful* attempted unit.

If the required ratios are not met, financial aid for the next term will be **cancelled**. *When it appears there are mitigating circumstances, CFASAP reserves the authority to withhold cancellation of aid.* As a small, community-focused campus, members of the CFASAP may have documented information that a student has experienced a challenging quarter that led to withdrawn courses as a result of a death in the family or serious illness or injury. In such circumstances, the administration may automatically "mitigate" a withdrawal from counting in the student's ratio and extend the student eligibility. However, we cannot know all circumstances. If your financial aid eligibility is cancelled and you believe you have mitigating circumstances, follow instructions to appeal. If the appeal is granted, the Committee may excuse (mitigate) the withdrawn units. Grades of "F" cannot be mitigated.

If you need more than 36 attempts to complete your degree, you may petition CFASAP for permission to have an additional quarter of funding. Refer to length of time above.

Appealing Cancellation of Financial Aid

What is the process to appeal a cancellation?

Appeals will only be heard by the Committee on Financial Aid Satisfactory Progress (CFASAP), and its decision will be final. Appeals must be in writing and sent to the Office of Financial Aid. Consider the following when petitioning for appeal of cancellation of financial aid.

Content of an appeal: The appeal must state the reason the student believes s/he deserves another opportunity to meet the standard, whether it is to achieve the minimum GPA or to reach an acceptable ratio of units attempted to units completed. ***Furthermore, it must be feasible for the student to return to a state of meeting Satisfactory Academic Progress in the next period of enrollment carrying a normal course load.*** The student should identify the reason for the academic difficulty and what has changed or been accomplished that will lead to a better performance. It may also include any other information the student feels is relevant to the case.

Responsibility of Notifying Students: Financial Aid shall notify the student of all Committee decisions in writing. Letters will be sent to the student's campus mail box or to the student's home address of record if a notification takes place during the summer period between academic years. As a courtesy, an email will alert the student that a letter has been sent. All communication with the CFASAP should be sent to the Director of Financial Aid.

What are the outcomes of a successful appeal?

- **Probation:** A successful appeal will permit the student to receive financial aid in the next period of enrollment under the status of "Financial Aid Probation".
- **Conditions of Probation:** While on probation, the student is expected to carry a full-time course load. The specific conditions and levels of achievement that are required to be met during the probation period will be conveyed in a letter from the CFASAP when the appeal is granted.

What happens after a term on probation?

- **Reinstatement/Cancellation:** If the student successfully meets the academic requirements set forth by the Committee while on probation, s/he will be removed from probation and return to regular financial aid eligibility. If the academic results required while on probation *are not* achieved, all forms of financial aid (institutional, federal, and state) will be cancelled for future terms.
- **Regaining eligibility after Cancellation:** A student who has been cancelled for financial aid eligibility, but not academically dismissed, will have to pay for the next term without any financial aid assistance. Such a student may petition the CFASAP committee on their own. A meeting with the Director of Financial Aid and the Registrar is advised before such an appeal is submitted.
- **Subsequent Cancellation:** It may be possible for a student who was once cancelled to regain eligibility and subsequently return to a condition of cancellation again. Only in unusual cases will a student be reinstated following a second cancellation. Third cancellations are always final.

Appeal process for additional terms of financial aid funding

Students who have not been cancelled or been placed on probation may still find the need to enroll beyond 12 terms in order to achieve their degree. Consider the following when asking for additional terms of financial aid support.

For all students, circumstances that typically lead to approval for additional funding of institutional aid beyond the 13th term are course withdrawals necessitated by illness or injury of the student or a death in the family. Furthermore, any additional terms must be necessary for graduation and may not solely be the result of failures, under-enrollment, or poor planning.

Students who require financial aid beyond the basic standard of twelve terms must make a written request to the Director of Financial Aid or to the Committee on Financial Aid Satisfactory Academic Progress (CFASAP). Students who need one additional term must send a letter of appeal (not an email message) and include the specific reason why the additional term is needed to graduate. Students who wish to request financial aid beyond 13 terms must petition the Committee on Financial Aid Satisfactory Academic Progress. The written appeal must be a formal letter (not an email message) and include the specific reason why the additional terms are needed to graduate. The petition letter may be delivered to the Director of Financial Aid who will bring the petition to the Committee on Financial Aid Satisfactory Academic Progress.

All students requiring an additional term(s) must remember to file a FAFSA for the year in which the aid is being requested in order to be considered for all forms of need-based aid in addition to College-provided scholarships.

If you find you still have questions or concerns about Financial Aid Satisfactory Academic Progress after reviewing this policy, *we encourage you* to contact the Office of Financial Aid for assistance.

Academic Policies

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

Academic policies and procedures are established by the faculty to ensure the integrity of the academic program at Kalamazoo College. The Committee on Academic Standards is charged by the faculty to take action on petitions made by students for adjustments to academic rules and policies. A petition must be made in writing and submitted electronically to the Committee on Academic Standards. Petitions are available on the Registrar's Website.

Placement and Transfer Information

Placement of first-year students and transfer students into Kalamazoo College courses may depend on previous coursework, College Board Advanced Placement (AP) Examinations, the International Baccalaureate (IB), or departmental placement exams. The College does not place students, nor grant credit toward graduation, based on the College Level Examination Program (CLEP).

Chemistry and Mathematics Placement

Placement in chemistry and mathematics courses depends on scores earned on Kalamazoo College placement tests (offered online during the summer before the first year) or the appropriate College Board Advanced Placement Examination. See the Chemistry and Mathematics pages under the Courses of Instruction section for more information on placement in those departments. Placement does not imply academic credit toward graduation; see the Admissions Policies section of this catalog.

Foreign Language Placement

Students who have previously studied a foreign language must take a Kalamazoo College foreign language placement test. Placement in foreign language courses depends on the score earned on the Kalamazoo College placement test, a College Board Advanced Placement Examination, or an International Baccalaureate Higher Level examination. Students who have completed three or more years of foreign language in high school will not be placed in a 101 class. Placement does not imply academic credit toward graduation; see the Admissions Policies section of this catalog.

Transfer Credit

Advanced Placement (AP) Credit

Please refer to the Admissions Policies section of this catalog.

International Baccalaureate (IB) Credit

Please refer to the Admissions Policies section of this catalog.

Dual Enrollment Credit

Please refer to the Admissions Policies section of this catalog.

New Transfer Students

Please refer to the Admissions Policies section of this catalog.

Continuing Students

Summer Transfer Credit: Students who wish to receive credit for academic work completed over the summer must have the program and course(s) approved prior to their enrollment. Students may receive credit (with a grade of C or better) for courses taken at a regionally accredited U.S. college or university, on a program offered in the U.S. through a regionally accredited U.S. college or university, or from an appropriately accredited institution outside of the U.S. For U.S. institutions, the Registrar will determine whether the college or university is accredited and appropriate; for institutions and programs outside the U.S., the CIP will make that determination, along with checking into risk management issues. The Registrar's Office will work with appropriate departments to determine the appropriateness of the courses.

Transfer students may not transfer more than 18 total units toward graduation. Credit transferred from other institutions is not used in the calculation of the Kalamazoo College cumulative grade point average (GPA). A student may not transfer credit for a repeated course if the student earned credit (D- or better) for the original course.

Transfer units may be used to satisfy language and physical education requirements and, at the discretion of the departmental faculty, may be used toward majors, minors, and concentrations. All work to be considered for transfer credit must be submitted on an official transcript mailed directly from the transfer institution to the registrar. The College reserves the right to deny transfer credit not reported within the first year of enrollment.

Kalamazoo College does not allow concurrent enrollment. Credits taken at another college or university while enrolled during a standard session at Kalamazoo College will not be considered transferrable. This does not apply to Interinstitutional coursework as discussed below.

Michigan Guest Student Enrollment

The Registrar's Office has forms for students wishing to take courses at another Michigan college or university. All transfer policies for continuing students apply to students participating in this program.

Study Abroad Course Credit

Students must obtain prior approval for participation in any study abroad program by applying to the Center for International Programs. See the section on Study Abroad Grades for information on how credit from approved courses is transferred. Study abroad courses do not apply toward the maximum allowable transfer units, and study abroad grades are not used to calculate the grade point average (GPA).

Interinstitutional Enrollment

Students may take advantage of opportunities offered by the Kalamazoo Consortium for Higher Education by enrolling in courses at Western Michigan University or Kalamazoo Valley Community College. This program is intended to provide students in good academic standing the opportunity to take courses that are not available at Kalamazoo College but will add a meaningful dimension to their educational program. First Year students must obtain approval from the Dean of the First Year in order to participate in the program. Juniors and seniors at Kalamazoo College may not take lower level credit at one of the other institutions without receiving special permission from the Registrar's Office prior to registration. Enrollment is considered on a "space available" basis. The College reserves the right to refuse students the ability to participate in the program. Final approval must be received by the Registrar's Office. Students must adhere to the policies of both the home and host institutions during the time of interinstitutional enrollment.

Credit will be awarded to students based on the number of credits the interinstitutional course is worth at the school offering it. Courses worth 3 semester credits will be awarded .9 units, and courses worth 4 semester credits will be awarded 1.2 units. Questions regarding how this affects degree completion should be directed to the Registrar's Office.

Kalamazoo College students must be registered for a minimum of two Kalamazoo College units for the quarter in which they enroll in an interinstitutional course and must include the course as part of a normal full-time registration. Interinstitutional courses do not count as part of the residency requirement. The overload policy does, however, apply to the registration of interinstitutional courses; interinstitutional courses worth 3 or 4 semester credits will count as a full academic course regardless of course credit conversion. Students may also not register for more than two courses at the host institution. Students are encouraged not to enroll in interinstitutional courses during the Spring quarter due to academic calendar dates, housing issues, and the fulfillment of requirements for graduating seniors.

Courses taken under the interinstitutional program are included in Kalamazoo College tuition charges and will appear on the Kalamazoo College transcript; the grade(s) received will be calculated in the Kalamazoo College GPA.

Enrollment at Kalamazoo College

Credit

Credit is measured in terms of "units." In most cases, a course is equivalent to a single unit. Exceptions include some laboratory courses and a limited number of partial credit courses.

Each Kalamazoo College unit is equivalent to 5 quarter hours or 3.33 semester hours.

Course Load

Kalamazoo College is on the quarter system. Each quarter is composed of ten weeks of class plus an examination week, for a total of eleven weeks. Students normally carry a full-time course load of three units per quarter. This course load enables a student to complete all graduation requirements within 12 quarters.

Students may also, in certain circumstances, underload or overload (carry two or four units).

Underload

Students may choose to underload (take less than three units) in a given quarter in consultation with their advisor, the Office of Financial Aid, and the Registrar. Students who are registered for fewer than 2.4 units are not considered fulltime, are ineligible for participation in intercollegiate athletics, and may be ineligible for certain forms of financial aid and insurance coverage. Students who have brought in credits/units from AP, IB, dual enrollment, or transfer may not apply these units toward a specific quarter to offset an underload. Students may carry fewer than two units only under exceptional circumstances, as judged appropriate by the Dean of Students.

Overload

Students may be allowed to overload (register for four full-unit courses in a single quarter) after completion of their first quarter of enrollment on a space available basis (as determined by the Registrar) and on the condition that the following requirements are met:

- First year students: A minimum GPA of 4.00 is required at the time of the overload request and advisor approval is required. First-year students may not overload in their first quarter of enrollment.
- Second year students: A minimum GPA of 3.50 is required at the time of the overload request and advisor approval is required.
- Third year students and seniors: No minimum GPA is required; however, students on academic probation may not overload, and seniors may not overload in their SIP quarter. Advisor approval is required.

Residency Requirement

A minimum of 18 full-unit courses must be completed at Kalamazoo College, including 6 of the last 12 courses*. These minimum units exclude units earned on Study Abroad, study away (including GLCA programs), and interinstitutional registration.

**Students on approved programs for 3/2 engineering or health professions early entry programs are not subject to the requirement that 6 of the last 12 course must be at Kalamazoo College.*

Withdrawal, Leaves of Absence, and Dismissal from the College**Withdrawal**

A student who wishes to withdraw from the College must contact the Associate Dean of Students in the Office of Student Development to complete an exit interview and the proper paperwork. During the exit interview, the student will receive information about separating from the College and about options for reinstatement, if appropriate. Students receiving financial aid are encouraged to meet with the Office of Financial Aid (please see the College's refund policy in the Expenses section of this catalog for complete details about refunds and financial aid). Students withdrawing during a quarter on campus will receive a grade of W for all courses in progress at the time of withdrawal.

Leave of Absence

In rare instances, a Leave of Absence may be granted to students experiencing significant hardship (including, but not limited to, medical, mental health, or family-related issues). This is a status conferred by the Associate Dean of Students and may require documentation. Any student granted a Leave of Absence during a quarter on campus will receive a grade of W for all courses in progress at the time of withdrawal. Although the College considers a student on a "Leave of Absence", for purposes of enrollment reporting to state and federal agencies, such a student is reported as withdrawn/no longer enrolled. This is a requirement of student financial aid programs. Such agencies will be advised when the student is reinstated for continued coursework.

A Leave of Absence may be granted for up to one quarter, but a student may request an extension of one additional quarter. If a student is unable to return after the extension, the student will be withdrawn from the institution. Reinstatement following a Leave of Absence is subject to review by the Office of Student Development in consultation with the Health and/or Counseling staff.

If a student has been granted a Leave of Absence after the end of a quarter in which he/she has received an incomplete, the incomplete deadline will be extended for one quarter. In this circumstance, the incomplete grade will be due by week six of the quarter following the first quarter in which the student is on a Leave of Absence. There are no exceptions to this extension unless the student petitions and receives approval from the Committee on Academic Standards.

Academic Dismissal

The Committee on Academic Standards meets at the end of each quarter to review the grades of all students. Students in academic difficulties may be put on academic probation or, in certain cases, dismissed from the College. (See the section on Academic Progress for more information about types of probation and academic dismissal.) Actions taken by the Committee on Academic Standards may be appealed by submitting a petition to the Registrar to forward to the Committee. Appeals will only be heard by the Committee on Academic Standards, and its decision will be final.

Administrative Withdrawal

The College reserves the right to administratively withdraw a student who does not return to campus for a planned on-campus quarter, whose enrollment falls below two units, or who fails to satisfy or make arrangements to satisfy any financial obligations.

Kalamazoo College is committed to the well-being and safety of its community members and to the integrity of its learning environment. The College may require a student to take an administrative withdrawal or leave of absence if the Vice President for Student Development and Dean of Students or designee deems a withdrawal necessary to protect the health and safety of the student or others or the integrity of the learning environment and campus community. Examples of such extraordinary circumstances include, but are not limited to: suicidal threats, self-starvation or purging behavior, ongoing substance abuse or addiction, serious threats of harm to others, or disruptive or destructive behavior. Similarly, a student who is not functioning as a student (attending classes and completing academic work) may be administratively withdrawn by the College. Before a required administrative withdrawal is considered, the Vice President for Student Development and Dean of Students or designee will encourage the student to take a voluntary withdrawal.

This policy and associated procedures do not take the place of disciplinary action associated with a student's behavior that is in violation of College policies, standards, or regulations. This policy is to be invoked in extraordinary circumstances in which, at the discretion of the Vice President for Student Development and Dean of Students or designee, the regular disciplinary system cannot be applied or is not appropriate. The procedures related to this policy appear in the Student Handbook.

Reinstatement

A student who withdraws, is withdrawn, or is dismissed from the College may apply for reinstatement. In order to return to the College from a withdrawn or leave status, a student must make a request in writing to the Office of Student Development. The College reserves the right to require, review, and approve documentation that the student is qualified and ready to return to academic work. Students applying for reinstatement must do so no later than thirty days prior to the start of their anticipated quarter of return.

If a student withdrew from the College while on academic probation or was dismissed for academic reasons, the application will be forwarded to the Committee on Academic Standards for review. Students must indicate in writing how the problem that led to probation or dismissal has been resolved or addressed.

In the case of a voluntary withdrawal for medical/psychological reasons, or any administrative withdrawal under this policy related to a physical or mental health condition, the student must submit a written progress assessment from a treating health professional as part of their request for reinstatement. Kalamazoo College Health Services and/or Counseling Services may require a release from the student to discuss current treatment and follow-up needs with the treating health professional, in order to assess whether the student is qualified and ready to return to the College and whether the College can provide the followup care needed to maintain the student's enrollment. Kalamazoo Health and Counseling professionals will review this information and recommend to the Dean of Students or designee approval (with or without conditions of treatment, education, counseling, or other) or denial of the reinstatement.

After consulting with College health professionals and/or other appropriate College officials as necessary to facilitate an informed decision, the Dean of Students, with the approval of the Committee on Academic Standards if necessary, will make the final decision about reinstatement. In all cases, in order to return to Kalamazoo College, a student's financial account must be in good standing and any enrollment fees paid.

Students who interrupt their course of study for more than one academic year must, upon reinstatement, consult with the Registrar, who will make a determination about whether the student will follow the degree requirements of the Academic Catalog under which they were first enrolled or the catalog in effect when they are reinstated.

Registration and Student Schedule Changes

Registration

Students are expected to register during the designated registration periods for their next quarter on campus. Prior to registration, students are required to acquaint themselves with the class schedule, academic policies, procedures, and regulations in this catalog and the policies found on the Registrar's website. The student's advisor must clear the student to register before the student may register for classes. The Registrar's Office reserves the right to move students from one section of a course to another to balance the sections (if requested by the department) or to accommodate the schedules of all students registered for a particular course.

A student's registration is not finalized until the student's fees are paid or arrangements for payment have been made with the business office. The College reserves the right to withdraw a student for failure to meet the designated deadlines of registration. Registration may be denied a student for failure to adhere to health center regulations (such as failure to provide proof of vaccinations or other health information as required), lack of tuition payment, failure to declare a major by the end of the sophomore winter quarter, or as a result of disciplinary action.

Registering for the Senior Individualized Project (SIP)

SIP registration, including its impact on course load, is described in detail under Senior Individualized Project in the Kalamazoo Curriculum section of the catalog. The SIP counts as one or two course unit(s) for the term(s) during which it is counted, but the SIP is registered via a separate process from class registration. The SIP registration process involves a paper form (no online registration) which must be submitted to the Registrar's office by the student. This paper form has its own set of deadlines:

SIP Quarter

All SIPs involving work over the summer (as part of an extended fall term)
Fall and Fall/Winter SIPs
Winter SIPs

Registration Form Due

Friday of 10th Week, Junior Spring Quarter
Friday of 1st Week, Senior Fall Quarter
Friday of 1st Week, Senior Winter Quarter

Any changes to SIP registrations must be made in the Registrar's Office by the end of the drop/add period of the quarter of registration (end of the first week of Fall quarter for Summer and Fall units; end of the first week of Winter quarter for Winter units). This includes dropping a SIP, changing the department or SIP supervisor, changing the number of units, etc.

Independent Study

A student may register for an independent study course (198/298/398/498) in an area of interest that is not available as a regularly offered course; or, under special circumstances (such as the unavailability of a required course), a student may take a regular course as an independent study. All independent study applications require the approval of the instructor, department chair, advisor, and Registrar. Independent Study is a full-unit course, and students may not receive credit for more than one independent study course per quarter nor for more than two independent studies during degree completion. Applications are due in the Registrar's Office by 5 p.m. Friday of the first week of the quarter.

Registering for the Credit/No Credit Option for Seniors

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

- the course does not count toward the major, minor, concentration, or cognate of the major or minor (the CR/NC option may be used for a course within the major only after any requirements that the course would otherwise satisfy have already been completed);
- the individual instructor approves the CR/NC option; and
- the appropriate forms are on file in the Registrar's office by 5 p.m., Friday of the first week of the quarter (i.e., by the drop/add deadline).

The CR/NC option is irrevocable after the drop/add deadline.

Registering to Repeat a Course

A course in which a student earned a grade of C-, D, F, W, or NC may be repeated. If the repeated enrollment is at Kalamazoo College, both attempts will appear on students' transcripts, but only the most recent attempt will be used to calculate the Kalamazoo College cumulative GPA, and only one unit of credit total will be earned. Any course repeated at another institution will not affect the original course grade on the Kalamazoo College transcript and is not used in the calculation of the Kalamazoo College cumulative GPA. A student may not transfer in credit for a repeated course if the student earned credit (D- or higher) for the original course. Students may not repeat a course, either at Kalamazoo College or at another institution, to replace a D or F once they have taken a higher level course.

Repeating Partial-Credit Courses

Partial-credit courses, such as ARTX 200, BIOL 200, and PE activity courses, may be repeated to earn a full unit of credit. Students may earn up to two units for Theatre Production (THEA 200), and up to five units for partial-credit courses within the Music department (music ensembles and applied music courses). Students may audit partial-credit courses in PE and the arts after reaching the maximum number of units, but will not earn additional units of credit toward graduation.

Drop/Add

The period during which students may drop and add courses begins shortly after priority registration is complete and continues through the first week of the quarter. A student who wishes to add a course during first week should consult with the course instructor to determine how the student will make up any missed assignments or activities. After the third day of the term students must have the instructor's signature to add a course. Certain courses, such as music ensembles, applied music courses, physical education activities, and theatre production courses, have an extended drop/add deadline of the end of the second week of the quarter to provide students and instructors time to make arrangements for the quarter.

The day after the drop/add deadline for a term is the official "census date" for the quarter, when a student's status as a full-time or part-time student is determined based on the number of units for which the student is enrolled. All changes to a student's class schedule must be on file in the Registrar's office by this time. Students will receive grades for all classes that appear on the final class schedule and only for those classes.

Course Withdrawal

From the second week through the eighth week of a quarter, students may exercise their option to withdraw from a course. After eighth week students may not withdraw from a course, although they may withdraw from the College. When a student withdraws from a course the course remains on the student's transcript with a grade of a W. Because the course remains on the transcript, the financial aid full-time enrollment requirement is still met for almost all programs. Note that Financial Aid Satisfactory Academic Progress standards must also be met (see the Financial Aid Policies section in this catalog). In addition to the implications for financial aid, students should be aware that course withdrawal may affect a student's medical insurance coverage, athletic eligibility, study abroad eligibility, sequencing of classes, and timely completion of degree requirements.

Students may not withdraw below two units in any given quarter. Students experiencing serious health difficulties, a family emergency, or some other extraordinary circumstance outside the student's control should meet with the Dean of Students to discuss possibly withdrawing from the College, underloading, or other options. (See the sections on Underloading, Withdrawals, and Leaves of Absence for more information.)

Registering to Audit a Course

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

Registration and Study Abroad

See the section on Study Abroad for information on choosing courses while on study abroad and for information on how credit from those courses is applied to a student's transcript. Students register for their first quarter on campus after study abroad in the usual way. They should contact their advisor and then register online during the registration period in the prior quarter.

Grading Practices

Grades

The grade point system at Kalamazoo College is:

<i>Final Grade</i>	<i>Quality Points</i>
A	4.00 (excellent)
A-	3.67
B+	3.33
B	3.00 (above average)
B-	2.67
C+	2.33
C	2.00 (average)
C-	1.67
D+	1.33
D	1.00 (below average)
F	0.00 (failure)

CR (credit), NC (no credit), H (honors), IP (in progress), W (withdraw), and I (incomplete) do not affect the grade point average (GPA).

Grade Reports

Grade reports are made available online to students at the end of each quarter. Printed copies are available upon request. Copies of grade reports will be sent to parents only if students present a signed statement of request to the Registrar.

Course Attendance

Attendance is the responsibility of the student and is regulated within each course. Faculty members may report to the Early Alert Committee those students whose absences may be impairing their performances.

Final Examinations

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

Incomplete Grades

An I (incomplete) is recorded when work is of acceptable quality but has not been finished because of illness or other extraordinary circumstance outside the student's control. If the work has not been completed by the end of the sixth week of the next quarter, the instructor should submit the grade the student had earned by the end of the quarter. This deadline applies whether the student is on or off campus or has left the College.

Change of Grade

Students seeking a grade change should contact the course instructor responsible for the grade issued. Both students and faculty should understand that *a change in an assigned grade should reflect only identifiable and distinct errors in the evaluation process*. Students should initiate this process as soon as possible and no later than the end of the sixth week of the next quarter or within six weeks from graduation or withdrawal from the College. Faculty who identify an error in grading should submit a change of grade form to the Registrar within one year of the original recording. After one year, the transcript record is considered the permanent record.

Cumulative GPA

All courses taken at Kalamazoo College are included in the calculation of the cumulative Kalamazoo College grade point average (GPA), except the SIP, PE activities, other credit/no credit (CR/NC) courses, and repeated courses. When a student repeats a course (a C-, D, F, W, or NC), both attempts will appear on the student's transcript but only the second attempt will be used to calculate the Kalamazoo College cumulative GPA, and only one unit of credit total will be earned. (See the section on Registering to Repeat a Course for more information). Transfer courses and courses taken on study abroad do not affect the cumulative GPA.

Academic Progress

Classification

Students may be classified by unit status, by entering cohort, or by expected graduation year, depending on the context. For enrollment verification purposes, unit completion is the sole determinant of class status. Students must receive 36 academic units to graduate, or 9 units per year, exclusive of PE units. The unit status classification used for enrollment verification is as follows:

- **First-Year:** 0–7 academic units*
- **Sophomore:** 8–16 academic units
- **Junior:** 17–25 academic units
- **Senior:** 26 academic units and above

** First-year students who bring in AP, IB, dual enrollment, or transfer credits are reclassified, as appropriate, at the end of the first year. After the first year, a student's unit status is adjusted each quarter; the expected graduation year is adjusted as necessary, usually at the completion of the spring quarter.*

Good Standing

Students who are not on academic probation are considered to be in good standing at Kalamazoo College. Students should be aware that maintaining good academic standing does not ensure continued financial aid eligibility. Grades of NC or W may also affect an award. Please refer to the Financial Assistance section of this catalog for further information.

Dean's List

Students who earn a term GPA of 3.5 or better for a full-time course load of at least 3 units, without failing or withdrawing from any course, will be placed on the Dean's List. Students who elect to take a letter-graded course as credit/no credit (CR/NC) or receive an F, NC, or W grade are not eligible for Dean's List consideration during that quarter. Students with I or IP grades will be considered for Dean's List upon receipt of the final grades. Dean's List recognition is posted on students' transcripts.

Honor Societies

The College invites qualified first-year students to join the Alpha Lambda Delta national scholastic freshman honorary society.

Phi Beta Kappa, the oldest honorary scholarship society in the United States, has a chapter, Delta of Michigan, at Kalamazoo College. Students who wish to be considered for election to Phi Beta Kappa must demonstrate a knowledge of mathematics, take a wide variety of courses outside the major, and must include courses in the natural sciences, social sciences, and humanities.

Monitoring Academic Progress

The Committee on Academic Standards meets at the end of each quarter to review the grades of all students. If a student appears to be having academic difficulties, as indicated by withdrawn courses, poor grades, or falling grades as compared to previous work, the committee may issue a warning letter through the Registrar or may place the student on academic probation.

Academic Probation

The Committee on Academic Standards will place students on academic probation whenever their cumulative GPA falls below 2.00. Placing a student on academic probation is notification that the student is no longer in Good Academic Standing and needs to take immediate action to improve academic performance. Students on academic probation are asked to meet with their academic advisor within the first two weeks of the subsequent quarter and perhaps weekly thereafter in order to develop strategies for success. It is the student's responsibility to seek this assistance and ensure progress toward degree completion. In addition to meeting with their advisor, students are encouraged to seek assistance through various support services, including the Academic Resource Center, subject tutoring through supplemental instruction and individual departments, career counseling and testing through the Career and Professional Development Center, and personal counseling through the Office of Student Development. Student athletes placed on academic probation will be ineligible to participate in MIAA/NCAA sports. Failure to meet these responsibilities may result in continued or final probation or dismissal from the College.

Final Academic Probation—C Average

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

Final Academic Probation—Three Cs

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

Veteran's Administration

The Veteran's Administration (VA) requires that all recipients of veteran educational benefits maintain a cumulative grade point average of 2.0 to remain eligible. A recipient who allows the cumulative GPA to fall below 2.0 will be placed on probation with regard to veteran benefits. A recipient will be allowed two quarters to bring the cumulative GPA to the level of 2.0. If the recipient fails to do so, the VA will be notified of unsatisfactory progress and enrollment will not be certified to the VA. Certification may resume once the cumulative GPA has reached 2.0. The Veteran's Administration may rescind benefits if a recipient does not present a GPA of 2.0 at the time of graduation.

Graduation**Graduation Standard**

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

Diploma Granting Dates

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

Commencement

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

Graduation Honors (Latin Honors)

The Bachelor of Arts degree is awarded cum laude if students maintain a cumulative grade point average of 3.50 to 3.699; magna cum laude with an average of 3.7 to 3.899; and summa cum laude with an average of 3.9-4.0. This honor is announced at Commencement and recorded on the academic transcript.

Honors in the Major

Honors in the major may be awarded at the discretion of departmental faculty at the time of graduation. Usually, departments consider the grade point average in the major, the results of the comprehensive examination (if required), and the Senior Individualized Project in recommending students for honors. Departments may set additional requirements. This honor is announced at Commencement and recorded on the academic transcript.

Study Abroad/Study Away Policies

Study Abroad/Study Away Academic Policies

Through its Center for International Programs (CIP), Kalamazoo College sponsors study abroad programs in the following countries: Ecuador, France, Germany, Kenya, Sénégal, Spain, Thailand, and Trinidad. In addition, Kalamazoo College students are able to participate in programs organized by foreign or U.S. institutions in a number of other countries including Australia, Botswana, Chile, China, Costa Rica, Denmark, Egypt, England, Greece, Hungary, India, Israel, Italy, Japan, Mexico, and Scotland. For specific information about the study abroad or study away programs available to Kalamazoo students and their requirements for participation, please contact the Center for International Programs. A list of study abroad and study away programs pre-approved for transfer of academic credit is updated and published by the Center yearly. It is available on the CIP website. All study abroad programs offered through the Center are subject to annual enrollment limits. In the case where a program does not have sufficient minimum enrollment to meet academic and/or financial requirements, the College reserves the right to cancel the program for that particular year and assign students elsewhere. The complete policies and regulations that govern Study Abroad and Study Away Programs at Kalamazoo College are found in the ***Study Abroad and Study Away Handbooks***, which are published by the Center for International Programs (CIP). The *Handbooks* are available in the Center and online. Programs may be changed, suspended, or withdrawn at any time due to political, economic, or other conditions.

The Center determines which study abroad and study away programs qualify for transfer of academic credit and Kalamazoo College financial assistance/scholarships. Students should consult the "List of Study Abroad Programs" regularly to determine if a program qualifies for the transfer of academic credit and Kalamazoo College financial assistance/scholarships. Programs may be changed, suspended, or withdrawn at any time due to political, economic, or other conditions. No credit will be awarded for any academic work done outside the United States without prior endorsement by the Center. Requests for endorsements after the fact will not be considered. Students interested in enrolling in a program not on the List of Study Abroad Programs Approved for Transfer of Academic Credit (a copy of which can be found in the CIP office and on the CIP website) can petition the Center to have the program endorsed on a one-time basis. Such petitions must be filed by November 1 of the calendar year prior to the year in which students wish to participate. A description of the petition process is available in the Center for International Programs and on the CIP website.

As a general policy, participation in Kalamazoo College study abroad programs will be limited to a maximum of 15 students per program, although some programs have different limits. Sophomores will be given priority for the spring short-term programs. Juniors will be admitted to spring short-term programs only if there is space available and with the approval of the Registrar and the student's adviser. Sophomores and juniors are equally eligible for winter short-term program. Long-term and extended-term programs are open to juniors only (students with a minimum of 17 academic K-units). First-year students are not eligible to participate in study abroad during the academic year. A description of the policies and processes for summer off-campus study can be found in this catalog under the heading "Transfer Credit". Transfer students to the College should consult with the CIP about their eligibility to study abroad/away.

Kalamazoo students are eligible to participate in only one extended-term, long-term, or short-term study abroad experience and only one domestic study away program for credit during their time at the College. Students may participate in both one domestic study away and one short- or long-term study abroad program during their time at the College. No more than ten units of credit from off-campus programs (including study abroad and domestic off-campus programs such as New York Arts, Philadelphia Urban Studies, or Border Studies Program) can be used to meet a student's graduation requirements. Students may apply their Kalamazoo College financial assistance/scholarships to only one extended-, long-, or short-term study abroad program approved for such transfers. (For more details, see the *Study Abroad and Study Away Handbooks*.)

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

Study Abroad Program Length

The study abroad programs available to Kalamazoo College students include long-term, extended-term, and short-term programs. In a long-term program, the academic experience typically lasts 15 to 20 weeks (requiring students to enroll in 6 units of credit), beginning in the fall. Extended-term programs are only available to language and/or International and Areas Studies majors and typically begin in the fall and end the following June or July (requiring students to enroll in 9 units of credit). Winter or Spring short-term programs typically last ten weeks, from January to mid-March or late March to early June (requiring students to enroll in 3 units of credit). For information regarding specific program dates, please contact the Center for International Programs. Students need to meet with their academic advisers and consult the CIP well in advance of participation in order to determine the programs that will best fit their academic program at the College. Summer study abroad for credit is available to Kalamazoo College students through CIP-sponsored International Study Seminars or the summer off-campus study programs. Students who intend to participate in extended-term programs must pass all classes taken during the long-term portion with a C or better. If a student has not met this requirement, they are not eligible to participate in the extended-term program and will need to make arrangements to return to campus for the spring quarter.

Study Abroad/Study Away Eligibility

Students are required to obtain approval in advance for participation in study abroad/study away programs through application to the Center for International Programs. Students wishing to participate in study abroad/study away must have a minimum 2.5 GPA at the time of application; some programs have higher minimum GPA requirements. Students whose GPA does not meet the College's 2.5 minimum or the program's minimum and who still wish to study abroad must meet with CIP staff prior to submitting an application for study abroad. *NOTE: Kalamazoo College cannot waive GPA or other eligibility requirements established by other programs. Therefore, only certain Kalamazoo-sponsored study abroad programs may be available to these students.* The final decision regarding admission to and participation in specific programs rests with the Director of the Center for International Programs and host institutions abroad. The Director reserves the right to deny participation in study abroad/study away when students' actions either on or off campus raise doubt that they are ready for an international study experience or prepared to represent Kalamazoo College appropriately.

Students on academic probation, or who have a history of significant disciplinary problems, are not eligible to participate in the study abroad/study away program. All incomplete grades must be resolved prior to departure for study abroad/study away. All students participating in long-term or extended-term study abroad programs must have junior standing (a minimum of 17 Kalamazoo College academic course credits with a grade of D or better; note, this excludes PE or applied music credit). Students who are not able to complete the program's 17 academic-unit requirement prior to the conclusion of the last quarter on campus before study abroad may be placed on a conditional admission status until proof of completion has been received and approved by the registrar. Students who transfer to Kalamazoo College should talk with a CIP staff member during their first term on campus about their study abroad/study away options.

Students whose physical, mental, or emotional condition may require accommodations to participate in study abroad/study away must contact the Center staff well before the deadlines for applications. The Center staff will assist by providing the student a clear description of the physical and mental requirements of the program. The student will be asked to provide the Center staff with a clear description of the accommodations which the student believes will be necessary for the student to meet the requirements of the program as well as a list of the accommodations provided the student by Kalamazoo College. The student may be asked to provide the Center with a release to speak with the student's healthcare provider so that the Center staff can clearly understand the student's needs. The Center staff will determine the availability of those or other reasonable accommodations at the program location. The student's acceptance into a specific study abroad/study away program is contingent upon the determination to the Director's satisfaction that reasonable accommodations are available at that program location.

Study Abroad/Study Away Application, Selection, and Placement

Students must meet specific requirements and deadlines in order to be eligible to participate in any study abroad/study away program. These requirements differ from program to program, but for all of them prospective participants must fill out and submit required application materials, which are available on the CIP website and in the CIP. Students must complete a Kalamazoo College study abroad/study away application and, in most cases, will also need to complete additional materials for the host institution or university. Incomplete applications will be considered late and will not be processed until completed. Application materials will be forwarded by the CIP office to the appropriate study abroad/study away programs.

Information on specific program requirements and applications is available in the Center for International Programs and online. With the exception of a single required foreign language course, students must meet all study abroad requirements at the time they apply and continue to meet the set requirements prior to departure. Academic performance and probationary status will be evaluated by CIP staff following each quarter prior to departure for study abroad/study away.

Students may only apply for one study abroad/study away program at a time, regardless of the application deadline of that program. If a student is not admitted into his or her first choice study abroad program, the CIP will assist the student in applying for another study abroad program for which he or she is eligible and in which there is space available.

Participants are admitted to specific study abroad/study away programs based upon student qualifications, program capacities, and other conditions deemed relevant by the Director of the Center for International Programs. Students meeting the College's and any program-specific eligibility requirements are selected for participation in the study abroad/study away program on the basis of such items as their cumulative grade point average, their grades in the appropriate foreign language (where applicable), the strength of the required essay(s), faculty letters of recommendation, an evaluation of the transcript, and other information provided in their application and their College records. The Center for International Programs may also require applicants to be interviewed.

Transfer students should expect that their previous academic work will be reviewed as part of the selection process and must supply the Center with an official transcript from their previous institution(s) at the time of application. The Office of the Registrar cannot release copies of non-Kalamazoo College transcripts. A combined transfer and Kalamazoo GPA will be used to determine eligibility.

Applications for participation in the winter quarter short-term study abroad programs are due on Thursday of the third week of fall quarter. Applications for participation in Spring short-term study abroad programs are due in the Center by October 29; applications for participation in long-or extended-term study abroad programs are due in the Center by January 19. Failure to turn in the completed application materials by the due dates will jeopardize a student's participation in study abroad. Study Away application deadlines can be found in the CIP office and on the CIP website.

Study Abroad Foreign Language Prerequisites

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

Students who have already taken the required minimum level of foreign language for their study abroad program are encouraged to maintain their level of proficiency during the time before departure. Students will not receive credit for a language course abroad equivalent to one already taken at Kalamazoo College.

Students choosing the spring short-term study abroad option may not have proficiency in the language of the Study Abroad program greater than four units (level 202) of that language and must have a minimum proficiency equivalent to 2 units (102). Most short-term programs can only offer courses at the 201-203 level and are thus not appropriate academically for students with higher levels of foreign language proficiency.

Students who are not able to complete the program's language requirement prior to the conclusion of the last quarter on campus before study abroad may be placed on conditional admission status until proof of completion has been received and approved by the language department and the Registrar.

Study Abroad/Study Away Fees

For Kalamazoo College students participating in a long-term Kalamazoo College study abroad program, the comprehensive fee for 2015-2016 is \$34,488; for an extended-term Kalamazoo College program, the 2015-2016 fee is \$51,732. The fee for students participating in Kalamazoo College 2016 spring short-term programs is \$17,244. Fees for CIP-sponsored International Study Seminars will be noted on the program description and may vary according to the program's itinerary. Fees for study away vary by program and can be found on the CIP website. Fees for summer off-campus study vary by provider. Comprehensive fees for Kalamazoo students participating in non-Kalamazoo study abroad/study away programs often exceed the fees for Kalamazoo programs. All non-Kalamazoo options are billed at the Kalamazoo College rates cited above or at a higher rate if the costs exceed customary Kalamazoo charges. In no instance will a student pay less than the comprehensive fee assessed for Kalamazoo College's own study abroad programs. The Center for International Programs has information on comprehensive fees for specific programs. A nonrefundable deposit will be required prior to participation in any program. The deposit will be credited towards the comprehensive fee.

The comprehensive fee includes room and board while classes are in session, all academic tuition and fees, and excursions included as part of the academic program.

Note: The US Internal Revenue Service requires that Kalamazoo College report tuition separate from other fees on the form 1098-T. Study Abroad students at Kalamazoo College are charged a comprehensive fee for participation in the program. For the purposes of the 1098-T form, tuition will be listed in the same amount charged for the on-campus program. The remaining portion of the study abroad comprehensive fee will be noted as "study abroad program fee."

Study abroad fees do not include items such as the following:

- round-trip transportation between the student's home and the program's location
- books and other required educational materials (including photocopies and personal printing—approximately \$150 per quarter) or additional lab or music fees
- room and board during academic breaks, Christmas, Holy Week, and other extended vacation periods, particularly in Spain and France
- cell phones or Internet fees/usage
- passports
- required photographs
- required physical exams, x-rays, and other medical tests
- required and recommended immunizations (average cost for immunizations at the College Health Center is \$200 to \$300)
- required health and accident insurance
- required antimalarial prophylactic pills (where recommended by the CDC) that the student takes abroad (average cost \$10 per pill, taken on a weekly basis; total cost varies from \$300 to \$400, depending on the length of the program)
- independent travel while abroad
- incidental expenses en route and abroad
- cost of local transportation at the program site, including field trips for a course as well as daily commuting
- Visa fees (for certain programs)
- personal property insurance; personal liability insurance; program cancellation insurance

Note: The CIP tries to estimate these additional miscellaneous expenses on the individual budget program sheet found on the Hornet Passport Website.

Kalamazoo College reserves the right to change or modify what is included in the comprehensive study abroad/study away fee without prior notice. For details on what the comprehensive fee includes, please consult the the CIP website and Hornet Passport budget information.

The amount students spend above and beyond the comprehensive fee paid to the College will vary: Returning students suggest that an average of \$2,000 extra for short-term; \$2,500 to \$3,500 for long-term programs; and \$3,000 to \$4,000 for extended-term programs is realistic. Students may be able to manage on less than these amounts if they budget carefully and restrict independent travel. Many study abroad/study away programs require participants to accept financial obligations that are not covered by the Kalamazoo College comprehensive fee. Students should consult program providers for details.

Study Abroad/Study Away Billing and Payment

Students will be informed of the comprehensive fee for the study abroad/study away program prior to the beginning of the program. Payments for study abroad/study away programs are made according to the regular college payment schedule. For specific billing dates, contact the Kalamazoo College Student Accounts Office.

All student accounts, including fees, must be cleared before students can leave for study abroad/study away. Final departure packets will not be released unless student accounts are paid in full or appropriate arrangements have been made through the Kalamazoo College Student Accounts Office. Non-payment of the comprehensive fee installments will jeopardize a student's continuing participation in the program and may result in withdrawal or dismissal from the program.

Study Abroad Deposit

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

Study Abroad Financial Assistance/Scholarships

International education is supported at Kalamazoo College by a number of generous gifts, including the S. Rudolph Light Endowment and the Arcus Gay and Lesbian Fund Study Abroad Endowment. For Kalamazoo College students receiving Kalamazoo College financial assistance/scholarships, this aid is available for those programs that appear in the "approved for transfer of academic credit and Kalamazoo financial assistance/scholarships" category of the List of Study Abroad Programs. The term "limited financial aid" indicates that state and federal funds are fully available, but institutional funding (including GLCA tuition remission) will not be credited.

For a list of outside scholarships and/or fellowships available to college students, please see the "Scholarships" page on the CIP website. Kalamazoo College students with demonstrated financial need as determined by the Kalamazoo College Office of Financial Aid may be eligible to receive a travel subsidy for their study abroad program. More information on travel subsidies is available in the Travel Subsidy FAQs on the CIP website.

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

Study Abroad Pre-Departure Orientation

CIP staff members recognize that an important first step in preparing for the study abroad experience is for participants to have an opportunity to learn more information about their study abroad program. During the quarter preceding study abroad participation, CIP and other College staff members offer question-answer sessions as well as formal meetings providing information about the academic structure of the programs abroad, health and safety information, and details about logistical components of the program. Where feasible, study abroad returnees as well as visiting international students will contribute to sessions to help students prepare to make the most of their time abroad. Kalamazoo students must attend all mandatory study abroad orientation workshops and sessions, sign up for/or complete and submit all signature or material submission documents, and read all learning content material in the Hornet Passport, the College online study abroad/away application and information system. Students are also encouraged to participate in optional workshops, which provide additional information and preparation. Failure to attend these mandatory sessions or complete required orientation assignments may result in the student's withdrawal from study abroad.

Academic Credit from Study Abroad/Study Away

All academic work completed in the study abroad/study away program is certified by the Director of the Center for International Programs and the Registrar and is recorded on the Kalamazoo College academic transcript on the basis of examinations and reports supplied by supervisors and teachers abroad. Study abroad/study away credits may be used to satisfy graduation requirements. Major, minor, or concentration requirements are at the discretion of departmental faculty. Credit distribution for other College graduation requirements is determined by the Registrar. When registering for courses abroad, students should direct inquiries regarding such credits accordingly. Students are encouraged to obtain approval from the department in advance if a student wishes to use a course from study abroad/study away to satisfy requirements for a major, minor, or concentration. Kalamazoo College students are eligible to earn three Kalamazoo College units of credit for a short-term program, six units for a long-term program, and nine units for an extended-term program. Students from other colleges participating in Kalamazoo College programs should consult the Center for International Programs regarding credit. Once students have completed the study abroad/study away program and (where necessary) consulted with the Registrar, the appropriate grades and credits will be recorded on the transcript. Only those courses from study abroad/study away which are within the "Liberal Arts Tradition" of the College will be accepted for credit.

Independent Study on Study Abroad/Study Away

No independent study for credit, including "distance education" courses, may be pursued in any study abroad/study away program without advance approval from the Associate Provost Director of the Center for International Programs.

Grades from Study Abroad/Study Away

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

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

Incomplete Grades on Study Abroad/Study Away

Students must complete all course work while they are enrolled in the study abroad/study away academic program; no Incomplete (I) grades will be given for course work taken in a program off-campus. All course work must be completed by the deadlines set by the staff and/or instructors at the program. Courses that are not completed abroad will be recorded with a grade of F on the Kalamazoo College transcript.

Attendance Policy on Study Abroad/Study Away

Attendance is required at all classes while on study abroad/study away except in the case of illness and/or emergencies beyond the student's control. Students are expected to attend classes Monday through Friday and to participate in scheduled group activities and excursions. Visits by family or friends are not reasons for an excused absence from class. Unexcused absences often result in a lowered grade and may be deemed a sufficient reason for withdrawal from the program, which could also result in withdrawal from the College.

Withdrawal from Courses on Study Abroad/Study Away

Students are not permitted to arbitrarily underload, drop, or add courses while on study abroad/study away. Students must enroll in the required number of courses as specified by Kalamazoo College and cannot exceed or reduce the required number of courses in the program without the written permission of the Director of the Center for International Programs. Approved course withdrawals will be noted on the transcript with a "W". If a petition for a course withdrawal is made on the basis of medical reasons, appropriate documentation and the signature of a health care provider is required. The availability of "extra credits" in the form of AP and/or dual-enrollment credits will not be accepted as a sufficient reason for course withdrawal.

Students wishing to withdraw from a course must first submit the "Course Withdrawal Form" to the CIP. Approved withdrawal petitions will be sent by the CIP to the study abroad/study away partner institution.

Withdrawal from Study Abroad/Study Away

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

Students who wish to return home once a program abroad has begun must receive permission to do so from the Director of the Center for International Programs. Students who withdraw without permission will not be eligible for any academic credits that would have been earned and will, in a separate administrative action, automatically be withdrawn from the College. These regulations also apply in the case of dismissal from the program. Students who wish to travel home for a personal or family emergency must notify the Director of the Center for International Programs, or designee, and complete a "temporary leave of absence" form.

If students participate in the study abroad program and subsequently withdraw from the College prior to graduation, the Board of Trustees has directed that these students must pay \$1,300 before their academic transcripts will be released. (See the Study Abroad and Study Away Handbooks for copies of the Student Agreement).

Dismissal from Study Abroad/Study Away

Application to and acceptance into the study abroad/study away program is separate from admission to the College. Participation in study abroad at Kalamazoo College requires that students meet certain expectations and eligibility criteria as well as exercise responsible judgment and behavior. The Director of the Center for International Programs or designee may withdraw or dismiss students from the study abroad/study away program for violations of College policy and/or regulations, disruptive behavior or conduct which could bring the program into disrepute, misuse and/or abuse of alcohol or drugs, medical or academic grounds, or behavior that poses a danger to the student or others.

When students accept their admission to the study abroad/study away program, they agree to abide by the policies and regulations set forth in the Study Abroad Handbook, the Academic Catalog, and other relevant Kalamazoo College publications. Of particular importance for students participating in study abroad is the "Statement of Social Behavior" from the Study Abroad Handbook that states, in part, that acceptable behavior includes compliance with local laws and regulations, host university policies and regulations (including local housing regulations and policies), and adherence to the social patterns of the homestay family (or local housing placement) and the local community. Any behavior that, in the judgment of the Director of the Center for International Programs, causes pain or discomfort to others, reflects discredit on the individual or upon the College, or poses a danger to the individual student or to others is considered unacceptable and may subject the offender to immediate administrative action by the Director of the Center for International Programs including, but not limited to, immediate dismissal from the study abroad/study away program. Immediate administrative action may also be required for behavior or medical conditions which affect a participant's ability to perform the essential functions of a student.

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

Student Life Policies

Housing and Board Policy

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

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

Exceptions for first-year students are made for:

- married students
- students with children
- those who are at least 23 years old

Transfers: All transfer students shall be treated per their student classification (see below)

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

Exceptions are made for:

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

Exceptions to the board plan only are made for:

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

Juniors and seniors are not required to live on campus. Juniors and seniors will be housed on campus on a space available basis only. Juniors and seniors who choose to live on campus must carry a board plan unless they are:

- residents of the Living/Learning Housing Units and campus apartments (who may carry a board plan if they wish)

Several campus housing options are available. Residence halls are coed by area or floor, with single, double, or triple rooms as well as suites. Nine Living/Learning Housing Units allow groups of seven to nine students to arrange their housing around a particular educational focus and initiate programming to enrich their own experience and that of the wider campus.

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

Students with Disabilities

In compliance with section 504 of the Rehabilitation Act of 1973, as Amended, and with the Americans with Disabilities Act of 1990 (ADA), Kalamazoo College recognizes that qualified students who have diagnosed or identified learning, physical, and emotional disabilities are entitled to the same benefits from the educational programs of the College. Kalamazoo College is committed to making every effort to providing reasonable accommodations, unless that imposes an undue hardship or burden. The Associate Dean of Students and the student will work together to negotiate and ensure appropriate accommodations that will work for the student. Cost associated with diagnosis, evaluation, and testing is the responsibility of the student, except in cases of severe financial need demonstrated to, and upon recommendation of, the Associate Dean of Students.

The office also makes assistance available to students experiencing short-term illness or physical injury.

Kalamazoo College has the right to: Deny a request for accommodations, academic adjustments, and/or auxiliary aids and services if the documentation demonstrates that the request is not warranted or if the individual fails to provide appropriate documentation.

Please direct questions to the Associate Dean of Students Office.

Procedure

1. Upon enrollment or upon receiving an assessment that verifies a disability, a student must make an appointment with the Associate Dean of Students/Disability Services Coordinator to discuss the disability and the process for receiving accommodations. It will be imperative to bring or send ahead the medical verification of the disability.
2. You must provide a copy of the medical documentation and any recommendations about necessary accommodations that are included. If the assessment does not provide the necessary information with which to determine accommodations or if the assessment is more than three years old, the Associate Dean of Students may ask for additional assessment.
3. The Associate Dean of Students/Disability Services Coordinator will review the assessment. The student and Associate Dean of Students will then enter into negotiations to determine appropriate accommodations. One should not assume that specific accommodations offered in high school would necessarily be offered by the College.
4. The Associate Dean of Students/Disability Services Coordinator will communicate in writing to the student the approved accommodations.

5. Each quarter, the Associate Dean of Students/Disability Services Coordinator will send a letter requesting specific accommodations to the faculty of courses in which the student is registered unless the student requests that this step not be taken.
6. If the accommodations do not seem to be working, the student shall contact the Associate Dean of Students/Disability Services Coordinator, and they will work together to discover why the accommodations are not working and to develop additional or different accommodations if that becomes necessary.

Student Responsibilities:

Be sure to read and understand your responsibilities in the partnership to provide you full access to Kalamazoo College's educational opportunities. You may also benefit from general suggestions for being a successful student.

Student Registration:

For registration assistance, please read registration information for students with disabilities.

Will Graduation Requirements Change Because of Disabilities? No.

We believe that teaching within a course can be modified to address particular disabilities by providing reasonable accommodations. Students, regardless of their disability, in most cases can successfully master the material of courses and meet graduation requirements. Should a student have questions about the process of seeking accommodations, please contact the Associate Dean of Students and Disability Services Coordinator at (269) 337-7209. Kalamazoo College uses several assistive technologies to assist students with disabilities access resources in classrooms and in the library.

Resources Available**Library**

- There is barrier-free access.
- All floors are accessible by elevator. Visually impaired students would need staff assistance.
- Staff assistance may be required for retrieving materials from upper shelves.
- Several internet workstations are available for seated users.

Media Center

- Audiotapes, tape recorders, and an audio lab are available to visually impaired students.
- A text and image enlarger is available to visually impaired students.
- The video collection includes some tapes with subtitles.
- Sound amplification equipment is available.
- A transmitter and six assistive listening devices to help overcome background noise can be used in Dalton, Stetson, and the Recital Hall.
- The Media Center is accessible by elevator.

Computer Center/Computer Labs

- Computer labs in Dewing, Olds/Upton, Hicks Center and Dow are accessible by elevator.
- Tables in the computer labs will accommodate wheelchairs.
- Specialized equipment is not available in the computer labs.
- Media Center staff can help determine appropriate equipment for the College to purchase.

Social Policies and Regulations

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

Enforcement Authority and Responsibility

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

- Social policies and regulations and the Student Conduct Process are under the jurisdiction of the Vice President of Student Development and Dean of Students. Violations of social policies and regulations are addressed by the VP/Dean of Students, deans or directors of programs, or through the Student Conduct Process.
- Academic policies and regulations are under the jurisdiction of the Provost and the faculty. Violations are addressed by individual faculty, by committees of the faculty, by directors of programs, by the Registrar, by the Provost or his/her representatives, or through the Student Conduct Process.
- Administrative procedures, policies, and regulations are under the jurisdiction of specific program directors and administrative officers. Those directors and administrative officers address violations.

Students will be treated with procedural fairness within each of these respective systems in accordance with procedures communicated through the Student Code of Conduct, College policies and regulations, the *Academic Catalog*, or specific documents from the offices or programs.

Relationship to Governmental Law Enforcement Units

The College reserves the right to determine whether violations of municipal, state, or federal laws are also actionable under the College's Honor Statement, Student Code of Conduct, standards, policies, or regulations. Therefore, students who are cited or arrested and/or charged by law enforcement authorities may be notified that College action is also pending. College policies and regulations are not designed to replicate state or federal laws, but rather to address student conduct under the Honor System, the Student Code of Conduct, and the College's policies and regulations, and to ensure an appropriate educational environment for all community members. Thus, College proceedings need not await the outcome of civil or criminal proceedings. Since the Fourteenth Amendment does not refer to or place restrictions upon private action, private institutions of higher education like Kalamazoo College are not bound by the prohibitions in the Fourteenth Amendment. Such private institutions are not in a constitutional relationship with their students unless they are in some way acting on behalf of the state.

In cases where students have allegedly violated both campus regulations and statutory laws, the College may be faced with a situation where it must take action on its Student Code of Conduct prior to action by the courts. This does not constitute double jeopardy for the student, since the campus and the community are two separate jurisdictions and the College is not making either legal or criminal determinations, but determinations about the appropriateness of student conduct within its community. Therefore, the proceedings are independent of one another and one need not await the outcome of the other. The College is maintaining its integrity by lawfully determining whether sanctions may be appropriate and/or whether the student is fit to continue in the academic community. Kalamazoo College reserves the right to take such action in cases where the College determines that the student's presence on campus may endanger or disrupt others or the College community.

Jurisdiction. In the course of their education, students are members of multiple communities and hold multiple citizenships, including on study abroad, at internships, student teaching, on SIPs, etc. The College reserves the right to determine whether violations of municipal, state, or federal laws, or violations of the standards or policies of universities or countries abroad also constitute a violation of College standards and regulations. Therefore, students who are cited or arrested and charged by law enforcement authorities or are charged or disciplined by institutions, municipalities, or countries abroad may be notified that College disciplinary action is also pending. Further, the College reserves the right to take action on behavior off campus that violates College standards and regulations, adversely affects the lawful educational mission of the institution, or has endangered or disrupted others.

Consequences of Violations

Administrative or faculty action, or action through the Student Conduct Process will result from violations of the Honor System, the Student Code of Conduct, or the policies and regulations of the College. Responsive action can include suspension or expulsion from the College; limitation of access to programs, activities, or housing; restriction of privileges; imposition of new requirements; required community service; or community restitution hours, to name a few. Actions are designed to educate a student about the responsibilities of membership within an educational community. However, when those efforts fail, the recourse is to rescind the privilege to attend this College.

Acting under the authority of the Board of Trustees, the President of Kalamazoo College (or designate) may, on an interim basis, suspend or expel any student whose conduct is detrimental to the well-being of the College or members of the College community. In such circumstances, the procedures employed in responding to violations of College policy may be suspended in the event of a crisis or a threat to the safety, health, or well-being of members of the College community.

Title IX

Kalamazoo College is committed to creating and maintaining a community in which students, faculty, and staff can work together in an atmosphere free from all forms of discrimination. Kalamazoo College is strongly opposed to discrimination, including sexual harassment, and such behavior is prohibited by College policy.

Title IX of the Education Amendments of 1972 provides that:

"No person in the United States shall, on basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance . . ." 20 U.S.C. § 1681 and 34 C.F.R. Part 106 (1972).

What does this mean?

Title IX prohibits discrimination based on sex or gender identity of students and employees of educational institutions that receive federal financial assistance. Each college or university receiving federal financial assistance must designate at least one professional employee as its Title IX Coordinator. The Title IX Coordinator is responsible for monitoring the overall implementation of Title IX.

What does Title IX apply to?

Title IX applies to every aspect of education *from a student's application until their graduation*, including course offerings, counseling, financial assistance, student health, student housing, marital and parental status of students, physical education and athletics, student conduct involving sexual harassment, educational programs and activities, and student employment.

What does sex/gender discrimination mean?

Title IX prohibits sexual misconduct, gender discrimination, sexual harassment, retaliation, and other behaviors when gender- or sex-based. All students and employees are covered under Title IX, including people who are female, male, heterosexual, homosexual, bisexual, transgender, and of any gender identity or gender expression.

Kalamazoo Curriculum

The Kalamazoo Curriculum

For fifty years, Kalamazoo College's distinctive K-Plan has served as the foundation and focal point of the College's curriculum. The original four components -- on-campus instruction, career service internships, foreign study, and the senior individualized project -- have remained at the heart of the K-Plan experience, augmented and enhanced by new opportunities such as service learning, externships, Guilds, social justice leadership, and intercultural research projects. Throughout a half century, however, the underlying principles of the K-Plan have remained unchanged:

- * Depth and breadth in the liberal arts;
- * Learning through experience;
- * International and intercultural engagement, especially through study abroad; and
- * Independent scholarship, culminating in the Senior Individualized Project (SIP).

Following these principles, students construct individualized K-Plans combining activities that reflect and expand their own interests. Some activities will integrate multiple K-Plan components, since the principles suffuse and reinforce one another. For example, students may experience depth and breadth in the liberal arts while on study abroad, intercultural engagement through service learning, independent scholarship while participating in the Guilds, or experiential learning while conducting their SIP. Thus, rather than narrowly prescribing a single path for students to follow from matriculation to graduation, the guiding principles in the K-Plan encourage students to navigate their own path to an individualized, integrated liberal arts education, and provides a structure to support them while doing so.

Exploration Across the Liberal Arts

The K-Plan and its general education curriculum encourage student exploration within the liberal arts through a variety of unique opportunities, both on campus and off. Students engage with new ideas, new experiences, new perspectives, and new places as they explore diverse disciplines, a variety of cultures, and possible careers. This exploration enables them to expand their intellectual horizons and to broaden their perspective on their particular field of interest. Before each registration period, students meet with their academic advisors to discuss their plans for pursuing an education that balances pursuing new interests, further developing and integrating existing interests, and studying at least one discipline in depth through a major. Students may also broaden their learning experience by studying a second discipline or an interdisciplinary field in depth through a major or minor.

Students who wish to be considered for election to Phi Beta Kappa must demonstrate a knowledge of mathematics, take a wide variety of courses outside the major, and must include courses in the natural sciences, social sciences, and humanities.

Shared Passages

All students take three Shared Passage courses.

First-year Seminars constitute the gateway to the K-Plan and to college life for entering students, while also serving as the foundation of the Shared Passages Program. Offered in Fall quarter, First-Year Seminars are designed to orient students to college-level learning, with particular emphasis on critical thinking, writing, and speaking. In keeping with Kalamazoo College's emphasis on intercultural education, they aim to engage students in the study of significant social and historical differences. They integrate collaborative and group work, effective research strategies and discussions, all promoting active, engaged learning. They work to accustom students to modes of academic behavior likely to promote success in college, including class participation, productive approaches to assignments, visits to faculty members' offices, and awareness of support structures for K students.

First-Year Seminars are linked to academic advising, the First-Year Experience program, Upjohn Library, and the Writing Center. They create connections with the components of the K-Plan; depth and breadth in the liberal arts, learning through experience, international and intercultural engagement, and independent scholarship.

Students who do not pass the First-Year Seminar must take one of the "Reading the World" courses offered by the English Department. Transfer students must work with the Dean of the First Year and the Registrar's Office to determine how the First-Year Seminar requirement will be met, either through transferring in an equivalent course already completed or by taking a substitute course on campus.

Sophomore seminars build upon the learning goals of the First-Year Seminars, focusing on a particular topic or question viewed from multiple perspectives. Learning goals include intercultural proficiency and the ability to differentiate between observation and interpretation (both critical skills for study abroad and experiential education in general), as well as enhanced writing and oral presentation abilities. As in the First-Year Seminars, information literacy and enhanced research skills remain a key component of Shared Passages.

Students who do not pass the sophomore seminar and students who transfer to the College after the Sophomore year must work with the Dean of the Sophomore Class to identify an appropriate substitution.

Senior capstones focus on integrating students' Kalamazoo College experiences and preparing them for future lives beyond "K." Interdisciplinary in nature, senior capstones allow students from a variety of majors to apply diverse aspects of their Kalamazoo education to an interesting topic or problem.

Students who do not pass the senior capstone must work with the chair of their major department or with the Dean of the Senior Class to identify an appropriate substitution.

Students on approved 3/2 engineering or health professions early entry programs are required to meet the senior capstone requirement by working with the director of their program at Kalamazoo College to identify a single capstone course at the approved school that reasonably fits the published senior capstone guidelines. Upon transfer of the credit for this course back to Kalamazoo College, the student will have completed the senior capstone requirement.

Foreign Language Learning and Proficiency

Kalamazoo College is dedicated not only to international education and study abroad but also to proficiency in a second language. All students consequently are required to demonstrate at least an intermediate-level proficiency in a language other than English.

Proficiency in any language offered by the College can be demonstrated by completing the third language course (numbered 103 or 201, depending on the language) in any sequence or by scoring at a proficiency level determined by the department on an examination developed or approved by the College. Kalamazoo College regularly offers Chinese, French, German, Greek, Hebrew, Japanese, Latin and Spanish. Please see individual department policy regarding whether/how credit earned from the College Board Advanced Placement examinations and International Baccalaureate examinations applies to the language requirement in that particular language.

Students wishing to satisfy the College language requirement by taking a language not taught on campus are responsible for 1) Finding another University or College that offers the language and 2) successfully completing a course (or courses) in that language at the intermediate level. Before registering, the student must have the course (or courses) approved by the Registrar's Office.

Students who are at least partially bilingual in a language taught on campus should take the College's placement test and score at a proficiency level determined by that language department. Students who are at least partially bilingual in a language not taught on campus and whose formal secondary education was exclusively in English may fulfill the language requirement by demonstrating intermediate-level literacy skills in that language. A written essay test will be administered on campus and rated by a person fluent in that language. A reasonable effort will be made to provide this option to students requesting it.

Students whose formal secondary education was not exclusively in English may request to certify that they had at least two years of secondary education in a school which teaches at least 50% of its content in a language other than English. Students should contact the Registrar's Office to request such certification.

Senior Individualized Project

The Senior Individualized Project (SIP)

The Senior Individualized Project is the capstone of Kalamazoo College's program of liberal arts education, offering students the opportunity to make use of all of their experiences at the College. The SIP is an occasion for independent scholarship, often in conjunction with an internship or other creative activity that results in a written report, performance, or exhibit. A number of departments host symposia, recitals, exhibitions, or theatrical productions in which results of research or creative work are featured. Rather than selecting only a subset of students to work on an honors project or thesis, the College considers such independent work a significant part of the education of all Kalamazoo College students and requires it of all seniors. The requirement is waived for students participating in approved 3/2 engineering or health professions early entry programs, as they are not at the College for their senior year.

Every student must complete a Senior Individualized Project of at least one unit. The SIP requirement is usually completed in the major department, although students may complete a SIP in any department or program of the College with the approval of the department chair or program director and a faculty SIP supervisor from that area. Each department sets its own requirements for senior projects done in that department, including the range of acceptable projects, the required background of students doing projects, the format of the SIP, and the expected scope and depth of projects. The amount of SIP credit (one or two units) is determined by the student and the SIP department at the beginning of the project. In consultation with the faculty SIP supervisor, and within the constraints set by the relevant department, students determine their project's form and the environment in which it is to be pursued.

The College reserves the right to archive student SIPs within academic departments, the Upjohn Library and/or an online digital archive, and to publish SIP titles and the titles of SIP presentations.

General Information about SIPs

Every senior must complete a SIP in a department, program, or Independent Interdisciplinary Major. Every SIP must have a faculty advisor (also known as the SIP supervisor) within that department, program, or IIM committee.

Each student must complete at least a 1-unit SIP. Departments and programs have the option of allowing or requiring a 2-unit SIP.

A student may split a SIP between two departments, be it 1 or 2 units. In this case, the student may have more than one faculty SIP supervisor.

The SIP does not necessarily have to be done in the major department, although most SIPs are done in the major or in one or both departments of a double major. Some majors strongly encourage their students to do their SIP in the major. Many departments have certain prerequisites that must be met before doing a SIP within that department.

All departments and programs provide written guidelines or requirements for SIPs done within their disciplines. Ask your department or faculty advisor for guidelines early in the process. In general, SIPs take the following forms:

- Research thesis or reading project culminating in review paper

- Internship with a paper relating theory to practice

- Laboratory or field research with a paper

- Translation with appropriate explanation

- Creative work culminating in an exhibition, performance, and/or written work

- Under extenuating circumstances, with approval of the Department or Program Chair or IIM committee, advanced coursework at Kalamazoo College or another institution may be substituted for the SIP

Departments and potential SIP supervisors are not obliged to approve every SIP proposal that is presented to them. You may have to meet certain prerequisites, or you may have to adjust your ideas or modify your proposal, before it gains the approval of a SIP supervisor. Enlist a SIP supervisor early in the process and then work with that person to develop a project that will be interesting, significant, and meaningful to you.

The SIP Quarter

Each student must complete at least a 1-unit SIP. Departments and programs have the option of allowing or requiring a 2-unit SIP. A student may split a SIP between two departments, be it 1 or 2 units. In this case, the student may have more than one faculty SIP advisor. Students may conduct SIP work over the summer (as part of an extended fall term), during the fall quarter, or during the winter quarter. The SIP quarter will be included in any financial aid package you already receive. A SIP is charged as part of a regular quarter load (2 to 4 units of course work carries the same tuition fee). A summer SIP will be registered in the Extended Fall term and included in the Fall tuition billing. Students may not overload while working on their SIP. With the exception of performance-based SIPs in specific departments, which may have partial units spread over multiple quarters, students will have at least one "SIP quarter" in which at least one unit is devoted to the SIP. During this term students may take no more than 2 non-SIP courses (not counting partial credit courses)

Sip Units	Maximum Additional Coursework Allowed	
1 Unit Summer SIP	3 courses (up to 3.9 units) in Fall	
2 Unit Summer/Fall SIP	2 courses (up to 2.9 units) in Fall; 3 courses (up to 3.9 units) in Fall;	
2 Unit Summer/Winter SIP	2 courses (up to 2.9 units) in Winter; Summer component must be finished before Fall term	
1 Unit Fall SIP	2 courses (up to 2.9 units) in Fall	
2 Unit Fall SIP	1 course (up to 1.9 units) in Fall	
2 Unit Fall/Winter SIP	2 courses (up to 2.9 units) each in Fall and Winter	
1 Unit Winter SIP	2 courses (up to 2.9 units) in Winter	
2 Unit Winter SIP	1 course (up to 1.9 units) in Winter	
Multi-term Performance SIP in Art or Music	Depends on portion of SIP unit registered each term	SIP Registration Policies

The SIP counts as one or two course unit(s) for the term(s) during which it is counted, but the SIP is registered via a separate process from class registration. The SIP registration process involves a paper form (no online registration) which must be submitted to the Registrar's office by the student herself/himself. This paper form has its own set of deadlines:

SIP Quarter	Registration Form Due
All SIPs involving work over the summer (as part of an extended fall term)	Friday of 10th Week, Junior Spring Quarter
Fall and Fall/Winter SIPs	Friday of 1st Week, Senior Fall Quarter
Winter SIPs	Friday of 1st Week, Senior Winter Quarter

Some departments may also require a *SIP proposal* or *contract*, which should be submitted to your SIP department. Your department's SIP contract deadline may be earlier than the normal SIP registration deadline, in which case it is recommended that you turn your SIP registration form in to the Registrar's Office at the same time that you submit the contract to your department. Some departments require all SIP proposals to be submitted in the spring. **Submitting a SIP proposal to your department does not constitute registration for your SIP; you must officially register by submitting a registration form to the Registrar's Office in order to receive a grade or earn credit for a SIP.**

The SIP registration form requires your signature and the signature of your faculty SIP supervisor (the person who will evaluate and grade your work). Many departments also designate a SIP coordinator. Find out from your department who your coordinator will be. Any changes to SIP registrations must be made in the Registrar's Office by the end of the drop/add period of the quarter of registration (end of the first week of Fall quarter for Summer and Fall units; end of the first week of Winter quarter for Winter units). This includes dropping a SIP, changing your department or SIP advisor, changing the number of units, etc.

After the end of the drop/add period, you may withdraw from a SIP as you would from any other class, and the SIP will appear on your transcript with a grade of W. The withdrawal period for SIPs ends on Friday of the first week of the term following the SIP quarter (the end of the drop/add period for the following term).

Overloading is not permitted during a SIP quarter. Work completed over the summer as part of an extended fall SIP is the exception; students with a summer SIP unit may either take up to 3 full-unit courses or 2 full-unit courses and a fall SIP unit during the regular fall term. (Registration above 3.9 units is considered an overload.)

A student may not take 1 unit of SIP as their only course during a quarter unless that is the only unit they need to graduate.

If a student drops, withdraws from, or fails a SIP, the original SIP advisor is not obligated to supervise a second SIP with that student.

SIP Deadlines for Students and Faculty

Each Department, Program, or IIM Committee is responsible for establishing and implementing specific SIP deadlines within the SIP quarter (the term in which the bulk of the work on the SIP is to take place). This may include deadlines for drafts, interim feedback, revisions, presentations, etc.

For all SIPs, the final copy (i.e., no more revisions) is due to the SIP supervisor no later than Friday of second week of the term following the SIP quarter. For Summer SIPs, this means second week of the Fall quarter, even though Summer SIPs appear with the Fall registration.

Students are expected to be completely finished with all work associated with the SIP by that time, with the possible exception of departmental or program symposia in later terms.

Faculty shall submit Credit/No Credit grades by Friday of 6th week of the quarter following a registered SIP unit. For departments with partial SIP units extending into Spring, that partial unit grade is due by 6th week of the Spring quarter. A grade of Credit may be upgraded to Honors (e.g., after a Spring departmental symposium) until the end of Spring quarter.

The time lag between students turning in completed SIPs and faculty deadlines for turning in grades should not be interpreted as extra time for students to make revisions to the SIP. Work on the SIP in a quarter in which the student is not registered for SIP credit is considered an “invisible overload” for the students and is against College policy.

SIP Grades

The SIP will receive a grade of Honors (H), Credit (CR), or No Credit (NC). If you complete a SIP in two departments, you may be graded separately by each department. The SIP grade is not included in the cumulative GPA calculation, though it is recorded on the academic transcript along with the title of the project. There are no college-wide rules regarding length or breadth of paper that determine the difference between a CR and an H; the grade is determined solely by evaluators within the academic department or program, with the input of any outside mentors the student may have consulted.

Students who register for a 2-unit SIP but only complete enough work to earn 1 unit will receive a grade of CR for one unit and a grade of NC for the other unit. Faculty may also award a CR for one unit and an H grade for a second unit of a 2-unit SIP.

An “In-Progress” notation (IP) indicates that a SIP is continuing beyond the end of the quarter.

Incompletes will only be issued in consultation with the faculty SIP supervisor, and only in the event of a verified serious illness or family emergency. An incomplete will not be granted for poor or neglected work.

PE/Wellness Unit

The College requires all students to successfully complete one unit of physical education or wellness activity classes (typically five classes). PED 101 (Mind/Body) counts as two activities and may not be repeated. PE/Wellness activities are graded CR/NC. Only one unit of PE/Wellness activities may be counted toward graduation; students may participate in additional activities but will not earn additional units towards graduation.

Full-unit, credit-bearing courses, PED 205, 210 and 598, are separate from the PE/Wellness activities; they apply as separate units toward graduation rather than toward the five activities requirement.

Transfer credit may be applied toward the PE/Wellness unit requirement.

Majors, Minors, and Concentrations

Completion of a Major

Each student is expected to pursue a passion and develop expertise in at least one academic discipline or interdisciplinary area. A major is required for graduation; students may supplement this by completing a second disciplinary major or minor or by integrating courses from several disciplines.

Majors programs are designed to move from the broad to the specific through a sequence of core and elective courses. Upper-level majors courses usually delve deeply into a specific topic, and students can shape a particular emphasis within a major through their choice of upper-level courses. No matter what the discipline, all majors programs build skills in written and oral expression, information literacy, critical thinking and analysis, creative problem-solving, and independent scholarship.

Each major consists of a minimum of eight units plus cognates. The specific requirements for all major programs are documented in the Academic Programs section of this catalog. Students are required to declare a major during the winter of their sophomore year. The major program of study may be changed thereafter by filing a Change of Major form in the Registrar's office. If a double major is chosen, students must meet the requirements of both programs, including comprehensive examinations (if required). The number of units from study abroad that may count toward the major is determined by the department or program. See the Requirements for the Major for the specific departmental requirements.

Students may not double count a single course to meet multiple major or minor requirements (two different requirements for a single major or minor, requirements for two different majors or minors, or requirements for a major and a minor) except that requirements for the IAS major may be used to satisfy another major or minor. A single course may meet the requirements for a major and be a cognate course for another major or a minor.

All courses taken in the major field of study and that major's associated cognates must be at C- or better.

Transfer units may be used toward majors, minors, and concentrations at the discretion of the faculty in the associated department or program. Many departments have limits on the number of credits from outside Kalamazoo College that may count toward the program.

Minors

A minor consists of a minimum of six units within one department, all of which must be earned at a grade of C- or better. A minor is not required for graduation, but may be used by the student to strengthen a knowledge base different from or complementary to the required major program. Courses taken in a minor program may not also count toward a major or another minor.

Concentrations

A concentration consists of a minimum of six interdisciplinary units, all of which must be earned at a grade of C- or better. A concentration is not required for graduation, but may be used by the student to strengthen a knowledge base different from or complementary to the required major program. A course used for a concentration may also count for a major or a minor.

Outcomes of a Kalamazoo College Education

To understand our richly diverse and increasingly complex world, to be successful within that world, and to provide enlightened leadership to that world, a Kalamazoo College graduate will:

- know at least one field of inquiry in depth
- have studied a variety of fields of inquiry
- be able to engage in various cultural contexts in informed, meaningful, responsible, and respectful ways
- be able to learn effectively in a variety of settings
- be able to integrate theory and experiences through reflection
- respect personal and cultural differences
- be able to communicate effectively in both written and oral forms
- be proficient in at least one second language
- be able to think critically, reason analytically, and solve problems skillfully

Degree Requirements

#Units Requirements

3 Units Shared Passages Seminars

1 Unit First-Year Seminar (WRIT 130 or SEMN 100-199)

First-Year Seminars do not satisfy major, minor, or concentration requirements.

1 Unit Sophomore Seminar (SEMN 200-299)

May be used to satisfy major, minor, or concentration requirements at the discretion of departments and programs.

1 Unit Disciplinary or Interdisciplinary Senior Capstone (SEMN 400-499)

May be used to satisfy major, minor, or concentration requirements at the discretion of departments and programs.

Up to 3 Units Second Language

Demonstrated proficiency through the Intermediate Level (103 or 201, depending on the language).

1 or 2 Units Senior Individualized Project

1 unit minimum *

1 Unit Physical Education (5 activities)

May be satisfied by completing five activities, each equal to 0.2 units, selected from physical education activity classes taken on campus or while on study abroad, intercollegiate sports, and Land/Sea. (PED 101 counts for two activities of the five required.)

8-12 Units Major

Every student must complete a major. Some students also choose to declare a minor, concentration, or second major, although those are optional. Some departments may require majors to pass a comprehensive exam to complete the major or graduate with honors. Majors, minors, and concentrations are described in the Academic Programs section of the catalog. Please consult those descriptions for requirements in those programs.

A Minimum 2.0 cumulative GPA in major coursework is required for graduation.

Residency, Unit, and GPA Requirements

36 Units Minimum Required for Graduation, not including PE activities

A minimum of 18 full-unit courses must be completed at Kalamazoo College, including 6 of the last 12 courses*. These minimum units exclude units earned on Study Abroad, study away (including GLCA programs), and inter-institutional registration.

1 Unit PE/Wellness activities (5 activities)

2.00 Cumulative GPA

**Students on approved 3/2 engineering or health professions early entry programs are not subject to the SIP requirement or the requirement that 6 of the last 12 courses must be at Kalamazoo College.*

Additional Key Curricular Components

Students should choose a wide-ranging set of courses, in consultation with their advisors, to expand their horizons and complement their major. Students are also encouraged to integrate the following key elements of the K Plan into their own learning experience:

- Study abroad
- Service-learning
- Disciplinary and integrated, interdisciplinary minors
- Student research
- Career and Professional Development internships and externships
- Guild participation
- Land/Sea
- Involvement in student activities and athletics

Note about Skills:

Development of skills such as writing, oral communication, cultural understanding, critical thinking, creative expression, reflection, quantitative reasoning, information literacy, and research skills will take place across the curriculum: in seminars, in many general education courses, and in the major. Majors may require liberal arts cognates to supplement or complement the learning that happens within the major, whether that be skill development, concept understanding, or related content.

List of Programs**Majors**

Anthropology and Sociology
Art History
Art – Studio Art
Biology
Business
Chemistry
Classical Civilization
Classics
Computer Science
Critical Ethnic Studies
East Asian Studies
Economics
English with an emphasis in literary and cultural studies
English with an emphasis in writing
French
German
Greek
History
Independent Interdisciplinary Major
International and Area Studies
Latin
Mathematics
Music
Philosophy
Physics
Political Science
Psychology
Religion
Spanish
Theatre Arts
Women, Gender, and Sexuality

Minors

Anthropology and Sociology
Art – Studio Art
Art History
Chinese
Classical Civilization
Computer Science
English
French
German
Greek
History
International Business and Economics
Japanese
Latin
Mathematics
Music
Philosophy
Physics
Political Science
Psychology
Religion
Spanish
Theatre Arts

Concentrations

African Studies
American Studies
Biochemistry & Molecular Biology
Biological Physics
Community and Global Health
Critical Theory
Environmental Studies
Jewish Studies
Independent Interdisciplinary Concentration
Media Studies
Neuroscience
Public Policy and Urban Affairs
Women, Gender, & Sexuality

Special Programs

3/2 Engineering
Complex Systems Studies
Shared Passage Seminars
Interdisciplinary Courses
Neglected Languages
Physical Education

Experiential Programs

Experiential education is an important element of the K-Plan, with on-campus and off-campus opportunities in both domestic and international settings. Study abroad, study away through domestic programs, service-learning, student research, internships and externships, the Guilds, and student activities and athletics are key curricular components of the K-Plan, and are supported by a variety of administrative departments on campus.

First-Year Experience

The intentional weaving together of hands-on involvement, experiential learning, and mentorship within the context of a rigorous academic life is the hallmark of our First-Year Experience (FYE). Kalamazoo College was named one of thirteen "Institutions of Excellence in the First College Year" by the National Policy Center on the First Year of College and is featured in *Achieving and Sustaining Institutional Excellence for the First Year of College* (Jossey-Bass, 2005). *US News & World Report* has recognized Kalamazoo's First-Year Experience as a "program that really works." FYE at Kalamazoo College helps students:

- achieve academic success,
- identify and pursue passions,
- connect with Kalamazoo College and the greater Kalamazoo communities,
- construct complex intercultural understandings, and
- develop a purpose-filled and balanced life.

First-Year Seminars are the foundation of the FYE program, which includes participation in orientation and the Summer Common Reading, connections with Peer Leaders and academic advisors, and attendance at First-Year Forums. Peer Leaders, carefully selected student-mentors, share their knowledge and experiences to help first-year students achieve greater academic and personal success. Each First-Year Seminar is assigned a Peer Leader.

Center for Career and Professional Development

The Center for Career and Professional Development (CCPD) empowers students to identify and secure experiences that will help them clarify their career aspirations, broaden their networks, and hone their professional skills, so that they are well prepared to step confidently into life after Kalamazoo College.

To support students in their career development, the CCPD offers a variety of programs throughout the calendar year (the Discovery Externship Program and Field Experience Program in the summer months, and recruiting events, networking opportunities, and the annual Professional Development Institute during the academic year). The CCPD's staff also offers services including individual counseling appointments, peer advising, career assessment tools, résumé and cover letter critiques, practice interviews, and a variety of workshops and events.

Housed in the CCPD, the Kalamazoo College Guilds are communities of practice that bring together students, alumni, faculty, staff, and friends of the College around common professional interests. For students, Guilds connect elements of the K-Plan into a more integrated educational experience and develop networks and professional relationships useful after graduation.

Center for International Programs

Every study abroad program at Kalamazoo College is unique, but each offers challenging course work in an education system whose values and methods reflect those of the local culture, opportunities for integrative cultural experiences, and structured opportunities for using the local language(s) both in and out of the classroom. As the academic, language, and other specific qualifications differ from program to program, it is imperative that students carefully read the program descriptions and Study Abroad Handbook, available from the Center for International Programs (CIP).

Civic Engagement and Service-Learning

About three-fourths of Kalamazoo College students participate in programs with the nationally recognized Mary Jane Underwood Stryker Center for Civic Engagement. Each year, faculty offer over 20 community-based courses across the disciplines. Every week over 200 students work - as volunteers or through federal work study - in ongoing programs that student Civic Engagement Scholars lead and coordinate. In the summer, we offer six-week, fully-funded Community Based Internships in Kalamazoo. Our programs address issues such as health and educational equity, migrant rights, prison reform, community arts, food justice, sustainability, and neighborhood development. Collaborating in long-term partnerships with over 40 community organizations and grass-roots groups, students serve as scholar activists who conduct research and outreach, develop community gardens, make films, register voters, work with Kalamazoo Public School students, create health education materials, make art and poetry with community members, influence environmental policy, and more. Our emphasis is on building relationships for community change. The CCE requires all students, within courses or in student-led programs, to engage in structured reflection in order to make critical connections between service and learning, theory and practice, the global and the local, and the elements of their individualized "K Plan." All of our programs foster civic, academic, and personal growth within a social justice framework, and through collaborative learning our partnerships offer plentiful opportunities for student leadership and community transformation.

GLCA Domestic Study Away Programs

Kalamazoo College students who meet appropriate qualifications are eligible to apply for participation in a fine arts program in New York City, a fall quarter seminar at the Newberry Library in Chicago, an urban studies program at The Philadelphia Center, a semester program on the U.S.-Mexico border through the Border Studies Program, and a science/social science term at the Oak Ridge National Laboratory in Tennessee. College faculty members serve as liaison advisers to these programs. Students interested in the GLCA programs should consult with the appropriate faculty advisor or the Center for International Programs.

Student Support and Services

Academic Advising

Advisors are academic mentors who notice what is happening to their advisees, pay attention to their academic progress, and help them work towards completing their degrees and identifying and fulfilling their goals. Academic advising at Kalamazoo College helps students to develop plans compatible with their interests, abilities, and goals; design a course of on- and off-campus study; meet degree requirements; grow intellectually and personally; and make the most of their undergraduate education. All students must meet with their advisors before they are allowed to register for classes for the upcoming quarter. New students are assigned to an advisor linked to First-Year Seminars. Students typically stay with their first advisor until they declare a major sophomore year, when they may opt to change to an advisor in their major department. Departmental Student Advisors (DSAs) provide a student perspective on majors, minors, and concentrations.

Early Alert

Kalamazoo College has had an Early Alert system in place since 1996. Each quarter faculty and advisors are asked to notify the Early Alert Committee about students who are struggling or disengaged. Academic advisors are notified immediately of all reports. A group of academic and student development administrators meets weekly each quarter to review these reports, see if there is a wider problem, and make plans for the most effective follow-up.

Student Health Center

The Kalamazoo College Student Health Center is staffed by physician assistants, registered nurses, and an office coordinator. Services include acute medical care, diagnosis and treatment of illness and injury, travel consultation and immunizations, gynecological care, and limited diagnostic testing. If necessary, referrals are provided to outside medical care centers and specialist physicians. Medical supervision and after hours on call advice is offered by Western Michigan University Homer Stryker M.D. School of Medicine Family Practice Residency program, located at the Family Health Center. There is no fee for most services at the Student Health Center. Students are charged for in-house diagnostic tests, physical exams, some individual pre-travel consultations, immunizations, annual gynecology exams, some medications, supplies, nutritional counseling, and some treatments. The Student Health Center only bills the College Insurance Plan directly. For all other insurances, we will offer you an insurance ready receipt at the time of service.

Counseling Center

The Counseling Center provides a confidential setting where mental health professionals and interns help students understand and work through personal concerns. Our services include individual counseling and psychotherapy, support groups, educational workshops, psychological testing (personality, alcohol/other drug, and learning disability assessments), and referral to off-campus mental health professionals.

Students with Disabilities

In compliance with section 504 of the Rehabilitation Act of 1973, as Amended, and with the Americans with Disabilities Act of 1990 (ADA), Kalamazoo College recognizes that qualified students who have diagnosed or identified learning, physical, and emotional disabilities are entitled to the same benefits from the educational programs of the College. Kalamazoo College is committed to making every effort to providing reasonable accommodations, unless it that imposes an undue hardship or burden on the College. The Associate Dean of Students and the student will work together to negotiate and ensure appropriate accommodations that will work for the student. Cost associated with diagnosis, evaluation, and testing is the responsibility of the student, except in cases of severe financial need demonstrated to, and upon recommendation of, the Associate Dean of Students. The office also makes assistance available to students experiencing short-term illness or physical injury.

Academic Programs

African Studies

Professor: Bangura (Director)

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

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

Requirements for the Concentration in African Studies

Number of Units

Six units are required.

Required Courses

AFST/HIST 104 Introduction to African Studies

AFST/HIST 276 Civilizations of Africa

AFST/HIST 277 Contemporary Africa

Three additional courses chosen from the following list. Courses should include Africa specific study abroad subject to approval by the Director of African Studies.

AFST/ANSO 290 Africa in Global Context

AFST/HIST 273 Atlantic Slave Trade

AFST/POLS 248 Politics of Sub-Saharan Africa

ENGL 221 African Literature

AFST/SEMN/HIST 271 Nelson Mandela and the Anti-Apartheid Movement

HIST/AFST 272 Gender Relations in Africa

HIST/RELG/AFST 274 Islam in Africa

HIST/RELG/AFST 275 African Christianity

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

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

Kalamazoo College also operates study abroad programs in Africa: Kenya, Senegal, Egypt, and Botswana. These give students an intensive academic and intercultural experience in an African region. The specific African countries in which the College operates are listed in the "Center for International Programs" section of this catalog.

African Studies courses

AFST 101 Elementary Kiswahili I This course introduces students to the basic structures of Kiswahili with an emphasis on achieving elementary communication skills in reading, writing and grammatical skills. Student will become familiar with aspects of the language they would need in Kiswahili-speaking communities in Eastern Africa. This course also introduces students to the appropriate contexts of language usage by providing them with insights into the culture, traditions and history of Kiswahili-speaking peoples.

AFST 102 Elementary Kiswahili II This course continues to introduce students to the basic structures of Kiswahili with an emphasis on achieving elementary communication skills in reading, writing and grammatical skills. Student will become familiar with aspects of the language they would need in Kiswahili-speaking communities in Eastern Africa. This course also continues the introduction of appropriate contexts of language usage, providing students with insights into the culture, traditions and history of Kiswahili-speaking peoples.

AFST/HIST 104 Introduction to African Studies This course introduces students to selected themes, paradigms, and concepts in African Studies. It is divided into four sections: section one deals with "Pre-colonial African societies;" section two examines "The Idea of Africa;" section three focuses on "African Studies as an academic discipline;" section four addresses "Colonialism and its impact on Africa." It is strongly recommended that students take the Introduction to African Studies course before taking any of the upper level African Studies classes.

AFST 201 Intermediate Kiswahili Kiswahili 201 is a continuation of Elementary Kiswahili I & II that students have taken at K or while on study abroad in Kenya. The course emphasizes skills of listening, speaking, reading and writing with intermediate level grammatical structures. Half of the class time will be devoted to conversation and oral practice, reinforcing and going beyond the skills the students have mastered while on study abroad. The rest of the time will be devoted to reading and learning some intermediate-level grammar. Students are required to review all the readings prior to each class meeting. Attendance is required.

AFST/POLS 248 Politics of Sub-Saharan Africa This course offers an in-depth perspective on the study of Sub-Saharan African politics. It examines Africa's post-independence democratic strides, security issues, and the failure and successes of statism. It specifically exposes students to the challenges and the conundrum of the postcolonial state and the efforts in dealing with such challenges in Africa. The end of the Cold War as well as the demise of apartheid affected the political landscape in Africa, thus strengthening the role of grassroots organizations and of other external forces to engage in the process of state reconstruction.

AFST/SEMN/HIST 271 Nelson Mandela and the Anti-Apartheid Movement There are times when specific people, places and moments in history capture the imagination of the world. This occurs when that specificity speaks volumes to the human condition and offers lessons that we all sense are important. Such has been the case with Nelson Mandela and anti-apartheid movement. This course will use Mandela and the evolution of, and struggle against, apartheid as a window into some of the 20th century's most complex issues. Prerequisite: Sophomores Only

AFST/HIST 272 Gender Relations in Africa This course explores categories of masculinity and femininity that relate to and inform one another. It analyzes how these identity categories interact with other axes of social and political power, such as ethnic affiliation, economic status, and age in various places and times in Africa.

AFST/HIST 273 Atlantic Slave Trade This course examines the complex web of connections that linked together the various lives and fates of Africans, Europeans, and Americans via the Atlantic slave trade. It analyzes the mode of enslavement of Africans by slavers in Africa, the experiences of slaves in the Middle Passage, and the impact of the trade on continental and Diasporan Africans. It also explores the role played by Africa-based abolitionist movements in ending the trade in Atlantic Africa.

AFST/HIST/RELG 274 Islam in Africa This course explores the spread of Islam from the Arab peninsula to the African continent in the seventh century through the nineteenth century and limns the factors which facilitated this advance. It examines the methods and principles of Islam and how the religion affected the life styles of its African neophytes and adherents. As a result of the interaction between Muslim and African civilizations, the advance of Islam has profoundly influenced religious beliefs and practices of African societies, while local traditions have also influenced Islamic practices. Muslims were important in the process of state-building and in the creation of commercial networks that brought together large parts of the continent. Muslim clerics served as registrars of state records and played a role in developing inner-state diplomacy inside Africa and beyond.

AFST/HIST 275/SEMN 274 African Christianity This course explores the complex and disparate trends of Christianity in Africa since the first century C. E. It highlights Africa's role in the development and growth of Christianity as a global religion. Prerequisite: Sophomores Only

AFST/HIST 276 Civilizations of Africa Study of Africa south of the Sahara including the origins of man and the emergence of food producing communities; Ancient Egypt and pre-colonial African kingdoms and federations; medieval empires of western Sudan, Ethiopia, and Bantu-speaking Africa; and the Atlantic slave trade. Emphasis on socio-political and economic history.

AFST/HIST 277 Contemporary Africa Study of Africa south of the Sahara including colonialism and the anti-colonial struggles of the post-WWII period.

AFST/HIST 279 Special Topics in African History This course will focus upon a topic in African history that is not addressed in the department's regular offerings. The course can be repeated with different topics.

AFST/ANSO 290 Africa in Global Context An examination of contemporary African societies. Particular emphasis is given to the ways that people and places on the African continent have been and continue to be connected to global dynamics and the implications of these past and present connections for people's lives as they are lived today.

AFST 295 Special Topic: African Studies Special Topics offerings focus upon topics in African Studies that are not addressed in the department's regular offerings. The course can be repeated with a different topic. Check the course schedule to see when Special Topics courses are being offered.

AFST 593 Senior Individualized Project Each program or department sets its own requirements for Senior Individualized Projects done in that program, including the range of acceptable projects, the required background of students doing projects, the format of the SIP, and the expected scope and depth of projects. See the Kalamazoo Curriculum -> Curriculum Details and Policies section of the Academic Catalog for more details. Prerequisite: Permission of department and SIP supervisor required.

American Studies

Professor: Boyer Lewis (Director)

The concentration in American studies offers an interdisciplinary approach to the study of American culture. The concentration provides an excellent background for a wide variety of pursuits. Students will take six courses focusing on American institutions in fine arts, history, literature, political science, psychology, sociology, and religion. The concentration also offers a focus on Native American and African American Studies.

Requirements for the Concentration in American Studies

Number of Units

Six units are required.

Required Courses

One American History course: AMST/HIST 110 or 111

One American Literature course: AMST/ENGL 269, 270, 275, or 276

Core Courses

Four additional courses from at least two of the following different categories:

History

AMST/HIST 110 History of the US I

AMST/HIST 111 History of the US II

HIST 200 Colonial America

HIST 203 Revolutionary America

HIST 206 Culture and Society in Victorian America

HIST 209 Post World War II America

HIST 211 Native American History

HIST 212 American Environmental History

HIST 213 The Slave South

HIST 215 Civil War to Civil Rights

HIST 217 History of Leisure and Recreation in America

HIST 218 The American Jewish Experience

HIST 220 American Women's History to 1870

HIST 221 American Women's History since 1870

HIST 223 American Diplomacy since 1898

Literature and Fine Arts

AMST/ENGL 269 New World Narratives: American Literature 1500-1790
AMST/ENGL 270 Reform and Renaissance: U.S. Literature 1790-1865
AMST/ENGL 275 American Realisms: United States Literature 1865-1914
AMST/ENGL 276 Modernism and Postmodernism: United States Literature 1914-Present
ARTX 224 20th-Century Art
ENGL 220 African-American Literature
ENGL 222 American Indian Literatures
ENGL 230 Studies in U.S. Ethnic Literature
ENGL 260 Studies in Film (depending on topic)
ENGL 435 Advanced Literary Studies
MUSC 140 American Music
MUSC 165 Jazz: A Creative and Cultural Exploration
MUSC 205 Music and Identity
THEA 155 Introduction to African American Theater

Politics

POLS 105 Introduction to U.S. Politics: Theory and Practice
POLS 225 Constitutional Law
POLS 227 Law, Politics, and Society
POLS 229 Race, Law, & U.S. Politics
POLS 230 Congress & the Presidency
POLS 263 American Political Theory
POLS 285 United States Foreign Policy
POLS 380 Drugs, Democracy, and Human Rights

Society

ANSO 103 Introduction to Society and Culture
ANSO 120 The Family
ANSO 205 Urban Sociology
ANSO 215 Crime and Society
ANSO 230 Sociology of Religion
ANSO 235 Prisons and Public Policy
ANSO 236 Race and Racism
ANSO 255 The Media and Popular Culture
PSYC 230 Psychology of Prejudice
RELG 218 American Jewish Experience
RELG 120 U.S. Religious History I
RELG 121 U.S. Religious History II
RELG 220 Catholicism in the Americas
RELG 221 Black Religious Experience in the Americas
RELG 368 Hindu Traditions in the Americas

Students interested in Native American Studies should take: ENGL 222, HIST 211, and RELG 120. Students interested in African American Studies should take: ANSO 236, ENGL 220, HIST 213 and 215, POLS 229, RELG 221, and THEA 155, among other offerings.

Other courses may be accepted at the discretion of the director. Concentrators should consult with the Director of American Studies as early as possible to develop their program. Concentrators are encouraged to take as many courses as possible.

Senior Individualized Project (SIP)

The SIP in American Studies is encouraged but not required. Any faculty member regularly teaching in the American Studies program may direct a SIP in American Studies. Concentrators should consult with the Director of American Studies.

American Studies courses

AMST/HIST 110 History of the United States I America from contact times to 1865, with emphasis on economic, social, intellectual, and political developments.

AMST/HIST 111 History of the United States II America from 1865 to the present, with emphasis on economic, social, intellectual, and political developments.

AMST/ENGL 269 New World Narratives: American Literature 1500-1790 A study of the divergent and complementary tales emerging from those settled in or settling "America." Texts include American Indian and European creation myths, exploration narratives, Puritan poetry, captivity narratives, and late 18th-century fiction and non-fiction. Prerequisite: Sophomore standing or an English Reading the World course.

AMST/ENGL 270 Reform and Renaissance: U.S. Literature 1790-1865 A study of literature emerging during a period of significant social upheavals; the continuing shift from a colonial to an "American" identity, the unsettling of indigenous populations, the movement of European populations westward, and the Slavery and Woman questions. Through an exploration of diverse texts, students will examine a literature shaped by an impulse to transform or reform pre-existing perspectives and genres. Prerequisite: Sophomore standing or an English Reading the World course.

AMST/ENGL 275 American Realisms: U.S. Literature 1865-1914 This course examines a variety of approaches to knowing a literary period. We will explore theoretical, socio-historical, formal, and thematic paradigms that can organize our understanding of the wide variety of written and cinematic texts produced in the period between the end of the Civil War and the beginning of World War I. Through a study of the frequently conflicting stories about gender, race, sexuality, art, and Americanness that come to voice during this period, students will challenge and complicate their definitions of literary realism. Prerequisite: Sophomore standing or an English Reading the World course.

AMST/ENGL 276 Modernism and Postmodernism: U.S. Literature 1914-Present A study of the rise of a modern aesthetic in the wake of World War I and the postmodern response in the second half of the 20th century with an eye toward the diversity of voices and formal choices that mark this period. Prerequisite: Sophomore standing or an English Reading the World course.

AMST 593 Senior Individualized Project Each program or department sets its own requirements for Senior Individualized Projects done in that program, including the range of acceptable projects, the required background of students doing projects, the format of the SIP, and the expected scope and depth of projects. See the Kalamazoo Curriculum -> Curriculum Details and Policies section of the Academic Catalog for more details. Prerequisite: Permission of department and SIP supervisor required.

Anthropology and Sociology

Professors: Baptiste (Chair), Cunningham, Garriga-Lopez, Hatsumi, Kokushkin, Lane

The related disciplines of anthropology and sociology seek to understand the nature of communities, organizations, institutions, the systems of cultural meanings that form and inform them, and the interplay between individuals' lives and the societies in which they live. Such understanding requires critical understanding of the interactions among societies and especially the political, economic, and cultural dimensions of power embodied in structures of class, gender, ethnicity, and race that operate on both a local and global level.

Our goal is to provide courses that integrate the two disciplines into a common curriculum from which students derive the multiple perspectives, patterns of evidence, and methodological skills that will engender a broad yet nuanced understanding of the local and global dimensions of contemporary issues. This awareness, gained through reading, discussion, and active engagement both in the local community and through international programs and projects — is remarkably consistent with and thus directly serves the overall mission of the college: "to better understand, live successfully within, and provide enlightened leadership to a richly diverse and increasingly complex world."

Students graduating with a major in Anthropology and Sociology will find this major relevant for careers not only in anthropology and sociology but also in such related fields as human services, journalism, law, urban affairs, international development, government, business, and education.

Requirements for the Major in Anthropology and Sociology

A minimum of ten courses, comprised of the six core courses and four other ANSO courses of the student's choosing. Only one of the nine courses may be taken off-campus.

The Core (required)

ANSO 103 Introduction to Society and Culture
ANSO 212 Quantitative Research Methods
ANSO 245 Qualitative Research Methods
ANSO 275 Thinking Theoretically
ANSO 345 Theories of Society and Culture
ANSO 490 Senior Seminar: Current Dialogues in Anthropology and Sociology

Requirements for the Minor in Anthropology and Sociology

Number of Units

A minimum of six courses.

Required Courses

ANSO 103 Introduction to Society and Culture

Select the remaining five from all other courses except ANSO 490. ANSO 275 is recommended. Only one of the six courses may be taken off campus.

Anthropology and Sociology courses

ANSO 103 Introduction to Society and Culture This course is an introduction to the academic study of culture and social structure, as developed through the fields of cultural anthropology and sociology. Students will develop a vocabulary of core concepts and analytical skills for the study of cultures and societies both local and global. Through readings, films, lectures, class discussions, and experiential projects, students will explore the nature of communities, organizations, and institutions; the system of meanings that form and inform them; and the interplay between individuals' lives and the societies in which they live. Along the way, students will be asked to apply course concepts to their own lives in a critical way, and to reflect upon how such issues as belief systems, social stratification, culture change, gender roles, etc play out in an increasingly interconnected and globalized world.

ANSO 120 The Family This course examines the institution of The Family, primarily from a critical perspective. After situating The Family in cultural and historical structures of race/ethnicity, class, and gender, we explore the institution as a site for the production and reproduction of femininity, masculinity, and (hetero)sexuality. We also examine the implications of the institution and the dynamics of power embedded in it for individuals and groups working against the dominant script.

ANSO 140 Language, Culture and Society This course examines the relationship among language, culture and society with a special emphasis on the social and cultural factors that affect our use of and attitudes towards language. By examining how language is used in different socio-cultural contexts from an anthropological perspective, we will explore not only how language use varies according to social contexts and social groups, but also the roles that different varieties of language play in the expression of social identity and the production and reproduction of stereotypes and power relationships. Prerequisite: ANSO-103

ANSO 205 Urban Sociology This course examines the historical processes of urban economic, political, and social change that have shaped American cities in the twentieth and twenty-first centuries, such as the shifting fate of industrial work, racially exclusive suburbanization, and transportation funding and development. It also focuses on contemporary urban policy issues ranging from gentrification and the crisis of affordable housing to transit equity and the privatization of public space. Students will critically analyze major theoretical perspectives on the city including urban ecology, political economy, postmodern urbanism, feminist theory, and theories of immigrant incorporation; and they will engage in a series of experiential, field-based projects through which they will apply, test out, and evaluate these theories.

ANSO 210 Medicine and Society Cross-cultural analysis of the relationship of society to health and the disease process through the examination of the evolution of knowledge about disease; views of disease by different societies, ethnic groups, and social classes; and alternative national health care systems. Prerequisite: ANSO-103 or CGHL-120

ANSO 212 Quantitative Research Methods An introduction to the use of quantitative analysis and statistical reasoning in the fields of sociology, anthropology, and human development and social relations. The course will emphasize understanding and critiquing data and conclusions, and students will produce data sets as well. Students will develop skill in using SPSS. Prerequisite: ANSO-103

ANSO 225 Sex and Sexualities This course provides students with an overview of influential theories about the social aspects of sex and sexuality, as well as some direct engagement with ethnographic representations of sexual worlds and their politics. It examines the diversity of human sexual identities and activities in their historical, philosophical, legal, and social contexts. This course will consider sex and sexualities in an intersectional way, that is, in and through their intersections with issues of race, class, gender, nationality, and globality. Prerequisite: ANSO-103 or CGHL-120

ANSO 230 Sociology of Religion An introduction to theories and research in the sociology of religion, with particular emphasis on religious patterns in the United States. Attention will be given to the social sources of the growth and decline of various religious groups and traditions; relationships between religion, ethnicity, and politics; civil religion and cultural conflict. Prerequisite: ANSO-103 or RELG course

ANSO/SEMN 233 Capitalisms and Socialisms This course will look at different political and economic systems around the world and across times. Ideological debates tend to idealize and simplify the notions of capitalism and socialism, thus ignoring the fact that neither of those systems exists in the vacuum of its "pure" theoretical form. We will explore various elements of capitalist and socialist systems and how these elements mix together in different countries. This course is a Shared Passages Sophomore Seminar. Prerequisite: Sophomores Only

ANSO 234 Latin America in Global Context This course will primarily examine contemporary Latin American history from an anthropological perspective. The first part of the course will explore the role of colonialism and imperialism in the making of Latin America. In the second part of the course, the role of U.S. foreign policy will be discussed, particularly the specific policies the U.S. deployed in Latin America to "contain" alternative economic models deemed dangerous to U.S. capitalism. We also will examine the underlying assumptions of Western-centered development models imposed in Latin America and their relation to neo-colonialism and globalization. The final part of the course will explore revolutionary movements as they respond to the encroaching forces of capitalism. Prerequisite: ANSO-103

ANSO 235 Prisons and Public Policy This course considers the social and cultural functions of prisons in the United States. It evaluates the changing political, economic, and social forces that define crime in the U.S. and propel support for mass incarceration; and examines how prisons operate as institutions of social control in response to crises of global capitalism, the perceived fracturing of American identity, and radical politics since the 1970s. It also considers policies related to prisoners themselves, including quality of life issues, education and vocational training behind bars, probation and parole, and the dilemmas of rehabilitation and re-entry.

ANSO 236 Race and Racism This course equips students with a comprehensive understanding of "race" as a socio-political construct, and of racism as a structural and institutional process. Focusing primarily on the twentieth and twenty-first century United States, the course explores how race operates as an organizing principle of American life. It examines the historical development of notions of racial difference and the creation of racial inequality through science, philosophy, the law, and public policy; analyzes how contemporary social institutions perpetuate racial inequality; and considers the landscape of modern racial politics. Prerequisite: ANSO-103 and Sophomore Standing

ANSO/PSYC 238 Culture and Psychology of Arab-Muslim Societies This course provides an introduction to Arab-Muslim societies and cultures. It draws on readings from multiple disciplines to cover social structure and family organization in tribal, village, and urban communities, core value systems associated with the etiquettes of honor-and-modesty and with the beliefs and practices of Islam, and influences on psychological development through the life-span. It also will examine the processes of "modernization" and "underdevelopment," the conflict between Westernization and authentic "tradition," the "Islamic revival," and the crisis of identity experienced by youth.

ANSO 245 Qualitative Research Methods This course provides students with the methodological tools and concepts that provide the foundation of sound, ethical, qualitative, ethnographic research. Using a project-based approach, students learn about and gain experience with conceptualizing, designing, implementing, and writing up the results of a qualitative research project. Prerequisite: ANSO-103 and Sophomore Standing

ANSO 250 Social Psychology Survey of contemporary topics in social psychology, including attitudes, conformity, group dynamics, media effects, aggression, and social cognition; includes an experimental or field-based research project. Prerequisite: PSYC-101 or ANSO-103.

ANSO/SEMN 255 You Are What You Eat: Food and Identity In a Global Perspective The goal of this course is to examine the social, symbolic, and political-economic roles of what and how we eat. While eating is essential to our survival, we rarely pay attention to what we eat and why. We will look at the significance of food and eating with particular attention to how people define themselves differently through their foodways. We will also study food's role in maintaining economic and social relations, cultural conceptions of health, and religion. Finally, the class examines the complex economic and political changes in food systems and the persistence of food's role as an expression of identity, social and ethnic markers. This course is a Shared Passages Sophomore Seminar. Prerequisite: Sophomores Only

ANSO 270 Communities and Schools Drawing on anthropological theories, this course will explore the role of schooling and other educational practices in the production of knowledge and the reproduction of hierarchies both in the United States and abroad. Through their participation in the service-learning component of the course, students will be able to examine firsthand how reproduction occurs in the local educational system. Prerequisite: ANSO-103

ANSO 275 Thinking Theoretically This is an introductory social theory course for ANSO. It deals with classical and contemporary theoretical ideas that infuse the fields of sociology and anthropology. You are invited to read and discuss exemplars from each of these approaches and critically assess their claims. Throughout this quarter you will broaden your theoretical repertoire and will apply the theoretical concepts to real-world and fictional situations. Prerequisite: ANSO-103

ANSO/PSYC 279 Organizational Behavior This course is designed to provide you with analytical tools that will boost your assessment capabilities of organizations, the issues they are dealing with, and the challenges they and the people in them are facing. In addition, the material that will be covered during the term will tease and enhance your critical-thinking and investigative skills. Prerequisite: Sophomore standing.

ANSO/HIST 288 Sports in East Asia Whether it's Yao Ming on the basketball court, Ichiro in Seattle breaking records, or the ubiquitous martial arts, "East Asian" sports seem to be everywhere these days. How did this come about? What can we learn about East Asian societies, and our own, from studying sports? These are some of the questions we will be tackling as we explore the history and significance of sports in East Asia. Drawing from a combination of primary materials, theoretical writings, comparative studies, and secondary works focused on East Asia, we will consider sports in terms of several issues: invented traditions, nationalism, body culture, gender, stardom, and the modern Olympics, to name just a few.

ANSO 290 Africa in Global Context An examination of contemporary African societies. Particular emphasis is given to the ways that people and places on the African continent have been and continue to be connected to global dynamics and the implications of these past and present connections for people's lives as they are lived today. Prerequisite: ANSO-103

ANSO 295 Special Topics Special Topics offerings focus upon topics not addressed in the department's regular offerings. The course can be repeated with a different topic. Check the course schedule to see when Special Topics courses are being offered.

ANSO 295 Special Topics: Work and Labor Work occupies a central role in social life. Work contributes to a person's social and economic standing, life course options, and identity. Because work is closely related to other social institutions, structures, and processes - particularly social inequality - the social significance of work extends beyond individual identities and daily routines. Studying work from a sociological perspective provides the opportunity to connect the daily experiences of workers in their workplaces to broader social trends. Prerequisite: ANSO-103

ANSO 295 Special Topics: Understanding Violence This course provides an introduction to the sociological and anthropological study of violence. Through the perspectives of victims, victimizers, "bystanders," and women, the course will examine the use of terror as a means of fascist-imperialist and colonialist expansion and its consequences in nineteenth and twentieth century Europe, the New World, and South Asia. The course will also examine the roles of propaganda and knowledge production (such as anthropology as the science of man) in these imperialist and colonialist projects. Students will study, at least, four thematics that are important for understanding violence: (a) the definition of man and the idea of the primitive; (b) fascism, imperialism and colonialism; (c) propaganda and knowledge production; and (d) the problem of narrating violence. Students will have the opportunity to critically reflect upon how it is possible for "bystanders," who are neither victims nor direct victimizers, to live normal lives not far from the centers of the spaces of terror such as concentration camps in Europe and rubber plantations in the New World.

ANSO 295 Special Topics: South Asia in Global Context This course explores the modern history, society and culture of South Asia. First we study India under the British Raj and the history of the independence movement in the early twentieth century. We will then examine the crucial role South Asia has played in the production of social scientific knowledge, such as colonial historiography, Indology, comparative religion, anthropology and Subaltern Studies, and the relationship between power and knowledge. In the second half of the course we will read key ethnographies on the everyday life in contemporary South Asia and study topics including the family, sex, caste, class, religion, nation-building, capitalism, crime, cinema, civil war, and diaspora.

ANSO 310 Social Research for Social Change Drawing primarily from applied sociology and applied anthropology, the course examines the types of approaches taken in applied research as well as ethical issues that commonly arise in the context of doing applied work. Examples from a variety of areas of applied research will be considered. Prerequisite: ANSO-245 or Instructor permission

ANSO/MUSC 315 Sound & Culture in the Middle East An introduction to the popular culture and cultural politics of the modern Middle East, as heard through the medium of sound. Exploring the varied soundscapes and musical cultures of the region, we will examine how sound shapes, reinforces, critiques, and transforms social life, from the local to the international level. Listening to music as both an aesthetic object and a site for the contestation of ideas, we will learn about the ways in which music is used to articulate an array of competing visions: of the nation, colony and post-colony; religion, gender, and sexuality; globalization, hybridity, and modernity. Prerequisite: MUSC-103, ANSO-103 or Instructor Permission

ANSO 320 Advanced Seminar: Special Topics in Anthropology and Sociology A seminar for students who wish to explore significant issues in sociology or anthropology at a more advanced level. Topics may vary from year to year. Prerequisite: Sophomore Standing

ANSO 320 Globalization & Consumption Anthropology and Sociology The course description for this course is: This course explores anthropological engagements with and critical approaches to the concept of globalization and globalizing processes. We will theoretically and empirically analyze the meanings, consequences and experiences of globalization by exploring key themes, including: the emergence and expansion of capitalism; the role of the nation-state; histories, processes and structures of global inequalities; the rise of modernization, post-colonialism, and development; experiences of migration and diaspora; tourism and the commodification of "culture"; patterns of global consumption; anti-globalization and anti-capitalist social movements.

ANSO 325 States, Bodies & Epidemics This course examines epidemics as social events. Students will become familiarized with major anthropological and sociological works on contagion and social responses to epidemic disease. This course explore epidemics through the frames of national security discourse, migration and diaspora studies, and social justice activism and scholarship. This course analyzes the historical and philosophical genealogy of social and state responses to epidemics and the politicized representations of such epidemics. Students engage with key works in theories of the state, theories of the body and embodiment, and social analyses of communicable disease through the framework of critical medical anthropology. Prerequisite: ANSO-103 or CGHL-120

ANSO 330 Class, Status, and Power This course deals with issues of the structure of wealth, poverty, prestige, and power in relationship to societal, interpersonal, and individual opportunities, constraints, and outcomes. The course is organized around a dialogue and discussion of several provocative readings. Those readings look at the class, status, and power structure of contemporary societies and world politics from a critical perspective. This course, in turn, will analyze, critique, and assess the arguments advanced by the authors. Prerequisite: ANSO-103

ANSO/PSYC 340 Cultural Psychology Theories of how culture shapes thought, feeling, and the development of personality. Critical survey of topics in cross-cultural psychology, including culture and personality, child rearing, psychopathology, cognition, modernization, and underdevelopment. Prerequisite: PSYC-101 and Junior or Senior Standing or Instructor Permission

ANSO 345 Theories of Society and Culture Serving as the Anthropology & Sociology junior seminar, this course begins with a study of the writings of Marx, Durkheim, and Weber, as well as classical feminist and race theory. These theories are then tied to more contemporary theories of functionalism, interactionism, conflict theory, and contemporary feminist, race, and postmodern theories. Prerequisite: ANSO-103 and Sophomore Standing

ANSO 357 Immigrants and Exiles From its classical reference to displaced communities as a result of wars of conquests or natural disasters to current movements of population across borders as a result of global capitalism, the concept of diaspora has accumulated an archive of academic and imaginative literature. This course, a comparative introduction to the study of diaspora, focuses on the development of diverse diasporic communities and their role on the current global stage. Our specific focus will be on how members of these communities stake their claims both to their home countries and to the countries in which they reside. Prerequisite: ANSO-103

ANSO 490 Senior Seminar: Current Dialogues in Anthropology and Sociology Study of contemporary debates in sociology and anthropology, with particular attention to ways of knowing about and representing the social world. Prerequisite: Senior ANSO major

ANSO 593 Senior Individualized Project Each program or department sets its own requirements for Senior Individualized Projects done in that department, including the range of acceptable projects, the required background of students doing projects, the format of the SIP, and the expected scope and depth of projects. See the Kalamazoo Curriculum -> Senior Individualized Project section of the Academic Catalog for more details. Prerequisite: Permission of department and SIP supervisor required.

Art and Art History

Professors: Hahn, Koenig (Chair), Lindley, Rice

Courses in the art and art history department cultivate skills in the visual arts as well as an understanding of them as part of the liberal arts. Many art courses have no prerequisites and are open to all students. They also provide a background for those students who plan to continue their study of art at a graduate or professional school. To supplement classroom and studio experiences, Career and Professional Development and senior projects can provide internships and other opportunities for experiential learning such as arts management, commercial arts, museums, galleries, and the lives of professional artists.

Majors offered in the department include a major in Studio Art and a major in Art History.

AP, Dual Enrollment, Transfer, and Study Abroad Credits

Majors

Students who major in the department can use a total of only three units of eligible transfer, dual enrollment, AP, and credits from study abroad combined to count toward their major, with approval of the department. Only two units from study abroad can be used toward the major.

Minors

Students who minor in Studio Art or Art History can use a total of two units of eligible transfer, dual enrollment, AP, and credits from study abroad combined to count toward their minor, with approval of the department. Only one unit from study abroad can be used toward the minor.

Senior Individualized Project (SIP)

All SIPs must be advanced-level work. Students must seek out a SIP advisor in the department prior to the fall of their senior year. A faculty member will agree to supervise the student only if the quality of the proposal and the student's preparation meet department expectations.

A Senior Individualized Project in art for a non-major is possible only if the student has taken the relevant courses in the department and receives approval for the proposed project.

Studio Art SIP Guidelines

SIPs in Studio Art are usually one unit, typically executed in the senior winter. Students should have considerable experience, including at least one intermediate/advanced course in the medium or area of the SIP. Sculpture students must take at least two sculpture courses in addition to the required unit (three units total). All Studio Art majors must enroll in ARTX450 (Advanced Studio) in the fall before the SIP; this may also be required for non-majors who plan to do studio art SIPs. Beyond the production of work, the SIP consists of an oral defense and reflective SIP document (a narrative description of the project from nascent stage to completion with the addition of other support materials and images). The student may also have an optional exhibition and public presentation.

Art History SIP Guidelines

SIPs in Art History are usually a one unit research SIP.

The research SIP (one unit) is a paper of 40 to 50 pages on a topic in which the student has sufficient background to do advanced research. The topic must be approved in consultation with the SIP advisor prior to the fall of the senior year. Students are required to enroll in ARTX-440: Ways of Seeing in the fall quarter of their senior year in preparation for writing their SIP in the winter quarter.

Internship SIP Guidelines

The internship portion of an Internship SIP usually takes place during the summer between the junior and senior year. Students participate in an arts internship that will be a substantial experience, with most students working for approximately 20-30 hours a week. Students should consult with a faculty member about their plans and internship applications early in their junior year and no later than the end of winter quarter.

Studio Art Internship SIP students should register for a one-unit summer SIP. The SIP internship documentation (detailed daily journal, descriptions of the institution and personnel, 15-page research paper, reflective essay) is due at the beginning of the fall term.

The **Art History Internship SIP** frequently takes place in a museum or gallery. Students should register for a one-unit winter SIP. Students are also required to enroll in ARTX-440 Ways of Seeing in the fall quarter of their senior year prior to the completion of their written documentation and research paper during the winter quarter of the senior year.

Requirements for the Studio Art Major

It is highly recommended that a minimum of two classes in an area of focus, including at least one second-level or intermediate course, should be completed by the end of the junior year. Areas of focus include painting, photography, documentary, video, and sculpture (three sculpture courses expected for students planning a sculpture SIP).

Number of Units

Ten units are required. A SIP is not counted as part of the ten units.

Required Courses: Six Units

To be completed by the end of the sophomore year:

ARTX 105 Basic Drawing

ARTX 134 Sculpture: Object Investigation or ARTX 234 Sculpture: Structure and Space

ARTX 145 Survey of Art I: 1100-1600 or ARTX 150 Survey of Art II: 1600-1945

ARTX 201 Visual Fundamentals (taken sophomore spring)

To be completed by the end of the junior year:

One Intermediate Studio Course in the intended area of focus (300-level)

To be completed by the fall of the senior year:

ARTX 224 Art Since 1945

ARTX 450 Advanced Studio pre-requisite of at least one intermediate level studio art course)

Additional Electives

The remaining three units are to be selected from the studio art offerings.

Requirements for the Studio Art Minor

Number of Units

Six units are required.

Required Courses

ARTX 105 Basic Drawing or ARTX 134 Sculpture: Object Investigation

ARTX 150 Survey of Art II: 1600-1945 or ARTX 224 Art Since 1945

One Intermediate Studio Course (300-level preferred)

Three additional units to be selected from any of the studio art offerings

Requirements for the Art History Major

Recommended Timeline: Students should take the required 100-level courses as early as possible and then proceed to 200- and 300-level courses in the sophomore and junior year, in preparation for ARTX-440 Ways of Seeing and the SIP in the senior year.

Number of Units

Ten units are required. One unit may be the SIP.

Required Courses

To be completed by the end of the sophomore year:

ARTX 105 Basic Drawing or ARTX-134 Sculpture: Object Investigation

ARTX 145 Survey of Art I:1100-1600

ARTX 150 Survey of Art II: 1600-1945

To be completed by the end of the junior year:

ARTX 224 Art Since 1945

To be taken during the fall quarter of senior year:

ARTX 440 Ways of Seeing

Additional Courses

One Ancient Course: ARTX 208 Introduction to Greek Art and Archaeology or ARTX 209 Introduction to Roman Art and Archaeology

One Topics Course: ARTX 223 The Long 19th-Century Art, ARTX 227 Seeing and Perceiving in the Modern Museum, or ARTX 290 Art and Gender

Three Additional Units: Selected from any of the Art History offerings, including alternates listed above, one-time offerings, and/or an Art History SIP.

Requirements for the Art History Minor

Number of Units

Six units are required.

Required Courses

ARTX 145 Survey of Art I: 1100-1600

ARTX 150 Survey of Art II: 1600-1945

ARTX 224 Art Since 1945

Additional Courses

One Ancient Course: ARTX 208 Introduction to Greek Art and Archaeology or ARTX 209 Introduction to Roman Art and Archaeology

One Topics Course: ARTX 223 The Long 19th Century, ARTX 227 Seeing and Perceiving in the Modern Museum, or ARTX 290 Art and Gender

One Additional Unit: Selected from any of the Art History offerings, including one-time offering or the alternatives listed above; ARTX-440: Ways of Seeing is strongly recommended.

Art History courses

ARTX 145 Survey of Art I: 1100-1600 This survey course focuses on painting, sculpture, manuscripts, and architecture produced in the Christian and Islamic worlds from the 12th through 17th century. We will consider the visual cultures of cosmopolitan cities such as Paris, Isfahan, Venice, and Constantinople, which were centers of power as well as points of exchange. Throughout the course, we will think about how objects structured both religious practices and complex relations between different social groups. Major goals of the course include honing skills in looking critically and using art historical terms to interpret works of art.

ARTX 150 Survey of Art II: 1600-1945 Artistic revolutions from the 17th through the 20th centuries in the East and West caused radical visual and institutional transformation. This course surveys the development of modern art from a global perspective, tracing the influence of East and West upon one another from the Rococo to the Neoclassical, from Romanticism to Realism, to Cubism, Expressionism, and Postmodernism. We will examine how artists interpret the world around them and how these interpretations change over time.

ARTX/SEMN 205/RELG 201 Religious Art and Material Culture This course explores the relationship between religion and art. The arts, whether in the form of painting, sculpture, architecture or kitsch, are often vehicles for religious devotion and expression. At the same time, devotion to a divine figure has inspired some of the world's most beautiful pieces of art. Religion and art form a symbiotic relationship which can simultaneously be in tension and/or cohesive. Looking at various primary and secondary sources from a variety of religious traditions, we explore this tension and cohesion, which can be a window into larger societal and cultural issues. Given that we live in a mechanical age, special attention will be paid to the material production of religious kitsch and the place of religious art in the market. This course is a Shared Passages Sophomore Seminar. Prerequisite: Sophomores Only

ARTX/CLAS 208 Introduction to Greek Art and Archaeology This introduction to the multidisciplinary field of Greek archaeology examines the art and architecture of the Greek world from a contextual perspective. The course traces Greek material culture from Bronze Age origins through Hellenistic transformations. (This is a designated Greek literature or culture course in Classics.)

ARTX/CLAS 209 Introduction to Roman Art and Archaeology This introduction to the multidisciplinary field of Roman archaeology examines the art and architecture of the Roman world from a contextual perspective. The course traces Roman material culture from Iron Age and Etruscan origins through Early Christian transformations. (This is a designated Roman literature or culture course in Classics.)

ARTX 215 A History of Photography Photography was invented at two different geographic locations more or less simultaneously, which coincided with the rise of the modern political state and the industrial revolution in Western Europe. This course is a survey of that medium, and its cultural implications, from the beginning in France and England in the early 19th century, through the modern era of the 20th century, to touch upon conceptual, postmodern, and contemporary trends.

ARTX 221 Renaissance Art I This course provides an introduction to the art and visual culture of Northern Europe in the period between c. 1350 and 1600. Artists such as Jean Fouquet, Jan van Eyck, Hieronymus Bosch, and Albrecht Dürer famously experimented with new pictorial genres and illusionistic techniques in large-scale religious works, including altarpieces, as well as smaller works intended for private display. We will explore how methods of representation were related to social developments, including new forms of piety, technological innovations, and changes in the art market. Toward the end of the course we will consider the topic of idolatry and iconoclasm during the Protestant Reformation, examining how religious conflicts affected contemporary attitudes toward images.

ARTX 222 Renaissance Art II A strong papacy and its patronage in 16th-century Rome brought Michelangelo, Raphael, and many others from Florence and other cities to work there. They established an idealized classical style that was soon transformed into elegant, anti-classical Mannerism in much of Italy. At the same time, Venetian painters developed a distinctive style, less classical but more sensual.

ARTX 223 The Long 19th Century Eric Hobsbawm coined the period of time from the French Revolution to the end of WWI as "The Long 19th Century." This course takes a selective, topics-based approach to exploring this period of rapid change in the visual arts. We will explore how the creation and distribution of art from both the metropole and the periphery led to a visual revolution, creating many of the conditions for the modern visual world we exist in today.

ARTX 224 Art Since 1945 Painting, sculpture, architecture, performance, and installation art from approximately 1945 to the present day. The emphasis will be on examining the visual arts of this period from both a formal and socio-historical standpoint, using primary texts such as artist manifestos and the writings of critics to help guide an understanding of the visual. In the process, we will seek to better understand how the terms "modern," "postmodern," and "global," were expressed, evaluated, defined and shaped in the visual arts during the latter half of the 20th century.

ARTX 227 Modern Art Museum This course addresses the ideological aims and critical functions of art museums, from the 19th century to the present day. Course topics include: the origins of the modern art museum, the politics of collecting and exhibiting art, the ethics of collecting practices, and the relationship between art history and the museum. Case studies of curators and artists who have pushed the boundaries of traditional museum display will be used to examine how the relationship between objects, artists, and institutions has changed over time.

ARTX 260 Baroque Art In 17th-century Europe, exploration and scientific discovery expanded the world. Similarly, beginning in Rome, artists such as Caravaggio and Bernini both expanded and modified Renaissance innovations. Artists from all over Europe flocked to Rome, and Flemish, Spanish, French, and even some Dutch painters were transformed there, but political, religious, and cultural differences modified the styles they practiced when they returned, and those of other painters who had never left.

ARTX 290 Art and Gender This course explores the intersection of visual culture and gender through the lens of critical theory. We will examine how gender has been constructed both in and through the visual arts historically as well as in the present through various interrelated topics such as the myth of the artist; the gaze, the voyeur, and desire; the gendered body in visual art; and the gendered body's intersection with race, class, and sexual orientation.

ARTX 295 Architecture, Urbanism, and Identity The design of interior and exterior environments reflect ideal and imagined futures. Architectural sites and spaces shape personal interaction, national identities, and global aspirations. This course surveys architects, designers, and city planners of the 20th and 21st centuries, who have shaped our built environment from the minute detail of the residential floor-plan to the creation of entirely new cities built wholesale from scratch. Moving from Chicago and Paris to Seoul and Kalamazoo, we will explore how architectural design has responded to the fundamental questions and shifting conditions of modern communities: how and where will we live, work, learn and play?

ARTX 295 Representing Difference: Race & Ethnicity in European & American Art From the Age of Enlightenment to the 21st Century This course examines the relationship between visual representations and two highly unstable, entwined categories—race and ethnicity—from the 18th to the 21st Centuries, itself a highly unstable period encompassing the intellectual, political, and industrial revolutions of the Enlightenment, the expansion and retractions of colonial empires, and the ongoing tensions of our supposedly "post-racial" present. We will focus on art and visual culture as particularly powerful forces in shaping these perceptions, and, proceeding through a set of key themes and related case studies, work toward a nuanced understanding of the interaction of race, ethnicity, art, and visual culture.

ARTX 430 Ways of Seeing: Methods in Visual Analysis This course begins with a basic but fundamental question: how do we describe what we see? We will explore how philosophers, artists, and critics have grappled with this issue throughout history, seeking to understand the critical issues that can arise when communicating vision in verbal form. Because the practice of art history rests upon translating the expressive content of the visual world into words, a significant component of this class will focus on methodology, writing, and the critical analysis of classic theoretical texts that have formed the approach and structure of the discipline. Art and art history majors should plan to take this course during the fall of their senior year. Offered Fall. Prerequisite: Two Art History courses and Senior Standing

ARTX 593 Senior Individualized Project Each program or department sets its own requirements for Senior Individualized Projects done in that department, including the range of acceptable projects, the required background of students doing projects, the format of the SIP, and the expected scope and depth of projects. See the Kalamazoo Curriculum (Curriculum Details and Policies) section of the Academic Catalog for more details. Prerequisite: Permission of department and SIP supervisor required.

Studio Art courses

ARTX 105 Basic Drawing A study of drawing fundamentals, with emphasis on line, value, and shape organization as instruments of precision and expression. Students planning to major or minor in art should take this course by the spring quarter of the sophomore year. Prerequisite: Open to First-Years & Sophomores

ARTX 110 Digital Art The course provides the student with a working knowledge of, and skills associated with, computer-based art production. We will be using Macintosh computers with Adobe software (both raster- and vector-based programs). Early the student will create work that consists primarily of images and text, but later will move to time-based and/or conceptual forms. To help contextualize this kind of artistic production, participants will spend some time looking at a brief history of digital art as well as its relationship to artwork in general.

ARTX 115 Digital Photography The objective of this studio art course is to provide the student working knowledge of, and experience with, the fundamental creative tools used in fine art photographic practice. We will use digital cameras, optimize with Photoshop, and make archival pigment prints in the Center for New Media. Participants learn to analyze and discuss their work in critiques; discussion will be centered on technical, formal, and conceptual characteristics. We will also discuss subject matter and content and the difference between the two. In this critical "reading" of images, like that of a text, we will explore the basics of visual literacy. A digital camera with manual exposure capabilities is required.

ARTX 125 Ceramics: Wheel Throwing In this course, students explore clay through the use of the potters' wheel, their hands and class discussion. Course content is focused on the role of function in relation to utilitarian wares for sharing and serving food. Individual students will reflect on their personal experiences with food in an attempt to better understand the potential and specific use of pottery forms. Students will also be encouraged to consider new ideas and challenge themselves in regards to form, function and technique, as they develop technical abilities and a broader understanding of the possibilities of clay and pottery forms.

ARTX 128/ARTX 328 Painting: Traditional Practices This course is an introduction to traditional oil painting techniques. Students will work directly from life whenever possible and will have the opportunity to work from still life, landscape and the human figure. The course will emphasize working methods that stress critical judgment, mark making, space, color, light and composition from direct observation.

ARTX 134 Sculpture: Object Investigation This hands-on studio course investigates how objects are created, used, transformed and/or combined to make art. Student projects will be fabricated from found objects, wood, paper, and "non-traditional" materials. Concept-driven assignments ask students to create work that addresses the presence, history, meaning, materiality and form of objects. Assignments also incorporate fundamentals of three-dimensional design. Discussion and critiques focus on issues prominent in contemporary art. Students will also complete a series of Woodshop Practicums that introduce the woodshop and tools. Practicums take place during evening/weekend woodshop hours. Students majoring in art are encouraged to take this course in their freshman or sophomore year and prior to Structure and Space, if they intend to pursue sculpture at the advanced level. This course is accessible to non-majors at any point in their career.

ARTX 200 TV Production Designed for students with significant involvement in producing Kalamazoo College TV productions and production studio work. Students must meet a minimum 30-hour commitment within one term to receive 1/4 unit of credit. Various activities may include: studio equipment operator, producer, director, writer, and talent. There is no limit on how many times a student may repeat the course, but a student may only receive credit for one unit. Cannot be used for the Art History, Studio Art, or Art and Art History majors or minors. Does count towards Media Studies Concentration.

ARTX 201 Visual Fundamentals This course explores the basic elements (line, shape, repetition) and principles (figure/ground relationships, emphasis) of visual art and design. Basic color theory is also covered. Critical discussion accompanies a sequence of hands-on studio exercises and projects, which include work in collage, drawing, painting, and digital imaging. Readings and discussion will also be included as an art theory primer.

ARTX 203 Figure Drawing Figure drawing focuses on drawing issues related to working from the nude model while emphasizing proportion, foreshortening, and planar structures of the figure. Students will work from very short poses to extended poses, creating drawings with approaches uniquely designed for drawing the figure. This course continues the process begun in basic drawing of building a solid foundation in drawing skills through observation. Students aim to develop sensitivity to the structure, anatomy and expressive qualities of the human form. Homework is assigned for each class period and there is an evening drawing session on Wednesday nights for the purposes of completing assignments. Prerequisite: ARTX-105

ARTX/SEMN 204 Drawing Today: Uncommon Visions Drawing Today introduces current themes in drawing and provides an innovative approach to basic skill development required to produce images in a contemporary context. Students will read and discuss issues related to art and visual culture from around the world. Class time will be divided between discussion of important issues in contemporary art and hands on drawing instruction. Homework will include daily readings and weekly drawing projects that will allow students the opportunity to reflect upon theory and their assumptions of what drawing is and who it is that produces it. This course is a Shared Passages Sophomore Seminar. Prerequisite: Sophomores Only

ARTX/SEMN 206 Ceramics: World Pottery World Pottery is a hands-on studio course with significant research and reflection components. Class time will be used to introduce students to a variety of clay bodies and clay-forming techniques from historical and regional perspectives (wheel-throwing will not be taught). Creative assignments ask students to consider and critique the role of cultural exchange and image appropriation within historical ceramics and in their own creative work. Projects will also investigate the roles of different types of pottery within contemporary American society, as a point of reference and departure. Each student will propose, execute, and present a research project. Lectures, critiques, and discussions will focus on individual and societal assumptions about pottery. This course is a Shared Passages Sophomore Seminar. Prerequisite: Sophomores Only

ARTX/SEMN 214 Framing Difference This course will combine research and studio components, split more or less evenly. The research topic, broadly painted, will be fine art documentary practices, grounded with an entry-level hands-on studio component (using both film and digital photography). There are two motivations for this course: to give students creative control of photographic tools (technical, formal, conceptual) prior to their leaving for study away, but also to explore the issues and ethics of photographic documentary practice. While the broad research topic is documentary practice (theory/tradition), this course will place particular emphasis on the ethics of photographing outside of one's own group. This course is a Shared Passages Sophomore Seminar. Prerequisite: Sophomores Only.

ARTX 220 Ceramics: Clay in Community Throughout the term, students use clay as a sculptural medium through the use of traditional, exploratory, and experimental techniques. Concepts/topics for creative projects address definitions of space, place, community, and public and participatory art (service-learning sections also discuss issues of access and equity, as they exist in our own lives and within the greater Kalamazoo community). These topics provide a framework for development of formal (visual) and physical (structural) fundamentals involved in creating artwork that inhibits and interacts with the space around it. Technical, contextual, and conceptual considerations specific to clay are also covered. Wheel-throwing will not be taught.

ARTX 228 Painting: Contemporary Practices This course is designed for students who have had some previous studio art experience in painting, drawing, or design. Some knowledge of drawing and composition will be expected of students enrolling in this course. Students will learn about modern and contemporary issues in art and will be asked to produce work that investigates some of these themes. The primary medium for the class will be acrylic paint, but students will be encouraged to experiment with mixed media and alternative materials. In addition to technical experimentation students will address complex conceptual issues. Students will have the opportunity to explore a variety of styles and approaches to painting. Prerequisite: ARTX-201 (old ARTX-100) or ARTX-105 or ARTX-128

ARTX 230 Analog Photography This course provides the student working knowledge of, and experience with, the fundamental creative tools used in fine art photographic practice—using traditional (analog) processing and printing techniques. In addition to producing chemically based photographs, participants learn to analyze and discuss their work in critiques. To inspire and contextualize we will view historical examples from the Daguerreotype to contemporary practice. Assignments will be directed (to make the most of the inherent aspects of traditional analog materials) but will be open to interpretation. Students interested in pursuing photography at the advanced level are encouraged to take Digital Photography prior to Analog Photography, if possible.

ARTX 233 Printmaking An introduction to and development of basic techniques in intaglio and relief processes. Linoleum cut, wood cut, etching, and soft ground techniques will be some of the print methods explored. Prerequisite: ARTX-201 (old ARTX-100) or ARTX-105

ARTX 234 Sculpture: Structure & Space This mixed-media studio course explores concepts of structure and space as source material and necessary elements in the creation of sculpture and installation art. Assignments incorporate the use of linear and planar art materials, fundamentals of three-dimensional design, concept and critical thinking skills. Readings, discussion and critiques focus on issues prominent in contemporary art. Materials may include wood, paper, cardboard, wire, string, fabric and/or other non-traditional materials. Material skills are developed through experimentation and exploration, as opposed to technical demonstrations with the exception of a woodshop practicum that takes place during evening and weekend woodshop hours. Some sections also include an introduction to metal fabrication. This course is recommended for art majors and non-majors at the sophomore level and above and may be of particular interest to those pursuing studio art, physics, engineering, architecture, sociology and philosophy. Students interested in pursuing sculpture at the advanced level should also take Object Investigation prior to enrolling in Structure and Space, if possible.

ARTX 240 Watercolor An exploration of basic watercolor techniques to help assist students in developing the necessary skills to work independently in this medium. Technical experiments, wash painting, and wet-into-wet techniques teach students to control the medium and layer color. Students learn to work for an extended period of time on one piece, eventually developing their own subject matter and content. Prerequisite: ARTX-201 (old ARTX-100) or ARTX-105

ARTX 250 Introduction to Documentary Video Production Designed to introduce students to the basics of documentary storytelling and production. Students will individually produce, write, shoot and edit several video projects that are intended to develop their narrative and technical skills. They will also watch various documentary films and critique them as to style, content, and narrative structures. Ethical issues pertaining to the films' subjects and approaches will also be examined. While technical skills on camera and editor operation will be taught, emphasis is on the development of ideas, artistic approach, and storytelling.

ARTX 295 Ceramics: Intermediate Wheel Throwing This course will explore the possibilities of personal expression and function in the ceramic medium with a focus on traditional wheel throwing. Hand building and altering techniques will also be covered in challenging new ways. Pottery offers a unique historical and cultural context. Discussions and assignments will reflect on those contexts as well as the value of handmade pottery and the role of object makers in contemporary society. Students enrolling in this course must have taken Artx125 or another college level wheelthrowing course. Prerequisite: ARTX-125

ARTX 301 Advanced Documentary Video Production Designed for students to do advanced documentary storytelling and production, the class will meet in a seminar setting at least once per week. Students will individually produce, write, shoot and edit several short documentaries that are intended to develop their narrative and technical skills. In addition, they watch various documentary films and critique them as to style, content, and narrative structures. Ethical issues pertaining to the films' subjects and approaches will also be examined. Prerequisite: ARTX-250

ARTX 316 Intermediate Photography Photography taught as a creative and expressive medium from a fine art perspective. In this course, the student will expand their knowledge, skills, and experience in the medium by focusing on an individual project for the duration of the term. The student can use either analog or digital tools to create this small body of work. Critiques will be held and a written component will be due as well (structured reflection and artist statement). A camera with manual exposure capabilities is required. Prerequisite: ARTX-230 and ARTX-115, ARTX-214, or SEMN-214

ARTX 320 Intermediate Ceramics: State of Clay The intermediate levels of Ceramics: Hand Building and Ceramics: Wheel Throwing are taught as one joint course in the same time slot. Concept-based and technical assignments are designed to be accessible and applicable for both sets of students. Assignments help students question what it means to choose clay as a medium while developing a more advanced body of work. Lectures and discussions focus on the expanding role and definition of ceramics within contemporary art, with an emphasis on the development of American ceramics in the twentieth and twenty-first centuries. Basic clay, glaze and firing technology are covered through a series of technical labs. Offered Spring (odd years) Prerequisite: ARTX-220 or ARTX-125 (Both are preferred). Students may also use ARTX-206 or SEMN-206 as a prerequisite with instructor permission.

ARTX 327 Sculpture: Mold Processes A ceramics and sculpture course focusing on the many techniques of mold-making as a means to create and reproduce forms. Assignments and discussions geared towards the use of multiples and repeated forms in art. Materials include wax, clay, plaster, and non-traditional materials. Prerequisite: Take one of ARTX-125, ARTX-134, ARTX-135, ARTX-234, or ARTX-220.

ARTX 328 Intermediate Painting This course builds upon the conceptual approach to painting that began in Painting: Contemporary Practices and will emphasize individual direction and innovation. Most assignments will begin with an introduction to a broad contemporary theme in the visual arts and will ask students to respond to some aspect of the topic by generating artwork. The last three weeks will be given over to a series of works that address one of the topics covered earlier in the quarter or a topic that a student has a particular interest in investigating. Prerequisite: ARTX-228

ARTX 330 Alternative Photographic Processes The objective of this intermediate (and specialized) studio art course is to provide the student working knowledge of, and experience with, large format view-cameras and alternative photographic printing processes. In addition to producing photographs using these admittedly obsolete tools and materials, participants learn to analyze and discuss their work in critiques. Through this study, as well as the production of a small body of work, each student should finish this course with a deeper understanding of photographic practice. No equipment is necessary for enrolling in this course, as the college will provide several view cameras that students will share. Prerequisite: ARTX-115, ARTX-116, ARTX-214 or ARTX-230

ARTX 335 Intermediate Sculpture Students may register for Intermediate Sculpture in their junior or senior year, once they have completed at least two other sculpture courses and if Mold Processes is not offered during the term of registration. Individualized projects and assignments build on concepts and skills developed in earlier courses. Emphasis will be placed on portfolio development in preparation for advanced-level work. Intermediate students are required to attend meetings for an introductory course in sculpture throughout the term where they participate in critiques, conduct a research presentation and help mentor lower-level students. Prerequisite: Take two courses from ARTX-134 ARTX-135 ARTX-234 and ARTX-327

ARTX 416 Advanced Photography Photography taught as a creative and expressive medium from a fine art perspective. In this course, the student will continue to expand their knowledge, skills, and experience in the medium by focusing on an individual project for the duration of the term. The student can use either analog or digital tools to create this small body of work. Critiques will be held and a written component will be due as well (structured reflection and artist statement). A camera with manual exposure capabilities is required. Prerequisite: ARTX-316

ARTX 420 Advanced Ceramics Students may register for Advanced Ceramics in their junior or senior year, once they have completed at least three other ceramics courses. In consultation with the faculty, students develop the content and methodology that they feel fits their own personal objectives as artists. Emphasis will be placed on portfolio development and learning to function as an independent artist. Advanced students are expected to attend meetings for an introductory or intermediate course in ceramics throughout the term where they participate in critiques and help mentor lower-level students. Prerequisite: ARTX-320

ARTX 428 Advanced Painting The objective of this course is to help students develop direction in their art and to produce a coherent body of work. Students will be considered independently working artists responsible for developing the content and methodology that they feel fits their own personal objectives as artists. Placing their own work in the context of current trends and art history will help students produce artwork that is both personally satisfying and artistically significant. This course is intended for students who are considering graduate school or a career in studio art. Prerequisite: ARTX-328

ARTX 435 Advanced Sculpture Students may register for Advanced Sculpture in their junior or senior year, once they have completed at least 3 other sculpture courses. In consultation with the faculty, students develop the content and methodology that they feel fits their own personal objectives as artists. Emphasis will be placed on portfolio development and learning to function as an independent artist. Advanced students are expected to attend meetings for an introductory or intermediate course in sculpture throughout the term where they participate in critiques and help mentor lower-level students. Prerequisite: Permission

ARTX 450 Advanced Studio This course gathers experienced studio art students together, regardless of preferred media, for a rigorous study of contemporary practice and theory. Sessions include multi-disciplinary critiques, where both assigned exercises and, later, larger projects will be discussed. In addition, we will study contemporary work and theory via readings, videos, and presentations. Prerequisite: Senior art majors with at least one 300-level studio art course; non-majors with permission.

ARTX/SEMN 496 S.P.A.C.E. Experience or "S.P.A.C.E." is a senior-level civic-engagement art course that explores the relationship between Art and Activism, Social Justice, Community and/or Civic Engagement. This course is designed to be a collaborative experience for students from multiple disciplines and majors, regardless of prior experience in art. Throughout the term, students work together in small groups similar to mini "think tanks". Course content focuses on collaborative approaches to creating art for and with communities, with an emphasis on socially-just practices. Among the questions students will investigate during the term are: "How can art facilitate our experiences in public and private spaces? Who has access to a space? How do we share space and interact within it? What is the potential of the artist as an agent of change?" Professional skills such as responsible engagement, grant seeking/writing and project design will also be covered. Class and project workspace is housed in the Kalamazoo College Community Studio in the Park Trades Center. Each student will engage in a field experience, working with an organization or program in the city of Kalamazoo, for the duration of the term. This course is a Shared Passages Senior Capstone. Prerequisite: Seniors Only

Biology

Professors: Fraser, Girdler, Langeland, Moore (Chair), Salinas, A. Wollenberg, M. Wollenberg

The mission of our department and curriculum is to educate students in the field of biology and within the context of a Kalamazoo College liberal arts education. Through our courses, research collaborations, and advising we help each of our students become an intrinsically motivated, self-directed learner who enjoys a biologist's keen awareness of the natural world. Specifically, we foster development of the following attributes in our biology majors: 1) knowledge of the diversity of living organisms and levels - from molecules to ecosystems - at which those organisms can be studied; 2) understanding of how organisms are affected by their evolutionary and developmental trajectories and how these are influenced by environmental contingency; 3) ability to discover new biological knowledge and then communicate it effectively to others; and 4) curiosity about and empathy toward our shared environment.

Requirements for the Major in Biology

Consonant with the experiential-learning focus of the *K-Plan* and motivated by the biology department mission, our emphasis on an empirical approach to biology creates an environment in which students develop a strong foundation in biology. We encourage our students to ask and seek answers to probing questions, interpret primary literature, design and perform experiments, and make original observations of biological phenomena. The developmental progression from introductory core courses through upper-level electives prepares students well for the challenges of carrying out their Senior Individualized Projects, presenting results of those projects at our annual Diebold Symposium, and then continuing their education or seeking employment after graduation.

Number of Units

A minimum of nine biology courses (five required and four electives) and four cognates exclusive of lab credit, all at C- or better are required to complete a major in biology.

Among biology electives, at least three must be at the 300 level or higher, one of which must be a lab course. Other than BIOL 112 and BIOL 123, students may not count 100-level courses towards units required for the major.

Biology majors are encouraged to complete their Senior Individualized Project in biology.

The biology department will accept for credit in the major a maximum of one unit from the following sources:

- AP/IB credit (if score on Biology AP exam is 4 or 5, or score on IB exam is 5 or above)
- Study Abroad course in biology
- Dual enrollment or transfer course in biology
- A SIP in biology

Required Courses

- BIOL 112 Evolution and Genetics with lab
- BIOL 123 Form and Function with lab
- BIOL 224 Ecology and Conservation with lab
- BIOL 246 Cell and Molecular Biology with Lab
- BIOL 490 Functioning as a Biologist

Four cognates:

CHEM 110 (Chemical Composition and Structure), CHEM 120 (Chemical Reactivity), and CHEM 210 (Organic Chemistry I) as well as one of the following courses: CHEM 220 (Organic Chemistry II) or MATH 261 (Biostatistics). Because BIOL 246 requires Organic Chemistry as a prerequisite, CHEM 110, CHEM 120, and CHEM 210 must be completed before enrolling in BIOL 246.

Comprehensive Examinations

Senior biology majors are required to take a written comprehensive examination as part of BIOL 490.

Related Concentrations

Students interested in the following concentrations should refer to the full program descriptions and requirements provided in this catalog.

- Biochemistry and Molecular Biology
- Biological Physics
- Environmental Studies
- Health Studies
- Neuroscience

Biology Courses for Nonmajors

All biology courses at the 100 level are open to nonmajors without prerequisite. Courses we offer for nonmajors have goals consistent with those for the biology curriculum focused on majors. To attain those goals, general education courses directed primarily at students not majoring in biology should help students:

- Appreciate, understand, and engage in the process of doing science.
- Evaluate validity of scientific communications. For example, our students should be able to read, understand, and evaluate any *New York Times* article, especially those in the Tuesday Science Times.
- Be comfortable with ambiguity and uncertainty.
- Learn that science is a fascinating human endeavor, applicable to everyday life.

Biology courses

BIOL 101 Biology: Stuff You Need to Know In this course for non-science majors, you will learn about contemporary biological issues that affect you - personally, as a citizen of human communities, and as a member of broader biotic communities. While exploring topics including evolution of antibiotic resistance, human reproduction, the human stress response, immunity to disease, and how our genes and surroundings influence who we become, you will learn how our understanding of these important issues develops over time, grow more accustomed to viewing yourself and your environment from the perspective of a biologist, and come to see biology as a fascinating human endeavor. Intended for non-majors.

BIOL 102 The Darwinian Revolution Evolution is the unifying theory of biology but its origins and impact extend far beyond this scientific discipline. In this course we will explore the interplay between science, other disciplines, and society by examining the origins and development of evolutionary thought, with special emphasis on Darwin's theory of evolution by means of natural selection, and by discussing the ways in which Darwinism affects how we think about ourselves, our society, and the world in which we live. Topics for discussion include Social Darwinism, race and eugenics, human origins, creationism, and sociobiology. Intended for non-majors.

BIOL 112 Evolution and Genetics with Lab An introduction to principles of evolution and genetics. Includes a comprehensive overview of genetics from molecular, classical, and population perspectives, as well as in-depth treatment of evolutionary mechanisms, phylogenetic analysis, and the history of life on Earth. Laboratories include the purification and analysis of DNA, Drosophila and bacterial genetics, computer and class simulations of evolutionary processes, and bioinformatics.

BIOL 115 Environmental Science In this course you will (1) build a basic understanding of the physical and natural systems that make up the biosphere on Earth (land, water, atmosphere, and life) stressing the dynamics of these interconnected systems; (2) develop a scientific understanding of the causes and consequences of several of the major environmental problems facing today's society; (3) acquire the tools to enable you to think critically about other current and future environmental challenges you will face as a member of contemporary society. One weekend field trip is required. Intended for non-majors and as an entry to the Environmental Studies Concentration.

BIOL 123 Form and Function with Lab Organism-level phylogeny, morphology, and physiology are the major subject areas of this course; organisms interacting with, and adapting or adjusting to, their environments is the underlying theme running through these subject areas. Through this course students will learn how the environment, biotic and abiotic, shapes the form (morphology) and function (physiology and behavior) of organisms over ecological and evolutionary time.

BIOL 195 Special Topic: Life Is Liquid The human body is mostly water; the surface of our planet is mostly water; water shapes the Earth, fills our cells, controls our climate, nourishes our crops, limits biodiversity and human populations -- it even plays an important role in politics around the world. In "Life is Liquid" we will explore the role of water in life, all the way from the molecular foundations up to water's importance as a contested and often limiting natural resource (for this reason, this Biology course also counts towards the Environmental Studies concentration). Intended for non-majors.

BIOL 200 Research Apprenticeship in Biology Apprenticeships intended to provide opportunities for biology majors to become regularly involved in ongoing research projects with faculty, either with the same faculty member for a number of quarters or with different faculty in different quarters. A minimum of 50 hours of work is expected for each quarter. Three apprenticeships earn one full unit toward graduation.

BIOL 222 Vertebrate Biology with Lab Broad-based study of comparative anatomy and life histories of adult vertebrates and how these influence our understanding of vertebrate phylogeny; laboratories in comparative anatomy and diversity of vertebrates. Prerequisite: BIOL-123 All course prerequisites must be met with a minimum grade of C-.

BIOL 224 Ecology and Conservation with Lab Ecology is rooted in natural history, the description of organisms in their environments. Ecologists study interactions in nature across many levels of biological organization, from individuals to populations, communities, ecosystems, and, finally, the entire biosphere; this course is organized along this continuum. How do we explain the distribution and abundances of organisms? How do populations of different species interact as competitors, as predators and prey, as pathogens and hosts, and as mutualists? And finally, given the planet-wide environmental impact of our species, how can ecologists apply their knowledge to the conservation of natural resources? Prerequisite: BIOL-123 All course prerequisites must be met with a minimum grade of C-.

BIOL 232 Plant Biology with Lab In this course we will explore the consequences of being a plant: they make their own food; generally they are stuck in one place; they are as dumb as posts; they are modular; they have some very cool genetics; they have evolved some critically important symbioses with bacteria and fungi. Moreover, plants can live without us, but we cannot live without them. We will review the plant kingdom generally, but we will focus on the angiosperms (flowering plants), covering broad aspects of structure, development, growth, and reproduction. Laboratory will focus on field identification and ecology. Prerequisite: BIOL-123 or Permission All course prerequisites must be met with a minimum grade of C-.

BIOL 246 Cell and Molecular Biology with Lab The complex workings of individual cells will be explored from a molecular perspective. Topics include the flow of genetic information, cell structure and mechanics, metabolism, cell signaling, and regulation. An integrated laboratory will introduce cutting-edge cell and molecular techniques, including cell culture, transfection, immunoprecipitation, electrophoresis, and Western blotting. Prerequisite: BIOL-112 and CHEM-210 All course prerequisites must be met with a minimum grade of C-.

BIOL/PSYC 290 Animal Behavior with Lab The study of animal behavior seeks to describe and explain behavior on multiple levels - from underlying physiological causation to evolutionary origin. Using examples from barnacles and worms to birds and mammals, this course examines behaviors such as orientation, communication, foraging, territoriality, reproduction and sociality. Through lectures, research literature and laboratory studies students will build proficiency in designing, conducting, analyzing and evaluating behavioral studies and gain new appreciation for the subtlety and complexity of behavior and its application to fields such as animal welfare and conservation. Prerequisite: BIOL-112, or BIOL-123, or PSYC-101 All course prerequisites must be met with a minimum grade of C-.

BIOL 295 Invertebrate Zoology with Lab Invertebrates comprise about 97% of all animal species, are found in a variety of environments, and come in a seemingly endless array of body plans. Moreover, many are notorious for spreading disease or acting as parasites. In Invertebrate Zoology, you will learn about the origins of these fascinating animals and have the opportunity to explore the great diversity of invertebrate organisms within over a dozen major animal phyla. For the taxa covered, we will discuss important aspects of their anatomy and physiology, ecology, special adaptations, modes of reproduction, life cycles, and medical and economic impacts when applicable. Prerequisite: BIOL-123 All course prerequisites must be met with a minimum grade of C-.

BIOL 312 Population and Community Ecology with Lab This course builds upon principles studied in BIOL 224. Using both theoretical and empirical approaches, we will explore in greater depth: population ecology, demography, life history strategies, species interactions, community structure and dynamics for both aquatic and terrestrial communities. Labs will focus on the methods ecologists use to answer questions about the distribution and abundance of organisms; students will explore local habitats and conduct independent research. Prerequisite: BIOL-224 All course prerequisites must be met with a minimum grade of C-.

BIOL 322 General and Medical Microbiology with Lab This course includes a general introduction to microbiology including the structure and function, metabolism, and genetics of bacteria, archaea, viruses, and eukaryotic microbes. This basic introduction is expanded by topics including the roles of microorganisms in biogeochemical cycling, food microbiology, the pathogenesis of infectious diseases, and the benign and beneficial role that microorganisms play in the human body. Labs will focus on using standard microbiological techniques (e.g. sterile technique, dilution and culture-dependent assays, microscopy, molecular and computational biology) as tools for inquiry-based explorations of the microbial world. Prerequisite: BIOL-246 All course prerequisites must be met with a minimum grade of C-.

BIOL 350 Neurobiology with Lab Structure and function of the nervous system will be considered, in addition to the molecular and cellular workings of individual neurons. Topics include cell biology of neurons, electrophysiology, sensory and motor systems, brain development, and dysfunction of the nervous system. An integrated laboratory will focus on neuroanatomy, histology, physiological simulations, and neuronal cell culture. Prerequisite: BIOL-246 or Permission All course prerequisites must be met with a minimum grade of C-.

BIOL/CHEM 352 Biochemistry with Lab Overview of the chemical mechanisms underlying biological processes including structure and function of proteins, polysaccharides, and lipids; enzymatic catalysis and kinetics; an introduction to bioenergetics; detailed treatment of carbohydrate metabolism; survey of lipid and amino acid metabolism; and integration of metabolism. Laboratory will emphasize enzyme kinetics, protein isolation, and electrophoresis. Prerequisite: CHEM-220 or CHEM-224 All course prerequisites must be met with a minimum grade of C-.

BIOL/CHEM 352 Biochemistry Overview of the chemical mechanisms underlying biological processes including structure and function of proteins, polysaccharides, and lipids; enzymatic catalysis and kinetics; an introduction to bioenergetics; detailed treatment of carbohydrate metabolism; survey of lipid and amino acid metabolism; and integration of metabolism. Prerequisite: CHEM-220. All course prerequisites must be met with a minimum grade of C-. Prerequisite: CHEM-220 All course prerequisites must be met with a minimum grade of C-.

BIOL/CHEM 352L Biochemistry Lab Overview of basic biochemical laboratory techniques with emphasis on protein isolation and characterization, enzyme kinetics, and bioinformatics. Students will devise and execute independent research projects as part of the course final project. Laboratory and scientific writing, oral communication, and preparation of quality figures and tables will also be emphasized. Prerequisites: CHEM-220 and CHEM/BIOL352 (can be taking concurrently). All course prerequisites must be met with a minimum grade of C-. Prerequisite: CHEM-220, Minimum grade of C- CHEM/BIOL-352 Lecture may be taken concurrently

BIOL 360 Immunology and Human Health with Lab Introduction to basic principles of the mammalian immune system, including recognition of pathogens, mechanisms of pathogen clearance, the regulation of immune cells, and the evolution of immunity. We will explore current topics in immunology and human health, including personalized medicine, the rise of autoimmune diseases, and the cost of health care. Labs will cover both experimental infection models (e.g. nematodes) and molecular techniques in immunology (e.g. nucleic acid analysis). Prerequisite: BIOL-246 All course prerequisites must be met with a minimum grade of C-.

BIOL 376 Human Physiology with Lab Analytical treatment of the mechanisms by which humans regulate their internal environment. Emphasis on thermoregulation and on respiratory, circulatory, excretory, endocrine, and digestive systems. Laboratories include respiration, metabolism, and excretion as well as student presentations of articles on comparative animal physiology from the primary literature. Prerequisite: BIOL-123 All course prerequisites must be met with a minimum grade of C-.

BIOL 396 Entomology with Lab A comprehensive introduction to the biology and classification of insects. Topics covered include insect structure, function, development, behavior, principles of control, identification, systematics, and evolution. Laboratories include field trips to local sites to observe and collect insects, and to view ongoing basic and applied research projects by local entomologists. Students will gain experience in rearing and handling insects. All are required to assemble a collection of local insects. Prerequisite: BIOL-123 All course prerequisites must be met with a minimum grade of C-.

BIOL 420 Advanced Molecular Genetics W/ Lab Advanced treatment of principles and methods of modern molecular genetics. Building on principles from core biology courses, this course covers multiple perspectives on genetics, including gene structure and regulation, modes and patterns of inheritance, identification and manipulation of specific genes, as well as population and quantitative genetics. Laboratories feature classical and molecular approaches including gene mapping with *Drosophila*, PCR and sequencing-based human genotyping, and accessing and utilizing bioinformatics databases. Prerequisite: Take BIOL-112 and BIOL-246 All course pre-requisites must be met with a minimum grade of C-.

BIOL 482 Topics in Biology: Advanced Medical Microbiology Current topics in the field of medical microbiology as they relate to infectious diseases and public health will be explored through lectures, discussions and student presentations. Readings will be almost exclusively from the peer-reviewed scientific literature. Themes include emerging infectious diseases, the normal human microflora, and the molecular basis of microbial pathogenesis. Prerequisite: BIOL-246 All course prerequisites must be met with a minimum grade of C-.

BIOL 484 Topics in Biology: Neurodegenerative Disorders The molecular underpinnings of nervous system disease and injury states will be investigated. A combination of lectures, discussions, and student presentations of research articles will be employed. Course readings will come exclusively from the primary literature. Topics covered will include neurodegenerative diseases, nervous system injury states, drug addiction, and brain tumors. Prerequisite: BIOL-246 All course prerequisites must be met with a minimum grade of C-.

BIOL 485 Topics in Biology: Trees This course focuses on how trees impact human welfare and influence the environment. We will examine tree structure, physiology and ecology. We will discuss how conventional and urban forests are managed, how fire and climate change influence tree growth and regeneration, and how forests could provide climate change mitigation. We will also examine how trees impact social behavior and provide ecosystem services. Students will discuss current peer reviewed and popular press literature. The class will be discussion, lecture and field based. Students will experience activities that will enhance their understanding and appreciation of trees on campus and at the Lillian Anderson Arboretum.

BIOL 486 Topics in Biology: Biogeography This course focuses on how the spatial and temporal distribution of life on Earth has been shaped by various evolutionary, ecological, and geologic processes. We will look at how the physical environment of the Earth has changed over geologic time and how continental drift has altered the layout of the continents and smaller land masses. We will discuss how evolutionary processes such as vicariance, dispersal, speciation, and extinction, along with the changing climate and landscape, have shaped populations of organisms, species, and communities. The impact of human activity on species distributions since our emergence in the Quaternary Period will also be covered. Prerequisite: Take BIOL-112 and Take BIOL-224 All course prerequisites must be met with a minimum grade of C-.

BIOL 488 Topics in Biology: the Symbiotic Habit A comprehensive overview of current symbiosis research literature, focusing on animal-microbe relationships and with special emphasis on the human microbiome. This course will highlight both model- and non model-based approaches for understanding topics ranging from molecular biology to ecology and and symbiotic relationships. Students will be responsible for reading primary literature and participating in discussion, oral presentations, and concise scientific writing. Prerequisite: BIOL-112, BIOL-123, BIOL-224, and BIOL-246 All course prerequisites must be met with a minimum grade of C-.

BIOL 490F Senior Seminar (Full Year) Participation in a seminar involving teaching and research in the literature and consideration of current biological questions; preparation for SIP research through literature search and critical discussion of pertinent papers; preparation and defense of completed thesis based upon SIP research. (Fall component of full-year course.)

BIOL 490S Senior Seminar (Full Year) Participation in a seminar involving teaching and research in the literature and consideration of current biological questions; preparation for SIP research through literature search and critical discussion of pertinent papers; preparation and defense of completed thesis based upon SIP research. (Spring component of full-year course.)Prerequisite: Take BIOL-490F and BIOL-490W and Seniors Only

BIOL 490W Senior Seminar (Full Year) Participation in a seminar involving teaching and research in the literature and consideration of current biological questions; preparation for SIP research through literature search and critical discussion of pertinent papers; preparation and defense of completed thesis based upon SIP research. (Winter component of full-year course.)Prerequisite: Take BIOL-490F

BIOL 593 Senior Individualized Project Each program or department sets its own requirements for Senior Individualized Projects done in that department, including the range of acceptable projects, the required background of students doing projects, the format of the SIP, and the expected scope and depth of projects. See the Kalamazoo Curriculum -> Curriculum Details and Policies section of the Academic Catalog for more details.Prerequisite: Permission of department and SIP supervisor required.

Biochemistry & Molecular Biology

Professors: Furge, Langeland, Moore, Stevens-Truss

A major focus of modern scientific inquiry is uncovering the physical and chemical mechanisms underlying biological systems. Therefore, an interdisciplinary concentration in Biochemistry and Molecular Biology is offered for students interested in advanced study at the interface between biology and chemistry. Courses include a selection from the physical and biological sciences; most are laboratory based and make use of sophisticated, cutting-edge instrumentation and techniques. Students interested in graduate studies of molecular-level phenomena are especially encouraged to consider this plan of study.

The Concentration in Biochemistry and Molecular Biology

Prerequisite Coursework

BIOL 112 Evolution and Genetics with Lab

CHEM 110 Chemical Composition and Structure with Lab

CHEM 120 Chemical Reactivity with Lab or CHEM 125 Chemical Composition, Structure, and Reactivity with Lab

CHEM 210 Organic Chemistry I with Lab

MATH 112 Calculus I

MATH 113 Calculus II

PHYS 150 Introductory Physics I with Lab

PHYS 152 Introductory Physics II with Lab

Required Courses

BIOL 246 Cell and Molecular Biology with Lab

BIOL/CHEM 352 Biochemistry with Lab

CHEM 220 Organic Chemistry II with Lab

CHEM 310 Physical Chemistry I with Lab

One unit from:

BIOL 420 Advance Molecular Genetics with lab

CHEM 460 Advanced Biochemistry with Lab

In accordance with College policy, concentrators in biochemistry and molecular biology must pass the required courses with a C- or better.

Biological Physics

Professor: McDowell

The biological and medical sciences are changing rapidly. Many new discoveries now require an understanding of biological systems from a physical point of view. In particular, physics, mathematics, and computer science are becoming more essential now than ever before. Contemporary research areas in biological physics include neuroscience, protein conformational dynamics and folding, DNA conformational dynamics, single molecule dynamics such as molecular motors, cell mechanics, information transfer in biological systems, membrane biophysics, multi-cellular phenomena, biological networks, effects of radiation on biological systems, and instrumentation development. The biological physics concentration is designed to supplement the background usually provided in a standard biology, chemistry, or physics major.

Requirements for the Biological Physics Concentration

Prerequisite Coursework

CHEM 110 Chemical Composition and Structure with Lab
CHEM 120 Chemical Reactivity with Lab
MATH 112 Calculus I
MATH 113 Calculus II
PHYS 150 Introductory Physics I with Lab
PHYS 152 Introductory Physics II with Lab

Required Courses

BIOL 112 Evolution and Genetics with Lab
BIOL 246 Cell and Molecular Biology with Lab
CHEM 210 Organic Chemistry I with Lab
CHEM 310 Physical Chemistry I with Lab
Two units from:
PHYS 205 Applications of Physics in the Biosciences
PHYS 215 Introduction to Complex Systems
PHYS 270 Nonlinear Dynamics and Chaos
COMP/PSYC 415 Computational Neuroscience

In accordance with College policy, concentrators in Biological Physics must pass the required courses with a C- or better.

Chemistry

Professors: Anderson, Bartz, Furchak, Furge (Chair), Slough, T. Smith, Stevens-Truss, Williams

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

Requirements for the Major in Chemistry

Number of Units

A minimum of eight units from credited courses, excluding courses designed for non-chemistry majors. Also does not include the SIP.

Advanced Placement

With a chemistry advanced placement score of 4 or 5, one unit of AP credit will be awarded towards the minimum of eight units required for the major in chemistry provided a student begins the chemistry sequence at CHEM 120 or higher.

Required Courses

CHEM 110 Chemical Composition and Structure with Lab (exempted if student begins in CHEM 120 or CHEM 125)
CHEM 120 Chemical Reactivity with Lab or CHEM 125 Chemical Composition, Structure, and Reactivity with Lab
CHEM 210 Organic Chemistry I with Lab
CHEM 220 Organic Chemistry II with Lab
CHEM 240 Analytical Chemistry with Lab
CHEM 310 Physical Chemistry I with Lab
CHEM490 Senior Symposium (minimum of 0.7 units required)
Two additional 300- or 400- level credited courses with lab

Required Cognates

MATH 112 Calculus I
MATH 113 Calculus II (Additional work in mathematics is encouraged.)
PHYS 150 Introductory Physics I with Lab
PHYS 152 Introductory Physics II with Lab

In accordance with College policy, chemistry majors must pass eight units of chemistry and the mathematics and physics cognates with a C- or better.

Kalamazoo College appears on the American Chemical Society's list of schools that offer approved pre-professional undergraduate programs in chemistry. This program includes: CHEM 210, 240, 310, 352, 430, a chemistry research-based SIP, and three additional chemistry courses above the 100-level. In addition MATH 112 and 113 and PHYS 150 and 152 are required and Math 214 and 240 are recommended. This curriculum, which provides thorough preparation in chemistry, mathematics, and physics, is recommended for students contemplating graduate study in chemistry.

A research-based SIP work in chemistry is typically done in the summer following the junior year, worked on during fall of senior year, and defended during either the winter or spring departmental symposia.

All students enrolling in the beginning Chemistry courses (CHEM 110, 120, or 125) **must** complete the placement examination prior to enrolling in either of these courses. Results from the placement examination may permit exemption for one or both beginning courses (with exemption from CHEM 120 also requiring proof of extensive laboratory preparation). Students entering Kalamazoo College with Advanced Placement or IB scores of 4 or 5 on the Chemistry examination are automatically exempt from CHEM 110.

3/2 Pre-Engineering in Chemical Engineering

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

Biochemistry and Molecular Biology Concentration

Students interested in Biochemistry and Molecular Biology should refer to the full program description for the concentration.

All courses offered by the chemistry department may be used as a Natural Sciences (NS) Area of Study (AOS) courses.

Chemistry courses

CHEM 101 Chemistry and Society Introductory course for students who wish to explore chemistry. Topics include energy, the atmosphere, water, nuclear energy, and genetic engineering. Intended for students who are not majoring in the natural sciences or for Environmental Studies concentrators.

CHEM 105 The Physical Earth Introduction to an integrated structural, geochemical, and geophysical description of the Earth: emphasis on the interaction of the planet's solar and internal heat engines considered from the perspective of plate tectonics; historical origins of the current view of the Earth's structure and dynamics; laboratory component includes both laboratory exercises and a field project. Intended for students of the natural sciences, for students who are not majoring in the natural sciences, for Environmental Studies concentrators, and for students intending to teach Earth Sciences in high schools.

CHEM 108 Toxicology and Carcinogenesis Examination of the basics of chemical carcinogenesis, the environmental contributions to cancer, current methods for studying cancer in both clinical and basic research settings, and the development and uses of chemotherapeutic and chemopreventative medicines. The course aims to prepare students to evaluate discussions of cancer risk, diagnosis, and treatments in the lay press and to examine ambiguity and varying viewpoints on the causes and prevention of cancer. The course will also examine the impact of cancer on individuals and society. Laboratory work includes an experiment using the Ames Test for chemical mutagens and a written scientific report based on laboratory findings. Intended for students who are not majoring in the natural sciences.

CHEM 110 Chemical Composition and Structure with Lab Fundamental principles of chemistry: chemical calculations and symbolism; atomic and molecular structure and bonding; periodic properties; intermolecular interactions, classification of chemical reactions, and the solid state. Laboratory work includes introduction to chemical instrumentation.

CHEM 120 Chemical Reactivity with Lab Classification of chemical reactions; chemical kinetics; chemical equilibrium; energetics of chemical reactions (thermodynamics); acid-base, solubility-precipitation, oxidation-reduction, complexation reactions; electrochemistry; descriptive chemistry of selected elements. Laboratory work includes use of chemical instrumentation. Prerequisite: CHEM-110 All course prerequisites must be met with a minimum grade of C-.

CHEM 125 Chemical Structure, Composition, and Reactivity Fundamental principles of chemistry: chemical calculations and symbolism; atomic and molecular structure and bonding; periodic properties; intermolecular interactions; the solid state; classification of chemical reactions; chemical kinetics; chemical equilibrium; energetic of chemical reactions (thermodynamics); acid-base, solubility-precipitation, oxidation-reduction, complexation reactions; electrochemistry; descriptive chemistry of selected elements. Laboratory work includes use of chemical instrumentation. Intended for students with strong high school preparation in chemistry as demonstrated on the Chemistry Placement Examination. Prerequisite: Chemistry Placement Exam Required or Instructor Permission

CHEM 210 Organic Chemistry I with Lab Basic principles of structure, nomenclature, and reactivity applied to aliphatic hydrocarbons; valence bond and molecular orbital structure models; inductive, resonance, and steric effects on reactivity; stereoisomerism; laboratory emphasis on techniques used in the synthesis and purification of organic compounds. Prerequisite: CHEM-120 or CHEM-125 All course prerequisites must be met with a minimum grade of C-.

CHEM 220 Organic Chemistry II with Lab Continuation of CHEM 210 that includes classroom and laboratory study of the structure, nomenclature, chemical properties, and spectrometric identification of common organic compounds; emphasis on reaction mechanisms and organic synthesis. Intended for research-oriented natural science students with career interests in chemistry, chemical engineering, or biochemistry and related fields. Prerequisite: CHEM-210 All course prerequisites must be met with a minimum grade of C-.

CHEM 240 Analytical Chemistry with Lab Treatment of experimental data; systematic solution stoichiometry; the study of acid-base, precipitation-solubility, oxidation-reduction, and complex formation-dissociation equilibria; introduction to quantitative applications of gravimetry, titrimetry, and chromatography, electrochemistry, and spectrophotometry. Prerequisite: CHEM-120 or CHEM-125 All course prerequisites must be met with a minimum grade of C-.

CHEM 310 Physical Chemistry I with Lab Study of chemical thermodynamics, statistical mechanics, and kinetics. Intended for chemistry majors and biologists with a strong cellular or molecular orientation. Prerequisite: CHEM-120 or CHEM-125, MATH 113 or 115, and PHYS-152 All course prerequisites must be met with a minimum grade of C-.

CHEM 310 Physical Chemistry I Study of chemical thermodynamics, statistical mechanics, and kinetics. Intended for chemistry majors and biologists with a strong cellular or molecular orientation. Prerequisite: CHEM-120 or CHEM-125, MATH 113 or 115, and PHYS-152 All course prerequisites must be met with a minimum grade of C-.

CHEM 310L Physical Chemistry I Lab Study of chemical thermodynamics, statistical mechanics, and kinetics. Intended for chemistry majors and biologists with a strong cellular or molecular orientation. Prerequisite: CHEM-120 or CHEM-125, MATH 113 or 115, and PHYS-152 All course prerequisites must be met with a minimum grade of C-. CHEM-310 may be taken concurrently

CHEM/BIO 352 Biochemistry with Lab Overview of the chemical mechanisms underlying biological processes including structure and function of proteins, polysaccharides, and lipids; enzymatic catalysis and kinetics; an introduction to bioenergetics; detailed treatment of carbohydrate metabolism; survey of lipid and amino acid metabolism; and integration of metabolism. Laboratory will emphasize protein isolation and characterization, enzyme kinetics, and bioinformatics. Prerequisite: CHEM-220 All course prerequisites must be met with a minimum grade of C-.

CHEM/BIO 352 Biochemistry Overview of the chemical mechanisms underlying biological processes including structure and function of proteins, polysaccharides, and lipids; enzymatic catalysis and kinetics; an introduction to bioenergetics; detailed treatment of carbohydrate metabolism; survey of lipid and amino acid metabolism; and integration of metabolism. Prerequisite: CHEM-220. All course prerequisites must be met with a minimum grade of C-. Prerequisite: CHEM-220 All course prerequisites must be met with a minimum grade of C-.

CHEM/BIO 352L Biochemistry Lab Overview of basic biochemical laboratory techniques with emphasis on protein isolation and characterization, enzyme kinetics, and bioinformatics. Students will devise and execute independent research projects as part of the course final project. Laboratory and scientific writing, oral communication, and preparation of quality figures and tables will also be emphasized. Prerequisites: CHEM-220 and CHEM/BIO 352 (can be taken concurrently). All course prerequisites must be met with a minimum grade of C-. Prerequisite: CHEM-220, Minimum grade C- CHEM/BIO-352 may be taken concurrently

CHEM 410 Physical Chemistry II with Lab Further study of chemical kinetics; elementary quantum mechanics applied to simple atoms and molecules; spectroscopy. Prerequisite: CHEM-120 or CHEM-125, MATH-113, and PHYS-152 All course prerequisites must be met with a minimum grade of C-.

CHEM 420 Instrumental Analysis with Lab Study of instrumental methods of analysis including trace techniques; emphasis on spectroscopy, electrochemistry, and chromatography, introduction to electronic signal processing, and computer data acquisition. Prerequisite: CHEM-240 and CHEM-310 All course prerequisites must be met with a minimum grade of C-.

CHEM 430 Inorganic Chemistry with Lab Exploration of the properties of the elements and their compounds; emphasis on structures, bonding, and reactivities of main-group, transition-metal, and organometallic compounds; laboratory work emphasizing synthesis, physical and reactivity characterization, and analysis of inorganic compounds. Prerequisite: CHEM-310 All course prerequisites must be met with a minimum grade of C-.

CHEM 440 Advanced Organic Chemistry with Lab Study of local and reaction stereochemistry, conformational analysis, and molecular orbital theory; preparative methods for asymmetric chemicals; applications of chiral transition metal complexes in catalyzed organic reactions; laboratory work emphasizing chromatographic techniques and 1D and 2D NMR analysis. Prerequisite: CHEM-220 and CHEM-310 All course prerequisites must be met with a minimum grade of C-.

CHEM 450 Molecular Structure and Reactivity with Lab An advanced course dealing with molecular symmetry and group theory applied to the description of molecular structure and bonding in inorganic, organic, organometallic, and solid-state systems; molecular and electronic structure determination by spectroscopy, magnetism, and X-ray crystallography; examination of selected chemical reactions including molecular recognition processes, metalloprotein reactions, and energy generation; laboratory work emphasizing synthesis and reactivity studies on and physical characterization of inorganic, organic, and organometallic systems. Prerequisite: CHEM-310 All course prerequisites must be met with a minimum grade of C-.

CHEM 460 Advanced Biochemistry with Lab Study of selected topics in biochemistry through review articles and primary research literature, emphasizing experimental methods, critical analysis and interpretation of data, and integration of biochemical concepts. Laboratory will utilize an investigative approach to strategies of enzyme studies and bioinformatics. Prerequisite: BIO/CHEM-352 All course prerequisites must be met with a minimum grade of C-.

CHEM 470 Principles of Medicinal Chemistry with Lab This course will survey the world of medicinal drug design, from target choice to structural drug determinants, to drug toxicology and disposition. The course will illustrate to students the significance of chemical structure and their physiochemical properties, and address molecular modification of molecules in the rational design of drug entities. The ultimate goal is to help students relate drug chemistry to therapeutic applications. We will review some general principles learned in Introductory and Organic Chemistry, Biochemistry, and Cell Biology, and will introduce several Pharmacological and Physiological principles, as they relate to the molecular mechanism of action of select drug classes. Emphasis will be placed on drug-target interactions at the molecular level by employing 3-D visualization tools. Prerequisite: CHEM-220 and BIO/CHEM-352 All course prerequisites must be met with a minimum grade of C-.

CHEM 490F Senior Symposium Senior Symposium combines activities currently in the Chemistry senior program and two practicum experiences with the goal of preparing senior majors to present a public seminar covering their Senior Individualized Project and to present themselves professionally as they move into chosen professions. The Chemistry discipline relies heavily on both written and verbal communication skills to disseminate scientific information, and as such, practitioners must be able to articulate concise and scientifically accurate descriptions of their work. Senior Symposium utilizes a series of seminars by guest chemistry professionals, on-campus resources, practical applications, and peer workshops to develop oral presentation skills.

CHEM 490S Senior Symposium Senior Symposium combines activities currently in the Chemistry senior program and two practicum experiences with the goal of preparing senior majors to present a public seminar covering their Senior Individualized Project and to present themselves professionally as they move into chosen professions. The Chemistry discipline relies heavily on both written and verbal communication skills to disseminate scientific information, and as such, practitioners must be able to articulate concise and scientifically accurate descriptions of their work. Senior Symposium utilizes a series of seminars by guest chemistry professionals, on-campus resources, practical applications, and peer workshops to develop oral presentation skills. Prerequisite: CHEM-490F

CHEM 490W Senior Symposium Senior Symposium combines activities currently in the Chemistry senior program and two practicum experiences with the goal of preparing senior majors to present a public seminar covering their Senior Individualized Project and to present themselves professionally as they move into chosen professions. The Chemistry discipline relies heavily on both written and verbal communication skills to disseminate scientific information, and as such, practitioners must be able to articulate concise and scientifically accurate descriptions of their work. Senior Symposium utilizes a series of seminars by guest chemistry professionals, on-campus resources, practical applications, and peer workshops to develop oral presentation skills. Prerequisite: CHEM-490F

CHEM 593 Senior Individualized Project Each program or department sets its own requirements for Senior Individualized Projects done in that department, including the range of acceptable projects, the required background of students doing projects, the format of the SIP, and the expected scope and depth of projects. See the Kalamazoo Curriculum -> Senior Individualized Project section of the Academic Catalog for more details. Prerequisite: Permission of department and SIP supervisor required.

Chinese

Professors: Chu (Chair), Hong

The Chinese Department provides students with an exposure to the language, literature, and culture of China. Seven levels of Chinese language courses, with a balanced emphasis on listening, reading, writing, and speaking, set a good foundation. Students may study abroad in China or take part in other forms of advanced study to master the language used by one-quarter of the world's population. Literature (in English translation) and culture courses acquaint students with the Chinese literary works and their social/political/cultural texts and contexts, facilitate their enjoyment of literature in general, and enhance their capability to understand the meaning of Chinese literary and cultural expressions, and traditional and contemporary Chinese society.

Requirements for the Minor in Chinese

Number of Units

Six units are required.

Required Courses

CHIN 103 Beginning Chinese III

CHIN 201 Intermediate Chinese I

CHIN 202 Intermediate Chinese II

CHIN 203 Intermediate Chinese III

Electives

Chinese Literature Elective (Must be taken on campus.)

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

Related Programs

The Chinese Department is also an essential part of the East Asian studies program. Students may major in international and area studies with a focus on East Asia or major in East Asian Studies, China Track. Interested students should consult with Ms. Chu. For "Requirement for the Major in East Asian Studies, China Track", see catalog listing for East Asian Studies.

Study Abroad Opportunities

The College has established an exchange program in Beijing and Harbin in the People's Republic of China. Students who are interested in study abroad opportunities are strongly recommended to complete CHIN-203 before leaving for China. It is also important to note that Chinese language courses are offered in the Fall-Winter-Spring sequence for both CHIN-101-102-103 and CHIN-201-202-203. In other words, CHIN-101 and CHIN-201 are only offered in the Fall Quarter. For more details about language preparation for Study Abroad, consult early with Ms. Chu and the Center for International Programs.

Chinese courses

CHIN 101 Beginning Chinese I This course is an introduction to the Chinese language. Pronunciation system, basic vocabulary, written script, fundamental grammatical structures, as well as some cultural background of the language will be studied. The goal of this course is to set a good foundation for making Chinese a functional language for the students. Students are asked to follow three principles: (1) make Chinese a part of daily life, (2) use Chinese actively in class and outside of class, and (3) be creative in finding ideas for using the Chinese language.

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

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

CHIN 201 Intermediate Chinese I This course follows CHIN 103 and starts the Intermediate Chinese language sequence. It will create an authentic language environment for the students and help make learning Chinese an interesting experience. The students will develop their fundamental language skills with a balanced emphasis on listening, speaking, reading, and writing. A communicative approach will be adopted, and accuracy will be emphasized at the same time. Culture will be brought into the classroom through songs, poems, and so on. Short cultural talks related to course material will be given. Prerequisite: CHIN-103

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

CHIN 203 Intermediate Chinese III The course concludes the Intermediate Chinese sequence. Students should be prepared for exposure to various spoken and written styles of Chinese and for a steady expansion of their vocabulary. After completing three quarters of Intermediate Chinese, students will have gained a solid foundation in Chinese grammar and vocabulary and have developed good strategies for effective reading and listening comprehension. In addition, students will have acquired further confidence in their ability to speak Chinese. Prerequisite: CHIN-202

CHIN 215 Chinese Cultural Motifs through Calligraphy Chinese scripts are windows to East Asia cultures. This course traces the etymology and introduces the cultural background of Chinese scripts. It also provides hands-on practice of Chinese calligraphy. This course combines aesthetic training and language learning. Students learn the Chinese scripts not only as linguistic symbols but also as cultural motifs and art forms. Learning the etymology and cultural background of the scripts helps one to understand the linguistic formation of Chinese and other Asian languages that use Chinese scripts. It further provides useful references to the value system, thinking process, and aesthetic principles behind the Chinese language. The hands-on practice of calligraphy is a unique cultural experience. Through frequent review and constant practice, the students become familiar with Chinese scripts, learn the linguistic and cultural meanings associated with these scripts, and acquire the artistic skill of creative expression.

CHIN/SEMN 220 Chinese Food Culture Chinese culture is among the most food-conscious ones. Through China's long history, food has always been a means of communication, a symbol of good life, and at the same time a target of criticism for its indulgence and improper distribution. Additionally, it has been a provision for healthcare, and a rich resource of linguistic expressions and literary allusions and metaphors. These will be the topics of the seminar, which should be a meaningful and effective pathway to the core of Chinese life and philosophy. This course is a Shared Passages Sophomore Seminar. Prerequisite: Sophomores Only

CHIN 225 Traditional Chinese Literature in Translation This course examines the relationship between the individual and society in traditional Chinese literature. We will read a wide selection of important texts from China's long history, including the Classic of Poetry, early assassin narratives, medieval nature poetry and romantic tales, vernacular stories, urban drama, and novels from the late imperial period. Among the more important questions that we will investigate is the complex role that Chinese literature played in articulating the place of the individual vis-à-vis the community and state.

CHIN 235 Modern Chinese Literature in Translation This course will examine the literary world of modern China by closely analyzing representative stories and novels written during the 20th century. As will quickly become clear in the course, literature in modern China has had and continues to have a close relationship with politics as well as with a wide variety of discussions on cultural identity in post-traditional China. Among the main goals of the course will be to explore how literature comes to grips with a thoroughgoing crisis of an established culture that results in a series of consequences unprecedented in Chinese history. Above all, the course will seek to understand how and why literature has played the role that it has, and what implications for the meaning of literature can be determined from examining the relationship between writing and society in modern China.

CHIN 245 Chinese Film This course examines the cinematic traditions of China, Taiwan, and Hong Kong in light of such topics as: the foundational legends of Chinese cinema, the relationship between film and politics, representations of historical crisis (e.g., the February 28 Incident (1947), the Great Proletarian Cultural Revolution (1966-76), and the British handover of Hong Kong (1997)), revolutionary aesthetics, and "spectacular" violence. The overarching question we will explore is: How do Chinese films create the spectacle of "China," narrate its history, and represent its diverse cultural landscapes both at home and abroad?

CHIN 300 Advanced Chinese This course is a continuation of the Intermediate Chinese language sequence. The objective is to make a transition from textbook Chinese to real-life communication situations. For this purpose, the course surveys materials including texts from literature, the social sciences and cultural history, and students will be exposed to a wide variety of written and spoken styles of Chinese. Some of the materials selected are original publications drawn from books, magazines and newspapers. The opportunity to work directly with lively, authentic materials will be valuable for studying Chinese language, literature, society and culture. This course focuses on content and style with extensive discussion and frequent written assignments in Chinese. It will consolidate what the students have learned in the past and help them develop better reading and writing skills. In addition, the improvement of speaking and listening abilities will also be emphasized. This course may be tailored to the needs of the participants and may be taken for credit up to three times. Prerequisite: CHIN-203

CHIN/SEMN 495/IAST 490 National Identity This course, an interdisciplinary senior seminar on the subject of national identity, asks students to consider what it means to be a citizen of a nation. Our course will begin with a discussion of basic concepts such as nation, national identity, and nationalism, as well as an introduction to important theoretical frameworks and recent scholarship. This will be followed by case studies in which we will examine the nature, sources, and consequences of national identity on individual nations. In each instance, we will analyze the characteristics of national identity as it relates to other forms of collective identity (i.e., religious, ethnic, territorial, etc.). We will also discuss the relationship between national and individual identity, and the role that national identity plays in modern politics and society. The overarching question we will be exploring is: What does the existence of national identity say about us? And how can an understanding of the meaning of national identity help us to better communicate with the governments and peoples of other nations in an age of globalization? This course is a Shared Passages Senior Capstone.

CHIN 495 Social & Cultural Issues in Today's China This course is designed for, and only open to, seniors who have returned from study in China. It is built upon the students' on-site experiences, language ability and newly gained understanding of contemporary China. The class is conducted in Chinese and all reading materials are in the original language, including essays and articles published in newspapers, periodicals, and literary journals in China. Class activities include discussing and debating on contemporary affairs, and analyzing and summarizing key points of the course materials. In addition to reading, frequent written assignments such as reading comprehension and essay writing, are expected.

CHIN 593 Senior Individualized Project Each program or department sets its own requirements for Senior Individualized Projects done in that department, including the range of acceptable projects, the required background of students doing projects, the format of the SIP, and the expected scope and depth of projects. See the Kalamazoo Curriculum -> Senior Individualized Project section of the Academic Catalog for more details. Prerequisite: Permission of department and SIP supervisor required.

Classics

Professors: Flores, Haeckl (Co-Chair), Manwell (Co-Chair), Newman

Classics is the original interdisciplinary major—and the study of classics at Kalamazoo College allows students to experience every facet of the cultures of the Greeks and Romans, spanning a period of more than a thousand years and the entire Mediterranean world. The study of the classical languages, classical Greek and Latin, is essential to this, but the department also encourages exploration of antiquity through courses in archaeology, art, history, religion, philosophy, as well as literature in translation.

The department offers four majors—in Classics, Latin, Greek and Classical Civilization—and three minors—in Latin, Greek and Classical Civilization. Students intending to pursue the study of classical languages at the graduate level are encouraged to major in classics; those who are interested in secondary school teaching, divinity school, or graduate work in a cognate area are encouraged to major in either Greek or Latin. Students who discover a passion for classical history or archaeology, or who discover the field late in their college careers may be drawn to the major in Classical Civilization, which emphasizes work in translation.

Majors and minors in classics often enhance their studies of the ancient world through experiences that give them a first-hand appreciation of Roman and Greek civilizations. Through participation in our study abroad programs at American University in Rome, the Intercollegiate Center in Rome and College Year in Athens, students learn about the ancient cities through on-site instruction, and augment their studies with courses in ancient and modern languages and cultures. In addition we work with students to find appropriate summer internships and archaeological fieldwork opportunities. Such a summer experience often provides the basis for a senior individualized project, which can span a wide range: creative writing, historiography, archaeological fieldwork, literary analysis, and comparative studies of literature and culture.

Faculty interact with students in and out of the classroom. The classics department has an active lecture series, promotes classically themed activities and works with students to craft a major program that will help them attain their career goals. Our majors pursue graduate work in classics, as well as careers in the ministry, secondary school education, business, law, and the military.

Placement

All incoming students who have previously studied Latin or Ancient Greek in high school or elsewhere must take the College's placement test. Placement can also be determined by a student's score on the College Board's SAT II test or the advanced placement test in Latin.

SAT II

SAT II students with scores of 425 or lower (and with fewer than three years of high school Latin) will be placed in LATN 101 or 102; 426–500 = LATN 102; 501–550 = LATN 102 or 201; 551–670 = LATN 201. If an SAT II score indicates a choice of two levels, a student should consult with a Classics faculty member for placement. A score of 670 or higher may qualify a student for more advanced courses.

Advanced Placement

For students with an advanced placement (AP) score of 4 or 5, credit toward the B.A. degree will be awarded automatically upon admission. Study must begin with Latin 401 or above to receive credit in Latin at Kalamazoo College. Students with AP scores of 3 may be granted the waiver of a prerequisite, but may not count an AP 3 for credit.

Units from Study Abroad and Transfer Credit

Students may receive up to one unit of credit toward the major or the minor for a class taken on study abroad. The course must first receive approval from the chair of the department. Students may also receive no more than one unit of transfer credit. As with a course being considered from study abroad, the course must get pre-approval from the chair of the department. Exceptions to these policies may be granted in unique circumstances and only through prior approval by the department.

Requirements for the Major in Classics

Number of Units

Nine units are required.

Required Courses

Five courses in one classical language above 201

Three courses in the other classical language above 102

CLAS 390 Junior seminar

Students considering a major in Classics are urged to begin their study of Latin or Ancient Greek in their first year.

Requirements for the Major in Latin

Number of Units

Eight units are required, not including Latin 101, 102, and 201 (the eight may include the SIP).

Required Courses

Five courses in Latin above 201

CLAS 390 Junior Seminar

One course in Roman history or archaeology

One other course on Roman literature or culture, or an additional Latin course.

Requirements for the Major in Greek

Number of Units

Eight units are required, not including Greek 101, 102, and 201 (the eight may include the SIP).

Required Courses

Five courses in Greek above 201

CLAS 390 Junior Seminar

One course in Greek history or archaeology

One other course on Greek literature or culture, or an additional Greek course.

Requirements for the Major in Classical Civilization

Number of Units

Nine units are required, not including Latin or Greek 101, 102, and 201 (the nine may include the SIP).

Required Courses

Two courses in Latin or Greek above the 201 level

CLAS 210 Classical Mythology

CLAS 390 Junior seminar

At least one course in classical history

CLAS/HIST 227 The Roman Army and the Frontiers of Empire

CLAS/HIST 225 Greek Civilization

CLAS/HIST 226 Roman Civilization

At least one course in classical art or archaeology

CLAS/ARTX 208 Introduction to Greek Art and Archaeology

CLAS/ARTX 209 Introduction to Roman Art and Archaeology

Three electives: any Classics, Latin or Greek course not previously taken.

Requirements for the Minor in Latin**Number of Units**

Six units are required, not including Latin 101 and 102.

Required Courses

Four courses in Latin above 102

CLAS 210 Classical Mythology

One other course on a Roman topic

Requirements for the Minor in Greek**Number of Units**

Six units are required.

Required Courses

Four courses in Greek above 102

CLAS 210 Classical Mythology

One other course on a Greek topic

Requirements for the Minor in Classical Civilization**Required Courses**

CLAS 210 Classical Mythology

At least one course in classical history

CLAS/HIST 227 The Roman Army and the Frontiers of Empire

CLAS/HIST 225 Greek Civilization

CLAS/HIST 226 Roman Civilization

At least one course in classical art or archaeology

CLAS/ARTX 208 Introduction to Greek Art and Archaeology

CLAS/ARTX 209 Introduction to Roman Art and Archaeology

Three electives: Any Classics course not previously taken; any Latin or Greek course above 102.

Classics courses

CLAS/RELG 110 Introduction to New Testament This course explores the writings of the New Testament, their relationship to the history and culture in which they were produced, and their relevance to more recent issues in modern religious discourse. We will cover a range of topics, including the historical perspective on who Jesus was, the impact of Paul on Christianity, the formation of the canon, political religion in the Roman empire, ethics, and gender. We will apply several modern approaches as well as survey at various points the "afterlife" of the Christian scriptural traditions in Christianity. No prior knowledge of or experience with the subject is assumed or required.

CLAS/SEMN 203 Romans R Us: Identity & Empire Young men and women who came of age during the heyday of the Roman Empire in the second century CE faced many of the same challenges now confronting Kalamazoo College sophomores as they prepare for study abroad: how can you best harness the transformative potential of international, experiential education to become productive citizens and leaders in a global, multicultural world? What theoretical foundations can help you negotiate issues of self-definition and representation that emerge from encounters with cultural diversity? How will performing rites of passage into adulthood on a world stage, while learning new dialogues of national, ethnic, class, gender and sexual politics, affect your own sense of public and private identity? This course is designed to interrogate the impact of international education on personal identity by fostering reflective connections between the lived reality of 21st-century American students and their academic study of the Classical past. Prerequisite: Sophomores only.

CLAS/PHIL 205 Ancient Philosophy A study of ancient views on nature, knowledge, soul, the self, morality, and the good life. This is a history of philosophy course rather than a history course; we will be studying the ideas, arguments, and theories put forth by ancient philosophers, rather than biographical, cultural, anthropological, or historical issues about them or their time period. We will largely be trying to understand what these thinkers were trying to say, and why they thought what they did. In addition, we will be discussing the merits of the various positions and reasons offered. Readings will focus on selections from Plato and Aristotle, but will also include readings from the pre-Socratic and Hellenistic philosophers, all major sources of the Western philosophical tradition. Recommended for classics students. . (This is a designated Greek literature or culture course in Classics.)

CLAS/ARTX 208 Introduction to Greek Art and Archaeology This introduction to the multidisciplinary field of Greek archaeology examines the art and architecture of the Greek world from a contextual perspective. The course traces Greek material culture from Bronze Age origins through Hellenistic transformations. (This is a designated Greek literature or culture course in Classics.)

CLAS/ARTX 209 Introduction to Roman Art and Archaeology This introduction to the multidisciplinary field of Roman archaeology examines the art and architecture of the Roman world from a contextual perspective. The course traces Roman material culture from Iron Age and Etruscan origins through Early Christian transformations. (This is a designated Roman literature or culture course in Classics.)

CLAS 210 Classical Mythology A literary and art-historical survey of the major myths from ancient Greece and Rome; examination of how myths were viewed and used in antiquity and how they have been used in subsequent literature and culture; introduction to the most important schools of myth-interpretation. (This is a designated Greek and Roman literature or culture course in Classics.)

CLAS/SEMN 216 Making History? We will examine various cinematic interpretations of the ancient Romans. Students will explore the historical, social and cultural differences between ancient and modern accounts of Roman history and examine our modern desire for "watching" the ancient world. Readings by Roman writers and secondary source material will be paired with film screenings. Special attention will be given to why we retell some stories (i.e. Cleopatra), as well as to the way that this form of "Roman history" encourages us to visit difficult cultural topics, such as political imperialism, slavery, sex and gender difference, and racism. Prerequisite: Sophomores Only

CLAS/HIST 225 Greek Civilization From Homer to Alexander the Great with emphasis on arts and letters.

CLAS/HIST 226 Roman Civilization From the foundation of the Republic to the empire of Constantine.

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

CLAS/HIST 230 Women in Classical Antiquity A literary, historical, and cultural survey of social structures and private life in ancient Greece and Rome. Issues covered include constructions of sexuality, cross-cultural standards of the beautiful, varieties of courtship and marriage, and contentions between pornography and erotica. Students will examine sources from medical, philosophic, lyric, tragic, comic, and rhetorical writers as well as representative works from vase painting, the plastic arts, graffiti, etc. (This is a designated Greek and Roman literature or culture course in Classics.)

CLAS 255/RELG 211 Religion From Alexander to Constantine This course examines various forms of ancient religion and worship in the classical world. Topics included are concepts of divinity, varieties of religious space and practices, distinctions between civic and private worship, religious festivals and rituals, attitudes towards death and afterlife, importations of Near-Eastern and African religions, and political and philosophical appropriations of religion. Specifically, the course will focus on classical Greek and Roman religion, new religious movements, Judaism, and Christianity within classical culture. Students will become acquainted with a variety of texts, archaeological sites, and religious art and artifacts. (This is a designated Greek and Roman literature or culture course in Classics.)

CLAS/POLS 257 Justice and Political Community in Antiquity This course examines political thought from the Greek period through the Italian Renaissance. We will pay particular attention to classical conceptions of human nature, justice, the ideal political order, and the obligations of citizens to their political communities. We will also form an appreciation for the Greek and Roman foundations of subsequent political systems. Thinkers covered include Plato, Aristotle, Cicero, St. Augustine, and Machiavelli.

CLAS 261/RELG 260 Judaism in Antiquity This course examines the history and literature of Judaism from the Second Temple Period to the beginnings of Rabbinical Judaism (400 BCE - 400 CE). This course explores the diversity of ancient Judaism and explores themes of religious and cultural identity. We shall consider the political and religious implications for Jews living under the Persian, Greek, Roman, and Christian empires, while briefly ruling themselves in the Hasmonean period. We will read a series of primary sources in translation from ancient Jews and non-Jews, as well as modern scholarly treatments of these works.

CLAS 390 Junior Seminar An examination of current trends in the field of Classics, through the exploration of cross-cultural exchange in the ancient Mediterranean. Students will be introduced to various subspecialties within the field, but emphasis will be on writing, research skills and the development of the students' own research interests. This course will also prepare students for the writing of the SIP and for the essay portion of the comprehensive exam. Prerequisite: Junior standing and declared major in Classics, Greek, Latin, or Classical Civilization, or permission of the instructor.

CLAS 593 Senior Individualized Project Each program or department sets its own requirements for Senior Individualized Projects done in that department, including the range of acceptable projects, the required background of students doing projects, the format of the SIP, and the expected scope and depth of projects. See the Kalamazoo Curriculum -> Curriculum Details and Policies section of the Academic Catalog for more details. Prerequisite: Permission of department and SIP supervisor required.

Greek courses

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

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

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

GREK 405 Homer Representative readings, in Greek, from either the Iliad or the Odyssey. May be repeated. Prerequisite: GREK-201

GREK 410 Attic Prose Representative readings, in Greek, from one or more Attic prose authors (e.g. Plato, Lysias, Xenophon). Possible genres include oratory, philosophy, history, and criticism. May be repeated. Prerequisite: GREK-201

GREK 475 Topics in Greek Readings to be offered in response to the needs and interests of majors and minors. Topics and/or authors typically include those not offered in the standard curriculum, and may include tragedy, Hellenistic poetry, historians, and lyric, among others. May be repeated. Prerequisite: GREK-201

Latin courses

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

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

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

LATN 415 Latin Elegy, Lyric and Pastoral Representative readings, in Latin, from one or more elegists (Catullus, Tibullus, Propertius, Sulpicia, Ovid), lyric poets (Catullus, Horace) or Vergil's pastoral. May be repeated. Prerequisite: LATN-201

LATN 425 Latin Epic Representative readings, in Latin, from one or more writers of epic (typically Vergil or Ovid). May be repeated.

LATN 430 Republican Prose Representative readings, in Latin, from one or more Republican prose authors (Cicero, Caesar, Nepos). Possible genres include oratory, philosophy, history, criticism, and epistles. May be repeated. Prerequisite: LATN-201

LATN 435 Imperial Prose Representative readings, in Latin, from one or more Imperial prose authors (Pliny the Younger, Seneca, Sallust, Livy, Tacitus, Suetonius). May be repeated.

LATN 440 Roman Comedy Reading, in Latin, of one or more plays by Plautus or Terence. May be repeated. Prerequisite: LATN-201

LATN 475 Topics in Latin Readings to be offered in response to the needs and interests of majors and minors. Topics and/or authors typically include those not offered in the standard curriculum, such as the Roman novel (including Petronius and Apuleius), satire, and Medieval Latin. May be repeated.

Computer Science

Professors: Brady, Cutter (Chair), Érdi, Tobochnik

The study of computer science enriches a liberal arts education by fostering skills in the organization and representation of ideas, the development and application of practical problem-solving techniques, the modeling of complex systems, and the use of formal languages to express ideas succinctly and unambiguously. Increasingly, computational approaches are the driving force behind progress in a wide range of disciplines, ranging from the arts to engineering and scientific research.

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

Advanced Placement

A student with a score of 4 or 5 on the computer science A exam will be awarded credit for COMP 110 (Introduction to Programming). Students interested in the major or minor must still take one of the Introduction to the Discipline courses (COMP 105, 107, or 108). Computer Science majors are strongly encouraged to take advantage of advanced placement to take additional courses in the major.

Transfer, Dual Enrollment, Study Abroad Credit

Courses taken at other institutions will be awarded credit in computer science if they meet one of the following criteria: 1) the course is similar in content and rigor to an existing course in the Computer Science department, or 2) the course covers some important topic of computer science not offered at Kalamazoo College.

Students are responsible for meeting with the director of the computer science program in advance to determine whether a course offered elsewhere will transfer back as a computer science credit.

Typically up to two computer science units from outside courses (AP, transfer, dual enrollment, or study abroad) may count towards the major or minor in computer science. Students who wish to apply additional external units toward the major must consult with the department. External credits may also be used to satisfy the mathematics cognates for the major or minor.

Requirements for the Major in Computer Science

Number of Units

Nine units are required, plus the cognate courses in mathematics, all of which must be earned at a grade of C- or above. Under exceptional circumstances, the department may allow a student to count one unit of a computer science SIP toward the major. Taking the comprehensive exam in computer science is required for program assessment purposes, and results are considered in determining honors in the major.

Required Courses

Introduction to the Discipline: COMP 105 Introduction to Computer Science (recommended), or COMP 107 Pictures and Sounds, or COMP 108 Introduction to Scientific Computing
COMP 110 Introduction to Programming
COMP 210 Data Structures
COMP 215 Design and Analysis of Algorithms
COMP 230 Computer Organization

Four additional computer science courses at the 300-level or higher. With departmental permission, students may take MATH 240 (linear algebra) as a fourth mathematics cognate in place of the fourth computer science elective.

Required Cognates

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

Students interested in computational science should consider COMP 255, MATH 305, COMP 415, and MATH 280. Students who plan graduate work in computer science should take COMP 300, 320, 430, MATH 240, 330, and additional computer science and mathematics courses of interest. All majors should consider some course work in an applications area such as physics or economics.

Requirements for the Minor in Computer Science

Number of Units

Six units are required, plus the cognate courses in mathematics, all of which must be earned at a grade of C- or above.

Required Courses

Introduction to the Discipline: COMP 105 Introduction to Computer Science (recommended), or COMP 107 Pictures and Sounds, or COMP 108 Introduction to Scientific Computing
COMP 110 Introduction to Programming
COMP 210 Data Structures
COMP 230 Computer Organization or COMP 215 Design and Analysis of Algorithms

Two additional computer science courses at the 200-level or higher.

Required Cognates

MATH 112 Calculus I
MATH 250 Discrete Mathematics

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

Computer Science courses

COMP 105 Introduction to Computer Science with Lab Computers have had an impact on almost every aspect of modern life. Why is this? What has been their impact on other disciplines and on the society in which we live? What do we need to know about computing so that we control the technology rather than being controlled by it? This course will address these and other questions while giving hands-on practice in a particular context, such as creating animations or web applications. Topics include fundamental computer programming concepts and constructs, how computers represent information, limits to what is computable, human-machine interaction, and ethical and social issues raised by the widespread use of computers.

COMP 107 Pictures and Sounds: Programming with Multimedia with Lab This course provides an introduction to multimedia programming: developing programs that create and manipulate text, pictures, sound, and movies. Topics include creating negative and gray-scale images, reversing and splicing sounds, creating sound visualizations, and creating animations. Students will learn some of the concepts and techniques underlying software applications like Photoshop or SoundEdit as well as fundamental concepts underlying all of computing, such as algorithms, abstractions, and how computers represent numbers, text, images, and sound. Hands-on programming is a central component of the course, embodied in weekly labs and frequent programming assignments. No previous programming experience is required.

COMP 108 Introduction to Scientific Computing The purpose of this course is to give students an introduction to the field of computer science with an emphasis on scientific modeling and data analysis. The course will provide an introduction to computer programming in both Matlab and C/C++. We will discuss fundamental computer science topics including the limits of computation and algorithm analysis. We will also cover a selection of topics relevant to scientific research, including data visualization, representation of numbers, and random number generation. This course requires no previous programming experience. There is no formal math prerequisite, but students should be comfortable with basic mathematical notation.

COMP 110 Introduction to Programming w/Lab An introduction to programming and design concepts using a modern object-oriented programming language. Topics include the basic features of the language, modular programming techniques, and appropriate design methods. Students will have ample opportunity to revise existing programs and develop new software. Some previous exposure to programming or strong math skills are recommended; see a faculty member if you have questions about taking this course. Prerequisite: COMP 105, 107, or 108, or 1 200-level Math course, or 1 200-level Physics course, or instructor permission All course prerequisites must be met with a minimum grade of C-.

COMP 210 Data Structures Provides students an opportunity to refine programming and design skills. Emphasis is on techniques of data abstraction, including encapsulation and inheritance; implementation and appropriate use of common data structures (such as lists, stacks, queues, trees, and graphs); recursion; and the close relationship between data structures and algorithms. Students considering a major or minor in computer science should take the required introduction to the discipline course (COMP 105, 107, or 108) before taking this course. Prerequisite: COMP-110 All course prerequisites must be met with a minimum grade of C-.

COMP 215 Design and Analysis of Algorithms Introduction to a variety of algorithms and algorithm design techniques that recur in computer science literature and applications. These include common sorting and searching algorithms, divide-and-conquer and dynamic programming algorithms, and algorithms in the areas of string processing, geometry, and graph theory. This course also provides an introduction to the mathematical analysis of the complexity and performance of algorithms. Prerequisite: COMP-210 and MATH-250 All course prerequisites must be met with a minimum grade of C-.

COMP 230 Computer Organization Introduction to computer organization; gates, truth tables, and logic design; number representation and arithmetic; assembly-language programming and the assembly process; and current techniques for improving computer performance. Prerequisite: COMP-210 All course prerequisites must be met with a minimum grade of C-.

COMP/PHYS 255 Computer Programming and Simulation Computer modeling of physical phenomena. Programming skills will be developed in the context of doing physics. Topics include numerical integration of Newton's equations, cellular automata, and random walks, including Monte Carlo methods. Prerequisite: PHYS-150 All course prerequisites must be met with a minimum grade of C-.

COMP/PSYC 265 Cognitive Science Cognitive science is the interdisciplinary study of mind and the nature of intelligence. It is a rapidly evolving field that deals with information processing, intelligent systems, complex cognition, and large-scale computation. The scientific discipline lies in the overlapping areas of neuroscience, psychology, computer science, linguistics and philosophy. Students will learn the basic physiological and psychological mechanisms and computational algorithms underlying different cognitive phenomena. This course is designed mostly for psychology and computer science students, but other students interested in interdisciplinary thinking might take the course. Prerequisite: PSYC-101 or COMP-105 All course prerequisites must be met with a minimum grade of C-.

COMP/MATH 300 Automata, Formal Languages, and Computability Study of automata as mathematical models of computation; of formal languages, which play a central role in the specification and translation of programming languages; and of the fundamental capabilities and limitations of computers. Prerequisite: MATH-250 or MATH-330, and 1 COMP course. All course prerequisites must be met with a minimum grade of C-.

COMP 320 Principles of Programming Languages Study of programming language concepts and comparative evaluation of several programming languages. Typical topics include imperative, functional, and object-oriented programming paradigms, programming language syntax, type theory, static and dynamic binding of variables, and scope rules. Prerequisite: COMP-210 All course prerequisites must be met with a minimum grade of C-.

COMP/PSYC 415 Computational Neuroscience Study of mathematical models, computational algorithms, and simulation methods that contribute to our understanding of neural mechanisms. Brief introduction to neurobiological concepts and mathematical techniques. Both normal and pathological behaviors will be analyzed by using neural models. Prerequisite: PSYC-101 and MATH-113 All course prerequisites must be met with a minimum grade of C-.

COMP 430 Operating Systems and Networking Study of operating system concepts such as processes and threads, CPU, memory, and I/O management; concurrency control; network protocols, structure, and administration; and distributed computing. Prerequisite: COMP-230 All course prerequisites must be met with a minimum grade of C-.

COMP 480 Special Topics Special Topics offerings focus upon topics not addressed in the department's regular offerings. Check the course schedule to see when Special Topics courses are being offered. Prerequisite: Usually COMP-210, although specific prerequisites depend on the topic. All course prerequisites must be met with a minimum grade of C-.

COMP 481 Topics: Comp Networking & Internet Open standards for communications between computers (and similar devices) are defined by the Open Systems Interconnection (OSI) model. The seven layer OSI model will be used as a structure to explore the hardware and software most commonly used to interconnect devices to form computer networks. The INTERNET will be used as an example of how these concepts are used to create real world networks using TCP/IP. Many of the most important high-level protocols that comprise the current INTERNET will be explored to aid in understanding why the INTERNET works and what can be done to protect the INTERNET from some common attacks. Prerequisite: COMP-230 or Instructor Permission

COMP 482 Special Topics: Software Engineering Special Topics offerings focus upon topics not addressed in the department's regular offerings. Check the course schedule to see when Special Topics courses are being offered. Prerequisite: COMP-210 All course prerequisites must be met with a minimum grade of C-.

COMP 483 Special Topics: Cryptography Special Topics offerings focus upon topics not addressed in the department's regular offerings. Check the course schedule to see when Special Topics courses are being offered. Prerequisite: COMP-110 and MATH-250 or MATH-316 or MATH-330 All course prerequisites must be met with a minimum grade of C-.

COMP 485/MATH 450 Special Topics: Numerical Methods Special Topics offerings focus upon topics not addressed in the department's regular offerings. Check the course schedule to see when Special Topics courses are being offered. Prerequisite: Vary with topic

COMP 486 Special Topics: Machine Learning Special Topics offerings focus upon topics not addressed in the department's regular offerings. Check the course schedule to see when Special Topics courses are being offered. Prerequisite: COMP-110 All course prerequisites must be met with a minimum grade of C-.

COMP 487/COMP 490 Special Topics: Software Development Special Topics offerings focus upon topics not addressed in the department's regular offerings. Check the course schedule to see when Special Topics courses are being offered. Prerequisite: Usually COMP-210, although specific prerequisites depend on the topic. All course prerequisites must be met with a minimum grade of C-.

COMP 489/COMP 490 Special Topics: Mobile Computing Special Topics offerings focus upon topics not addressed in the department's regular offerings. Check the course schedule to see when Special Topics courses are being offered. Prerequisite: COMP-210 All course prerequisites must be met with a minimum grade of C-.

COMP 490/COMP 487 CS Senior Seminar: Collaborative Software Development This course is a combination of advanced seminar and software development work environment, in which teams of students develop software products in support of a community, whether that is the college community, an organization in the larger, local community, or the online open-source community. In addition to collaborating on a specific project, students present material on a wide range of software development topics, including software engineering, professional ethics, web-based development, open source, and current trends in languages, tools, and methodologies. Prerequisite: COMP-210 and Seniors Only

COMP 490/COMP 489 CS Senior Seminar: Mobile Computing This course is a combination of advanced seminar and software development work environment, in which teams of students develop software products in support of a community, whether that is the college community, an organization in the larger, local community, or the online open-source community. In addition to collaborating on a specific project, students present material on a wide range of software development topics, including software engineering, professional ethics, web-based development, open source, and current trends in languages, tools, and methodologies. Prerequisite: CS Senior major or minor or permission

COMP 593 Senior Individualized Project Each program or department sets its own requirements for Senior Individualized Projects done in that department, including the range of acceptable projects, the required background of students doing projects, the format of the SIP, and the expected scope and depth of projects. See the Kalamazoo Curriculum -> Curriculum Details and Policies section of the Academic Catalog for more details. Prerequisite: Permission of department and SIP supervisor required.

Community and Global Health

Professors: Geist and Kiino (co-directors)

The Community and Global Health interdisciplinary concentration enables students to broadly explore the determinants and consequences of physical and mental health, to critically examine relevant global, national, and local policies and programs, to learn theories and methodologies important to the study of public health, and to gain and apply practical skills through service-learning courses and projects, internships, study abroad, and/or community-based research. It prepares students, as global citizens, to recognize the spectrum of contemporary global health issues and exercise intellectual and practical skills in response. It will also prepare students interested in careers in public health or human, dental, or veterinary medicine for graduate and professional school.

The CGH Concentration

Required core:

CGHL 120 Epidemiology & Global Health
CGHL 210 Contemporary Issues in Public Health

Four Additional Electives, at least one chosen from each of the following three categories:

Natural sciences and quantitative reasoning

ANSO 212 Quantitative Analysis
BIOL 322 General and Medical Microbiology
BIOL 482 Topics in Advanced Medical Microbiology
MATH 260 or 261 Applied Statistics or Biostatistics (preferred)
SEMN 207 Antibiotics and Global Health
SEMN 244 Infectious Diseases and Global Health

Social and cultural determinants of health

ANSO 210 Medicine and Society
ANSO 225 Sex and Sexualities
ANSO/SEMN 255 You Are What You Eat
ANSO 325 States, Bodies, and Epidemics
PHIL 305 Biomedical Ethics
PSYC 220 Drugs, Addiction, and Behavior
SEMN 220 Chinese Food Culture
SEMN 403 Global Violence
SPAN 205 Culture of Health and Disease in the Hispanic Community

Public policy

ECON 225 Economics of Developing Countries
ECON 235 Environmental and Resource Economics
POLS 270 Politics of the European Union
POLS 310 Women, States, and NGO's
POLS 330 Politics of the Holocaust

Experiential Requirement

The Mary Jane Underwood Center for Civic Engagement has built many health-related community partnerships and there are currently some limited opportunities for health-related ICRPs abroad. Students will be required to incorporate at least one experiential component into their concentration.

Community and Global Health courses

CGHL 120 Epidemiology & Global Health This course will provide the students with the fundamental concepts, skills and perspectives of epidemiology and epidemiological thought and introduce some of the major issues and challenges in global health today.

CGHL 210 Contemporary Issues in Public Health This introductory survey will explore contemporary issues, theories, and methods in public health. Students will work with community-based organizations or schools in Kalamazoo on projects that illuminate the determinants and consequences of several contemporary "epidemics." We will use the social medicine framework to examine how race, gender, age, environment, and class shape modern illnesses.

CGHL 593 Senior Individualized Project

Critical Ethnic Studies

Professors: Baptiste, Gómez (director), Gandhi, Katanski, Salinas, and Sinha

Critical Ethnic Studies interrogates the production of knowledge. The primary emphasis of work in this Major is to theorize from multiple, and simultaneous, narratives of silenced peoples and epistemologies. Critical Ethnic Studies untangles and analyzes the colonial and racial projects that attempt to govern relationships among peoples and lands.

Critical Ethnic Studies is also a process of engagement, and shapes the ability to engage content in a variety of fields of study. The field seeks a change in the logic governing the academy, and will not accept an uncomplicated grafting of content onto a universal idea. This change is realized through the relentless pursuit of other ways to engage, and through on-going discussions of additional means of engagement. These processes invert, rethink, and displace universalities. Central to the field is a refusal to consume the other. Critical Ethnic Studies scholars must go beyond themselves, and devise conversations that move beyond voyeurism and consumption.

Requirements for the Major

Eight units are required.

Required Courses

CES 200: Argument with the Given (key concepts)
CES 240: Language: The Colonial and Imperial Difference
CES 260: Insurgency, Solidarity and Coloniality of Power
CES 490FWS: CES Senior Colloquium*

Four Electives chosen from Critical Ethnic Studies Elective List:

Courses that fit into the major will be designated CES courses under course type. The elective lists will continue to develop. Current electives are listed below, by department.

ANSO 357 Immigrants and Exiles

ENGL/SEMN 218 Post-Colonial Literatures

ENGL 220 African American Literature

RELG 120 US Religious History I

RELG 121 U.S. Religious History II

RELG 122 Religions of Latin America

RELG 220 Catholicism in the Americas

RELG 221 Black Religious Experience in the Americas

Courses taken at other U.S. colleges and universities, or on Study Abroad, may count for an elective course. We usually only accept one transfer credit toward the major. Please speak with the Director of the program for final approval and clarification.

Critical Ethnic Studies courses

CES 200 Argument With the Given This course is a survey course; consequently a wide breadth of topics (some in greater depth than others) will be covered. Through an interdisciplinary process, the primary work will consist of developing a sophisticated understanding of the central themes, and key concepts, in the field of Critical Ethnic Studies. Students will pursue that understanding via an interdisciplinary process. The secondary goal will be to acquire and build the skills necessary to pursue further learning in Critical Ethnic Studies; these include identifying your own research agenda (obsessions and desires), stocking your analytical tool kit (bibliographic skills, critical thinking, and the identification of knowledge demands), and lighting your intellectual fire (interest in the field).

CES 240 Language: the Colonial & Imperial Difference This course is an interdisciplinary survey course designed to introduce the student to the study of language and power. Our primary objective in this class will be to assert linguistic rights and to interrogate the politics of language use, and language thought, in light of colonization, imperialism and the transit of empire. We will consider the geo-political ideas and practices of literacy, language revitalization, translation and identity. These explorations will serve as a means to counter the monologism, monoculture, and monolingualism often invoked in nationalist projects.

CES 260 Insurgency, Solidarity and Coloniality Of Power This course is an interdisciplinary survey course designed to engage students in the study of power. The primary focus will be on instances of continuity and insurgency, between and among world indigenous, national and transnational subjects. Embedded in this practice will be the assertion of epistemic rights, and simultaneous world views, and the varied and landed responses made to world systems of racialization and colonization. We will engage history and narrative through the power of storytelling and the critical fictions of conquest and enslavement. Most important, we will ask: what alternatives to modernity/coloniality can we conceive of through practices of insurgency and solidarity? How can we restore relations that have been severed, or disfigured, by these same world systems, as well as our wide-ranging responses to them?

CES 490F CES Senior Colloquium This course will be supervised by the CES core faculty, and reflects a rethinking of the capstone. Critical Ethnic Studies Majors would be required to take at least the fall (.2 unit) section of the 490 series, and may take up to 1 full unit (all three sections .2, .4, and .4). Students unable to take the fall section would need to petition the major to join the colloquium in progress. Such permission would only be given in extenuating circumstances. Each critical ethnic studies cohort would meet in the fall term to decide the form and content of the colloquium; at this time they would also define, formalize and record assessment guidelines and procedures. The entirety of this work is collaborative; the designated Critical Ethnic Studies Faculty will provide leadership, organizational support and serve as liaison to the office of the registrar. The purpose of the colloquium is to determine an intellectual social-political project that can be carried out over the year that contributes to the field. Students would conduct this project over the remaining academic year. Infused in this course are professional development, collaborative scholarly work, learning community development, and cohesion for the cohort. This practicum could include working with the Center for Career and Professional Development, the Mary Jane Underwood Stryker Center for Civic Engagement, and the Arcus Center for Social Justice Leadership. *Note: Configuring the course this way allows students maximum flexibility in their senior year. Students who fail to take the full 1 unit of the CES Senior Colloquium would be required to make up the additional partial unit to fulfill the full 8 units required of the major. Prerequisite: Must be a Senior CES major

CES 490S CES Senior Colloquium This course will be supervised by the CES core faculty, and reflects a rethinking of the capstone. Critical Ethnic Studies Majors would be required to take at least the fall (.2 unit) section of the 490 series, and may take up to 1 full unit (all three sections .2, .4, and .4). Students unable to take the fall section would need to petition the major to join the colloquium in progress. Such permission would only be given in extenuating circumstances. Each critical ethnic studies cohort would meet in the fall term to decide the form and content of the colloquium; at this time they would also define, formalize and record assessment guidelines and procedures. The entirety of this work is collaborative; the designated Critical Ethnic Studies Faculty will provide leadership, organizational support and serve as liaison to the office of the registrar. The purpose of the colloquium is to determine an intellectual social-political project that can be carried out over the year that contributes to the field. Students would conduct this project over the remaining academic year. Infused in this course are professional development, collaborative scholarly work, learning community development, and cohesion for the cohort. This practicum could include working with the Center for Career and Professional Development, the Mary Jane Underwood Stryker Center for Civic Engagement, and the Arcus Center for Social Justice Leadership. *Note: Configuring the course this way allows students maximum flexibility in their senior year. Students who fail to take the full 1 unit of the CES Senior Colloquium would be required to make up the additional partial unit to fulfill the full 8 units required of the major. Prerequisite: CES-490F Must be a Senior CES major

CES 490W CES Senior Colloquium This course will be supervised by the CES core faculty, and reflects a rethinking of the capstone. Critical Ethnic Studies Majors would be required to take at least the fall (.2 unit) section of the 490 series, and may take up to 1 full unit (all three sections .2, .4, and .4). Students unable to take the fall section would need to petition the major to join the colloquium in progress. Such permission would only be given in extenuating circumstances. Each critical ethnic studies cohort would meet in the fall term to decide the form and content of the colloquium; at this time they would also define, formalize and record assessment guidelines and procedures. The entirety of this work is collaborative; the designated Critical Ethnic Studies Faculty will provide leadership, organizational support and serve as liaison to the office of the registrar. The purpose of the colloquium is to determine an intellectual social-political project that can be carried out over the year that contributes to the field. Students would conduct this project over the remaining academic year. Infused in this course are professional development, collaborative scholarly work, learning community development, and cohesion for the cohort. This practicum could include working with the Center for Career and Professional Development, the Mary Jane Underwood Stryker Center for Civic Engagement, and the Arcus Center for Social Justice Leadership. *Note: Configuring the course this way allows students maximum flexibility in their senior year. Students who fail to take the full 1 unit of the CES Senior Colloquium would be required to make up the additional partial unit to fulfill the full 8 units required of the major. Prerequisite: CES-490F Must be a Senior CES major

Critical Theory Concentration

Professor: Latiolais

The central goal of critical theory is (1) to analyze the various forces that shape contemporary societies, (2) to diagnose their crises, antagonisms, ruptures, and (3) to identify and mobilize agents of social change. Critical theory is a term that describes a wide array of approaches to understanding and criticizing the myriad relations of domination characterizing contemporary society. Although there are many disagreements among critical theorists, most agree about the terrain under consideration: how do human beings create the social world, and how are they created by it, in ways that disempower social agents and disfigure their desires? Or, what is the relationship between structure and agency, and what does this tell us about relations of power and domination? Human freedom and social justice are generally the ethical ideals animating these investigations, so that critical theory is necessarily both descriptive and normative in nature while it presumes a close connection between theory and practice. Most simply, critical theorists ask, what is wrong with our world, and how can we make it better? At a deeper methodological level, critical theorists also see themselves as practitioners in a distinctive orientation to knowledge. Interdisciplinary in nature and drawing primarily from numerous fields in the humanities and social sciences, critical theory offers a genealogy of social reality on one hand and a genealogy of its own critical stance within it on the other. Many critical theorists presume that language both creates and interprets reality, that agents are historically constituted, or that knowledge is bound up with power relations so that there is no objective "outside" from which to view the "truth." Thus, critical theory poses a challenge to many of the traditional disciplines that assume that facts can be ascertained and deployed free of a normative framework.

Requirements for the Concentration

Number of Units

6 units

Required Course

19th-Century Philosophy: The Critique of Modernity (PHIL 208)

Five additional courses taken from at least three different departments:

ANSO 205 Urban Sociology

ANSO 225 Sex and Sexualities

ANSO 236 Race and Racism

ANSO 275 Thinking Theoretically

ANSO 330 Class, Status, and Power

ANSO 345 Theories of Society and Culture

ARTX 224 20th-Century Art

ARTX 227 Modern Art Museum

ARTX 290 Art and Gender

ARTX 340 Ways of Seeing

ENGL 108 Global Media & Visual Culture

ENGL 218 Post-Colonial Literature

ENGL 390 English Junior Seminar

ENGL 435 Advanced Literary Studies: American Indian Literature and the Law

ENGL 436 Literary Theory

PHIL 212 Philosophy of the Social Sciences

PHIL 211 Philosophy of Law

PHIL/SEMN 215 Human Rights & International Law

PHIL 291 Theorizing Citizenship & Immigration

PHIL 306 Philosophy of Language

PHIL 310 Critical Social Theory

PHIL 311 Postmodern Critical Theory

POLS 260 Liberty, Equality, and Authority

POLS 265 Feminist Political Theories

POLS 360 Contemporary Political Theory

POLS 320 Democracy and Democratic Theory

PSYC 430 Interviewing and Narrative Analysis

RELG 201/ARTX 205/SEMN 205 Religious Art and Material Culture

RELG 202 Same-Sex, Gender, and Religion

RELG 212 Contemporary Biblical Studies

Critical Theory courses

CRIT 593 Senior Individualized Project Each program or department sets its own requirements for Senior Individualized Projects done in that department, including the range of acceptable projects, the required background of students doing projects, the format of the SIP, and the expected scope and depth of projects. See the Kalamazoo Curriculum -> Curriculum Details and Policies section of the Academic Catalog for more details. Prerequisite: Permission of department and SIP supervisor required.

East Asian Studies

Professors: Bundy (Director, Japan Track), Chu (Director, China Track), Hong, Sugimori

East Asian Studies is an interdisciplinary major that provides students with a broad exposure to the languages, culture, and history of East Asia (China and Japan). With ancient cultures that rival that of the Mediterranean in age and significance, this area of the world has been of increasing importance to the U.S. in the twenty-first century. Students choose to concentrate either in the study of China or of Japan in the majority of their coursework for the major and spend at least six months in that country on study abroad. Students will take at least two full years of language (six units) or their equivalent. Whether planning to attend graduate school or seek employment in an East Asia-related occupation, students are strongly encouraged also to major or minor in another disciplinary area in order to enrich their qualifications. Students who are particularly interested in languages are encouraged to supplement their East Asian language with the other East Asian language offered on campus or another second language.

Requirements for the Major

Number of Units

8 units, not including language courses or a SIP

Required Courses

A. Language courses:

For the China Track: CHIN 201, 202, 203 (or demonstrated equivalent competence)

For the Japan Track: JAPN 201, 202, 203 (or demonstrated equivalent competence)

B. Non-language courses: (4 Units)

HIST 103 Introduction to East Asian Civilizations

Three courses from among:

CHIN 225, 235; JAPN 236, 237, 238, 239;

CHIN 215, 220, 245; JAPN 215, 240, 242, 245, 250

Students are strongly encouraged to take either JAPN/SEM 242 or CHIN/SEM 220 as their sophomore seminar when offered.

C. Senior Seminar (1 unit)

Electives (3 units)

Three, non-language courses from at least two different areas below. (With written permission, students may apply one course from a six-month study abroad program or two relevant courses from a nine-month program toward the elective requirement.) Students are strongly encouraged to take at least one course specifically about the country that is not their focus. Note: students who wish to count on-campus, one-time offering courses related to East Asia that are not on the list below should consult the directors.

Literature: CHIN 225, 235; JAPN 236, 237, 238, 239

Culture: CHIN 215, 220, 245; JAPN 215, 240, 242, 245

Humanities: HIST 280, 283, 285, 288, 289, 397; THEA 290

Social Sciences: POLS 250

Arts: CHIN 215

Students wishing to count one of the courses listed above among the electives as a senior seminar must consult with the instructor and determine what extra requirements they will fulfill in order for the class to count as a senior seminar. Requirements may include an extra seminar paper, extra class presentations, etc.

Economics and Business

Professors: Apps, Geremew, Hultberg, Hussen (Chair), MacMillan, Moffit, Stull

Mission Statement

Integrating Economics and Business, theory and practice, we develop creative, broad-minded problem-solvers and leaders.

The department's primary objective is to ensure that our students can apply economic and business principles to the world around them. To achieve this objective, the department introduces the students to economic and business problems, theories, and policies within the context of a liberal arts education. The department's courses fall into four broad categories: (1) economic theory at the introductory and intermediate levels, (2) quantitative tools and methods, (3) fundamental business principles, and (4) economic and business field courses. In addition to the department's course work, students also benefit from practical experience through internships, a senior individualized project, and a senior seminar. The math cognate courses are required to provide students with a strong foundation in contemporary business and economic decision-making processes that are increasingly based on marginal analysis, optimization, and descriptive and inferential statistical analysis. The department encourages additional mathematics and statistics courses for all our majors, especially for majors who wish to pursue graduate degrees.

The department offers two distinct majors: a major in economics and a major in business, both of which require a total of ten units for completion. A student cannot major in both economics and business.

Advanced Placement

Students with AP scores of 4 or 5 in Economics may, in consultation with the Department Chair, replace the ECON-101 Principles of Economics requirement with an elective course from within the major.

Course Classification

The course offerings in the Department of Economics and Business are classified into three groups:

1. Course numbering that starts with "ECON" can be used to satisfy a requirement for only a major in economics.
2. Course numbering that starts with "ECOB" can be used to satisfy a requirement for a major in economics or business.
3. Course numbering that starts with "BUSN" can be used to satisfy a requirement for only a major in business.

Requirements for the Major in Economics

Number of Units

Eight units plus two math cognate courses are required, exclusive of the SIP.

Required Courses

ECOB 101 Principles of Economics

ECOB 305 Intermediate Microeconomics

ECOB 306 Intermediate Macroeconomics

Economics Elective Courses

Take five out of the following set of courses: ECON 225, 235, 245, 262, 265, 280, 290, 360, 405, 410, 415, or 490 or ECOB 210, 245, 275, or 365

Two of these courses must be taken from 300-level courses or above, at least one of them must be a 400-level course.

Required MATH Cognate Courses

Take two courses; one from each of the following two categories of courses:

1. Differential Calculus: ECOB 155 Mathematical Methods for Economics or MATH 112 Calculus I or MATH 110 & 111 Calculus I with Review or AP Credit.
2. Statistical Analysis: ECOB 160 Business Statistics, MATH 260 Applied Statistics, or AP credit.

Requirements for the Major in Business

Number of Units

Eight units plus two math cognate courses are required, exclusive of the SIP.

Required Courses

ECOB 101 Principles of Economics

BUSN 150 Principles of Accounting

ECOB 305 Intermediate Microeconomics

ECOB 306 Intermediate Macroeconomics

Electives

Take four out of the following: BUSN 205, 215, 220, 250, 290, 340, 350, 355, 370, 480, or 485; ECOB 210, 245, 275, 365; ECON 405 or 490.

Two of these courses must be taken from 300-level courses or above, at least one of them must be a 400-level course

Required MATH Cognate Courses

Take two courses, one from each of the following two categories:

1. Differential Calculus: ECOB 155 Mathematical Methods for Economics or MATH 112 Calculus I or MATH 110 & 111 Calculus I with Review or AP credit.
2. Statistical Analysis: ECOB 160 Business Statistics, MATH 260 Applied Statistics, or AP credit.

Economics and Business courses

ECOB 101 Principles of Economics An introduction to the concerns and methods of economics, covering both microeconomic and macroeconomic principles. This course analyses how markets work and how economic decisions are made. It considers the interactions of firms and households in individual markets as well as the workings of national and international economies. The class will examine current economic issues and study how policy can be used to address economic problems.

BUSN 150 Principles of Accounting Study of financial accounting theory as a tool for effective business management and control. Emphasis will be placed on the accounting cycle and cash-flow analysis as well as analysis and comprehension of standard financial statements. Prerequisite: ECOB-101

ECOB 155 Mathematical Methods for Economics Designed to give economics and business students the quantitative skills necessary for upper-level courses in the department. The principal topics covered are graphing of linear and nonlinear functions, basic rules of differentiation, optimization techniques, and mathematics of finance (compounding and discounting). Students may substitute MATH 112 for ECON 155. Prerequisite: ECOB-101, and at least a high school algebra course.

ECOB 160 Business Statistics Designed to give economics and business students the quantitative skills necessary to understand as well as undertake a serious research project. The emphasis in this course is on statistical inference and basic econometrics. The principal topics covered are probability and probability distributions, sampling distributions, confidence intervals, hypothesis testing, and regression analysis. Computer software will be used to apply these techniques to relevant economic problems. Students may substitute MATH 260 for ECON 160. Prerequisite: ECOB-101

BUSN 205 Principles of Management Explores fundamental management concepts, strategies, and their impact on the modern business organization, combining theory with practical application. Core course topics revolve around leadership, team motivation, goal-setting and evaluation, sustainable culture-building, effective communication, and results-oriented practices. Team work and oral presentation skills are heavily emphasized. Students ultimately define their own authentic leadership styles and purposes. Speakers, texts, and articles will supplement class discussions. Prerequisite: ECOB-101

ECOB 210 International Business and Economics Cross border transactions are challenging due to different cultures, currencies, and political/legal systems. But differences also create opportunities; opportunities to share resources and learn from each other. To better understand these challenges and opportunities, we use economic and business concepts to explore the topics of international negotiations, international trade, foreign exchange, and international business strategies. Prerequisite: ECOB-101

BUSN 215 Principles of Managerial Accounting Study of managerial accounting theory including cost accounting, production variance analysis, responsibility accounting and reporting, differential accounting, and budgeting. Prerequisite: BUSN-150

BUSN 220 Principles of Marketing Study of the marketing discipline as it applies to the effective management of small and large businesses. The course emphasizes marketing strategy, consumer motivation, market research, product positioning, target market segmentation, product development, pricing, promotion and distribution, and effective resource allocation. A team project, evaluated by industry experts, ties together course concepts. Students should be familiar with accounting and basic statistical concepts. Prerequisite: ECON-101; Business or Economics Majors Only

ECON 225 Economics Development and Growth The course explores the topic of economic development; what is the meaning of economic development and why are some countries "developed," while others are not. It explores what tools and policies can be used to improve the level of income and development in nations. It studies theories of economic development and models of economic growth and sheds light on topics such as population growth, human capital, income inequality, environmental impacts, and institutional frameworks. Prerequisite: ECOB-101

ECON 235 Environmental and Resource Economics Study of the economic perspective of environmental and resource problems and issues; the management and allocation of renewable and nonrenewable resources; the trade-off between economic growth and environmental amenities; and the impacts of natural resource availability on economic growth. Emphasis on the development and application of economic theory to contemporary natural resource issues. Prerequisite: ECOB-101

ECON/SEM 240 Economics for Global Travelers This Sophomore Seminar examines how economics can contribute to a better understanding of the world and our place in it. We will look at differences, similarities, and linkages among the economics of various nations. We will study flows of money, products, people, technologies, and ideas across national borders. The approach will be non-technical with an emphasis on understanding economic ideas. We will spend more time writing and discussing than on models or equations. Does not count toward economics or business major. Prerequisite: Sophomores Only

ECOB 245 Money, Banking, and Financial Markets The study of national and international trends in banking establishes an institutional and historic understanding of the American financial system in the context of the global economy. Issues of globalization, exchange rate regimes, financial crises, and the role of central banks and international institutions (IMF, World Bank, BIS) are then examined in relation to domestic issues like inflation, employment and investment. Prerequisite: ECOB-155 or MATH-112

BUSN 250 Cross-Cultural Consumer Marketing Explores consumer marketing across the globe and within U.S. sub-cultures. Students will compare consumer motivation, purchase behavior, cultural norms, branding, and marketing practices in different areas of the globe, as well within ethnic, gender, age, and socio-economic segments domestically. Global branding case studies will supplement texts and discussions. Prerequisite: BUSN-220

ECON 262 Fiscal & Monetary Policy in Times of Crisis Since the financial crisis of 2009, countries have used unusual and novel fiscal and monetary policies in their attempts to stabilize and grow their economies. New policies include austerity bail-outs, zero interest rates, and quantitative easing. We will examine the theoretical underpinnings of these policies as well as their real world impacts. Prerequisite: ECOB-101

ECON 265 Issues in Urban Economics This course is both an introduction to urban economics and an in-depth study of one current urban issue. We will examine why cities exist, where they develop, and how they grow and decline. We will also study the economic aspects of contemporary urban planning and development policy issues such as land use zoning, housing, traffic congestion, publicly vs. privately provided goods. Prerequisite: ECOB-101

ECON 270 Labor Economics The aim of this course is to provide an understanding of how labor market function. The topics include labor supply and labor demand, wage determination, human capital and education, unemployment, discrimination, and labor mobility. By the end of the course, students should be able to understand the theoretical concepts and empirical tools used to analyze labor markets and related public policy issues. Prerequisite: ECOB-101

ECOB 275 Industrial Organization and Public Policy Industrial Organization studies the impact of market structure on strategy, conduct, and economic performance. This course will use industry studies to develop the theoretical framework of industrial organization, to examine economic problems related to different market structures, and to analyze public policy. We will spend a substantial amount of time on the history of individual industries. We will explore U.S. public policy towards industry, with an emphasis on antitrust. Prerequisite: ECON-101

ECON 280 Law and Economics Law and Economics studies the interaction between the legal system and the market system. It examines why law is necessary for markets to function and it uses economic principles to analyze laws. This course uses basic tools of economics to understand a variety of legal issues. Topics covered include property and contracts, civil vs. criminal law, antitrust, environmental regulation, and international trade policy. Prerequisite: ECOB-101

ECON 290 Selected Topics in Economics Or Business Special Topics offerings focus upon topics not addressed in the department's regular offerings. The course can be repeated with a different topic. Check the course schedule to see when Special Topics courses are being offered. Prerequisite: ECOB-101

ECOB 305 Intermediate Microeconomics This course deals with (1) the study of the theories of household and firm behavior, equilibrium analysis, market structure, pricing, economic efficiency, and social welfare; and (2) the applications of microeconomics theory to solve real problems faced by actual decision makers in industry and government. Prerequisite: Business Majors: ECOB-155 or MATH-112 and 1 200-level BUSN or ECOB courses; Economics Majors: ECOB-155 or MATH-112 and 1 200-level ECON or ECOB courses applicable to major requirements.

ECOB 306 Intermediate Macroeconomics This course introduces the major schools of thought in macroeconomics theory, including the Classical, Keynesian, Monetarist, New Classical, and New Keynesian models. Topics covered include: the determinants of long-run economic growth; IS-LM framework and aggregate demand and supply framework in both closed and open economies; the short run fluctuation of the economy; the influence of monetary, fiscal, and exchange rate policy; and alternative theories about aggregate supply. Prerequisite: Business majors: ECOB-155 or MATH-112 and 1 200-level BUSN or ECOB course; Economics majors: ECOB-155 or MATH-112 and 1 200-level ECON or ECOB course applicable to economics major.

BUSN 340 Advertising & Promotion Promotion and Advertising is an intermediate level business course that builds on fundamental marketing principles. Students apply advertising and promotion principles to create, communicate and deliver brand equity value in products and services, organizations, and within the individual students themselves. The course explores the fundamentals of an integrated marketing communications campaign, from consumer behavior and communication theory to creative strategy and implementation. At each juncture, social, cultural, technological and regulatory issues will be considered. Prerequisite: Take ECOB-101, BUSN-150, and BUSN-220

BUSN 350 Principles of Corporate Finance Study of finance theory as it applies to corporate management and institutional investments. The course emphasizes present value analysis as an analytical tool, working capital management, resource budgeting, market efficiency, stock and bond valuation, dividend policy, financial leverage and risk, and mergers and acquisitions analysis. Prerequisite: BUSN-150

BUSN 355 Principles of Investments This course will provide a general overview of personal investing. We will discuss portfolio theory; equity, bond and commodity markets; investment tools and vehicles; and the construction of an effective investment portfolio. This will be taught from the perspective of the individual investor. Prerequisite: BUSN-150, and ECOB-160 or MATH-260

ECON 360 Econometrics A course that focuses on econometric theory and practice. Topics covered include the classical regression model, serial correlation, and time series estimation. In this computer lab based course, students will apply econometric techniques to economic questions and issues. Prerequisite: ECOB-160 or MATH-260 or 261 and ECOB-305 or ECOB-306 Open to Junior and Sophomore ECON & BUSN majors only or Instructor Permission

ECOB 365 Multinational Finance Explores both international financial markets and global corporate finance. The main topic is the foreign exchange market as we explore how exchange rates are determined, can be predicted, and what derivatives can be used for foreign exchange risk management. Prerequisite: ECOB-306

BUSN 370 Negotiation and Persuasion This course aims to give you a competitive advantage in situations that require you to influence others. Drawing from theory and research, the course will attempt to improve your understanding of negotiation and persuasion. Using case studies and exercises, the course will provide skills that enhance your ability to influence, negotiate, and manage conflicts. Prerequisite: Two 200-level BUSN courses

ECOB 405 International Trade Explores the gains from specialization and trade within the context of various international trade models. Studies the instruments of trade policy and their welfare effects and carefully explores the political economy of trade policy. Additional topics covered include outsourcing, harmonization efforts, and preferential trade agreements. Prerequisite: ECOB-305

ECON 410 Open Economy Macroeconomics This course introduces basic concepts and analytical framework of open economy macroeconomics. It explores balance of payments, fixed and floating exchange rate, international financial markets, as well as equilibrium income in the open economy. It also provides students basic knowledge about how government policies affect private-sector performance in a global setting. Prerequisite: ECOB-306

ECON 415 Public Sector Economics Examination of federal, state, and local budget priorities and programs from both theoretical and case study approaches. Implications of different taxing and spending decisions will be analyzed. Prerequisite: ECOB-305

BUSN 480 Financial Statement Analysis This course is designed to prepare students to analyze, interpret and use financial statements effectively, both from a general management and investment perspective. A central theme is "value creation" - how a manager may use financial statements to guide value creating behavior and how investors use financial statements to identify value-creating opportunities.

BUSN 485 Strategic Marketing Management Strategic Marketing Management is intended for seniors who wish to explore marketing and general business strategy. Students will strategically assess business challenges and develop comprehensive marketing plans to address them. Economic, cultural, regulatory, social, and interpersonal issues will be considered. Prerequisite: BUSN-150, BUSN-220, and Seniors Standing

ECON 490 Advanced Topics in Economics Or Business The content for this course varies each quarter. Prerequisite: ECOB-305 and ECOB-306 and Seniors Standing and ECON/BUSN Majors Only

ECON 490 Corporate Environmental Sustainability Economics Senior Seminar with a focus on Corporate Environmental Sustainability. Prerequisite: ECON-235 or permission of the instructor.

ECOB 490 Financial Crisis The content for this course varies each quarter. Prerequisite: ECOB-305 and ECOB-306 and Seniors Standing and ECON/BUSN Majors Only

ECOB 490 Advanced Topics in Economics Or Business The content for this course varies each quarter. Prerequisite: ECOB-305 and ECOB-306 and Seniors Standing and ECON/BUSN Majors Only

ECON 593 Senior Individualized Project Each program or department sets its own requirements for Senior Individualized Projects done in that department, including the range of acceptable projects, the required background of students doing projects, the format of the SIP, and the expected scope and depth of projects. See the Kalamazoo Curriculum -> Curriculum Details and Policies section of the Academic Catalog for more details. Prerequisite: Permission of department and SIP supervisor required.

BUSN 593 Senior Individualized Project Each program or department sets its own requirements for Senior Individualized Projects done in that department, including the range of acceptable projects, the required background of students doing projects, the format of the SIP, and the expected scope and depth of projects. See the Kalamazoo Curriculum -> Curriculum Details and Policies section of the Academic Catalog for more details. Prerequisite: Permission of department and SIP supervisor required.

3/2 Engineering Program

Professor: Askew

The dual degree program in engineering consists of three years of study at Kalamazoo College followed by approximately two years at an approved school of engineering. While at Kalamazoo, students complete the language requirement, physical education requirement, and Shared Passages First-Year and Sophomore Seminar requirements, along with specific science and mathematics course work. Students in the 3/2 program are excused from the SIP. Students must have 28 units before leaving Kalamazoo College. They then transfer to an engineering program accredited by the Accreditation Board for Engineering and Technology (ABET). Upon completion of sufficient work at that institution to satisfy the remaining requirements for a Kalamazoo College degree, those credits are transferred back to Kalamazoo College and the Kalamazoo Bachelor of Arts degree is awarded. Students in the 3/2 program are required to meet the Shared Passages Senior Capstone requirement by working with the Director of the program at Kalamazoo College to identify a single capstone course at the approved school that reasonably fits the published Senior Capstone guidelines. Upon transfer of the credit for this course back to Kalamazoo College, the student will have completed the Senior Capstone requirement. When the remainder of the specified work for the student's particular field of engineering has been completed, the Bachelor of Science in engineering is awarded from the engineering school.

The College currently has affiliate relationships for 3/2 engineering programs with The University of Michigan and Washington University in St. Louis, Missouri, but any ABET accredited program is acceptable for the 3/2 engineering program. The director of the 3/2 engineering program has information available on opportunities at other schools and the details of the transfer process.

To meet the transfer requirements of our partner schools, all required courses must be passed with a minimum grade of C.

English

Professors: Fong, Heinritz, Katanski, Mills, Mozina, Salinas, Seuss, Sinha, Smith (Chair)

The primary mission of the English Department is to create communities of learning in which students can enter into the power of language. Through the study of literature in English across global and historical cultures, the study of film and critical theory, the discipline of writing in a variety of genres, and the constant practice of collaboration, we lead students toward a comprehension of the complexity of their world, of themselves, and of the way word and image shape reality. Throughout history, writers and readers have acted as witnesses to the human situation, never more so than in the twenty-first century. Ultimately, we aim for our students to become witnesses in and for the word.

Advanced Placement/International Baccalaureate

Advanced Placement (AP) and International Baccalaureate (IB) credit may not count toward the major but may be applied toward the total number of units needed to graduate.

Units from Study Abroad and Transfer Credit

Students may receive up to one unit of credit toward the major or the minor for a class taken on study abroad. The course must first receive approval from the chair of the department. Students may also receive no more than one unit of transfer credit. As with a course being considered from study abroad, the course must get pre-approval from the chair of the department. Exceptions to these policies may be granted in unique circumstances and only through prior approval by the department.

Requirements for the Major in English with an Emphasis in Literary and Cultural Studies

Number of Units

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

Advanced Literary Studies may satisfy another requirement for the major or minor, depending on its subject matter, but it may not be double-counted for two requirements. In such a case, students must pass a second, different Advanced Literary Studies course.

The major in English does not require a senior comprehensive exam.

Required Courses

One Reading the World course chosen from the following: ENGL 150, 151, 152, 153, 154, 155, 156

One course in literature before the 19th century: ENGL 224, 265, 266, 269

One course in literature of the 19th century: ENGL 225, 267, 268, 270, 275

One course in literature or film of the 20th or 21st century: ENGL 108, 180, 181, 218, 219, 221, 226, 230, 244, 246, 260, 276

One literature course that draws significantly from a minoritarian, transnational, or diasporic tradition: ENGL 108, 217, 218, 219, 220, 221, 222, 227, 230, 264

ENGL 390 Junior Seminar

One advanced literary studies or literary theory: ENGL 435, 436

One additional 400-level ENGL course

Elective

One elective chosen from any English literature or writing course.

Students who opt for an extended study abroad experience (and thus will not be on campus during their junior spring) will need to take an additional advanced (435 or 436) course to replace the Junior Seminar. Extended study abroad students must consult with the department chair and receive prior approval for this substitution.

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

Requirements for the Major in English with an Emphasis in Writing

Number of Units

Ten units are required.

Required Courses

One Reading the World course chosen from the following: ENGL 150, 151, 152, 153, 154, 155, 156

One course in literature before the 19th century: ENGL 224, 265, 266, 269

One course in literature of the 19th century: ENGL 225, 267, 268, 270, 275

One course in literature or film of the 20th or 21st century: ENGL 108, 180, 181, 218, 219, 221, 226, 230, 244, 246, 260, 276

One literature course that draws significantly from a minoritarian, transnational, or diasporic tradition: ENGL 108, 217, 218, 219, 220, 221, 222, 227, 230, 264

ENGL 390 Junior Seminar

One of the following writing sequences:

Poetry: ENGL 107, 210, 437

Fiction: ENGL 107, 211, 438

Journalism: ENGL 105, 205, 439

Creative Non-Fiction: ENGL 107, 215, 439

One additional 400-level course

Students who opt for an extended study abroad experience (and thus will not be on campus during their junior spring) will need to take an ALS (ENGL 435) or the Literary Theory seminar (ENGL 436) to replace the Junior Seminar.

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

Requirements for the Minor in English

Number of Units

Six units are required.

Advanced Literary Studies may satisfy another requirement for the major or minor, depending on its subject matter, but it may not be double-counted for two requirements. In such a case, students must pass a second, different Advanced Literary Studies course.

Required Courses

One Reading the World course (only one may count toward the minor): ENGL 150, 151, 152, 153, 154, 155, 156

One course in literature before the 20th century: ENGL 224, 225, 265, 266, 267, 268, 269, 270, 275

One literature course that draws significantly from a minoritarian, transnational, or diasporic tradition: ENGL 108, 217, 218, 219, 220, 221, 222, 227, 230, 264

One advanced literary studies or advanced writing workshop: ENGL 435, 436, 437, 438, 439

Electives

Two electives chosen from any English literature, film, or writing course.

Writing workshops

ENGL 105 Introduction to Journalism: Newswriting Principles and Techniques This course introduces students to the basic reporting and writing skills essential to creating "hard news" stories for print and online publications. In this class, students will write and re-write regularly to master key types of news stories.

ENGL 107 Introduction to Creative Writing An introduction to the process of writing both poetry and prose, pairing the study of published work with the workshoping and development of student writing.

ENGL 205 Feature Writing This course builds upon the fundamental writing and reporting skills and techniques introduced in ENGL 105. It introduces students to the process of creating feature stories, in the tradition of narrative or literary journalism, for print and online publications. This class will consist of regular writing workshops, intense self- and peer-editing, reading, and discussion. Prerequisite: Take ENGL-105

ENGL 207 Arts Journalism This course explores the nature of arts, entertainment, and cultural criticism. Its purpose is to help students develop critical skills and express their views creatively, convincingly, and in a way that will engage a popular print or online reader. Students will also learn how to review specific works of art or popular culture, how to critically profile a major artist or popular celebrity, as well as write a broader piece of criticism that looks at larger artistic or cultural issues.

ENGL/SEMN 208 Food and Travel Writing In this writing-intensive class we will study the possibilities of journalism and creative nonfiction through the various forms of food writing and its relationship to place. Through reading and writing, we will explore food as sustenance, as a route through memory, as a reflection of culture and place, as both personal and public, and as history and politics. This course is a Shared Passages Sophomore Seminar. Prerequisite: ENGL-105 or ENGL-107 and Sophomores only

ENGL 210 Intermediate Poetry Workshop A workshop in which students practice and study poetic craft and both traditional and untraditional form by reading model texts and sharing their work. Prerequisite: ENGL-107 and Sophomore Standing

ENGL 211 Intermediate Fiction Workshop A workshop in which students study and practice the elements of short fiction by reading model texts and sharing their own work. Prerequisite: ENGL-107 and Sophomore Standing

ENGL 215 Creative Nonfiction Workshop A workshop that offers model texts and writing assignments that explore the possibilities of this hybrid form in which its practitioners look both inward and outward, drawing on the traditions and techniques of poetry, fiction, journalism, and critical writing to tell true stories. Prerequisite: ENGL-107 and Sophomore Standing

ENGL 437 Advanced Poetry Workshop A workshop which enables students to develop and complete an independent writing project. Includes deeper discussion of poetic craft and form. This course is designated as a Senior Seminar for the 2015-2016 academic year. Prerequisite: ENGL-210 and Junior standing

ENGL 438 Advanced Fiction Workshop A workshop which enables students to develop and complete an independent writing project in fiction. Includes a discussion of longer forms (the novella and novel) as well as short stories. This course is designated as a Senior Seminar for the 2015-2016 academic year. Prerequisite: ENGL-211 and Junior standing

ENGL 439 Advanced Nonfiction Workshop This course is the capstone workshop for both the journalism and creative nonfiction tracks in the English Department and allows student to develop and complete an independent writing project in nonfiction writing. Includes discussion of book-length works of literary nonfiction that seeks to find intersections between creative nonfiction and narrative journalism. This course is designated as a Senior Seminar for the 2015-2016 academic year. Prerequisite: ENGL-205 or ENGL-215, and Junior standing.

Literature and Media courses

ENGL 108 Global Media and Visual Culture This course introduces students to a range of theoretical approaches to the study of media. Defining media broadly, we will think about the ways in which media both reflects upon and prompts social transformation and its ever-shifting roles in relation to politics, society, culture, race, class, and gender. A key component of the course will be an examination of the global production and dissemination of culture. Rather than seeing American culture as commanding global markets, we will study how there has always existed a transnational circulation of cultural products.

ENGL 150 Reading the World: Beyond Realism An introductory study of works that go beyond realism including attention to their cultural and social contexts. Focus areas may include fantasy, magical realism, or speculative fiction. All Reading the World courses stress the development of critical writing ability, critical thinking, and active discussion.

ENGL 151 Reading the World: Environments An introductory study of literary and cultural texts that articulate how human beings are connected to the natural world. The course will explore how locations and ecosystems shape and are shaped by human systems of meaning. Topics may include gardens, sustainable worlds, urban environments, and deep ecology, among others. All Reading the World courses stress the development of critical writing ability, critical thinking, and active discussion.

ENGL 152 Reading the World: Genre This course explores representations of the world through the lens of genre. Just as human understanding emerges from historical and cultural positions, so too does the choice of literary genres (fictional and nonfictional narratives, drama, and poetry) shape meaning. This class will focus on a genre (or a pairing of genres) as a way to examine how aesthetic and historically-rooted dimensions of literary forms give rise to representations of the world. All Reading the World courses stress the development of critical writing ability, critical thinking, and active discussion.

ENGL 153 Reading the World: Global Cinema An introduction to the language of cinema, foregrounding historical and theoretical contexts of classical Hollywood cinema (1930-1945) and various aesthetic alternatives from around the world. Requires a weekly film screening outside of class. All Reading the World courses stress the development of critical writing ability, critical thinking, and active discussion.

ENGL 154 Reading the World: Global Stages An introduction to drama, examining a particular theme from a cross-cultural perspective. Focus areas may include theater's portrayal of ethnic/race relations or gender and sexuality, among other topics. Students will also consider the relationship of text and performance by attending local theatre productions. All Reading the World courses stress the development of critical writing ability, critical thinking, and active discussion.

ENGL 155 Reading the World: Identities This course explores literary and cultural texts addressing the nature of human identity and its development, particularly through issues of difference. Focus may be on one or more of the following: race, class, gender, nationality, sexuality, the body. All Reading the World courses stress the development of critical writing ability, critical thinking, and active discussion.

ENGL 156 Reading the World: Social Justice This course examines social justice from a literary perspective, focusing on a particular issue, event, movement, or historical moment. It will emphasize areas of power difference, such as race and ethnicity, disability/ability, class, gender, and sexuality. All Reading the World courses stress the development of critical writing ability, critical thinking, and active discussion.

ENGL 180 Contemporary Poetry A study of recent poetry in relationship to contemporary poetic movements with an emphasis on the diversity of voices and on poetic language within socio-political contexts.

ENGL 181 Contemporary Fiction A study of recent fiction, with emphasis on textual analysis and innovative techniques.

ENGL/SEMN 217 World Indigenous Literatures: The People and the Land A selective study of the literary traditions and contemporary texts of indigenous peoples around the world, focusing on indigenous communities in regions where Kalamazoo College students study and with a particular emphasis on texts that explore the complex relationships between indigenous communities and the land they claim as their own. This course is a Shared Passages Sophomore Seminar. Prerequisite: Sophomores only.

ENGL/SEMN 218 Post-Colonial Literature This course will investigate some of the central issues in the field of post-colonial literature and theory, such as how literature written in the colonial era represented the colonized and impacted those who were depicted and how writers and readers deployed literature as a method of exploring new possibilities of identity. This course is a Shared Passages Sophomore Seminar. Prerequisite: Sophomore only

ENGL/SEMN 219 Magical Realism Magical realism is a genre that combines elements of the fantastic with realism often in order to imagine utopias or resist restrictive aspects of society. This course will examine the genre, interrogate its relationship to other genres of fantasy, and consider the relationship between the aesthetic patterns of the genre and its potential for social advocacy. This course is a Shared Passages Sophomore Seminar. Prerequisite: Sophomores only

ENGL 220 African American Literature A study of central writers, works, and eras in African American literature with an emphasis on conversations between authors, periods, and movements. In addition to such genres as the slave narrative, autobiography, poetry, and fiction, the class will examine vernacular traditions and their influence on content and aesthetics, including the blues, jazz, and hip hop.

ENGL 221 African Literature This course will reflect on modern literatures in English from Africa. We will take a multi-genre approach, reading short stories, magic realist novels, and political tracts and reflect on the problems of diaspora in modern postcolonial states, the economic impact of colonial and neo-colonial practices, the policies responsible for dispossession, the use of English as an African language, and the rhetorical and political strategies used to combat forms of oppression.

ENGL 222 American Indian Literatures A selective study of the literary traditions and contemporary texts of American Indian people with a focus on building an interdisciplinary understanding of cultural production.

ENGL 223 Chicana/o Literature A selective study of Chicana/o literary and cultural texts. Possible emphases could include colonialism and conquest, indigenismo, geopolitical conflict or "the Borderlands," identity formations and identifications, and/or sociocultural resistances.

ENGL 224 Early Modern Women's Literature: Shakespeare's Sisters A study of the women writers that Virginia Woolf termed "Shakespeare's Sisters" when she (we now know mistakenly) lamented the lack of early women writers. We'll study these, primarily British, women writers of the period, emphasizing the social, political, economic, and cultural conditions of women's authorship before the nineteenth century. Prerequisite: Sophomore standing or a Reading the World course.

ENGL 225 19th Century Women's Literature: The Epic Age A study of British and U.S. women writers of the period, emphasizing social, political, economic, and cultural conditions for women's authorship as well as recurring concerns and themes of women authors and the emergence of African American women's writing. Prerequisite: Sophomore standing or a Reading the World course.

ENGL 226 Women's Literature 1900-present: Modern Voices A study of women's writing in English in the 20th and 21st centuries, emphasizing cultural diversity, thematic commonalities, and questions of voice and gender. Prerequisite: Sophomore standing or a Reading the World course.

ENGL/SEMN 227 Opium & the Making of the Modern World This course traces the social and literary history of opium across the nineteenth, twentieth, and twenty-first centuries. In addition to exploring the drug as a trope of the "exotic East," this course also understands opium as an important catalyst of imperial development and global domination. Analyzing autobiography, poetry, and fiction, the course focuses on depictions of travel and circulation to understand how opium has activated anxieties about gender, sexuality, and race over the last two centuries and to recognize how the illicit drug trade continues to shape current patterns of diasporic movement and global exchange. Prerequisite: Sophomores Only

ENGL 230 US Ethnic Literature A study of American literary texts primarily of the 20th and 21st centuries, from the perspective of their ethnic origins. Prerequisite: Sophomore Standing

ENGL 231 East Asian Diasporic Literatures This course will analyze literature written in English by people in the East Asian Diaspora. This includes writers from China, Korea and Japan and their descendants living in the U.S., Great Britain, Canada, Australia, the Caribbean, and Latin America. The course takes a transnational approach in considering questions around racial and ethnic identity, global capitalism, nationality and citizenship, as well as issues of gender and sexuality. Prerequisites: Sophomore standing or a Reading the World course. Prerequisite: Sophomore Standing or a Reading the World course

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

ENGL 245 Electronic, Hypertext, and Multimedia Literature A study of digital and print literatures that emerge from computing and internet technologies, with a particular emphasis on the medium through which they are produced and rendered. Forms include CD-ROM, cybertext, hyperlink, mobile apps, and GPS/satellite synchronized. Through these forms, this course will explore how digital culture impacts textuality and challenges reading practices. Prerequisite: Sophomore Seminar or a Reading the World course

ENGL 246 Modernism to Millennium: British Literature 1900-PRESENT A study of the literary culture of Britain and Ireland during this period through its literature. The course will highlight the aesthetic innovations that took place over the course of the twentieth century and examine their intersection with their historical context, including imperialism and decolonization, the World Wars, immigration and shifts in ethnic identity, class politics, and challenges to gender and sexual norms. Prerequisite: Sophomore Standing or a Reading the World course.

ENGL 260 Studies in Film This course enables an in-depth study of genre, national/regional cinema, or aesthetic movement. Topics vary by year. Prerequisite: Sophomore standing or a Reading the World course or Instructor permission.

ENGL/SEMN 264 Global Shakespeares Shakespeare is the most translated, adapted, performed, and published Western Author. Just what this means to Western and non-Western cultures is at the heart of this course. Many cultures have written back to Shakespeare, addressing race, sexuality, gender, and religion from their own cultural perspectives. What do exchanges between differently empowered cultures produce and reproduce? We'll tackle such questions as we read works by Shakespeare and literary/film adaptations from around the globe. And, closer to home, how do different communities in the United States receive and write back to Shakespeare? A service learning project with the Intensive Learning Center of the Kalamazoo County Juvenile Home will allow your students there, and our class, to consider those questions. As we work with these students to write their own adaptations of Othello, we'll all consider how writing back to Shakespeare might be a good way to empower students to question the assumptions his plays make. This course is a Shared Passages Sophomore Seminar. Prerequisite: Sophomores Only

ENGL 265 Shakespeare A study of Shakespeare's histories, comedies, and tragedies. Historical context, various critical perspectives, close textual explication, and analysis of film versions will be subjects for discussion. Prerequisite: Sophomore standing or a Reading the World course.

ENGL 266 Discoveries: British Literature 1550 -1750 A study of British literature emerging during the Renaissance/early modern period. This course will pair literary analysis with investigations of the artistic, political, religious, and social developments of the period, setting the literature amidst the various discoveries of the period. Prerequisite: Sophomore standing or a Reading the World course.

ENGL 267 Romantic Revolutions: Early 19th Century British Literature A study of poetry, fiction, and nonfiction from this tumultuous period of political and social upheaval and artistic innovation, emphasizing connections between cultural background and aesthetic production. Prerequisite: Sophomore standing or a Reading the World course.

ENGL 268 The Victorians: British Literature 1832-1900 A study of British culture of the period through its literature, with emphasis on novels, poetry, and nonfiction. The course focuses on several defining themes of this tumultuous age: imperialism and racism, industrialism and its discontents, the Women Question, Darwin and the crisis of faith. Prerequisite: Sophomore standing or a Reading the World course.

ENGL/AMST 269 New World Narratives: American Literature 1500-1790 A study of the divergent and complementary tales emerging from those settled in or settling "America." Texts include American Indian and European creation myths, exploration narratives, Puritan poetry, captivity narratives, and late 18th century fiction and non-fiction. Prerequisite: Sophomore standing or a Reading the World course.

ENGL/AMST 270 Reform and Renaissance: U.S. Literature 1790-1865 A study of literature emerging during a period of significant social upheavals: the continuing shift from a colonial to an "American" identity, the unsettling of indigenous populations, the movement of European populations westward, and the Slavery and Woman questions. Through an exploration of diverse texts, students will examine a literature shaped by an impulse to transform or reform pre-existing perspectives and genres. Prerequisite: Sophomore standing or a Reading the World course.

ENGL/AMST 275 American Realisms: U.S. Literature 1865-1914 This course examines a variety of approaches to knowing a literary period. We will explore theoretical, socio-historical, formal, and thematic paradigms that can organize our understanding of the wide variety of written and cinematic texts produced in the period between the end of the Civil War and the beginning of World War I. Through a study of the frequently conflicting stories about gender, race, sexuality, art, and Americanness that come to voice during this period, students will challenge and complicate their definitions of literary realism. Prerequisite: Sophomore standing or a Reading the World course.

ENGL/AMST 276 Modernism and Postmodernism: U.S. Literature 1914 - Present A study of the rise of a modern aesthetic in the wake of World War I and the postmodern response in the second half of the 20th century with an eye toward the diversity of voices and formal choices that mark this period. Prerequisite: Sophomore standing or a Reading the World course.

ENGL 295 Travelers on the Silk Road This course will examine the complex relations between the expansion of trade in Asia and the production of imaginative literature. The course will feature accounts by traders and merchants, first on the Silk Road, then on the water route to India and China. These routes, originally used to exchange commodities, quickly became paths to knowledge, enabling information to pass back and forth between Europe and the Far East. These new tales of distant shores fired the imagination and made their way into the literatures of the period. Writers to be studied include: Marco Polo, Chaucer, Sima Qian, Luis de Camoes, Christopher Marlowe, John Milton, and the Chinese monk, Xuanzang

ENGL/SEMN 295 Poetic Justice This course will examine the treatment of law and political order in historically and culturally varied literary texts as part of a broader consideration of the relationship between art and social justice. We will explore how literature addresses "questions that matter," including personal ethics, the purposes and manners of criminal punishment, and racial and gender equality. Students will consider how literary texts, like legal texts, have the power to influence politics and society. Readings will include such texts as *Antigone*, *The Faerie Queene*, *The Merchant of Venice*, Kafka's *The Trial*, Philip K. Dick's *Minority Report*, and Shirley Jackson's *The Lottery*.

ENGL 390 Junior Seminar An examination of the forces that have shaped or that are currently reshaping literary studies. In focusing upon transnational and cross-cultural connections, the course aims to establish a knowledge of the current status of the discipline and thus encourage students to define their own critical interests. Course will also prepare students for the SIP. Prerequisite: Junior majors.

ENGL 435 Advanced Literary Studies Seminars focusing on major figures and movements in English and American literature. May be repeated for credit when content changes. This course is designated as a Senior Seminar for the 2015-2016 academic year. Prerequisite: Junior standing.

ENGL 436 Literary Theory An intensive study of selected perspectives in contemporary critical theory. This course is designated as a Senior Seminar for the 2015-2016 academic year. Prerequisite: Junior standing.

ENGL 490 Senior Seminar: Your Work in the World This course will help students take their next step as writers in the genre of their choice, orienting themselves more fully to what it might mean to work as a professional poet, scholar, critic, non-fiction writer, journalist, essayist, screenwriter, playwright, or fiction writer. The course will ask students to explore models for the type of work they hope to practice; to reflect on their practice as writers from a personal as well as an historical perspective; to write and revise their work; to explore the theories, practices and questions of other genres outside of their primary focus; and to investigate venues beyond K to which they will submit their work. This course is designated as a Senior Capstone. Prerequisite: Majors and other seniors with permission.

ENGL/SEMN 495 Building the Archive: Baldwin & His Legacy In February of 1960, James Baldwin delivered an address, "In Search of a Majority," at Stetson Chapel which he later included in his collection of essays, *Nobody Knows my Name*. This seminar will approach this visit (and Baldwin) as a site of analysis. As an actual event, the occasion left artifacts (correspondence, publicity, newspaper accounts, published essay). The event also can be read within the legacy of other Civil Rights era visitors to the college, including Charles V. Hamilton (co-author of *Black Power: The Politics of Liberation*) and others. Moreover, as a writer who addressed national and international identity, racial politics (personal and cultural), and sexuality, Baldwin's various writings remain relevant even as they locate themselves within particular historical moments. Through close attention to Baldwin and his milieu, this course will invite students to engage their own experiences and disciplinary knowledge in their reading, writing, and archival research. Students will also document (in film and transcript) oral histories of participants in the Civil Rights period as part of their course work. This course is designated as a Senior Seminar for the 2015-2016 academic year. Prerequisite: Seniors Only

ENGL 593 Senior Individualized Project Each program or department sets its own requirements for Senior Individualized Projects done in that department, including the range of acceptable projects, the required background of students doing projects, the format of the SIP, and the expected scope and depth of projects. See the Kalamazoo Curriculum -> Curriculum Details and Policies section of the Academic Catalog for more details. Prerequisite: Permission of department and SIP supervisor required.

Environmental Studies

Professors: Girdler, Hussen (Co-Directors)

The concentration in environmental studies is based upon the recognition that environmental and resource problems are not just biological, geological, economic, or political. Therefore, the concentration is structured as an interdisciplinary study by selecting appropriate courses from the natural and social sciences, as well as the humanities, in order to pool knowledge from across traditional disciplinary lines. This information is essential for an interdisciplinary assessment, analysis, and evaluation of environmental problems.

The Concentration in Environmental Studies

Number of Units

Six units are required.

Required Courses

One from each group is required of all concentrators:

BIOL 115 Environmental Science or BIOL 224 Ecology & Conservation with Lab

CHEM 101 Chemistry and Society or CHEM 105 The Physical Earth or CHEM 120 Chemical Reactivity

ECON 235 Environmental and Resource Economics

(pre-requisite of ECON 101)*

ENVS 490 Environmental Studies Senior Seminar

Electives

At least two of the following courses*:

BIOL 115 Environmental Science (if not used above)

BIOL 312 Population and Community Ecology with Lab

BIOL 322 General Microbiology with Lab

CHEM 105 The Physical Earth (if not used above)

CHEM 240 Analytical Chemistry with Lab

CHEM 420 Instrumental Analysis with Lab

ENGL 151 RTW: Environments

ENGL 217 World Indigenous Literature: The People and the Land

HIST 212 American Environmental History

HIST 217 History of Leisure and Recreation in America

PHIL 108 Ecological Philosophy

PHYS 105 Energy and the Environment

SEMN 401 Energy Policy & Use Worldwide

**Additional special topics one-time course offerings may count as electives depending on content (e.g. ENGL, RELG); please discuss the suitability of these courses with Dr. Girdler or Dr. Hussen.*

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

Students interested in environmental studies are urged to keep this interest in mind when selecting a site for study abroad. If approved ahead of time by the codirectors, up to one course from study abroad can count toward the completion of the concentration. Moreover, pursuing these interests abroad emphasizes the important international dimensions of many environmental issues while often permitting students to gain familiarity with some problems (and their possible solutions) in other countries. Courses from study abroad sites in Costa Rica, Ecuador, Kenya, and Thailand are particularly suitable.

Additional courses that may be relevant to students interested in this concentration include BIOL 232, 296; COMP 105, 110; ECON 240, 412; MATH 260, 360.

Environmental Studies courses

ENVS/SEMN 401 Energy & Environmental Policy Worldwide National patterns of energy use and approaches to environmental policy vary over a wide range around the World. An intelligent analysis of these divergent behaviors and their environmental and financial consequences requires input from the fields of Science, Political Science, and Economics, and is also informed by international experiences. Possible careers involving environmental science, engineering and politics/policy will be discussed. Prerequisite: At least three courses in either natural science, economics, or political science, with a major in one preferred.

ENVS 490 Environmental Studies Senior Seminar Examination and analysis of selected contemporary environmental and resource problems and issues from an interdisciplinary perspective. In addressing these issues, special attention is given to the application and integration of principles, theories, and analytical techniques introduced in the core courses. Topics covered in the seminar are likely to vary annually as new problems, policies, and solutions develop. Prerequisite: Core courses plus senior standing, or permission.

ENVS 593 Senior Individualized Project Each program or department sets its own requirements for Senior Individualized Projects done in that department, including the range of acceptable projects, the required background of students doing projects, the format of the SIP, and the expected scope and depth of projects. See the Kalamazoo Curriculum -> Curriculum Details and Policies section of the Academic Catalog for more details. Prerequisite: Permission of department and SIP supervisor required.

German Studies

Professors: Moti, Sosulski (Chair)

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

German courses at all levels emphasize speaking, reading, writing, and listening while addressing topics related to German culture. The disciplinary basis for the program, German Studies, draws on literature, history, gender studies, popular culture, music, architecture, and film (among other things) to aid students in the development of a critical understanding of the German-speaking world and their own. Through film courses and a course on contemporary German culture, the German program recognizes the importance of new media in the 20th and 21st centuries and how these media have reshaped the nature of German culture. Other advanced courses take a wider historical view, examining the changing nature of German culture through the lens of a particular genre (such as drama) or theme (such as questions of German-Jewish identity).

Most Kalamazoo College students participate in the study abroad program; for students interested in German, there are opportunities in Erlangen and Bonn. Course work and off-campus experiences are complemented by on-campus opportunities that maintain or improve a student's language skills, including conversation groups led by native speaking teaching assistants, a German club at a local elementary school, and a quarterly film series.

Faculty members meet students inside and outside the classroom, participate in campus activities, and counsel students regarding career choices in foreign service, education, publishing, international business, and other fields. A number of German majors, as well as students in the German program, have been able to participate in Career and Professional Development internships with German companies, both in the United States and in Europe.

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

Placement

All incoming students who have previously studied German in high school or elsewhere must take the College's placement test in German. Placement can also be determined by a student's score on the College Board's SAT II test or the advanced placement test in German. Students with three or more years of high school German will not be placed into GERM 101. Those students who wish to receive credit for German courses that they have taken at another college or university before enrolling at Kalamazoo College must take the German language placement test and test into a higher-level course than the one for which they are seeking credit. Any appeal of the placement test results should be directed to a faculty member in the Department of German Studies.

SAT II

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

Advanced Placement

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

Requirements for the Major in German

Number of Units

Eight units are required, not including GERM 101 and 102 (the eight may include the SIP), plus one cognate course in German or European studies from the list below. No more than two of these units may be earned during study abroad.

Required Courses

GERM 203 Advanced German I: Germany Today
GERM 204 Advanced German II: German Stories and Histories
GERM 301 Introduction to German Literature and Culture: Reading Texts and Contexts
GERM 470 Contemporary German Culture
GERM 490 Senior Seminar

Also required: Passing a German language proficiency test, either the Goethe-Zertifikat B1, B2 or C1 (as recommended by the department). The exams are designed by the Goethe Institute and offered on campus during spring quarter.

Electives

Three courses above 201, two of which must be at the 400-level

German and European Studies Cognate

(One course required; does not count toward required 8 units)

ARTX 140, 145, 150 Introduction to History of Art I/II/III

HIST 101, 102 Introduction to Europe I/II

HIST 246 Germany and Central Europe in the 19th Century

HIST 247 History of Germany and Central Europe: 1890-Present

HIST 250 Revolution, Industry, Imperialism: Europe in the 19th Century

HIST 255 Contemporary Europe

HIST/RELG 263 Modern Jews in Enlightenment and Revolution

HIST/RELG 264 Modern Jewry: Upheaval and Response

MUSC 330 Western Music in the Classic and Romantic Eras

PHIL 207 18th Century Philosophy

PHIL 208 19th Century Philosophy

PHIL 307 Contemporary Continental Philosophy

POLS 210 Comparative Political Institutions: Social Europe

POLS 270 The European Union

POLS 330 The Politics of the Holocaust

THEA 270 The Theatre of Illusionism: Western Theatre from the Renaissance to Early Film

GERM 301 and all of the 400-level German courses count toward the Cultures requirement (Europe) for graduation. GERM 301, 410, 411, 412, 430, and 490 count toward the literature Area of Study requirement for graduation.

Students considering a major in German are urged to begin their study of German in their first year. German majors are encouraged to take courses in appropriate cognate areas such as history, political science, economics, art history, international and area studies, and international commerce, and are strongly urged to study abroad in a German-speaking country.

Requirements for the Minor in German

Number of Units

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

Required Courses

GERM 201 Intermediate German
GERM 203 or 204 Advanced German I (Germany Today) or II (German Stories and Histories)
GERM 301 Introduction to German Literature and Culture: Reading Texts and Contexts
GERM 470 Contemporary German Culture

Electives

Two 400-level German Studies courses above 201.

German Studies courses

GERM 101 Beginning German I: The Personal World An introduction to the German language with an emphasis on the personal world. Through communicative activities covering the four language skills (listening, speaking, reading, and writing), students learn to ask and answer questions and share information about themselves, their families, and their daily activities.

GERM 102 Beginning German II: The German-Speaking World Expansion of the skills acquired in GERM 101. Students build on their basic knowledge of everyday German-speaking culture (through topics such as tourism and transportation, health care, and leisure activities), improve their communicative competence, and develop skills needed to negotiate a variety of cultural settings.

GERM 135 Classic German Cinema of the 1920s and 30s Classic German Cinema (class, readings, and films all in English) acquaint its participants with the rich world of Weimar-era German culture, and specifically with the vibrant production of films during the 1920's and '30s. The German film industry was the only significant challenger to Hollywood's domination of the big screen during this era, and it crafted its own distinctive style with directors and performers whose accomplishments served as cinematic milestones for world cinema. A second, but not less important, goal of this course is to instill the vocabulary and analytical skills necessary to read and comprehend filmic texts that both filter and reflect the cultures and historical periods in which they emerged. A third, and no less important goal, is to use the lens of film as a distinctive mode of cultural production through which culture itself may be viewed and critically examined.

GERM 201 Intermediate German: Topics in German Culture Continued expansion of the skills acquired in GERM 101 and 102. Students further develop their ability to communicate in German and their understanding of the German-speaking world by engaging with increasingly complex topics (such as education, environmental issues, politics, history, and multiculturalism). As in German 101 and 102, all four language skills are practiced, and comparisons between American and German society provide the basis for class discussions. Prerequisite: GERM-102

GERM 202/SEM 241 Reading European Cities: Istanbul, Vienna, Berlin This course addresses the questions of how we may understand a culture by learning to "read" its cities. Texts range from maps, histories, architecture, theories of urbanism and urban ecology, to films, documentaries, memoirs, and music - an array of genres that highlights the status of the modern city as both a physical place and an imaginary construct. The broad aim of course is to provide students with conceptual tools for "reading" a city as well as a new culture critically, and thus to facilitate their intercultural competency. Berlin, Vienna, and Istanbul will serve as case studies for the practice of interpreting urban narratives, and the course will culminate with student research projects and presentations on the cities in which they plan to study abroad, or a city of their choice. This course is a Shared Passages Sophomore Seminar.

GERM 203 Advanced German I: Germany Today This course centers around themes related to life in contemporary Germany, with special emphasis on developing students' writing skills in various genres. In a unit on current events in Germany, for example, students read and listen to news reports, practice vocabulary items and linguistic structures typical of journalistic texts, and finally compose (in multiple drafts) a newspaper article on a topic of their choice. In German. May be taken after German 204. Prerequisite: GERM-201

GERM 204 Advanced German II: German Stories and Histories This course centers around children's and youth novels presented within the historical and cultural context of 20th century Germany, with special emphasis on developing students' reading skills and cultural literacy. Continued practice of linguistic structures and systematic vocabulary building are also central to the course. In German. May be taken before German 203. Prerequisite: GERM-201

GERM 301 Introduction to German Literature and Culture: Reading Texts and Contexts This course serves as an introduction to upper-level courses in German literature and culture. It stresses the central role that literature plays in fostering an understanding of German society, and it introduces students to the tools and theories of literary and cultural analysis. Readings vary from prose and poetry to drama and film, and they may be focused on a single theme across a number of time periods to provide a context toward an understanding of a particular text. In German. Prerequisite: GERM-203 or GERM-204

GERM 410 German Songs and Sagas, Folk and Fairy Tales This course examines common structural and thematic elements in German epic and lyric poetry, folk and fairy tales from the Middle Ages to the Second World War. The first half of the course will be devoted primarily to a key text in the history of German literature, the medieval epic *Das Nibelungenlied*. After reading the text closely (in modern German translation), students will study the reception of the *Nibelungenlied* in 19th and early 20th century German culture (through Wagner's opera and Fritz Lang's film) and its importance for burgeoning German nationalism. In the second half of the course, students will trace key themes from the *Nibelungenlied*--love and loss, honor and war, and the nature of the heroine and hero/warrior--in folk and fairy tales and in lyric poetry from the Enlightenment to the 20th century. In German. Prerequisite: GERM-301

GERM 411 Writing One's Life and Times: Autobiography and Personal Writing in Germany In this course, students will engage with a variety of texts written in German in the 20th century that fall into the genre of person writing (autobiographies, journals, and letters). Readings will center around three themes: defining an artistic identity in the modern age, living through times of crisis, and women's struggle for social recognition and a public voice. Students will gain a critical understanding of the many and varied ways in which individuals use personal texts to communicate with others, to define identity, to call for social change, and to come to terms with the world in which they live. Student responses to the texts under study will take the form of informal discussions, discussion leadership, oral presentations, and formal essays, and they will also author their own short autobiographical texts and journals or web logs. In German. Prerequisite: GERM-301

GERM 412 German Drama Workshop The essence of drama lies in its performance. Despite the fact that dramas have often been written that were never performed during the lifetimes of their authors (sometimes quite intentionally so), most dramas only blossom into their full range of meaning when realized upon the stage by actors. It is also true that in order to gain a deep understanding of the internal mechanics of the drama, and an appreciation for the craft of the playwright, it is invaluable to take part in the production of the play in question. Here one sees the play "from the inside," a radically different perspective than that afforded by the comfortable seat in the audience or the library. In this course students will play the parts of both actor and director with a view to gaining access to these deeper levels of understanding found within a selection of German dramas. Following collective reading and discussion of the dramas, each course participant will have the chance to act or direct a scene for him/herself. A critical element of this course will be discussion of the cultural contexts in which each drama was originally written and performed, including comparative acting techniques and what these tell us about the epoch of German culture in which they emerged. In German. Prerequisite: GERM-301

GERM 420 Introduction to German Cinema This course will offer an overview of German cinema through the analysis of nine films from the Weimar Republic through the post-Wende period. We will screen and discuss films from a wide variety of periods of German cinematic history during this course: the Weimar Era, the Third Reich, Postwar Cinema, New German Cinema, East German or DEFA Cinema, Women's Cinema, and post-Wende cinema. Our primary focus in this course will be on learning the basics of film language and analysis; developing skill in close textual reading of film through sequence analysis; and understanding the film both as art and as cultural artifact within its historical (and film historical) contexts. In German. Prerequisite: GERM-301

GERM 421 Classic German Cinema of the 1920s and 30s This course seeks to acquaint its participants with the rich world of Weimar-era German culture, and specifically with the vibrant production of films during the 1920s and 30s. The German film industry was the only significant challenger to Hollywood's domination of the big screen during this era, and it crafted its own distinctive style with directors and performers whose accomplishments served as cinematic milestones for world cinema. A second, but not less important, goal of this course is to instill the vocabulary and analytical skills necessary to read and comprehend filmic texts that both filter and reflect the cultures and historical periods in which they emerged. In German. Prerequisite: GERM-301

GERM 423 Topics in German Cinema This addresses a variety of topics (on a rotating basis) related to German cinema. These may include "The Films of Fritz Lang," "East German Cinema," and "Women in German Cinema." An important goal of the course is to instill the vocabulary and analytical skills necessary to read and comprehend filmic texts that both filter and reflect the cultures and historical periods in which they emerged. May be repeated for credit (consult with the department). In German. Prerequisite: GERM-301

GERM 430/GERM 490 Themes in German Literature and Culture This course examines the changing nature of German culture through a variety of texts (ranging from literature, history, and popular culture to music, architecture, and film) on a particular theme. Possible themes for the course include "German-Jewish Literature and Culture," "Germany Imagines Itself: Culture and Identity in the 18th and 19th Centuries," and "Reading Berlin." May be repeated for credit (consult with the department). In German. Prerequisite: GERM-301

GERM 470 Contemporary German Culture This course examines a selection of topics, themes, and issues that are part of the contemporary German cultural and political landscape. These include relations between east and west Germans, efforts to reform German higher education, social challenges posed by Germany's aging populace, German immigration laws, ongoing efforts to come to terms with the history of National Socialism, and the influence of the United States on German popular culture. Students will work with a wide variety of texts that range from autobiographical and fictional works (novels and short stories), to films, film reviews, music, on-line newspaper articles, government press releases, surveys, and political cartoons. Students will acquire and practice sophisticated vocabulary, grammatical structures, and discourse markers that will allow them to comprehend and discuss these texts. Student responses will take the form of informal conversations, prepared debates, formal presentations, discussion leadership, and written essays in various genres. In German. Prerequisite: GERM-301

GERM 490/GERM 430 Senior Seminar Offered annually in conjunction with GERM 430, this course examines the changing nature of German culture through a variety of texts on a particular theme. Senior German majors will complete a research project related to the subject of the course and will present their work in a public forum. In German. Prerequisite: GERM-301

GERM 593 Senior Individualized Project Each program or department sets its own requirements for Senior Individualized Projects done in that department, including the range of acceptable projects, the required background of students doing projects, the format of the SIP, and the expected scope and depth of projects. See the Kalamazoo Curriculum -> Curriculum Details and Policies section of the Academic Catalog for more details. Prerequisite: Permission of department and SIP supervisor required.

History

Professors: Bangura, Barclay, Boyer Lewis, Brock, Frost, Haus, Lewis (Chair), Werner

Historical narrative occupies a central position in a liberal arts education. Such education equips individuals to understand and appreciate the world and to meet its challenges. The study of History contributes much to these ends, maintaining that people and societies are, in important respects, the products of their past; therefore, the story of the past provides insight helpful to both personal and social development.

History stands at the core of a liberal arts education, moreover, since one aim of that education is to integrate the various disciplines. Taking as its subject a narrative of individuals and society in the past, History draws upon all disciplines to discuss that past. It provides a narrative framework for the study of other disciplines and helps the advanced student integrate various academic perspectives.

AP, IB, Transfer, and Study Abroad Credits

With department approval, one unit (AP/IB, Study Abroad, transfer, etc.) may be applied to the major or minor but cannot be used to fulfill the one-course requirement for any of the four fields. See department for specific information.

Requirements for the Major in History

Number of Units

At least nine units are required, not including the SIP.

Required Courses

Majors **must** complete at least one course at Kalamazoo College in each of the four fields of the department:

1. Early History (HIST 100, 101, 225, 226, 227, 230, 231, 232, 234, 236, 237, 238, 239, 240, 393)
2. Modern European History (HIST 102, 241, 244, 246, 247, 250, 255, 257, 259, 263, 264, 265, 394)
3. United States History (HIST 110, 111, 200, 203, 206, 209, 211, 212, 213, 215, 217, 218, 219, 220, 221, 223, 268, 391)
4. African/Asian History (HIST 103, 104, 271, 272, 273, 274, 276, 277, 279, 280, 282, 283, 285, HIST/ANSO 288, 289, 397)

Majors **must** complete at least three courses in their major field and at least two courses in their minor field.

Required Seminars

HIST 299 Historical Methods

HIST 490 Senior Seminar: Historical Methods

Plus one of the following:

- HIST 391 Seminar in United States History
- HIST 393 Seminar in Early European History
- HIST 394 Seminar in Modern European History
- HIST 397 Seminar in East Asian History

All majors are required to pass a comprehensive exam.

Requirements for the Minor in History

Number of Units and Required Courses

1. Six units are required, not including the SIP.
2. Minors must take courses at Kalamazoo College in three of the four fields of the department: Early History, Modern European History, U.S. History, or African/Asian History.
3. Minors must complete one of the research seminars (391, 393, 394, 397).

History courses

HIST 100 Introduction to the World of Antiquity A survey of ancient societies, politics, and religio-philosophic systems. These will include ancient Egypt, Israel, and classical Greece and Rome. Emphasis on comparative institutions and the character and expansion of ancient empires.

HIST 101 Introduction to Europe I: Medieval and Early Modern Europe This introduction to medieval Europe takes a two-fold approach. First, it serves as a chronological introduction to the history of Europe and the Mediterranean world during the Middle Ages, from the end of the Roman Empire in the West until the late fifteenth century. Next, a thematic approach identifies key social, cultural, intellectual, political, and economic developments between 500 and 1500. Rather than learning only about kings, queens, and prelates, we will broaden our thinking about the many peoples of the pre-modern world: poor as well as rich, women as well as men, slave as well as free, Jewish and Muslim as well as Christian.

HIST 102 Introduction to Europe II: From Early Modernity to Post-Modernity, 1648-present A consideration of the forces that have shaped European history since the end of the wars of religion. Among the issues to be discussed are: the trajectory of the "Westphalian" state system, 1648-1945; the contradictory legacy of the Enlightenment; empire-building and the disruption of the global balance of civilizations; industrialization and societal change; the rise and decline of the nation-state; the age of ideology and Europe's attempted civilization suicide in the twentieth century; the idea of Europe and Europe's place in a transnational world of regions since 1945.

HIST 103 Introduction to East Asian Civilizations Surveys of the histories of China, Japan, and Korea, with particular attention to religious, political, and social patterns. Topics include Confucianism and its influence in East Asia, China's modernization dilemma, Korea's division and its implication, Japan's rise as a major power, and importance of East Asia in world history, among others.

HIST/AFST 104 Introduction to African Studies This course introduces students to selected themes, paradigms, and concepts in African Studies. It is divided into four sections: section one deals with "Pre-colonial African societies;" section two examines "The Idea of Africa;" section three focuses on "African Studies as an academic discipline;" section four addresses "Colonialism and its impact on Africa." It is strongly recommended that students take the Introduction to African Studies course before taking any of the upper level African Studies classes.

HIST/RELG 107 Introduction to Jewish Traditions This course explores the development of Judaism from its ancient origins until the present. We will discuss the biblical foundations of Judaism and the impact that different historical contexts have produced on its rituals and beliefs. This approach raises a number of questions, which we will keep in mind throughout the course: What is Judaism? Who are the Jews? What is the relationship between Judaism and "being Jewish"? How have historical circumstances shaped this relationship? What has changed and what has stayed the same, and why? The class will address these questions through discussions and readings.

HIST/AMST 110 History of the United States I America from contact times to 1865, with emphasis on economic, social, intellectual, and political developments.

HIST/AMST 111 History of the United States II America from 1865 to the present, with emphasis on economic, social, intellectual, and political developments.

HIST 200 Colonial America An examination of political, cultural, social, and economic developments in America to 1760. Topics include Native American societies, founding of the English colonies, the adoption of slavery, religious diversification, the Salem witchcraft trials, the consumer revolution, the French and Indian war, and changes in the family.

HIST 203 Revolutionary America, 1760-1800 An examination of the era of the American Revolution, with lectures, readings, and discussion covering issues ranging from national and international politics to class, gender, and race relations, from economic and demographic developments to culture and society.

HIST 206 Culture and Society in Victorian America Consideration of the main aspects of Victorian culture and society. Special attention will be given to reactions to the industrial revolution and its impact on the natural and social environment, racial and gender relations, and organized religion.

HIST 209 Post World War II America Broad examination of American political, social, diplomatic, economic, and cultural life in the three decades after World War II, highlighting the links between foreign affairs and domestic politics and society. Topics include the Cold War, Red Scare, Civil Rights, baby boom, Vietnam War, counterculture, women's movement, and Watergate.

HIST 211 Native American History A broad survey of the field of Native American history, spanning the full range of Indian-white relations -- social, economic, cultural, political, and military -- with a focus upon the region ultimately included within the United States.

HIST 212 American Environmental History Focusing upon that part of North America that became the United States, this class examines the long history of the interactions of human societies and the natural world. We will trace three key issues through time: changing ideas about nature; humanity's impacts on the natural world; and the natural world's impacts on culture, broadly defined.

HIST 213 The Slave South The distinctiveness of Southern society before the Civil War lay essentially in its system of black slave labor. This course will examine how slavery shaped the politics, the economy, society, culture, and even the family. It will consider the relationships between master and slave, free and unfree, slaveholders and nonslave holders, parents and children, and men and women -- black and white. It will look at the myths of the Cavalier, the Southern Lady, the "happy darcy," and "our family, black and white."

HIST 215 African-American History: Civil War to Civil Rights This survey course examines African American history from the Civil War to the Civil Rights Movement. It explores key themes, including: Reconstruction, the Jim Crow era, the Harlem Renaissance, the Depression, WWI, WWII, and the Cold War. Students will gain a solid understanding of how the decedents of Africans -kidnapped and brought to the US as property - politically, socially and creatively worked after emancipation to forge a place and space for themselves in the US and the world.

HIST 217 History of Leisure and Recreation in America An examination of the history of leisure and recreation in America from the Puritans to the present. Discussion of the importance of leisure, the rise of public amusements, spectator sports and vacations, the growth of tourism, tensions between work and leisure, and why recent Americans choose more work over more leisure.

HIST/RELG 218 American Jewish Experience This course will explore the religious, social, political, cultural, and economic history of the Jewish people in America from the first settlement until the present. The major themes of study will focus upon the development of Judaism in America. We will take into account a number of historical factors that shaped that development: the economic, social, and political evolution of American Jewry and its institutions; Jewish immigration to the United States and its consequences; American Jewish self-perception; and the relationship between Jews and non-Jews in American society. Assignments will draw upon a wide range of materials, from secondary historical studies and primary documents to fiction and film.

HIST 219 Special Topics: U.S. This course will focus upon a topic in the United States history that is not addressed in the department's regular offerings. The course can be repeated with a different topic. Winter 2016 Description: This course will introduce students to the historical study of LGBTQ African Americans in the 19th and 20th centuries. We will analyze primary sources such as letters, novels, autobiographies, and blues songs, along with historical and interdisciplinary scholarship and films to learn about the experiences of same-sex loving and/or gender transgressing African Americans in the past. Topics to be covered will include: queering the Middle Passage; homoeroticism during slavery; romantic friendships between free women; scientific racism and sexology; the Great Migration; the Harlem Renaissance; sexuality in the Civil Rights and Black Power movements; Black lesbian feminism; the role of African Americans in the gay liberation movement; responses to the AIDS crisis and the intersection of gender and sexuality in the contemporary Black Lives Matter movement.

HIST 220 American Women's History to 1870 An in-depth survey of the lives of women in America from the beginning of the colonial era to 1870. Topics include: the differences of class, religion, and race in women's lives, religion, work, friendships, family life, community, health and sexuality, the women's rights movement, and the impact of the American Revolution and Civil War.

HIST 221 American Women's History since 1870 An in-depth survey of the lives of women in America from 1870 to today. Topics include the impact of race, class, and region in women's lives, paid and unpaid labor, prostitution, family life, community, birth control, the women's rights movement, and the impact of US involvement in international wars.

HIST 223 American Diplomacy Since 1898 An examination of American foreign policy and relations in the 20th century. Topics include the Spanish-American War, dollar diplomacy, World Wars I and II, the Cold War, the Vietnam War, American intervention, and the post-Cold War world.

HIST/CLAS 225 Greek Civilization From Homer to Alexander the Great with emphasis on arts and letters.

HIST/CLAS 226 Roman Civilization From the foundation of the Republic to the empire of Constantine.

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

HIST/CLAS 230 Women in Classical Antiquity A literary, historical, and cultural survey of social structures and private life in ancient Greece and Rome. Issues covered include constructions of sexuality, cross-cultural standards of the beautiful, varieties of courtship and marriage, and contentions between pornography and erotica. Students will examine sources from medical, philosophic, lyric, tragic, comic, and rhetorical writers as well as representative works from vase painting, the plastic arts, graffiti, etc. (This is a designated Greek and Roman literature or culture course in Classics.)

HIST 231 Europe Meets the World: Cross-Cultural Encounters Before 1450 Rather than focusing on Europe, this course takes a wider, trans-national view of the medieval world, comparing cultures in Europe, the Middle East, North Africa, and Asia. Topics include exploration, migration, conquest, and assimilation; lectures, readings, and discussions look closely at specific moments of cultural contact, such as the Mongol invasions, the spread of Islam, the Crusades, long-distance trade networks, intellectual collaboration in Muslim Spain, and Viking settlements.

HIST 232 Life in Medieval Europe: Manor, Monastery Town This social, cultural, and economic exploration of medieval Europe focuses on the central and later Middle Ages - from 1000 to 1500 - and examines both broad intellectual, social, and economic shifts as well as the lives of ordinary people. Topics include: the Great Plague, carnival and popular culture, the growth of towns, monastic reform, gender relations, new forms of piety, and popular revolts.

HIST 234 The Other in Early Modern Europe This course offers an in-depth survey of early modern Europe from 1450 to 1789, examining the intellectual, social, economic, and political transformations that characterized the era. Topics include: the Renaissance, European exploration, religious reformations, the European witch-hunts, the rise of capitalism, the growth of nation-states, and the Enlightenment.

HIST 236/SEMN 234 End of Christendom: Piety, Ritual, and Religious Upheaval in the Sixteenth Century This course examines the complex social, cultural, religious, and political repercussions of religious reform over the course of the long sixteenth century, from the earliest glimmers of discontent among Hussites and Lollards to the violent wars of religion that characterized the seventeenth century. Topics include lay piety and religious ritual, the reform of daily life, confessional antagonism, print culture and propaganda. Primary sources on this topic are plentiful, and we pay particular attention to the exceptionally rich visual sources of this period. This course is a Shared Passages Sophomore Seminar. Prerequisite: Sophomores Only

HIST 237 Women in European Society, 1200-1700 This course takes a chronological and thematic approach to the history of women and gender in pre-modern Europe. It provides a historical overview of women's history in medieval and early modern Europe, examining the effects of historical change on the lives of women and evaluating how women experienced these changes differently from men. Topics include women's roles in the family and household, women's work, female mysticism, prostitution, and witchcraft.

HIST 238 Gender and Sexuality in Pre-Modern Europe Part social history, part cultural history, this course examines gender and sexuality in medieval and early modern Europe, particularly the ways in which perceptions of gender difference were used to construct political and social relationships. The course is organized thematically rather than chronologically, and topics include medicine, marriage, prostitution, gender and state-building, and same-sex relations.

HIST 239 Special Topics in Early European History This course will focus upon a topic in early European history that is not addressed in the department's regular offerings. The course can be repeated with a different topic.

HIST 241 Britain and the British Empire: 1688 to the Present Examination of major trends in British history since the "Glorious Revolution," including such topics as the development of parliamentary institutions, industrialization, reform movements, the British empire at its zenith, the two World Wars, and the evolution of British society since 1945.

HIST 244 French Revolution and Napoleon Study of France from Louis XIV to Napoleon with emphasis on structure and problems of the ancient regime, origins of the revolution itself, and the Napoleonic period.

HIST 246 Germany and Central Europe in the 19th Century Study of the evolution of the modern German nation-state, effects of industrialization and nationalism, popular culture, and the emergence of anti-Semitism.

HIST 247 History of Germany and Central Europe: 1890 to the Present Investigation of such topics as the German Empire under William II, expansionism and the origins of World War I, impact of the conflict upon German society, early years of the Weimar Republic, Hitler and the rise of national socialism, the Nazi seizure of power, the emergence of two separate German states, and transformations since the late 1980s.

HIST 250 Revolution, Industry, and Imperialism: Europe in the 19th Century Study of Europe from 1789 to 1914; the French and industrial revolutions, liberalism, nationalism, national rivalries, socialism, social reform, imperialism, and great power conflicts.

HIST 255 Contemporary Europe Study of the main political, economic, and intellectual developments in contemporary Europe including topics such as the coming of World War I, the Russian revolution, the emergence of fascism and communism, World War II, the Cold War and the division of Europe, major social and intellectual developments since 1945, the collapse of communism and its consequences, and the complexities of European unity.

HIST 257 World War II A consideration of World War II in its various dimensions -- military, geographic, economic, cultural, and social -- between 1930 and 1945. It focuses not only on grand strategy but also on the war as a lived and shared human experience.

HIST 259 Special Topics in Modern European History This course will focus upon a topic in Modern European history that is not addressed in the department's regular offerings. The course can be repeated with a different topic.

HIST/RELG 263 Jews in a Changing Europe, 1750-1880 Between 1780 and 1880 enormous changes took place in Jewish religious, political, social, intellectual, and economic life. These changes worked in tandem with developments in general European life to create new forces within Judaism and new ways of looking at the connections between Jews. In this course, we will study these developments as they affected the Jews on the European continent. In so doing, we will explore their consequences for both Jews and non-Jews, and the issues and questions they raised.

HIST/RELG 264 Jewish Revolutions: 1881-1967 Between 1881 and the period immediately following the Second World War, the world's Jews experienced momentous demographic, religious, political, economic, and social changes. These changes in turn shaped their relationship to non-Jews with whom they lived. This course will study the context of change across the globe from Europe and America to the Middle East and North Africa. Through primary and secondary documents, we will explore the forces that produced these changes and the results they produced for both Jews and non-Jews.

HIST/RELG 265 Zionism: From Idea to State This course explores the origins, development, and manifestations of Zionism. The course examines the transformation of traditional religious conceptions of the connection between Jews and the Land of Israel (Palestine) into a nationalist ideology in the 19th century. This transformation entailed parallel changes to the idea of Jewish peoplehood. Through the use of primary documents we will follow these trends through intellectual, religious, social, and political changes that culminated in the establishment of the State of Israel in 1948.

HIST/RELG 267 Women and Judaism This course explores the religious and social position women have historically occupied in Jewish society. We will discuss religious practice and theological beliefs as well as social and economic developments as a means of addressing questions such as: What role have women played in Jewish tradition? How are they viewed by Jewish law? How has their status changed in different historical contexts, and why might those changes have taken place? What are contemporary ideas about the status of Jewish women, and how have these ideas influenced contemporary Jewish practices and communal relations? What do the historical and religious experiences of Jewish women teach us about the way that Judaism has developed?

HIST/RELG/SEMN 268 Jews on Film It will examine themes in Jewish history and culture as expressed through the medium of film. Through readings, lectures, and class discussions, students will explore issues such as assimilation and acculturation, anti-Semitism, group cohesion, interfaith relations, Zionism, and the Holocaust. We will consider questions, such as: How are Jewish characters portrayed on film? Which elements of these portrayals change over time, and which remain constant? How do these cultural statements speak to the historical contexts that produced them? What choices do filmmakers make regarding the depiction of Jewish life, and how do those choices influence perceptions of Jews in particular, or minorities generally?

HIST 269 Special Topics in Jewish History This course will focus upon a topic in Jewish history that is not addressed in the department's regular offerings. The course can be repeated with different topics.

HIST/SEMN/AFST 271 Nelson Mandela & the Anti-Apartheid Movement There are times when specific people, places and moments in history capture the imagination of the world. This occurs when that specificity speaks volumes to the human condition and offers lessons that we all sense are important. Such has been the case with Nelson Mandela and anti-apartheid movement. This course will use Mandela and the evolution of, and struggle against, apartheid as a window into some of the 20th century's most complex issues. Prerequisite: Sophomores Only

HIST/AFST 272 Gender Relations in Africa This course explores categories of masculinity and femininity that relate to and inform one another. It analyzes how these identity categories interact with other axes of social and political power, such as ethnic affiliation, economic status, and age in various places and times in Africa.

HIST/AFST 273 Atlantic Slave Trade This course examines the complex web of connections that linked together the various lives and fates of Africans, Europeans, and Americans via the Atlantic slave trade. It analyzes the mode of enslavement of Africans by slavers in Africa, the experiences of slaves in the Middle Passage, and the impact of the trade on continental and Diasporan Africans. It also explores the role played by Africa-based abolitionist movements in ending the trade in Atlantic Africa.

HIST/AFST/RELG 274 Islam in Africa This course explores the spread of Islam from the Arab peninsula to the African continent in the seventh century through the nineteenth century and limns the factors which facilitated this advance. It examines the methods and principles of Islam and how the religion affected the life styles of its African neophytes and adherents. As a result of the interaction between Muslim and African civilizations, the advance of Islam has profoundly influenced religious beliefs and practices of African societies, while local traditions have also influenced Islamic practices. Muslims were important in the process of state-building and in the creation of commercial networks that brought together large parts of the continent. Muslim clerics served as registrars of state records and played a role in developing inner-state diplomacy inside Africa and beyond.

HIST/AFST 275/SEMN 274 African Christianity This course explores the complex and disparate trends of Christianity in Africa since the first century C. E. It highlights Africa's role in the development and growth of Christianity as a global religion. Prerequisite: Sophomores Only

HIST/AFST 276 Civilizations of Africa Study of Africa south of the Sahara including the origins of man and the emergence of food producing communities; Ancient Egypt and pre-colonial African kingdoms and federations; medieval empires of western Sudan, Ethiopia, and Bantu-speaking Africa; and the Atlantic slave trade. Emphasis on socio-political and economic history.

HIST/AFST 277 Contemporary Africa Study of Africa south of the Sahara including colonialism and the anti-colonial struggles of the post-WWII period.

HIST/AFST 279 Special Topics in African History This course will focus upon a topic in African history that is not addressed in the department's regular offerings. The course can be repeated with different topics.

HIST 280 Modern China Survey of Chinese history from the 17th century to the present; focus on major developments in China's interaction with the modern world, its struggle in modernization, the origins of the Chinese revolution, and China's reform policies in the late 20th century and their impact on Chinese society and the world.

HIST 282 Early China Survey of Chinese history from earliest times to 1600. Topics include the emergence and evolution of Confucianism, the rise of centralized empires, the tributary system of foreign relations, dynastic rise and decline, the scholar-official system, shifting gender roles, and early China's place in world history.

HIST 283 Occupiers/Occupied in Post-World War II East Asia How does one country occupy another? What is it like to live in an occupied society? By exploring the post-World War II occupations of Japan, Okinawa, and both North and South Korea, we will seek to address these questions and understand how this period of occupation shaped East Asia and its people in positive and negative ways. We will examine how the goals and attitudes of the occupiers, particularly those from the US and the USSR, influenced the region. In our comparative study of these occupations we will draw from the rich English-language archive of primary and secondary materials, including historical studies, memoirs, government and military documents, as well as works of fiction, cartoons, and film.

HIST 285 Modern Japan Study of Japanese history from the 17th century to the present. Topics include samurai society, economic and political modernization, the rise of militarism, World War II, the American occupation, the postwar economic miracle, and the current challenges Japan is facing.

HIST/SEMN 287 What If: Alternate Pasts This is a class about what might have been. Taking history itself as an object of analysis, this seminar will ask us to reconsider how we understand the past by thinking and acting in counterfactual ways. We will explore debates for and against counterfactualism and examine diverse counterfactual writings. We will also experience counterfactualism by participating in two role-playing activities, one set in a critical moment of reform in 19th century Korea, and the other set in Japan in the months before Pearl Harbor. As we seek to achieve the goals associated with specific roles, we will gain insights on the contingent, complex, and often messy reality of the past.

HIST/ANSO 288 Sports in East Asia Whether it's Yao Ming on the basketball court, Ichiro in Seattle breaking records, or the ubiquitous martial arts, "East Asian" sports seem to be everywhere these days. How did this come about? What can we learn about East Asian societies -- and our own -- from studying sports? These are some of the questions we will be tackling as we explore the history and significance of sports in East Asia. Drawing from a combination of primary materials, theoretical writings, comparative studies, and secondary works focused on East Asia, we will consider sports in terms of several issues: invented traditions, nationalism, body culture, gender, stardom, and the modern Olympics, to name just a few.

HIST 289 Special Topics: East Asia This course will focus upon a topic in East Asian history that is not addressed in the department's regular offerings. The course can be repeated with different topics.

HIST 299 Historical Methods This course will introduce the various approaches used by professional historians to reconstruct and interpret the past. Students will develop their research, writing, and critical thinking skills. The class focuses on the issues and questions historians explore and debate today. Open to Sophomore Majors or students with permission.

HIST 391 Seminar in United States History A reading- and discussion-based seminar in some topic of U.S. History, culminating in a substantial research paper. Intended for History majors and minors. Prerequisite: One course in US History

HIST 393 Seminar in Medieval History A reading- and discussion-based seminar in some topic of Medieval History, culminating in a substantial research paper. Intended for History majors and minors. Prerequisite: HIST-101, HIST-231, HIST-232, HIST-234, HIST-236, HIST-237 OR HIST-238

HIST 394 Seminar in Modern European History Examination of selected topics in modern European history from 1700 to the present. Prerequisite: One course in Modern European History at the 200 level. History Majors or Minors only.

HIST 397 Seminar in East Asian History A reading- and discussion-based seminar in some topic of East Asian History, culminating in a substantial research paper. Prerequisite: One course in East Asian History or political science.

HIST 490F History Senior Seminar Intended as a capstone to the History major, the senior seminar will first review major issues in historiography from ancient times to the present. Faculty- and student-led workshops on practical aspects of historical methods and research will be central aspects of the course. Most students will complete SIPs during the course of the seminar; the seminar topics will thus help to contextualize and deepen the SIP experience. Most seminar meetings will take place in the Fall Quarter; in the Winter this course meets for one weekend of SIP presentations. Required of all History majors; departmental permission required for non-majors. (Fall component of two-term course.) Prerequisite: Senior majors or permission.

HIST 490W History Senior Seminar Intended as a capstone to the History major, the senior seminar will first review major issues in historiography from ancient times to the present. Faculty- and student-led workshops on practical aspects of historical methods and research will be central aspects of the course. Most students will complete SIPs during the course of the seminar; the seminar topics will thus help to contextualize and deepen the SIP experience. Most seminar meetings will take place in the Fall Quarter; in the Winter, this course meets for one weekend of SIP presentations. Required of all History majors; departmental permission required for non-majors. (Winter component of two-term course.) Prerequisite: Take HIST-490F

HIST 593 Senior Individualized Project History SIPs can be either one unit (generally Fall) or two units (Fall/Winter). History majors are not required to write History SIPs. Non-majors can write SIPs in History with the permission of the department and SIP supervisor. See the department chair or SIP supervisor for more information about the nature and format of one- and two-unit History SIPs. Prerequisite: Permission of department and SIP supervisor required.

Independent Interdisciplinary Programs

Independent Interdisciplinary Major

The Independent Interdisciplinary major is intended for students who have a strong, well-articulated desire to pursue depth in an interdisciplinary area where the College does not have a defined major. The proposal must, however, be feasible in the context of the College's existing curriculum and faculty expertise. The student must demonstrate a record of discipline and academic success in coursework, including independent work. Students submitting a proposal for an Independent Interdisciplinary Major must have a minimum GPA of 3.0 and may not declare a second major.

A student interested in pursuing an Independent Interdisciplinary Major must first form an advisory committee consisting of at least three faculty members, including faculty from each relevant department or program and the student's academic advisor. One faculty member is identified as the chair of the committee. Faculty are not obligated to participate in Independent Interdisciplinary Major advisory committees, and participation must be approved by the relevant department or program chairs.

Once the committee has been approved, the student develops a proposal, engaging all members of the committee. In addition to meetings with the student, the committee should meet at least once without the student to discuss and evaluate the proposal, providing feedback to the student. The proposal must be approved by the entire committee and the Educational Policies Committee, in consultation with the Registrar. Proposals for Independent Interdisciplinary Majors must be submitted by the end of the sophomore year.

After the proposal has been approved and filed with the registrar's office, any changes or course substitutions must be approved by the committee chair, in consultation with the other members of the committee.

An Independent Interdisciplinary Major Proposal includes the following:

Purpose: The proposal must clearly articulate the topic or theme for the major, describe the student's interest in the topic, and explain why that interest cannot be met by existing majors, minors, or concentrations.

Plan of Study: The proposed plan of study must include at least 10 courses from at least two departments or programs, making clear how the number, combination, sequencing, or level of specific courses provide breadth and depth in the interdisciplinary topic. The committee may also require courses that provide a theoretical basis for some aspect of the topic, cognate courses, or courses that involve reading or engaging in the scholarly or professional literature of the field.

SIP: The student must complete a Senior Individualized Project related to the topic of the Independent Interdisciplinary Major and the SIP advisor(s) must be a member of the student's interdisciplinary major advisory committee. The proposal for the major should indicate how the student intends to meet this requirement.

Senior Seminar: The student should participate in at least one senior seminar related to the project or in a related discipline. The proposal should indicate how the student intends to meet this requirement.

Independent Interdisciplinary Concentration

The Independent Interdisciplinary Concentration is intended for students who have a strong, well-articulated desire to explore a coherent area where the College does not have a defined major, minor, or concentration. The proposal must be feasible in the context of the College's existing curriculum and faculty expertise. Students may have only one Independent Interdisciplinary Concentration but may have additional majors or minors.

A student interested in pursuing an Independent Interdisciplinary Concentration must first form an advisory committee consisting of at least two faculty members, including one from the department or program whose courses comprise the majority of the concentration. Faculty members are not obligated to participate in Independent Interdisciplinary Concentration advisory committees. The student should develop a proposal in consultation with all of the members of the committee and all of the members must approve it. Approved proposals must be submitted to the Registrar before the end of the Winter Quarter of the senior year. After the proposal is filed with the Registrar, any changes must be approved by the faculty committee and filed with the Registrar.

An Independent Interdisciplinary Concentration Proposal must include the following:

Purpose: The proposal must clearly articulate the topic or theme of the concentration, describe the student's interest in that topic or theme, and explain why that interest cannot be met by existing majors, minors, or concentrations.

Program of Study: The proposed program of study must include at least 6 courses and make clear how the number, combination, sequencing, or level of specific courses provide breadth and coherence in the interdisciplinary topic. The committee may also require courses that provide a theoretical basis for some aspect of the topic, cognate courses, or courses that involve reading or engaging with the scholarly or professional literature of the field.

SIP: The student may complete a Senior Individualized Project related to the topic of the Independent Interdisciplinary Concentration and may apply one SIP unit toward the 6 required courses. If a SIP unit is to be counted toward the concentration, the proposal should indicate how the SIP fits within the program of study.

Senior Seminar: The student may participate in a senior seminar related to the Independent Interdisciplinary Concentration and may count it toward one of the 6 required courses.

Interdisciplinary Courses

Interdisciplinary courses

IDSY 195 Writing Center Pedagogy & Praxis This course is designed to familiarize prospective Peer Writing Consultants with the basics of writing center pedagogy and to help them build a "toolbox" of consultation strategies that will allow them to effectively assess and address the varied and individual learning needs of writers. Prerequisite: Instructor Permission Only

IDSY/PHYS 215 Introduction to Complex Systems Study of how collective behavior emerges from the interaction between a system's parts and its environment. Model systems from the natural sciences and social sciences will be used as examples. Both historical and contemporary approaches will be discussed.

IDSY 220 Cross-Cultural Understanding and Inter-Cultural Communication Two-part course offered for sophomores in the spring prior to departure on a long-term study abroad program and in the spring immediately following their return. Students learn basic concepts of cross-cultural analysis and intercultural communication before departure, communicate about their experiences while abroad, and share their insights about the study abroad experience with the Kalamazoo community upon their return. Students must complete both halves of IDSY 220 in order to receive one unit of credit.

IDSY 295 Introduction to Ethnic Studies Introduction to Ethnic Studies is a survey course; consequently we will cover a wide breadth of information. Our primary work will consist of developing a sophisticated understanding of the central themes, and key concepts, in Ethnic Studies. We will pursue that understanding via an interdisciplinary processes. Our secondary goal will be to acquire and build the skills necessary to pursue further learning in Ethnic Studies; these include identifying your own research agenda (obsessions and desires), stocking your analytical tool kit (bibliographic, critical thinking, and the identification of knowledge demands), and lighting your intellectual fire (interest in the field).

IDSY 295 Language: the Colonial & Imperial Difference This course is an interdisciplinary survey course designed to introduce the student to the study of language and power. Our primary objective in this class will be to assert linguistic rights and to interrogate the politics of language use, and language thought, in light of colonization, imperialism and the transit of empire. We will consider the geo-political ideas and practices of literacy, language revitalization, translation and identity. These explorations will serve as a means to counter the monologism, monoculture, and monolingualism often invoked in nationalist projects.

IDSY/MATH 305/PHYS 482 Dynamic Models in Social Science The study of why mathematical and computational methods are important in understanding social phenomena, and how different social phenomena can be described by proper mathematical models. Specifically, applications of the theory of dynamical systems will be presented. Designed for math/science and social science students. Either MATH/PHYS 270 or this course, but not both, may be counted towards the major in mathematics.

International and Area Studies

Professor: Dugas (Director)

This program is designed for students who have strong international *and* regional (area studies) interests and wish to pursue these interests systematically in their academic studies. The program reflects the belief that several kinds of skills and knowledge are essential for understanding the contemporary global system. The first of these is the ability to analyze issues that are global—issues that pertain to the interrelationships among the peoples and states of the world. The second is skill in making explicit, systematic comparisons between dimensions of political, socioeconomic, or cultural life in two or more societies, as well as acquiring the special kinds of insights resulting from such comparative analysis. The third is in-depth knowledge of a particular area of the world—its geography, history, culture, and institutions. These areas may be a state, a subcontinent, or a continent.

With a mix of courses providing global/comparative and area-specific knowledge, mastery of a second language, study abroad, the IAS sophomore and senior seminars, a discipline-specific major or minor, and an internationally-oriented Senior Individualize Project (SIP), students majoring in International and Area Studies should be well prepared to live in and to make sense of the interdependent system of nations and regions that make up the modern world. They will also have received a solid foundation for graduate study and/or further training for careers in the international realm.

The program in international and area studies is open to all students.

In addition to meeting formal requirements, majors are urged to consider international Career and Professional Development internships as well as SIPs in consultation with the Career and Professional Development Center.

Requirements for the Major in International and Area Studies

Number of Units

Ten units are required, not including language courses or the SIP.

Required Core Courses

Any History course in an area different from the student's area of geographic study

ANSO 103 Introduction to Society and Culture

ECON 101 Principles of Economics or POLS 375 International Political Economy

IAST 290 Sophomore Seminar

IAST 490 Senior Seminar

POLS 106 Introduction to Comparative Politics or POLS 107 Introduction to International Politics

Other Requirements

1. Area-specific courses: Four (4) courses from at least two different disciplines focusing on a specific area or region (see lists of acceptable courses in each geographic area below). Prior to going on study abroad, an IAS major must pass two courses in her/his area of geographical specialization (in addition to foreign language courses).
2. Foreign Language proficiency: Proficiency in a foreign language appropriate to the student's geographical area of study at a level equivalent to five (5) units, typically two (2) courses beyond the intermediate level. Literature courses may also count as area-specific courses. This must be a modern spoken language. (This does not preclude a student's also studying an ancient language). A student seeking to fulfill this requirement with a non-traditional language must first petition the Director of the IAS major.
3. Study abroad: IAS majors must complete a long-term (6 month) or extended-term (9 month) study abroad program in their geographical area of study. Long-term participants may apply one course and extended-term participants may apply two courses toward the major.
4. Cognate Minor or Major: IAS majors must have a minor or second major in one of the disciplines recognized by the departments of the College. Students may double count courses toward the fulfillment of a cognate minor or toward a second major.
5. Comprehensive examinations: The written comprehensive examination for the major in international and area studies will include questions drawn from global and comparative courses and the area of geographical emphasis. Students will be expected to demonstrate an ability to integrate their experiences with a global perspective and to bring a multidisciplinary approach to the analysis and discussion of international and area issues and problems.

Potential majors should consult with the director early in their college careers to assure proper program planning and to obtain a list of appropriate courses.

Students are strongly encouraged to pursue a SIP that incorporates an international and/or area studies dimension.

In order to qualify for honors in the major, an IAS student must meet two of the following three criteria: a minimum of 3.5 GPA in IAS courses (excluding foreign language courses); honors in the senior comprehensive examination; honors on an IAS-related SIP.

Geographical Area of Study

Four units from at least two (2) different departments are required. One (1) of these four courses may be taken while on study abroad; however, the student must supply a syllabus and other detailed information about the content of that course to the IAS program director, who will then determine whether or not it may count.

African Studies

AFST/HIST 104 Introduction to African Studies
AFST/POLS 248 Politics of Sub-Saharan Africa
AFST/HIST 272 Gender Relations in Africa
AFST/HIST 273 Atlantic Slave Trade
AFST/HIST/RELG 274 Islam in Africa
AFST/HIST 276 Civilizations of Africa
AFST/HIST 277 Contemporary Africa
AFST/HIST 279 Special Topics in African History
AFST/ANSO 290 Africa in the Context of Globalization
ENGL 221 African Literature
FREN 435 Advanced Literary and Cultural Studies (when the topic is African literature)

East Asian Studies

Students may wish to concentrate their area courses around one country, but are not required to do so.

Required Courses:

HIST 103 Introduction to East Asian Civilizations

Additional Electives:

CHIN 225 Traditional Chinese Literature in Translation
CHIN 235 Modern Chinese Literature in Translation
CHIN 245 Chinese Film: the Turn to Tradition
CHIN 315 Modern Chinese Literature (in Translation) and Films
CHIN 325 Literature of Contemporary Chinese Women Writers (in Translation)
CHIN 335 Contemporary Chinese Literature (in Translation) and Films
CHIN 490 Invention of Chinese Tradition
HIST 280 Modern China
HIST 282 Early China
HIST 283 Occupiers/Occupied in Post-World War II East Asia
HIST 285 Modern Japan
HIST 288 Sports in East Asia
HIST 289 Special Topics in East Asian History
HIST 397 Seminar in East Asian History
JAPN 236 Pre-Modern Japanese Literature
JAPN 237 Japanese Literature in Translation: Tokugawa (Early Modern)
JAPN 238 Post-war Japanese Literature in Translation
JAPN 239 Modern Japanese Literature in Translation
JAPN 240 Japanese Culture Through Film
JAPN 242 Contested History
JAPN 245 Japanese Language in Society
RELG 250 Buddhism in East Asia
THEA 290 Asian Theatre

Latin American Studies

ANSO 234 Latin America in Global Context
POLS 245 Politics of Latin America
RELG 122 Religions of Latin America
SPAN 401 Topics in Hispanic Culture (when the topic is Latin America)
SPAN 435 Advanced Literary Studies (when topic is Spanish-American literature)
SPAN 455 Limits of Genre: Latin America
SPAN 475 Conquest, Colonization, and Independence
SPAN 480 Constructing Spanish America
SPAN 485 Literary Revolutions of Spanish-America
SPAN 492 Spanish-American Seminar

Western European Studies

Given the richness of the College curriculum related to modern Europe, the requirements for European area studies are somewhat more specific than are those for other areas. In particular, students must choose two courses (from different departments) that deal with modern Europe and two courses that relate to a specific nation.

Modern Europe

Two units from different departments.

ANSO 345 Theories of Society and Culture

ARTX 150 Survey of Art II: 1600-1945

ARTX 223 The Long 19th-Century Art

HIST 237 Women in European Society

HIST 250 Revolution, Industry, and Imperialism: Europe in the 19th Century

HIST 255 Contemporary Europe

HIST 259 Topics in Modern European History

HIST 263 Jews in Changing Europe

HIST 394 Seminar in Modern European History

MUSC 330 Western Music in the Classic and Romantic Eras

MUSC 335 Western Music in the 20th Century

PHIL 109 Existentialism and Film

PHIL 207 18th-Century Philosophy

PHIL 208 19th-Century Philosophy

POLS 210 Comparative Political Institutions: Social Europe

POLS 231/SEMN 209 The Politics of Rights & Immigration

POLS 270 The European Union: Institutions, Actors, Aliens, and Outcomes

POLS 330 The Politics of the Holocaust

THEA 280 The Theatre of Revolt: Modernism and Post-Modernism in Western Theatre

British Studies

ENGL 265, 266, 267, 268 (British Literature), 435 (when the topic is British literature)

HIST 241 Britain and the British Empire: 1688 to the Present

French Studies

ARTX 223 The Long 19th-Century Art

FREN 301 (when the topic is French literature), 401 (when the topic is French culture), 435 (when the topic is French literature), 450, 490 (French literature)

HIST 244 French Revolution and Napoleon

German Studies

GERM 301, 410, 411, 412, 420, 421, 423, 430, 490 (German literature and cinema)

GERM 470 Contemporary German Culture

HIST 246 Germany and Central Europe in the 19th Century

HIST 247 History of Germany and Central Europe: 1890 to the Present

Spanish Studies

SPAN 401 (when the topic is Spanish culture), 495 (when the topic is Spanish literature)

SPAN 460, 465, 470, 491 (Spanish literature)

International and Area Studies courses

IAST 290 Sophomore Seminar The sophomore seminar in international and area studies is intended to provide an opportunity for IAST majors to bring their skill in comparative study and their knowledge of a specific area of the globe together around a common theme. Students will compare the regional and area similarities and differences with regard to the topic of the seminar as well as develop increased expertise in their area of focus through exploration of the seminar topic's ramifications in that region. Upcoming topics -- Spring 2011: Human Rights Issues that Affect Children; Winter 2012: Capitalisms and Socialisms. Prerequisite: Sophomore IAST Majors Only

Japanese

Professors: Bundy, Sugimori

Requirements for the Minor in Japanese

Number of Units

Six units are required.

Required Courses

JAPN 103 Beginning Japanese III, or its approved equivalent.

Three more Kalamazoo College units (or their equivalent) of upper-level Japanese language courses through at least the JAPN 203 level. These may comprise JAPN 201, 202, 203; equivalent units earned during study abroad; or other approved alternatives. Students who repeat the beginning level of language [100 level equivalent] on study abroad, after having taken the first-year sequence on campus already, will be required to take one more language course on campus upon return, at the level in which they place. One Japanese literature in translation course, taken on campus (JAPN 235-239). One other Japanese studies course (may include an approved course taken during study abroad).

Japanese courses

JAPN 101 Beginning Japanese I Introductory course; basic grammar and vocabulary; emphasis on listening and oral foundations; hiragana and katakana and an introduction to kanji. Students are encouraged to begin this course sequence in their first year in order to complete the three-quarter sequence (JAPN 101, 102, 103) required for study abroad, as well as the second year sequence (JAPN 201, 202, 203) before study abroad.

JAPN 102 Beginning Japanese II Further introduction to basic grammar and vocabulary; development of fundamental reading and writing skills using hiragana, katakana, and approximately 50 kanji. Prerequisite: JAPN-101

JAPN 103 Beginning Japanese III Reinforcement of basic listening and development of oral and aural competency; further achievement of reading and writing skills using the kana and approximately 100 kanji. Prerequisite: JAPN-102 or equivalent placement

JAPN 200 Special Language Studies A half-credit course designed to augment and extend the regularly offered language sequence. Advanced students may have the option of enrolling in a JAPN 200 course to maintain their Japanese after study abroad. JAPN 200 meets only half the hours of a full credit course. Students must enroll in JAPN 200 twice in order to receive one unit of credit. Will not replace any regular language course already on the curriculum. Prerequisite: Permission of program chair.

JAPN 201 Intermediate Japanese I Further work in conversation, oral interpretation, and elementary composition using approximately 200 kanji; study of idioms fundamental to an active use of spoken and written Japanese. Prerequisite: JAPN-103 or equivalent placement

JAPN 202 Intermediate Japanese II Further refinement in areas studied in JAPN 201. Prerequisite: JAPN 201 or equivalent placement

JAPN 203 Intermediate Japanese III Further refinement in areas studied in JAPN 202. Prerequisite: JAPN-202 or equivalent placement

JAPN 236 Pre-Modern Japanese Literature This course deals with literature produced in the Japanese court in the Japanese language between the ninth and fourteenth century and will focus on the of the women's tradition of the court. Japan is the only nation in the world whose early canonical works of prose literature in the vernacular are consistently and overwhelmingly by women. This course will examine several major texts of that early tradition, the second of which, Tale of Genji, is the earliest piece of long prose fiction in the world. We will be analyzing the various texts in relation to such questions as the following: What sorts of social/cultural circumstances supported the flowering of a woman's literary tradition? What have been the themes of their writings? What role did these texts serve in the lives/consciousness of their predominately female audience?

JAPN 237 Japanese Literature in Translation: Tokugawa (Early Modern) The Tokugawa period in Japan spanned roughly two hundred fifty years (1603-1867). The central ideology of the state was a combination of Confucianism, a philosophy imported from China, and what came to be called bushidō (the way of the warrior), both of which stressed hierarchical social relationships, loyalty, and honor. With a few exceptions, however, the Tokugawa period was one of peace in which the skills of a warrior were seldom called upon. It saw the urbanization of a number of major cities in Japan, chief among them Edo, Osaka, and Sakai, and along with that urbanization the growth of a money-based economy and an urban, commoner culture. Much of the literature discloses these twin spirits and their conflict. In this course our readings will focus on several genres and authors: the plays of Chikamatsu Monzaemon, the prose works of Ihara Saikaku, and the poetry of Bashō.

JAPN 238 Post-War Japanese Literature in Translation Japan's defeat in WWII in 1945 forced the Japanese people to re-examine radically their value systems and social structures to search anew for self-identities. It also ushered in a modern society in which earlier aesthetic and communal values may have little place and in which many intellectuals feel a fundamental alienation. In this course, we will read works by three major Japanese writers of the post-war period: Dazai Osamu, Mishima Yukio, and Nobel-prize winner Ōe Kenzaburō. We will address such issues as the loss of values, both personal and cultural in post-war Japan, responsibilities for the war, etc. Attention will also be given to the authors' experimentations in style and narrative format, which distinguish their works both from traditional Japanese as well as Western fiction.

JAPN 239 Modern Japanese Literature in Translation This course will examine a number of Japanese authors, from the late 19th century through the early 20th century, who have addressed the cultural and psychic disease that resulted from Japan's encounter with the West and transformation of Japan into a modern, nationalistic state. Authors read will include: Natsume Soseki, Mori Ōgai, Higuchi Ichiyo, and Tanizaki Jun'ichiro.

JAPN 240 Japanese Culture through Film This course will examine Japanese culture through film. Films are cultural artifacts and so may display the influence of long-standing aesthetic conventions in their structuring, choice of story, and tone. In addition, films are an important way in which their makers and audience can consciously frame questions about their own society and history. In this course, we will experience and analyze a series of films, mostly post-World War II productions, as social commentary and as examinations of Japanese history and politics. Although the course is organized by topic, effort will also be made to view films by the majors directors of post-war Japan: Mizoguchi, Ozu, Kurosawa, Imamura, Itami, Kitano, Kore-eda. The films we view will all be subtitled in English.

JAPN/SEMN 242 Contested History This course will examine the controversies surrounding the bombings of Hiroshima and Nagasaki and the proposed exhibit of the Enola Gay at the Smithsonian fifty years later. Our goal is not to arrive at a definitive judgment on any of these events or sites, whether on political, military, or ethical grounds. Instead, we will interrogate various perspectives, placing them in the context in which they operated and critically analyzing their argumentation. That is, we will look at how memories of the past are deeply implicated in the creation and affirmation both of national and personal myths of significant actions and moral character. By doing so, we will achieve not only a complex view of the events and sites but also how the contest of memories and analyses either shores up or calls into question personal and national identities. This course is a Shared Passages Sophomore Seminar. Students will be asked to provide significant leadership in discussion and the overall conduct of the class. Prerequisite: Sophomores Only

JAPN 245 Japanese Language in Society This course explores several major aspects of language use associated with Japanese culture and society. The course aims not only at familiarizing students with various aspects of Japanese language with reference to culture and society, but also their developing an appreciation for a different culture. When discussing the inherent inter-relationship between language and culture, including the beliefs, values, and social organization, we will focus on the ideas of power, hierarchy, gender, and history. No previous knowledge of Japanese or linguistics is assumed or required. Readings, lectures, and discussion are all in English.

JAPN 250 Manga/Anime and Gender in Modern Japan Why are manga/anime so popular? Let's find out. This course undertakes a critical analysis of manga (comics) and anime (animation). We will examine these media's historical origins, narrative features, the world's reception and much more. The samurai warrior, the bishōnen (beautiful boy), and the sexy cyborg-gender in Japanese culture has vivid representations. This course explores constructions of masculinity and femininity, paying attention to the figures of the girl as the postwar descendant of the bishōnen, the ostensibly undersocialized otaku and yaoi culture and transgender manga where imagination opens the door to alternate and critical realities.

JAPN 301 High Intermediate Japanese Language This course is the first level of the third-year Japanese language sequence, offering more advanced training in the four skills of speaking, listening, reading, and writing. Prerequisite: JAPN-203 or equivalent placement

JAPN 302 High Intermediate Japanese Language II This course is the second of the third-year Japanese language sequence, offering more advanced training in the four skills of speaking, listening, reading, and writing. Prerequisite: JAPN-301 or equivalent placement

JAPN 401 Advanced Japanese This class is an advanced level class. It is expected that students will have a strong base in Japanese grammar and the four language skills of Japanese: reading, writing, listening, and speaking, as well as aspects of Japanese culture and society. Prerequisite: Placement or at least six-month study abroad and permission.

JAPN 490 Senior Seminar

JAPN 593 Senior Individualized Project Each program or department sets its own requirements for Senior Individualized Projects done in that department, including the range of acceptable projects, the required background of students doing projects, the format of the SIP, and the expected scope and depth of projects. See the Kalamazoo Curriculum -> Curriculum Details and Policies section of the Academic Catalog for more details. Prerequisite: Permission of department and SIP supervisor required.

Jewish Studies

Professor: Dion, Elman, Haus (Director), Petrey

The Jewish Studies Concentration at Kalamazoo College immerses students in the history, religion, and culture of the Jewish people. Exploring these subjects engages students of all backgrounds in important intellectual and ethical issues, such as:

- majority/minority relations
- identity formation
- the relationship between the religious and the secular

Students receive training in textual traditions, teaching them to read beyond the page and to consider the broader impact of the written word. As an interdisciplinary field, Jewish Studies intersects with different areas of the liberal arts.

Outside of the classroom, the Concentration enables students to develop service learning and social justice projects. In this manner, Jewish Studies concentrators become morally aware and socially engaged scholars.

Requirements for the Concentration in Jewish Studies

Number of Units

Six units are required.

Required Course

HIST/RELG 107, Introduction to Jewish Traditions

Electives

5 additional courses from the following list:

- CLAS 261/RELG 260 Judaism in Antiquity
- HEBR 101 Beginning Hebrew
- HEBR 102 Beginning Hebrew II
- HEBR 201 Intermediate Hebrew
- HIST/RELG 218 The American Jewish Experience
- HIST/RELG 263 Jews in a Changing Europe, 1750-1880
- HIST/RELG 264 Jewish Revolutions, 1881-1967
- HIST/RELG 265 Zionism: from Idea to State
- HIST/RELG 267 Women and Judaism
- HIST/RELG/SEMN 268 Jews on Film
- POLS 330 Politics of the Holocaust
- RELG 160 Hebrew Bible

Hebrew studies are recommended, but not required, for the concentration.

Study Abroad

Concentrators are encouraged (but not required) to consider Study Abroad programs that will expand their knowledge in Jewish Studies. These include programs at the Hebrew University in Jerusalem and Ben-Gurion University in Be'er Sheva, as well as several European sites. The Israel programs provide opportunities to study Middle Eastern affairs as well as aspects of Jewish culture that complement the course offerings at the College. Students are encouraged to discuss their academic plans with the director in advance of studying abroad, as certain courses may count toward the concentration.

Hebrew Language courses

HEBR 101 Beginning Hebrew An introduction to the Modern Israeli Hebrew language. Learning the Aleph-Bet, with beginning reading, writing and speaking skills emphasized.

HEBR 102 Beginning Hebrew II This course follows Beginning Hebrew I, focusing on the continued development of basic speaking, reading, and writing skills in modern Israeli Hebrew. Prerequisite: HEBR-101

HEBR 201 Intermediate Hebrew This course follows HEBR 102, building on the basics already learned as well as improving vocabulary and verb conjugation skills. Prerequisite: HEBR-102

Language Courses

Language courses

LANG 195 International Civil Rights Movements This content-based language course for international students (non-native English speakers) focuses on discussion of civil rights movements in the United States, South Africa and India to hone the oral and aural English Language proficiency of international students and learners. Students will work with a variety of media from civil rights leaders such as Martin Luther King, Jr, Nelson Mandela and Mahatma Gandhi and will be asked to actively synthesize new information in a lively and interactive classroom environment. The course is centered on meaningful social-historical content and will actively develop communication skills and strategies needed in academic and professional communities. Prerequisite: SEMN-172 or Instructor Permission.

LANG 195 Comedy & Resistance: A Content-Based Academic Writing Course ESOL For international students and non-native speakers of English, this course is designed to improve academic writing and reading skills. Content will focus on comedy and the role of comedy to resist oppression, injustice and discrimination. Student experiences outside of the mainstream and outside of the US will be valued and encouraged. Materials will include comics, political cartoons, articles, short stories, anecdotes and stand-up routines. The work of influential satirists such as Aldous Huxley, Richard Pryor, Sarah Silverman and Stephen Colbert will be used to discuss comedy's power to disrupt and threaten powerful cultural assumptions. Students will engage in thoughtful discussion and argumentation in the classroom and create deliberate academic writing that is thoroughly edited and polished. Skills acquired in this course will be transferable to a variety of writing opportunities and academic settings. Prerequisite: SEMN-172 or Instructor Permission

LANG 210 Foreign Language Teaching Methods and Practicum I This course will broaden your understanding of second language learning and currently espoused foreign language teaching methodologies while helping you to develop your own skills as a foreign language instructor. The main topics covered will be teaching speaking, listening, and reading skills, lesson planning, and teaching language in context. *This course is only open to foreign language teaching assistants.

LANG 210I Is: Foreign Language Teaching Methods

LANG 211 Foreign Language Teaching Methods and Practicum II This course will broaden your understanding of second language learning and currently espoused foreign language teaching methodologies while helping you to develop your own skills as a foreign language instructor. The main topics covered will be motivating students, teaching for cultural understanding, teaching vocabulary, and error correction. *This course is only open to foreign language teaching assistants. Prerequisite: Visiting International Students or permission

LANG 212 Foreign Language Teaching Methods and Practicum III Prerequisite: Visiting International Students or permission

LANG 593 Senior Individualized Project

Mathematics

Professors: Barth (Chair), Fink, Intermont, Nordmoe

Mathematics department offerings are designed primarily for students who will use mathematics in such activities as: applied work in industry or government; research in mathematics, statistics, or one of the other mathematical sciences; teaching; or applying mathematics in the physical, computing, or social sciences. In addition, the department offers general education courses for those students who desire an understanding of the nature and role of mathematics in modern society.

Advanced Placement

For purposes of course placement and prerequisites, a score of 4 or 5 on the AB calculus exam (or an AB subscore of the BC calculus exam) is regarded as equivalent to successful completion of MATH 112. A score of 4 or 5 on the BC calculus exam is equivalent to MATH 113. A score of 4 or 5 on the statistics exam is equivalent to MATH 260.

Transfer, Dual Enrollment, Study Abroad Credit

Courses taken at other institutions will be awarded credit in mathematics if they meet one of the following criteria:

1. The course is similar in content and rigor to an existing course in the Mathematics department (and there are legitimate reasons why the student is not able to take the class at the College)
2. The course covers some important topic of mathematics not offered at Kalamazoo College. Students are responsible for meeting with the department chair in advance to determine whether a course offered elsewhere will transfer back as a mathematics credit.

Students are responsible for meeting with the department chair in advance to determine whether a course offered elsewhere will transfer back as a mathematics credit.

Requirements for the Major in Mathematics

Number of Units

Eight units of mathematics are required, exclusive of SIP and CS Cognate. Typically up to two units from outside courses (AP, transfer, dual enrollment, or study abroad) may count towards the major or minor in mathematics. Students who wish to apply additional external units toward the major must consult with the department.

Required Courses

MATH 112-113 Calculus I and II

MATH 214 Calculus III

MATH 240 Linear Algebra and Vectors

MATH 320 Real Analysis I or MATH 330 Abstract Algebra I

One two-term sequence beyond calculus (e.g., Real Analysis I and II, Abstract Algebra I and II, Probability and Mathematical Statistics, Abstract Algebra I and Linear Algebra II)

Required Cognate

One computer science course.

Among the courses we offer, MATH 320 and MATH 330 are at the highest level of abstraction. Before enrolling in one of these courses, students are strongly encouraged to complete MATH 314 or MATH 316.

Mathematics Colloquium Credit

In addition to the requirements stated above, mathematics majors are required to complete the Mathematics Colloquium requirement. See the mathematics department for details.

Comprehensive Exams

Mathematics majors are required to satisfactorily complete the Sophomore Comprehensive exam and the Senior Comprehensive Exam. For students interested in graduate work in one of the mathematical sciences, additional work in MATH 280, 310, 314, 316, 320, 330, 420, 430, and 450 is appropriate. Those with a strong interest in computing should elect the minor in computer science in addition to MATH 300. For those students interested in applied work (mathematical biology, mathematical economics, operations research, etc.), election of MATH 270, 280, 310, 362, 365, 440, and at least two courses in computer science is appropriate. Other departments offer classes that use mathematical ideas: BIOL 112, 426, and 436; CHEM 310 and 410; ECON 305 and 412; PHIL 107; PHYS 340, 400, 410, and 420; and PSYC 390.

Requirements for the Minor in Mathematics

There are four options for the minor in mathematics, each of which requires six units of credit in mathematics. Each of these options requires the "core" courses: Single variable calculus (MATH 112 and MATH 113 or MATH 115), Multivariable Calculus (MATH 214), and Linear Algebra (MATH 240). The other required courses for each option are as follows:

Statistics Option

MATH 362 Probability

MATH 365 Mathematical Statistics

Computational Mathematics Option

MATH 250 Discrete Mathematics or MATH 330 Abstract Algebra I

MATH 300 Automata, Formal Languages, and Computability

Applied Mathematics Option

MATH 280 Differential Equations

MATH 310 Complex and Vector Variables

Pure Mathematics Option

MATH 320 Real Analysis I or MATH 330 Abstract Algebra I

And one other mathematics course from the following list:

MATH 310, MATH 314, MATH 316, MATH 320, MATH 330, MATH 362, or any

400-level course

Study Abroad

Students interested in mathematics are especially encouraged to consider the study abroad program in Budapest. The Budapest program is given in English; no prior knowledge of Hungarian is needed. It offers a number of mathematics courses as well as history, language, and literature courses. Mathematics majors have also studied mathematics in Erlangen, Quito, Perth, Aberdeen, and Lancaster. Early consultation with the department is strongly urged.

Mathematics courses

MATH 105 Quantitative Reasoning and Statistical Analysis An introduction to some of the quantitative techniques used to clarify ordinary experience and to some of the statistical ideas used to shape public policy and human sciences, with emphasis on the concepts involved in producing, organizing, and drawing conclusions from data. Does not count toward the major or minor. Not open to students who already have credit from ANSO-212, MATH-260, or MATH-261.

MATH 110 Calculus I with Review, Part 1 MATH 110 and 111 cover in two terms the material covered in Mathematics 112. In addition, topics from precalculus mathematics are reviewed and practiced as needed. Precalculus topics include: algebra and analytic geometry; linear, quadratic, polynomial and rational functions; and trigonometric functions. Enrollment is restricted to those who were advised to take Math 110-111 on the basis of the department's placement examination. The two-term Math 110-111 sequence serves as an alternate prerequisite for all college courses requiring MATH 112.

MATH 111 Calculus I with Review, Part 2 This course continues the study of calculus begun in MATH 110. Review of precalculus mathematics continues as needed. Prerequisite: Take MATH-110 All course prerequisites must be met with a minimum grade of C-.

MATH 112 Calculus I Differential calculus of single-variable functions: limits, derivatives, differentiation rules, related rates, optimization. An emphasis on problem solving using the tools of differential calculus with application to the natural and social sciences. Prerequisite: Math Placement Exam Required

MATH 113 Calculus II Integral calculus of single-variable functions: the fundamental theorem of calculus, techniques of integration, infinite sequences and series. An emphasis on problem solving using the tools of integral calculus with application to the natural and social sciences. Prerequisite: MATH-112 All course prerequisites must be met with a minimum grade of C-.

MATH 214 Calculus III Series, vectors in two and three dimensions, and integral and differential calculus of functions of several variables. Prerequisite: MATH-113 All course prerequisites must be met with a minimum grade of C-.

MATH 240 Linear Algebra and Vectors Study of vector spaces, matrices, determinants, linear transformations, systems of equations and eigenvalues. Prerequisite: MATH-113 All course prerequisites must be met with a minimum grade of C-.

MATH 250 Discrete Mathematics Introduction to formal structures and mathematical reasoning. Graphs, sets, logic, induction, structure of mathematical proof, counting, relations, and algebraic structures. Prerequisite: MATH-112 and one computer science course. All course prerequisites must be met with a minimum grade of C-.

MATH 260 Applied Statistics I Introduction to statistics including methods of data collection and description, correlation and regression, chance, and statistical inference. The course makes extensive use of technology and is designed for students in the behavioral, biological, and social sciences. Does not count towards the major or minor in mathematics. Not open to students who already have credit from MATH-261 Prerequisite: Not open to students who already have credit from MATH-261

MATH 261 Biostatistics Introduction to statistics with particular attention to applications in biology and health sciences. Topics include sampling methods, design of experiments, exploratory data analysis, estimation, tests of significance, ANOVA, and correlation and regression analysis. BIOL 112 and 123 highly recommended. Prerequisite: Not open to students who already have credit from MATH-260

MATH/PHYS 270 Nonlinear Dynamics and Chaos Dynamical systems are mathematical objects used to model phenomena of natural and social phenomena whose state changes over time. Nonlinear dynamical systems are able to show complicated temporal, spatial, and spatiotemporal behavior. They include oscillatory and chaotic behaviors and spatial structures including fractals. Students will learn the basic mathematical concepts and methods used to describe dynamical systems. Applications will cover many scientific disciplines, including physics, chemistry, biology, economics, and other social sciences. Appropriate for Math or Physics Majors. Either MATH 305 or this course, but not both, may be counted towards the major in mathematics.

MATH 280 Differential Equations and Numerical Methods Introduction to key concepts underlying analytical methods for the solution of ordinary differential equations and first-order systems studied together with techniques for constructing approximate numerical solutions. Prerequisite: MATH-214 and MATH-240 All course prerequisites must be met with a minimum grade of C-.

MATH/COMP 300 Automata, Formal Languages, and Computability Study of automata as mathematical models of computation; of formal languages, which play a central role in the specification and translation of programming languages; and of the fundamental capabilities and limitations of computers. Prerequisite: MATH-250 or MATH-330, and 1 COMP course All course prerequisites must be met with a minimum grade of C-.

MATH/IDSY 305/PHYS 482 Dynamic Models in Social Science The study of why mathematical and computational methods are important in understanding social phenomena, and how different social phenomena can be described by proper mathematical models. Specifically, applications of the theory of dynamical systems will be presented. Designed for math/science and social science students. Either MATH/PHYS 270 or this course, but not both, may be counted towards the major in mathematics. Prerequisite: MATH-113 All course prerequisites must be met with a minimum grade of C-.

MATH 310 Complex and Vector Variables Generalizations of differentiation and integration to spaces of higher dimension: divergence, curl, and the classical integration theorems of multivariable calculus. Introduction to analytic functions of a complex variable, including Laurent series, Cauchy's formula, and conformal mapping. Prerequisite: MATH-214 and MATH-240 All course prerequisites must be met with a minimum grade of C-.

MATH 314 Topics in Geometry Study of selected topics in geometry including projective planes and affine planes, Euclid's parallel postulate, and hyperbolic geometry. This course will also focus on developing proof writing skills. Prerequisite: MATH-214 and MATH-240 All course prerequisites must be met with a minimum grade of C-.

MATH 316 Topics in Number Theory Study of classical number theory including distribution of primes, congruences, the Euler Phi function, and quadratic reciprocity. This course will also focus on developing proof writing skills. Prerequisite: MATH 214 and MATH 240

MATH 318 Topics in Topology An introduction to topological spaces including the study of connectedness, metric spaces, and compactness. This course will also focus on developing proof writing skills. Prerequisite: MATH-214 MATH-240; All course prerequisites must be met with a minimum grade of C-.

MATH 320 Real Analysis I Introduction to basic topological concepts in metric spaces followed by rigorous development of classical real analysis including sequences and series of functions, continuity, differentiability, and Riemann-Stieltjes integration. This course is among the most theoretical in our curriculum. Before enrolling, students are strongly encouraged to complete MATH 250, MATH 310, MATH 314, or MATH 316. Prerequisite: MATH-214 and MATH-240 All course prerequisites must be met with a minimum grade of C-.

MATH 330 Abstract Algebra I Study of modern abstract algebra including groups, rings, fields, and other algebraic structures together with advanced topics of linear algebra. This course is among the most theoretical in our curriculum. Before enrolling, students are strongly encouraged to complete MATH 250, MATH 310, MATH 314, or MATH 316. Prerequisite: MATH-214 and MATH-240 All course prerequisites must be met with a minimum grade of C-.

MATH 360 Applied Statistics II This course uses real data case studies to review descriptive statistics and to explore statistical inference for means, proportions, and transformations; analysis of variance; and regression. Statistical software is used throughout. The course is recommended both for students planning to do graduate coursework in the behavioral, biological, and social sciences and for mathematics majors seeking a comprehensive introduction to statistical methods. Prerequisite: 200-level math course. All course prerequisites must be met with a minimum grade of C-.

MATH 362 Probability Study of mathematical theory of probability. Topics include data analysis, discrete and continuous sample spaces, combinatorial problems, random variables, probability densities and distributions, expected value, moment-generating functions, functions of a random variable, sampling distributions, and the central limit theorem. Prerequisite: MATH-113 All course prerequisites must be met with a minimum grade of C-.

MATH 365 Mathematical Statistics Study of statistical inference. Topics include sampling theory, point and interval estimations, hypothesis testing, and regression. Stochastic processes, analysis of variance, simple experimental design, and nonparametric statistics may also be included. Prerequisite: MATH-362 All course prerequisites must be met with a minimum grade of C-.

MATH 420 Real Analysis II Continuation of MATH 320. Prerequisite: MATH-320 All course prerequisites must be met with a minimum grade of C-.

MATH 430 Abstract Algebra II Continuation of MATH 330. Prerequisite: MATH-330 All course prerequisites must be met with a minimum grade of C-.

MATH 440 Linear Algebra II Treatment of topics such as linear equations, orthogonal projections and least squares, pseudoinverses, eigenvalues and eigenvectors, diagonalization, canonical forms of linear transformations, positive definite matrices, the norm of a matrix, linear programming, and game theory. Prerequisite: MATH-240 All course prerequisites must be met with a minimum grade of C-.

MATH 450/COMP 485 Topics in Pure and Applied Mathematics Readings in pure and applied mathematics. Content varies from year to year. Possible topics include: set theory, number theory, geometry, topology. Prerequisite: Vary with Topic

MATH 593 Senior Individualized Project Each program or department sets its own requirements for Senior Individualized Projects done in that department, including the range of acceptable projects, the required background of students doing projects, the format of the SIP, and the expected scope and depth of projects. See the Kalamazoo Curriculum -> Senior Individualized Project section of the Academic Catalog for more details. Prerequisite: Permission of department and SIP supervisor required.

Media Studies

Professor: Sinha (Director)

The Media Studies concentration at Kalamazoo College offers an interdisciplinary, liberal arts approach to the study of various kinds of media, including film, television, video, theatre arts and technologies, print and broadcast journalism, photography, popular music, and digital art. The concentration, when catered to students' specific needs and interests, provides an excellent background for media-related pursuits, including graduate school, film school, and a wide variety of production-related jobs.

Requirements for the Concentration in Media Studies

Number of Units

Six are required.

Required Courses

ENGL 153 RTW: Global Cinemas (offered twice yearly, cap of 25) or ENGL 108 Global Media and Visual Culture

Five additional courses, with at least one from each category (ENGL 153 or ENGL 108 will count EITHER toward the required course OR the History/Theory/Criticism category):

History/Theory/Criticism

ARTX 215 History of Photography

ARTX/SEMN 214 Framing Differences

ARTX 224 Art Since 1945

ENGL 108 Global Media and Visual Culture

ENGL 153 RTW: Global Cinemas

ENGL 260 Studies in Film (various topics, year by year)

ENGL 436 Literary Theory

MUSC 335 Western Music in 20th Century

PHIL 109 Existentialism and Film

SPAN 401 Topics in Hispanic Culture (when the topic is film)

THEA 270 Theatre of Illusionism: Western Theatre History from the Renaissance to Early Film

**Possible other media-based courses, as they are added to the curriculum*

Applied

ARTX 101 Introduction to Documentary Video Production

ARTX 110 Digital Art

ARTX 116/216/316 Photography I, II, or III

ARTX 200 TV Studio Production (1/4 credit)

ARTX 201 Advanced Documentary Video Production

ARTX 214 Framing Differences

ARTX 330 Alternative Photographic Processes

ENGL 105 Journalism I

ENGL 207 Arts Journalism

THEA 120 Fundamentals of Acting

THEA 210 Stage Lighting

THEA 255 Playwrighting

THEA 380 Directing

**Possible other media-based courses, as they are added to the curriculum*

International Media

ARTX 215 A History of Photography

ARTX 145 Introduction to World Art

CHIN 245 Chinese Film and Culture (taught in English)

ENGL 208 Food and Travel Writing

ENGL 264 Global Shakespeares

GERM 135 Weimar German Cinema (taught in English)

GERM 420 Introduction to German Cinema (taught in German)

GERM 421 Classic German Cinema (taught in German)

GERM 423 Topics In German Cinema

PHIL 307 Contemporary Continental Philosophy: Zizek & Film

PHIL 310 Critical Social Theory or PHIL 311 Postmodern Critical Theory

JAPN 240 Japanese Culture through Film (taught In English)

JAPN 250 Manga/Anime and Gender in Modern Japan

MUSC 148 Music of World Cultures

SPAN 401 Topics In Hispanic Culture (when the topic Is film)

THEA 265 First Theatres

THEA 275 Theatre in the Age of Print

THEA 280 Theatre of Revolt: Modernism and Postmodernism in Western Theatre

One of two possible core courses of the concentration, Global Media and Visual Culture (ENGL 108) provides historical background information about the origins of popular culture, questions current media trends, and introduces students to methods of critique. The other possible core course RTW: Global Cinemas (ENGL 153) is central because it teaches students to read visual and aural language, to see how beliefs and values (ideology) are implicated in aesthetic decisions, and to realize that Hollywood has given us a way of seeing that is merely one way among many other possibilities.

The remaining five units of the Concentration must be chosen from three categories, with at least one course in each category. Category 1—History/Theory/Criticism—promotes critical analysis of the consumption of media products. Category 2—Applied—teaches students to produce their own media products, and Category 3 considers media in global context. The Concentration is designed to emphasize the importance of both the consumption and production aspects of Media Studies, while allowing individual students to cater the program to their own needs and interests. **It is likely that media-based courses will be added to the curriculum. These courses, when approved by the director in consultation with the instructor, will be added to the appropriate category.*

Music

Professors: Bothwell, Evans, Koehler (Chair), Pixley, Schumaker, Turner

The music department seeks to cultivate an understanding of the language and history of music and to nurture artistic skill and musicianship. All music performance opportunities, both solo and ensemble, are available to majors and non-majors alike. Academic courses in music theory, music history, and practical musicianship combine with music performance to provide an integrated approach to the discipline.

The major or minor in music intensifies this integrated approach to create highly creative, analytical thinkers with self-discipline and independent organizational skills. They are welcomed by graduate schools and employers alike.

Requirements for the Major in Music

Number of Units

Eleven units are required in addition to the prerequisite. AP credit accepted to meet prerequisite only.

Required Courses

Prerequisite: MUSC 105 completed with a grade of C or above. This prerequisite may also be met by examination or an AP score of 4 or 5.

MUSC 130, 135, and 235 Music Theory Sequence

MUSC 150 and 155 Music History Sequence

MUSC 148 Music of World Cultures

MUSC 490 Senior Seminar

Electives

Four elective courses in the student's focus area (see "About Focus Area" for more information) selected from:

Ensembles (at least one of the four electives *must* be an ensemble; see "About Music Ensembles" for more information)

Applied Music (see "About Applied Music" for more information)

MUSC 161, 162, or 163 Instrumental Methods

MUSC 165 Jazz Explorations

MUSC 205 Music and Identity (Sophomore Seminar)

MUSC 207 Listening Across Cultures (Sophomore Seminar)

MUSC 260 Conducting

MUSC 315 Sound and Culture in the Middle East

MUSC 320 Arts Entrepreneurship

MUSC 465 Music Education Seminar

Additional Expectations

In order to successfully complete the Music Major, students must also pass a comprehensive integrative exam (administered as part of the Senior Seminar), and demonstrate aural and basic keyboard proficiency (accomplished through labs attached to the three-course theory sequence). With few exceptions, transfer courses and coursework completed abroad may not count towards the Major. Majors who plan advanced music studies in graduate school or who aspire to professional careers are strongly encouraged to complete their senior individualized project in the department. Majors are also encouraged to participate in an ensemble beyond their one required unit, and to study applied music in each quarter of residency. With few exceptions, a full unit of applied music credited toward the Major must be achieved by the study in the same instrument. Musical performances on campus should be attended by Music Majors, including concerts by invited guests, by Music Department Faculty, and by fellow music students.

About Focus Areas

Music Majors and Minors, in consultation with their advisors, are encouraged to choose electives that combine to form a focused approach to a musical sub-discipline, such as - but certainly not limited to - Education, Performance, Jazz, Musicology, or Composition/Theory. Where appropriate, taking cognates in other fields (Business courses for those interested in arts administration or Psychology courses for those interested in Education or Music Therapy, for example) can strengthen the experience of the Music Major.

In addition, Majors may consider incorporating three optional programs available to all students at the College into their own musical K Plan:

1. The Career and Professional Development Cooperative Education & Internship Program.
2. Study Abroad. With sufficient advance consultation with music faculty and the CIP office, it is possible to create opportunities to continue music during study abroad.
3. New York Arts Program. This program offers an opportunity for exceptionally qualified sophomore and junior student artists to live in New York City and work as interns with professional artists. The application process begins in late spring quarter for internships the following winter quarter. Information is available from campus faculty representative Andrew Koehler.

Requirements for the Minor in Music

Number of Units

A minimum of six units in addition to the prerequisite are required for the minor in music. AP credit accepted to meet prerequisite only.

Required Courses

Prerequisite: MUSC 105 completed with a grade of C or above. This prerequisite may also be met by examination or an AP score of 4 or 5.

At least one unit from MUSC 130, 135, or 235 Music Theory Sequence

At least one unit from MUSC 148 World Music, MUSC 150, or 155 Music History Sequence

Electives

Four elective courses in the student's focus area (See "About Focus Area" above for more information) selected from additional courses in the required list and/or:

Ensembles (See "About Music Ensembles" for more information)

Applied Music (See "About Applied Music" for more information)

MUSC 161, 162, or 163 Instrumental Methods

MUSC 165 Jazz Explorations

MUSC 205 Music and Identity (Sophomore Seminar)

MUSC 207 Listening Across Cultures (Sophomore Seminar)

MUSC 260 Conducting

MUSC 315 Sound and Culture in the Middle East

MUSC 320 Arts Entrepreneurship

MUSC 465 Music Education Seminar

Additional Expectations

With few exceptions, transfer courses and coursework completed abroad may not count toward the Minor, and each full unit of applied music credited toward the Minor must be achieved by study in the same instrument. Music Minors are encouraged to participate in an ensemble and to study applied music in each quarter of residency. Musical performances on campus should be attended by Music Minors, including concerts by invited guests, by Music Department Faculty, and by fellow music students.

Music courses

MUSC 100 Program Music: Stories in Sound Program music is instrumental music influenced by an extra-musical source. In other words, the music contains a "program" or story. The program can be drawn from any source, but is usually taken from literature, myths, legends, landscapes, paintings, or personal dramas. Therefore, in addition to studying the music, this course will examine the extra-musical influences associated with the music. To further enhance your understanding and appreciation of this genre, you will produce four programmatic works of your own by creating multimedia presentations using music and images in support of an original story or borrowed program. No prior training or experience in music is assumed or necessary, and the course is intended for non-majors. The cultivation of intelligent and perceptive responses to programmatic music will be the primary focus as we explore the many aspects of this genre, be they cultural, mechanical, or expressive.

MUSC 105 Introduction to Music Study of the language, power, and communicative properties of music in the Western tradition. Students will acquire basic skills in music literacy, theory, and aural comprehension. In addition, selected works, both popular and classical and ranging in time from the Middle Ages to the present, will be listened to and discussed with an emphasis on their musical style and cultural-social context. Class activities will include guest performances, concert attendance (on and off campus), and behind-the-scenes looks at what goes into making music. Students considering a major in Music should enroll in MUSC 105 in the winter quarter of their first year. No prior music reading or basic theory knowledge is expected. Advanced students may request to test out of MUSC-105; please consult the Department Chair.

MUSC 130 Western Music Theory and Analysis I Building upon the skills acquired in MUSC 105, students use two voice counterpoint as a gateway to fluency in writing complete four-part phrases in tonal harmony. They will discover how these principles of voice-leading and harmonic grammar form the foundation of historic and contemporary musical styles. Aural comprehension skills are acquired from the concurrent lab for the course. Prerequisite: MUSC-105 or permission

MUSC 135 Western Music Theory and Analysis II Building upon the skills acquired in MUSC 130, students will study techniques of modulation, as well as expressive and coloristic devices leading to late 19th century chromaticism, leading into 20th century practices. These elements will be part of further study of popular and art song form, theme and variations, rondo and sonata. Class meetings will include both lecture and workshops. Coordinated aural comprehension skills are acquired from the concurrent lab for this course. Prerequisite: MUSC-130 or permission

MUSC 148 Music of World Cultures Study of music of various cultures within their social contexts. The course includes folk, traditional, classical, and popular music from selected traditions in Africa, India, Asia, Europe, and the Americas. It presents music as an evolving process and the performance of music as an expression of individual and cultural identity. Using readings, discussions, guest lectures and performances, CDs, and films, the course provides a framework for comparison of musical cultures from different parts of the world. No music reading or basic theory knowledge required.

MUSC 150 Western Music Before 1750 Study of the developments in musical style from the Middle Ages through the Baroque including sacred and secular music of Italy, Germany, France, England, and the Netherlands. Representative works from all topics will be presented in their stylistic and cultural contexts. Prerequisite: Music reading and basic theory knowledge is expected

MUSC 155 Western Art Music After 1750 A historical and textual survey of the music produced during the Classical, Romantic and Modern eras. Representative works - among the topics considered will be Lied, Opera, Symphony, Programmatic Music, Atonal and Serial Music - will be presented in their stylistic and cultural contexts. Prerequisite: Music reading and basic theory knowledge is expected

MUSC 161 Instrumental Music Methods: Brass Basic techniques of playing orchestra and band instruments; emphasis on understanding the principles and problems of playing brass. No music reading or basic theory knowledge is required.

MUSC 162 Instrumental Music Methods: Woodwinds Basic techniques of playing orchestra and band instruments; emphasis on understanding the principles and problems of playing woodwinds. No music reading or basic theory knowledge is required.

MUSC 163 Instrumental Music Methods: Strings Basic techniques of playing the four orchestral stringed instruments. No music reading or basic theory knowledge is required.

MUSC 165 Jazz: A Creative and Cultural Exploration This course is intended to introduce students to the cultural context, instrumentation, theory, form, and analysis of jazz from its early West African roots to contemporary times. Emphasis will be placed on listening to various artists and styles. No music reading or basic theory knowledge is required.

MUSC 205/SEMN 256 Music and Identity Music serves multiple roles: a force for social transformation, a flag of resistance, a proclamation of cultural identity, a catalyst for expressing emotion, an avenue to experiencing the sacred. Students will look at identity through the lens of contemporary and traditional American music and will consider how race, ethnicity, age, gender, national identity, and other factors express themselves in and are shaped by music. The ability to read music or understand basic music theory is not required; a love of music and an interest in American culture are essential. This course is a Shared Passages Sophomore Seminar. Prerequisite: Sophomores only

MUSC 207/SEMN 210 Listening Across Cultures What does it mean to be a knowledgeable music listener? An expert listener? A native listener? Hip hop has its "heads," French opera had claqueurs, and Syrian tarab has the sammi'a (expert listeners), but is the act of listening the same across cultures, or is there something to the local perception of music that goes beyond style and genre? Questioning the adage that "Music is the universal language," this course will examine how people assign meaning and power to music. Analyzing music from around the world, we will attune our ears to the ways in which people across cultural borders conceptualize music, sound and the act of listening. No music reading or basic theory knowledge is required.

MUSC 235 Music Theory & Analysis III Building upon the skills acquired in MUSC135, students will refine their facility with the extended tonal harmony of the late-19th and early 20th centuries through analysis and model composition in multiple styles, including jazz and popular music. Students will also explore post-tonal and non-common practice repertoires (including serialism, process music, spectralism, indeterminacy, electroacoustic music, rock and pop) through set theory and extended harmonic methods as well as analytic paradigms centered on rhythm and timbre. Coordinated aural comprehension skills are acquired from the concurrent lab for this course. Prerequisite: MUSC-135

MUSC 260 Conducting A study of the general rudiments of ensemble conducting through an emphasis on the orchestral literature. After an introduction to critical score-reading concepts (analysis skills, transposition, special terms, historical background), the remainder of the course is dedicated to practical application, with students receiving weekly podium time in front of a small laboratory ensemble. Offered spring quarter, even years. Prerequisite: MUSC-105 or permission

MUSC/ANSO 315 Sound & Culture in the Middle East An introduction to the popular culture and cultural politics of the modern Middle East, as heard through the medium of sound. Exploring the varied soundscapes and musical cultures of the region, we will examine how sound shapes, reinforces, critiques, and transforms social life, from the local to the international level. Listening to music as both an aesthetic object and a site for the contestation of ideas, we will learn about the ways in which music is used to articulate an array of competing visions: of the nation, colony and post-colony; religion, gender, and sexuality; globalization, hybridity, and modernity. Prerequisite: MUSC-103, ANSO-103 or Instructor Permission

MUSC 320 Arts Entrepreneurship A look at the relationship between art, artists, presenters, audience, and funding in the 21st Century. Explore themes of entrepreneurship through case studies of successful artistic ventures and investigate the lessons learned from failed arts organizations. This course will be centered around the discussions of what it means to be an artist in the 21st century, what will engage future audiences, and how students with art degrees will pursue viable careers in the arts. Concepts studied will include but not be limited to: networking, non-profit leadership, organizational structure, non-linear career paths, fundraising, and audience engagement.

MUSC 465 Music Education Seminar An examination of the philosophy, methods, and materials for teaching instrumental, vocal, and general music, K-12. The course is designed to prepare students for successful careers in music education. Topics include rehearsal techniques, budgeting time and money, classroom methods and management, developing and maintaining an inventory, recruitment strategies, library acquisition and management, and networking skills. As part of the course of study, each student will be assigned to a large ensemble to serve as an assistant to the director. Each student will also engage in off-campus classroom observation. Offered by request. Prerequisite: MUSC-105 or permission; junior or senior standing.

MUSC 490 Senior Seminar Upper-division course whose objective is to encourage integration and discovery of relationships between such areas as academics, performance, career development, the SIP, and careers in music. Research and analysis skills will be connected to contemporary issues in musical life, themes in music history, and alternative perspectives in style analysis. Prerequisite: MUSC-148, MUSC-150, MUSC-155, AND MUSC-235; junior or senior standing

MUSC 593 Senior Individualized Project Each program or department sets its own requirements for Senior Individualized Projects done in that department, including the range of acceptable projects, the required background of students doing projects, the format of the SIP, and the expected scope and depth of projects. See the Kalamazoo Curriculum -> Senior Individualized Project section of the Academic Catalog for more details. Prerequisite: Permission of department and SIP supervisor required.

About Music Ensembles

All students at Kalamazoo College may participate in ensembles. Generally meeting twice a week for periods of an hour and a half, ensembles should not conflict with the regular course schedule. A student may earn up to 5 full units in music ensembles and applied music (See "About Applied Music") combined toward graduation; as many as three of those may be applied to the Major or Minor, and at least one unit of ensemble credit is required for the Major.

Music Ensembles

MUSC 200A College Singers The largest choral organization on campus emphasizing diverse repertoire and varied performance experiences, including a major performance each quarter. Prerequisite: Vocal evaluation

MUSC 200B Chamber Choir Participation by advanced choral singers with good sight-reading and ensemble skills; varied choral experiences. Prerequisite: Audition

MUSC 200C Bach Festival Chorus Participation in the annual College Festival in conjunction with the Kalamazoo community. Prerequisite: Audition

MUSC 200D Symphonic Band Emphasizing a variety of music for brass, woodwinds, and percussion; ability to play a band instrument required. Previous band experience expected.

MUSC 200E Chamber Music Instrumental and/or vocal ensembles arranged with the music faculty. Offered by request.

MUSC 200F International Percussion Ensemble Performance and study of International percussion traditions from around the world. Students may choose to participate in West African drumming, Japanese Taiko, South Indian classical drumming (mridangam), Caribbean steel "pan" drumming, or marimba ensemble. One college concert is presented each quarter.

MUSC 200G Jazz Band Performance of standard and contemporary jazz arrangements for band and/or small combo; music reading required, but no previous improvisational or jazz band experience needed. Prerequisite: Audition

MUSC 200H Kalamazoo Philharmonia A full symphonic orchestra that rehearses once weekly and performs at least one full program each quarter. Philharmonia members include community members and professional leaders in addition to students. Registered students also are required to participate in additional sectional rehearsals. Proficient string, wind, brass, and percussion players are invited to audition; previous experience is preferred. Prerequisite: Audition

MUSC 200I Improvisation Workshop For the inquisitive musician who desires to learn the why and how of jazz improvisation, theory, and composition, juxtaposed with intimate jazz ensemble playing with emphasis on improvisation.

MUSC 200J Accompanying Performance opportunities open to advanced keyboardists by audition.

MUSC 200K Pit Orchestra Offered spring quarter, odd years.

About Applied Music

Professional performers and teachers from the community join with the regular faculty of Kalamazoo College to teach individual lessons for a wide range of instruments and voice. These courses are open to all students, regardless of level, and each accrues 1/5 unit per quarter of participation. A student may earn up to 5 full units in music ensembles (see "About Music Ensembles") and applied music combined toward graduation; as many as three of those may be applied to the Major or Minor. With few exceptions, each full unit of applied music credit toward the Major or Minor must be achieved by study in the same instrument.

At the end of each quarter, every student taking applied music must play a hearing before a group of music faculty members. Attendance at two performance area classes and the applied music recital each quarter is also required of students enrolled in applied music.

Upon the recommendation of the instructor, very advanced students may present a department-sponsored recital.

An extra fee is charged for applied music instruction.

Applied Music courses

MUSC 210 Group Guitar Fundamentals

MUSC 213 Group Music Production Fundamentals

MUSC 214 Music Production Prerequisite: MUSC-213 or MUSC-214 or Permission

MUSC 221 Composition

MUSC 221J Jazz Arranging and Composition

MUSC 222 Piano

MUSC 222J Jazz Piano

MUSC 224 Harp

MUSC 225 Organ

MUSC 230 Voice

MUSC 230J Jazz Voice

MUSC 240 Viola

MUSC 240A Violin

MUSC 241 Cello

MUSC 242 String Bass

MUSC 243 Guitar

MUSC 243J Jazz Guitar

MUSC 250 Clarinet

MUSC 252 Flute

MUSC 253 Oboe

MUSC 254 Bassoon

MUSC 255 Saxophone

MUSC 261 Advanced Conducting Prerequisite: MUSC-260

MUSC 270 Trumpet

MUSC 271 Trombone

MUSC 272 French Horn

MUSC 273 Tuba

MUSC 274 Euphonium

MUSC 280 Percussion

Neuroscience

Professors: Batsell, Érdi, Moore (co-directors)

Neuroscience, an academic discipline concerned with investigation of nervous system structure and function, has been a cornerstone of biology since the turn of the 20th century. Modern biological examination of the brain and behavior of organisms has incorporated other fields of inquiry, namely biochemistry, psychology, physics, mathematics, computational modeling, and philosophy, making neuroscience a truly interdisciplinary effort. A concentration in neuroscience is offered for advanced students who want to study at the confluence of these traditional disciplines.

The Concentration in Neuroscience

Number of Units

Nine

Required Courses

BIOL 246 Cell and Molecular Biology with Lab*

BIOL 350 Neurobiology with Lab

PSYC 101 General Psychology

PSYC 226 Physiological Psychology

PHYS 215 Introduction to Complex Systems

COMP/PSYC 265 Cognitive Science

Any three from the following list:

BIOL 484 Topics in Biology: Neurodegenerative Disorders

COMP/PSYC 415 Computational Neuroscience

PSYC 280 Cognition

PSYC 420 Learning

PHIL 107 Logic and Reasoning

PHIL 308 Metaphysics and Mind

COMP 480 Special Topics: TBA

PHYS 210 Nuclear and Medical Physics

Up to two of the three additional course units may be fulfilled by transfer credit from the Budapest Semester in Cognitive Science.

Concentrators in neuroscience must pass the 9 units with a C- or better. Note that courses taken for fulfillment of major requirements may "double count" towards the concentration (for example, BIOL 246 can "double count" for the biology major AND the neuroscience concentration).

* *BIOL 246 may be taken with special instructor permission or by successful completion of course prerequisites.*

Philosophy

Professors: Latiolais (Chair), Cherem, Ahern

What is Philosophy?

Philosophy is a historically evolving, self-reflective inquiry into the fundamental questions that humans confront in making sense of their lives. It examines essential features of the human condition—e.g., morality, knowledge, nature, society, happiness, justice, beauty, selfhood, and friendship – in the search for knowledge that both preserves and transforms enduring dimensions of human self-understanding. Philosophy emerges in the Western tradition as a rational, systematic, and self-critical inquiry committed to grounding its own claim to knowledge. Contemporary philosophy continues to examine the fundamental principles that guide our thought and action, our pursuit of knowledge, and our desire to live well. Because philosophy adopts a radically self-critical orientation to its own historical formation, philosophers often disagree profoundly about what philosophy is and how it differs from other disciplines. Such disagreements – openly, critically, and vigorously deliberated – are vital to the type of radical questioning that characterizes philosophy.

Philosophy challenges students to (1) reflect upon naively lived patterns of thought, action, speech, and perception; (2) identify how practices, institutions, and perceptions are shaped by philosophical traditions; (3) critically examine and assess the fundamental assumptions that inform such human enterprises; and (4) conduct this inquiry in the spirit of open critical communication committed to mutual understanding and respect for difference. Students learn the basic skills of identifying and analyzing arguments, and the department actively fosters an environment committed to the vigorous, respectful exchange of ideas to protect both commonalities and differences. Philosophy also cultivates ethical responsibility by balancing (1) the articulation, justification, and application of normative principles with (2) the deepening of moral imagination and sensibility.

Curriculum

The department offers eight "History and Traditions" courses that represent important periods and traditions of Western philosophy:

History and Traditions Courses

Ancient Philosophy

Early Modern Philosophy

18th-Century Philosophy

19th-Century Philosophy

Existentialism and Film

Analytic Philosophy and Science

Critical Social Theory: The Dialectic of Enlightenment

Postmodern Critical Theory: The Critique of Modernity.

These historical courses reconstruct the debates, issues, concerns, questions, and concepts that define a historical period from within. They also offer linkages among historical periods, allowing students to appreciate the larger, "paradigmatic" shifts in Western philosophy. Students gain an awareness of how canonical philosophers characteristically address their own historical precedents and shape their views in critical dialogue with predecessors. Students are required to engage in close textual interpretation and careful critical evaluation of original texts. Instructors identify contemporary advocates for, or illustrations of, traditional schools of thought and, in this way, underscore the real historical effects of philosophical creativity. Students write detailed, textually supported expository and argumentative essays that are graded for their balance between interpretive charity and critical acuity. Emphasis is placed upon cultivating a student's ability to first reconstruct the historical debates among canonical philosophers and to then critically evaluate their bearing upon contemporary concerns. Many of the Philosophy Department's history courses have interdisciplinary units of instruction that link historical debates to contemporary research programs within the natural and social sciences and to interpretive approaches in the Humanities.

The department also offers courses in the classic subfields of philosophy: epistemology, logic, ethics, metaphysics, and aesthetics. These courses explicate the fundamental conceptual tools we need to systematically address particular types of contemporary issues:

How do we know? (*Theories of Knowledge*)
 What ought we to do? (*Ethics*)
 What is beauty? (*Philosophy of Art*)
 What is good reasoning? (*Logic and Reasoning*)
 What is being and what is it to be human? (*Metaphysics and Mind*)

In these courses, students are asked to identify, reflect upon, and exercise the key concepts, theories, and viewpoints that allow us to competently address ethical, epistemological, logical, metaphysical, and aesthetic issues. Subfield courses cultivate a student's ability to systematically, self-consciously, and flexibly manage a repertoire of conceptual tools to discern, analyze, and deliberate about contemporary problems. By gaining a sensitivity for different ways of perceiving and thinking about a single issue, students develop an appreciation for the complexity of actual problem solving.

The department also offers specialized subfield courses under the following three categories:

Applied Ethics (*Ecological Philosophy, Biomedical Ethics, Philosophy of Law*)
 Applied Epistemology (*Philosophy of Science and Philosophy of the Social Sciences*)
 Linguistics (*Philosophy of Language*)
 Political Theory (*Classical and Contemporary Social Contract Theory, Human Rights and International Law, Theorizing Citizenship and Immigration*)

In these courses, emphasis is placed upon genuine problem solving in contemporary circumstances. The applied ethics courses introduce students to the systematic analysis of contemporary problems encountered in jurisprudence, political legitimation, healthcare practices, and environmental stewardship. Students learn to unravel the factual, conceptual, and normative threads interwoven in current crises. They also develop the ability to reflectively manage different theoretical perspectives upon a single, multifaceted problem. The applied epistemology courses examine fundamental questions concerning the logic and practices of the natural and social sciences. The philosophical linguistics courses analyze language competencies (semantics and pragmatics) and literary discourse (narratology).

Outcomes

The philosophy program is committed to five overarching outcomes for students in our classes and in our major:

1. Knowledge: Gain appropriate breadth and depth of knowledge of the major traditions, figures, issues, and theories studied.
2. Skills:
 1. Write in a style appropriate to scholarly philosophy;
 2. Think clearly, rigorously, and logically about conflicting philosophical points of view;
 3. Engage in open, critical, cooperative discussion and interrogation;
 4. Cultivate philosophical impulses and insights and reflectively employ philosophical techniques;
 5. Comprehend, accurately represent, and originally construct arguments in the philosophical style;
 6. Conduct independent philosophical research;
 7. Present independent research in a professional setting.
3. Integration:
 1. Connect philosophical learning to other learning abilities, career goals, daily life, and roles in the world;
 2. Deepen a shared commitment to critical self-reflection as a fundamental dimension of living well.
4. Preparation:
 1. Thrive in selected post-graduate studies;
 2. Address vocational challenges by mobilizing critical thinking, writing, and verbal skills;
 3. Confront personal challenges with an awareness of philosophical resources.
5. Attitude: Gain a "philosophical sense" of curiosity, a willingness to engage in "meta-level" thinking, a determination to understand complex issues, and a cooperative and constructive spirit in critical deliberation with others.

Preparation

Philosophy is a sound choice for those seeking a broad liberal arts undergraduate education and for those who value the skills and outlook imparted by studying the discipline. The major program prepares students for graduate studies in philosophy, law, social policy, and political theory, to name just a few areas of formal specialization. Students preparing for graduate studies in philosophy are strongly advised to follow a more structured majors program with additional course recommendations.

Transfer and Study Abroad Credit

The Philosophy Department's transfer policies are as follows. All transfer courses in Philosophy must be approved by the Philosophy faculty upon consideration of a course catalog description and a syllabus for the course (to be provided by the student). If the course is taken during a student's enrollment at Kalamazoo College (for instance, on study abroad or during the summer), the approval must be obtained before the course is taken. In addition, the Department will consider only courses taught by instructors with a Ph.D. in Philosophy, or who are "ABD" (all but dissertation) in Philosophy.

Requirements for the Major in Philosophy

Number of Units

Minimum of 8 total units are required, which may include the SIP.

Required Individual Courses

PHIL 107 Logic and Reasoning
PHIL 208 19th-Century Philosophy
PHIL 490 Philosophy Seminar

2 Required History and Traditions Courses from the following list:

PHIL 109 Existentialism and Film
PHIL 205 Ancient Philosophy
PHIL 206 Early Modern Philosophy
PHIL 207 18th-Century Philosophy
PHIL 218 Analytic Philosophy & Science
PHIL 310 Critical Social Theory: The Dialectic of Enlightenment
PHIL 311 Postmodern Critical Theory

Majors Preparing for Graduate Studies in Philosophy are Strongly Recommended to pursue the following programs

Number of Units

Minimum of 10 total units are recommended, which may include the SIP.

Required Courses

PHIL 107 Logic and Reasoning
PHIL 208 19th Century Philosophy
PHIL 490 Philosophy Seminar

4 History & Traditions Courses chosen in close consultation with the department:

PHIL 109 Existentialism and Film
PHIL 205 Ancient Philosophy
PHIL 206 Early Modern Philosophy
PHIL 207 18th-Century Philosophy
PHIL 218 Analytic Philosophy & Science
PHIL 310 Critical Social Theory: The Dialectic of Enlightenment
PHIL 311 Postmodern Critical Theory: The Critique of Modernity

Requirements for the Minor in Philosophy

Number of Units

Six units are required.

Required Courses

PHIL 208 19th-Century Philosophy

Two History & Traditions courses (See list under Required Courses for the Major in Philosophy)

Three electives chosen in consultation with the department. We also recommend either supervisory or advisory involvement with the SIP.

A SIP in Philosophy does not count toward minor requirements.

Philosophy courses

PHIL 105 Ethics Ethics is a sub-field of philosophy with rather lofty goals. Among its objects of study, it investigates what is valuable, what people have practical reason to do, and what is right and wrong. This course is only an introduction to part of this rich subfield: normative ethics. At the end we may have time for a small taste of applied ethics. We start by engaging with standard attempts to question ethics (amoral-ism, relativism, egoism, etc). We then survey the main ethical frameworks: virtue ethics, utilitarianism and deontology. We will read a variety of classical texts in these traditions as well as some more contemporary authors. The course is designed to demonstrate why ethics matters, to expose students to a variety of ethical frameworks and to equip them with the conceptual resources to think critically about each framework.

PHIL 107 Logic and Reasoning An introduction to methods for evaluating the validity and strength of reasoning. The course will investigate (1) the theory and practice of constructing and analyzing arguments as they occur in ordinary, informal contexts (reasoning), and (2) the concepts and techniques of elementary formal logic: the art of symbolizing English-language statements and arguments in terms of formalized languages and applying logical principles to them. Topics explored include informal fallacies, critical thinking, evaluating evidence, deciding between hypotheses, propositional logic, natural deduction, and predicate logic. Recommended for computer science, psychology, and pre-law students.

PHIL 108 Ecological Philosophy This course investigates the question of our understanding of, and ethical responsibility to, animals, plants, microorganisms, non-living beings, ecosystems, and "nature" as a whole. The first part of the course critically assesses whether traditional ethical theories adequately capture our ethical responsibilities to the environment. The second part surveys traditional Western conceptualizations of nature, reason, body, and space, which ecologists severely criticize as detrimental to developing an ecological ethic. Special emphasis will be placed upon developing a philosophical conception of life (bios) that is appropriate for both evolutionary biology and the development of a normative theory of environmental care. Contemporary positions such as anthropocentrism, deep ecology, radical ecology, ecofeminism, and social environmentalism will be studied. Recommended for environmental studies and biology students.

PHIL 109 Existentialism and Film Survey of key existentialist thinkers, such as Kierkegaard, Nietzsche, Heidegger, De Beauvoir, Merleau-Ponty, and Sartre, with a special emphasis upon their radical ideals of freedom and self-responsibility. Films are shown as depictions of existentialist themes, such as alienation, authenticity, bad faith, despair, passion, anonymity, and anguish. Existentialists oppose traditional, "essentialist," "teleological," and "cognitivist" conceptions of human life, and they reject the hierarchical dualities of reason/will, knowledge/choice, mind/body, thought/being. Special emphasis will be placed upon the existentialist analysis of interpersonal relations in contemporary circumstances. Students are required to see seven films in addition to regularly scheduled classes. Discussion-based course with two writing assignments. Recommended for psychology, media studies, and literature students.

PHIL 195 Philosophical Explorations of Happiness What is happiness? What would it mean to live happily? Are there some conditions in which happiness can be realized and others in which it would be restricted? The question of what happiness entails, and what are the ways and conditions in which human beings can experience happiness has been a persistent concern of philosophers since antiquity to the present day. In this class, we will look to a variety of ways that Western thinkers have responded to both the question of what happiness is and what it would mean to live happily. We will also examine the way in which our happiness could be tied to both the nature of our desires and the freedom that we may have to realize happiness.

PHIL/CLAS 205 Ancient Philosophy A study of ancient views on nature, knowledge, soul, the self, morality, and the good life. This is a history of philosophy course rather than a history course; we will be studying the ideas, arguments, and theories put forth by ancient philosophers, rather than biographical, cultural, anthropological, or historical issues about them or their time period. We will largely be trying to understand what these thinkers were trying to say, and why they thought what they did. In addition, we will be discussing the merits of the various positions and reasons offered. Readings will focus on selections from Plato and Aristotle, but will also include readings from the pre-Socratic and Hellenistic philosophers, all major sources of the Western philosophical tradition. Recommended for classics students. . (This is a designated Greek literature or culture course in Classics.)

PHIL 206 Early Modern Philosophy Historical study of the "Early Modern" period in Western philosophy (17th and 18th century). The course will explore the profoundly influential development of rationalist and empiricist approaches to philosophical thinking; topics may include the connection between mind and body, skepticism and the possibility of knowledge, the existence of God, knowledge of the external world, the nature of minds and their ideas, and the proper method of philosophical method. Readings from Descartes, Leibniz, Berkeley, Locke, Hume, and others. Recommended for computer science and psychology students. Sophomore standing recommended.

PHIL 207 18th-Century Philosophy Study of the Enlightenment period through a critical comparison of two of its most famous 18th-century philosophers -- David Hume and Immanuel Kant -- who set the stage for contemporary debates in psychology, cognitive science, and artificial intelligence. Hume proposed to study humans just as Sir Isaac Newton had proposed to study nature: namely, through observation and experimentation. We will study Hume's *A Treatise of Human Nature* as a manifesto for the modern, naturalistic study of human experience and judgment. We will then study Kant's powerful arguments against Hume, examining in close detail Kant's *Critique of Pure Reason*, his demonstration that humans actively synthesize sensory data according to rules that they "spontaneously" impose to make experience possible. The film *Memento*, literary narratives, and studies of Alzheimer patients are used to illustrate the logical and temporal construction of human experience. A reading-intensive course with three essay assignments. Recommended for psychology, computer science, and English students.

PHIL 208 19th-Century Philosophy This course examines how 19th-century European philosophers inherit and develop Kant's radical claims that (1) human agents are radically free, (2) knowledge is constructed, and (3) faith in redemption is rational. We will examine how Fichte, Schiller, Hegel, Marx, Kierkegaard, and Nietzsche work out how humans could really be "free," "autonomous," or "self-determining" while remaining natural animals and socially-situated subjects. Films such as *Memento*, *American Beauty*, *Waterland*, *Babette's Feast*, *The Hairdresser's Husband*, and *Sex, Lies, and Videotape* are shown. Lecture and discussion course with three paper assignments. First-year students with strong writing skills welcome. Recommended for psychology, English, and political science students.

PHIL 209 Philosophy of Science A philosophical examination of scientific methods and reasoning. Topics may include the analysis of explanation, the nature of scientific truth, instrumentalist and realist interpretations of science, confirmation and falsification, observational and theoretical terms, inter-theoretic reduction, the relation among various sciences, scientific revolutions, and the possibility of scientific progress. Recommended for science majors. Sophomore standing recommended.

PHIL 210 Classical & Contemporary Social Contract Theory Critical analysis of competing traditional theories of justice in connection with contemporary political and legal issues surrounding race, ethnicity, and gender. Such topics may include (1) the nature of political legitimation and power; (2) the interdependence of social, legal, and political institutions; (3) legal protection for individuals and groups; (4) the shifting boundaries between individual, private, and public; (5) social-welfare institutions and the marketplace; (6) diversity and democracy; and (7) the autonomy of nation states within the global context. Discussion oriented with three paper assignments. First-year students with strong writing skills welcome. Recommended for political science, pre-law, and HDSR students.

PHIL 211 Philosophy of Law Historical examination of the two opposing paradigms in the study of legal systems: namely, factual ("positivist") and normative ("natural law") models of law. Selected topics may include (1) the relation between law and morality, (2) the nature of legitimation and authority; (3) the nature of juridical interpretation and legal reasoning; (4) the role of the legal system within ethical traditions, market forces, and political institutions; and (5) the Critical Legal Studies challenge to liberal jurisprudence. Readings from Aquinas, Austin, Holmes, Hart, Fuller, Dworkin, Scalia, Unger, Raz, MacKinnon, and Habermas. Seminar format with an emphasis upon discussion and structured debate. Suggested for pre-law and political science students.

PHIL 212 Philosophy of Social Science Introduction to classical and contemporary issues in the logic of the social sciences. Topics include (1) the distinction between the natural and social sciences; (2) historicist and relativist challenges to the objectivity and value neutrality of social inquiry; (3) causal, interpretive, rational, and critical models of practically oriented social research; and (4) behaviorist, structuralist, individualist, reductionist, and holist methods of inquiry. Recent debates about ethnocentrism, gender biases, and epistemological constructivism will be reviewed. We will examine a cluster of important conceptual issues regarding life-narrative psychology as a special case study of social scientific research. Suggested for psychology, sociology/anthropology, and history students.

PHIL 214 Philosophy of Art This course introduces students to a variety of traditional and contemporary philosophical theories of art: namely, Platonic, Aristotelian, rationalist, empiricist, idealist, Marxist, phenomenological, hermeneutic, existentialist, feminist, psychoanalytic, semiotic, deconstructivist, and more contemporary "postmodernist" aesthetics theories. Such theoretical positions inform, but are also tested by, critical and interpretive articles about particular artworks: for example, painting, sculpture, film, architecture, and handcraft. We will focus our attention upon the visual arts -- as opposed to literary, musical, theatrical and the dance media. Students will gain an appreciation of the difficulties philosophers have encountered in framing a theory of "aesthetic perception" and, more importantly, of the remarkable variety of visual art forms.

PHIL/SEMN 215 Human Rights & International Law People often invoke human rights and international law in the course of debate. However, these are highly contested concepts. This course introduces some theoretical clarity with respect to their conceptual grounding, history and contemporary practice. Our primary focus will be on different philosophical theories of human rights, with secondary attention to international human rights law. We start with an orientation on human rights practice and try to move past some of the so-called "challenges" to human rights. This is followed by a look at the main contemporary approaches for conceptualizing human rights: the basic human-interest approach, the capabilities approach and the newer "political" approach (among others). We will spend a few weeks on various debates within the human rights literature as well: Whether there is such a thing as "group rights", whether and how there is a distinction between civil and political human rights on the one hand versus social and economic human rights on the other, when human rights violations might trigger external, international intervention, etc. Prerequisite: Sophomores Only

PHIL 218 Analytic Philosophy & Science Historical introduction to analytic philosophers who studied the foundations of logic, mathematics, science, and linguistics as a critique of traditional philosophy. Recommended for students of the natural sciences, mathematics, cognitive science, and neuroscience interested in the analysis of scientific change and revolution. We examine (1) Frege and Russell's development of formal logic and the foundations of mathematics, (2) Wittgenstein, the Vienna Circle, and logical positivism, (3) ordinary language philosophy, (4) Quine's and Putnam's destruction of logical positivism and the "analytic" conception of language, and (5) formal developments such as Goedel's incompleteness theorem, Tarski's truth schema, Chomsky's generative grammar, modal logic, and direct-reference theories of meaning.

PHIL/RELG 270 Buddha/Buddhist Philosophy This course begins with an examination of the biography of Gautama Buddha, the founder of Buddhism. Focusing first on the traditions of Theravada Buddhism, we explore the construction of the Buddha's life story with attention to the Buddha as a model for the attainment of nirvana. We turn next to the explosion of Buddhas in Mahayana Buddhism and to the fundamental categories of the teachings of the Buddha. Questions at the center of this course are: Why have the teachings changed over time and throughout the spread of Buddhism throughout Asia? What remains "Buddhist" throughout the centuries? We examine these questions by examining the teachings of Theravada and Mahayana Buddhism using primary sources.

PHIL 291 Theorizing Citizenship & Immigration This course examines normative questions raised by citizenship and immigration. The first part of the course surveys different models for political community and how they affect the way we view formal membership status in such communities. We will cover the main philosophical theories for how the ideal of citizenship ought to be conceived. The second part of the course covers refugees: How are they different from immigrants? What special claims do they have? How might recognizing these claims affect the resources and attention nations should give to immigrants? The third part of the course covers more standard cases of immigration. We will cover key philosophical arguments that advocate either more or less restrictive immigration policies: arguments about the acceptable criteria that may be used in deciding who to admit, regarding how much weight the preservation of "national culture" should hold (and who decides what that is, anyhow?), about the moral (un)desirability and (im)practicability of open borders, on whether and to what extent receiving nations should seek to mitigate the "brain-drain" from sending nations, and finally arguments about the priority immigration reform should take vis-à-vis other reforms of issues that might "cause" mass migration (global poverty, weak international institutions, repressive, incompetent or exploited/exploitative governments abroad, etc).

PHIL 295 Special Topics Special Topics offerings focus upon topics not addressed in the department's regular offerings. The course can be repeated with a different topic. Check the course schedule to see when Special Topics courses are being offered.

PHIL 295 History and Freedom Critical examination of ancient, modern, and contemporary conceptualizations of human history in connection with the theme of human freedom. Special emphasis is given to the contrast between dualistic conceptions of history, both theological and philosophical, and materialist conceptions of history that link the unfolding of time with the advent of human freedom. Readings from St. Augustine, Kant, Hegel, Marx, Nietzsche, Adorno, and Benjamin. We conclude with reflections upon contemporary emancipatory movements and their varying conceptualizations of how freedom might redeem, not only the future generations, but past ones as well.

PHIL 305 Biomedical Ethics This course focuses on a variety of ethical issues brought about by modern medical technology and practice. We start by surveying the normative frameworks used by contemporary medical ethicists, paying particular emphasis to the main principles of medical ethics and the special nature of the relationship between doctors and patients. We then apply the principles of medical ethics and our insights about the doctor-patient relationship to controversial contemporary issues such as abortion, physician assisted death/suicide, euthanasia, the limits of doctor-patient confidentiality, the determination of organ transplant recipients, the determination of patient competence, and surrogacy contracts (among other issues). The class will often use short narrative case studies and longer court cases in order to highlight the complex nature of these issues. The course aims to emphasize that these issues are controversial precisely because very good arguments can often be made on either side, and to give students the analytical and evaluative frameworks to make judgments on their own. Readings will include contemporary philosophical articles, court decisions, statements by medical and governmental organizations, and textbook material on ethical theories and tools. Suggested for health sciences students and recommended for science students. No prerequisites, but junior- or senior-level reading and writing skills are recommended.

PHIL 306 Philosophy of Language Study of 20th-century philosophy of language. Introduction to traditional semantics (e.g. reference, truth, and meaning) will be followed by a detailed examination of speech-act theory or pragmatics. The course will focus on the complexity of speech acts and the various dimensions of understanding involved in successful communication. Using speech act theory, students are asked to analyze cinematographic artworks such as *Twelfth Night*, *Glengarry Glen Ross*, *American Buffalo*, *Oleanna*, etc. to examine how language and social power work together. Topics include theories of speaker meaning and reference, indexicals, direct and indirect speech acts, conversational implication, presupposition, anaphora, non-literal language use, translation, rule-following, and the relation between language and thought. Readings from Frege, Russell, Wittgenstein, Quine, Austin, Dummett, Putnam, Searle, Davidson, Habermas, and Recanati. Lecture and discussion format with three essay assignments. Recommended for foreign language, theatre arts, and English students.

PHIL 308 Metaphysics and Mind Examination of topics in the Western philosophical areas of metaphysics and philosophy of mind, and their intersection. Metaphysics is concerned with the structure of reality; philosophy of mind is the branch of metaphysics concerned with the nature of minds. The topics studied could include the "mind/body problem," consciousness, personal identity, and free will and determinism. Is the mind a nonphysical soul-like entity, or is the mind the brain, or is it the software that runs on the brain's hardware, or is it something else? Can the qualitative part of our experience -- the part involving what it feels like to be in various states -- be captured in purely physical terms, or is it inescapably nonphysical? What makes you the same person over time? Does modern scientific knowledge entail that none of our actions is really free? What is it for an action to be free, anyway? The readings for this course will consist mostly of primary scholarly articles by contemporary philosophers. Suggested for psychology students. Some background in philosophy recommended.

PHIL 310 Critical Social Theory: the Dialectic of Enlightenment Introduction to the Frankfurt School of Social Criticism and its legacy as "Critical Social Theory." We begin by examining the "first generation" of the Frankfurt School, from its founding in the 1920s and '30s by Horkheimer, Adorno, Benjamin, Fromm, and Marcuse to Habermas's early writings in the '60s & '70s. We then examine "second-generation" research, Juergen Habermas's "Theory of Communicative Action," with its distinctive ideal of "undistorted communication" as the measure of social rationality. Finally, we explore Axel Honneth's alternative, "third generation," Neo-Hegelian model of social development, with its distinctive ideal of "undamaged identities" and the "struggle for mutual recognition" as the critical measures of social pathologies. Throughout the course, examples of U.S. social movements -- green, feminist, queer, race-based, & post-colonial movements -- will be used to assess the relative strengths of these competing diagnostic models of social crisis. Suggested for political science, anthropology/sociology, economics, and environmental studies students. Recommended for students with some background in philosophy, in particular students who have taken 19th-Century Philosophy. We recommend 19th-Century Philosophy as a prerequisite, but it's not required.

PHIL 311 Postmodern Critical Theory: The Critique of Modernity Introduction to contemporary French philosophy, with special emphasis on the themes of language, desire, embodiment, and sexual difference. We examine the early debate between Merleau-Ponty and Lacan on the acquisition of language, formation of desire, and development of body images. We then turn to two key post-structuralists: Michel Foucault and Jacques Derrida. We focus upon Foucault's transition from his "archaeology of knowledge" to his mature "genealogy of desire," contrasting his account of embodiment and social power to Pierre Bourdieu's. After reviewing Derrida's deconstructionist analysis of language, we turn to one of the following figures: Kristeva, Deleuze, Irigaray, Butler, or Zizek. Films are shown throughout the course on Wednesday evenings. Media Studies concentrators are encouraged to write final essays linking philosophy and cinematography. Suggested for media studies, psychology, English, French, and political science students. Some background in philosophy recommended.

PHIL 490 Philosophy Seminar Intensive study of contemporary research on a major philosophical issue. The seminar is devoted to the critical reading of significant contemporary publications and a subsequent examination of the philosophical debates they have spawned. Advanced seminar-style discussion-centered course, with participants writing and presenting scholarly papers for the group. The seminar may meet over the course of either one or two quarters. Prerequisite: Senior standing

PHIL 593 Senior Individualized Project Each program or department sets its own requirements for Senior Individualized Projects done in that department, including the range of acceptable projects, the required background of students doing projects, the format of the SIP, and the expected scope and depth of projects. See the Kalamazoo Curriculum -> Curriculum Details and Policies section of the Academic Catalog for more details. Prerequisite: Permission of department and SIP supervisor required.

Physical Education

Professors: Dougal, Farrell, Goyings, Hess (Chair), Hughes, Krajacic, Krasinski, Miller, Milliken, Murphy, O'Farrell, Olds, Ott, Redko, Riley, K.J. Smith, Shabazz, Ward, Zorbo

Through its physical education activity requirement and offerings that carry academic credit, the College honors the "sound mind in a sound body" philosophy that is a landmark of a liberal arts education. Several opportunities for healthful activities are housed in the department of physical education which includes intramurals administration and the department of athletics in addition to the cadre of activity classes.

The Physical Education Graduation Requirement

All students shall earn one unit of physical education (PE) activity, which may be met by electing and satisfactorily completing five activities, each equal to 0.2 units, selected from physical education activity classes, intercollegiate athletics, study abroad, and Land/Sea, subject to the following conditions:

1. A modified or otherwise specifically planned program will be developed by an advisor in the department for any student having a complete or partial restriction as indicated on that individual's health record.
2. Students are urged to complete the requirement over the period of five quarters.
3. Students may take as many PE activity classes as they desire, but only one unit, or five 0.2-unit activities, will be counted toward the graduation requirement.
4. All activity courses may be repeated as often as desired, with the exception of PED 101, Mind/Body, which carries 0.4 units.
5. Varsity athletes earn one activity credit per sport per academic year, and split seasons such as golf will award one activity credit for the academic year, whether the athlete participates in fall or spring or both.
6. One activity credit for physical education may be granted for each six months of military service or each quarter of ROTC training.
7. In some instances students may receive PE activity credit for activity classes on study abroad, especially those indigenous to a particular culture. These credits must be certified through the Center for International Programs.

Activity courses include various opportunities. Some require that students furnish their own equipment or transportation; some require a modest fee (indicated by *); but one can achieve the full unit with on-campus, non-fee courses. For on-campus fee courses, the fee is charged directly to the student account; for off-campus fee courses, the student pays the instructor as indicated on the course schedule. Activity classes may include the following: all intercollegiate sports, advanced physical training, ballet, basketball, choreography*, developmental swimming, fencing*, first aid and CPR, gardening, individual fitness, indoor rock climbing*, jazz dance*, Land/Sea* (as a participant or a leader), mindfulness, modern dance*, pilates*, scuba*, smoking cessation, stage combat*, Tae Kwon Do*, Tai Chi, tennis, triathlon training, ultimate frisbee, volleyball, weight training, yoga*. Mind/Body, (PED101), is a combination of classroom and individualized activity that focuses on personal health and recognizes a fit and active lifestyle. It is worth 0.4 units. Independent study activity credit is possible for any activity that is not offered on the course schedule, and for which the student has an instructor. All independent studies will need a faculty supervisor and approval by the chair.

Academic Physical Education classes

One academic, full-unit class is offered each quarter through the PE department. These classes are recommended for students interested in coaching, athletics, fitness, or leadership. Either PED 205 or 210 are required for the Health Studies Concentration.

Physical Education courses

PED 009 Arboretum Stewardship Practicum The Arboretum Stewardship Practicum affords students the opportunity to participate in and learn about the management of trails and invasive species control at the college's Lillian Anderson Arboretum

PED 013 Smoking Cessation This class increases awareness of smoking behavior, to provide strategies and support of cessation, and to increase fitness levels of participants.

PED 014 Beginning Ballet An introduction to the fundamentals of Classic Ballet taught in the Vaganova Method (Russian Style). Emphasis will be placed on basic barre work followed by center work and floor combinations. Consideration will be given to body placement and ballet terminology.

PED 015 Intermediate Ballet A continuation of Classical Ballet taught in the Vaganova Method (Russian style) with further emphasis placed on more strenuous barre work, elements of dance history, and pre-pointe. Beginning Ballet I is a prerequisite or permission from the instructor.

PED 016 Ballet Company Technique Instructor approval required for this class.

PED 020 Basketball Instruction for all levels of skill in the fundamentals of basketball. Emphasis on the development and improvement of total fitness, skill and general knowledge about basketball for leisure time use.

PED 026 Circus Arts The goal of this course is to improve students' fitness through circus arts training. The class will provide a safe and supportive setting in which students will push themselves and each other to work out effectively and wisely. A combination of strength, cardio, flexibility, and balance exercises will complement training on the aerial apparatuses. Students will have the opportunity to explore aerial silk, aerial hoop (also known as lyra), and partner acrobatics. Throughout the quarter, students will learn to form performance pieces out of the skills they acquire. See some performances from students in spring 2014 here: <https://www.youtube.com/watch?v=1Caqxh2CROM>

PED 027 Conditioning & Speed This is an advanced level Physical Education class. It is intended to enhance one's strength, speed, agility, conditioning and overall athletic ability.

PED 032 Everyday Adventure Classes will combine instruction in the basics of group development, adventure education, leadership styles, and facilitation. Experiential initiatives and games will constitute the bulk of classroom activities, with visits to the Pretty Lake Adventure Centre for high and low-ropes elements. Students should come prepared to be physically active and dressed to be outside.

PED 033 Fencing An introductory course presenting the sport of foil fencing; the emphasis is on safety, skill acquisition and refinement, fun, and development of a healthy lifestyle. Basic Skills of footwork, attacking and defending with a sword are developed through a combination of lessons, drills, and supervised bouts. Also, briefly covered are the equipment used, the history of the different fencing sports, and an introduction to the rules which govern fencing tournaments. The lessons are determined by the interests of the advanced students. Topics may include advanced skills in footwork, attacks to the blade, advanced parries, or tactics. The class may work on other fencing sports such as epee, saber, or the reconstruction of Renaissance rapier combat. These are developed through intensive bouting and individual or small group instruction. Working with beginning fencers continues to reinforce basic skills and gives experience in coaching others.

PED 034 Modern Dance This class will explore modern dance as it has progressed with a focus on contemporary modern dance that is influenced by many different techniques and styles.

PED 035 First Aid and CPR This course is designed to teach students the currently accepted procedures and principles for CPR and First Aid to be followed in the event of an accident or sudden illness

PED 036 Dance Choreography This course explores different choreographic elements that will help add complexity to our work and develop the ability to look critically at every movement within a choreographed piece. Prerequisite: Must have taken previous dance class with Kate Yancho or permission of instructor

PED 039 Gardening Feel the benefits of gardening to your overall health (mental, physical); understand the fitness/wellness benefits of gardening and gain the basic knowledge and skills needed to grow vegetables that are 100% organic and non-GMO.

PED 042 Horseback Riding Under the instruction of Ena Hansen, owner of Lou Don Farms, the student will arrange riding lessons, practice, and other skills necessary for equestrian success.

PED 045 InerTRAIN InerTRAIN is an online personalized fitness training service connecting real trainers to real clients using technology to remove the limitations of time and place so you can work out anytime, anywhere.

PED 046 Individual Fitness Develop an awareness of the importance and value of physical fitness in everyday life. The student is responsible for one meeting per week, and the practice and recording of one's own personal fitness plan.

PED 047 Jazz Dance Dance your way through the history of the truly American dance form, Jazz Dance. Through movement combinations and music, this class will start with the beginnings and work its way to present trends in jazz dance. This very active class is appropriate for dancers of all levels.

PED 049 Club Lacrosse Student must be a member of the club to elect to take this course

PED 051 Middle Eastern Dance This is a beginning class covering the fundamental movements of what is commonly known as belly dance, as well as some of the folkloric dance styles of the Middle East. Students will learn posture, steps, and movements of these common dances, and will demonstrate beginning level proficiency.

PED 052 Mindfulness The emphasis of this course will involve learning from experience. The experience made available here will be contemplative (or meditation). The course is designed to cultivate an appreciation for everyday experiences and to live in the present moment. This course will involve how each of us can enhance our well being through inward reflection and self-awareness.

PED 054 Adv Physical Training Boot Camp This 10- week course is designed to optimize your health using the five components of physical fitness: cardiovascular health, muscular strength, muscular endurance, flexibility, and body composition.

PED 056 Pilates This course is designed to take you through the basic moves and components of a Pilate's class: concentration, breathing, quality, focus, body awareness, core control.

PED 061 Beginning Racquetball This class provides students with appropriate level of knowledge and skills in racquetball.

PED 064 Recreational Soccer Instruction and review of basic technical soccer skills. Playing experience in an organized environment is preferred but not required.

PED 065 Scuba This class covers equipment setup and equipment breakdown, gear usage on both normal and emergency situations, and equipment-familiarization drills. Open-water training is conducted in local lakes or outside this area with special arrangements. Students who complete all requirements receive a lifetime SCUBA certification from the National Association of Underwater Instructors.

PED 066 Stage Combat This course provides a fundamental knowledge of several different styles of stage combat as well as an understanding of basic fight choreography for stage and film.

PED 070 Developmental Swimming This course is designed to improve your comfort level in the water, your overall fitness and aerobic capacity, and is swimming on your own for fitness, logged and turned in on a regular basis.

PED 071 Tae Kwon Do/ Hapkido This class will give you martial arts training which uses Tae Kwon Do and Hap Ki Do in combination to create the Moo Sool Do system. The class will familiarize students with the movements, forms, and philosophies that are used in martial arts. Students will learn the art of using the hands and feet for quality self defense

PED 072 Badminton To learn the basics of Badminton and create an active and fun environment.

PED 073 Tai Chi This class explores the mind/body connections and fitness aspects of traditional Chinese internal style martial arts. Each Class includes internal energy (chi) cultivation exercises, stretching and strengthening exercises, work on learning from an internal style Kung Fu form and work on learning a Tai Chi form

PED 074 Intermediate Tennis Learn all of the basic fundamentals and skills of tennis, as well as learning how to play the game in an enjoyable and active environment.

PED 075 Advanced Tennis Enhance established technical knowledge and learn the necessary competitive skills for singles and doubles in an enjoyable and active environment.

PED 078 Triathlon Training This class is designed to get participants ready to compete in the Kalamazoo College Triathlon by providing a motivating and fun environment for training

PED 081 Ultimate Frisbee Club Sport Student must be a member of the club to elect to take this class.

PED 082 Volleyball Learn basic volleyball skills and how to train for, and compete on a team.

PED 084 Advanced Weight Training Learn the fundamentals of weight training while helping each student reach their personal fitness goals.

PED 085 Beginning Tennis Learn many of the basic fundamentals and skills of tennis, as well as learning how to play the game in an enjoyable and active environment.

PED 086 Beginning Yoga The course provides a foundation in the practice of yoga as a holistic approach to health, vigor, and happiness.

PED 090 Men's Intercollegiate Sports

PED 091 Advanced Conditioning Develop proper fundamental techniques in weight training. Show students the importance of teamwork in reaching fitness goals.

PED 095 Women's Intercollegiate Sports

PED 097 R.A.D./Self Defense The R.A.D. Systems of Self Defense offers programs for women, children, men and seniors. These offerings provide a truly holistic approach to self-defense education, supporting the necessity of continuous learning in order to provide realistic options for each population as they go through life. Each of these programs includes educational components comprised of lecture, discussion, physical resistive strategies. All of which are facilitated by certified R.A.D. Instructors supported by a network of dedicated professionals who honor one another's student through our unique Lifetime Return and Practice Policy."

PED 098 Independent Study Activity

PED 099 Michigan Land/Sea Expedition

PED 101 Mind/Body I This course is a combination of classroom and individualized activity that focuses on personal health and recognizes a fit and active lifestyle. It is worth 0.4 credits.

PED 103 Learn to Swim This class is designed to help those who cannot swim, learn the basics of the sport. This includes comfort level in the water, floating and basic swim strokes. This is an activity worth .2 units.

PED 105 Step Up! Be a Leader, Make a Difference Step Up! is a prosocial behavior and bystander intervention program that educates students to be proactive in helping others. This is an activity worth .2 units.

PED 115 Kalamazoo Barre Kalamazoo Barre is an off-campus, fun yet challenging, 50-minute workout, inspired by ballet and Pilates. Certified instructors lead the classes which involve small, isometric movements that promote fat burning and interval training.

PED 205 Nutrition Examination of nutritional systems and healthy eating habits for a program of lifelong living. This class contains components of biology, microbiology, food chemistry, human nutrition and metabolism. This is worth 1 academic unit and does not count towards the PE activity requirement for graduation.

PED 210 Care and Treatment of Injuries Knowledge of anatomy, first aid, and examination of techniques used in the prevention and care of athletic injuries. This class is worth 1 academic unit and does not count toward the PE Activity requirement for graduation.

Physics

Professors: Askew, Cole (Chair), Érdi, McDowell, Tobochnik

The physics curriculum at Kalamazoo College provides preparation for the potential physicist as well as a solid background for students in the other sciences. A student majoring in physics can pursue further study in physics, engineering, computer science, astronomy, medical physics, or environmental science. Other opportunities include teaching at the high school level and working in a business that involves modern technology, and other careers such as finance, patent law, and technical editing.

Students interested in majoring in one of the physical sciences should plan to take CHEM 110, MATH 112-113, and PHYS 150 during the first two quarters of the first year.

Students with an AP score of 4 or 5 on the Physics C-Mechanics exam will also be granted credit in PHYS 150 and should begin their sequence with PHYS 152. Students with the same score on the Physics C-E&M exam will also be granted credit in PHYS 152 and should begin their sequence with PHYS 220. Students may also receive credit for PHYS 152 by receiving a 5, 6, or 7 on the IB Physics HL exam.

Students planning on a major in physics should achieve at least "B" level academic work in the department by the time they complete PHY 220.

Students interested in engineering should consider the combined curriculum in engineering. This typically follows the program of the physics major during the first three years. (See the 3/2 Engineering Program description.)

Requirements for the Major in Physics

Number of Units

Eight courses in physics, numbered 150 and higher, with a minimum grade of C- are required for the major. A SIP in physics is not required for the major and, if completed, does not count toward the eight courses. A maximum of one AP, IB, dual enrollment, transfer, or study abroad credit may be counted toward the eight courses. Any number of required cognates may be met with AP, IB, dual enrollment credit, or local placement exam results. Departmental approval is required for all use of AP, IB, dual enrollment credit, and transfer credit toward major requirements.

Required Courses

PHYS 150, 152, Introductory Physics I and II, with Lab

PHYS 220 Intro to Relativity and Quantum Physics with Lab

PHYS 340 Classical Dynamics with Lab

PHYS 360 Thermal Physics with Lab

PHYS 370 Electronics and Electromagnetism with Lab

PHYS 380 or PHYS 410, Semiconductors and Magnetism with Lab or Advanced Electricity and Magnetism

Required Cognates

MATH 112, 113, and 214 Calculus I, II, and III

MATH 240 Linear Algebra and Vectors

MATH 280 Differential Equations and Numerical Methods

All cognates in math must be at C- or above.

Successful completion of the major requires taking a departmental comprehensive exam, normally offered in late January of the senior year. The Advanced Physics GRE exam may be used in place of the locally administered departmental exam.

A least one course in Computer Science, one course in Complex Systems, and MATH 310, Complex and Vector Variables, are recommended for all students in the major. Students planning on graduate study in Physics, Applied Physics, or Electrical Engineering should take both PHYS 380 and 410, and PHYS 420, Quantum Mechanics. Students interested in further study in environmental engineering or related programs should take CHEM 110 and 120, and consider additional coursework in chemistry and biology. Students interested in biological physics or neuroscience should explore the concentrations available in those subjects.

Requirements for the Minor in Physics

Number of Units

Six units, exclusive of lab credit, in Physics are required, with a minimum grade of C-.

Required Courses

PHYS 150, 152 Introductory Physics I, II with Lab

PHYS 220 Intro to Relativity and Quantum Physics with Lab

Three additional physics courses, two at the 200 level or above and at least one at the 300 level or above.

Students may not major in 3/2 engineering and minor in physics.

Physics courses

PHYS 102 Astronomy Study of modern astronomy beyond the solar system: stars, galaxies, pulsars, quasars, black holes, and cosmology. Emphasis on fundamental physics and its application to understanding the structure and evolution of astronomical objects.

PHYS 105 Energy and the Environment Application of scientific concepts and analyses to the study of the production, conversion, and consumption of energy, and an understanding of the associated environmental and societal implications. Designed primarily for students not majoring in the physical sciences; especially appropriate for those in the environmental studies concentration.

PHYS 150 Introductory Physics I with Lab Conceptual and practical study of the basic conservation laws (momentum, energy, and angular momentum) and the Newtonian world view. Prerequisite: MATH-111 or MATH-112 All course prerequisites must be met with a minimum grade of C-.

PHYS 152 Introductory Physics II with Lab Study of the fundamental and practical concepts associated with electric and magnetic fields and their unification. Prerequisite: PHYS-150 and MATH-111 or MATH-112 All course prerequisites must be met with a minimum grade of C-.

PHYS 205 Applications of Physics in the Biosciences How can we observe nano-scale biological systems? How does the flexibility of a molecule contribute to its biological function? How can we make sense of vast amounts of complex and sometimes "messy" biological data? This course is an introduction to the advantages and limitations of using physical techniques and models to address biological questions. We will focus on molecular-scale systems and dynamics, with topics to include optics and microscopy, physical properties of biomolecules, and modeling dynamic molecules and systems. Current biophysical research and interdisciplinary communication skills will be emphasized through periodic discussion of articles from the primary literature. Prerequisite: BIOL-112 and PHYS-150 or Instructor Permission All course prerequisites must be met with a minimum grade of C-.

PHYS 210 Nuclear and Medical Physics with Lab Emphasis on application of physics to medicine, focusing on radioactivity, radiation therapy, and diagnostic and imaging techniques. Prerequisite: PHYS-152 All course prerequisites must be met with a minimum grade of C-.

PHYS/IDSY 215 Introduction to Complex Systems Study of how collective behavior emerges from the interaction between a system's parts and its environment. Model systems from the natural sciences and social sciences will be used as examples. Both historical and contemporary approaches will be discussed.

PHYS 220 Introduction to Relativity and Quantum Physics with Lab Study of light, special relativity, and quantum physics with applications. Prerequisite: PHYS-152 and MATH-113. (MATH-214 & 240 recommended.) All course prerequisites must be met with a minimum grade of C-.

PHYS/COMP 255 Computer Programming and Simulation Computer modeling of physical phenomena. Programming skills will be developed in the context of doing physics. Topics include numerical integration of Newton's equations, cellular automata, and random walks, including Monte Carlo methods. Prerequisite: PHYS-150 All course prerequisites must be met with a minimum grade of C-.

PHYS/MATH 270 Nonlinear Dynamics and Chaos Dynamical systems are mathematical objects used to model phenomena of natural and social phenomena whose state changes over time. Nonlinear dynamical systems are able to show complicated temporal, spatial, and spatiotemporal behavior. They include oscillatory and chaotic behaviors and spatial structures including fractals. Students will learn the basic mathematical concepts and methods used to describe dynamical systems. Applications will cover many scientific disciplines, including physics, chemistry, biology, economics, and other social sciences. Appropriate for Math or Physics Majors. Either MATH 305 or this course, but not both, may be counted towards the major in mathematics. Prerequisite: MATH-113 All course prerequisites must be met with a minimum grade of C-.

PHYS 340 Classical Dynamics with Lab Study of classical dynamics emphasizing physical reasoning and problem solving. The Newtonian, Lagrangian, and Hamiltonian formulations are discussed, and applications are made to planetary motion, oscillations, stability, accelerating reference frames, and rigid body motion. Prerequisite: PHYS-152 and MATH-280 All course prerequisites must be met with a minimum grade of C-.

PHYS 360 Thermal Physics with Lab Introduction to thermal physics with emphasis on a statistical approach to the treatment of thermodynamic properties of bulk material. Prerequisite: PHYS-220. (MATH-280 recommended.) All course prerequisites must be met with a minimum grade of C-.

PHYS 370 Electronics and Electromagnetism with Lab Basic concepts of analog and digital electronics are taught along with intermediate level electrostatics and electrodynamics. Mathematical topics include introductory vector calculus and field theory. The laboratory portion emphasizes circuit analysis, measurement technique, and the skillful use of modern digital instrumentation. Prerequisite: PHYS-220 and co-enrollment in or completion of MATH-280. All course prerequisites must be met with a minimum grade of C-.

PHYS 380 Semiconductors and Magnetism with Lab The relationship between electricity and magnetism is studied through the introduction of Maxwell's equations. Semiconductor material properties are studied, along with device structures for diodes, transistors, and simple integrated circuits. The laboratory portion emphasizes circuit construction techniques, device characterization, amplifier design and feedback, and signal/noise analysis. Prerequisite: PHYS-370 and MATH-280 All course prerequisites must be met with a minimum grade of C-.

PHYS 410 Advanced Electricity and Magnetism with Lab Study of electromagnetic field theory, electrostatics, potential theory, dielectric and magnetic media, Maxwell's field equations, and electromagnetic waves; vector calculus developed as needed. Prerequisite: PHYS-370 and MATH-280 All course prerequisites must be met with a minimum grade of C-.

PHYS 420 Quantum Mechanics with Lab Study of the principles and mathematical techniques of quantum mechanics with applications to barrier problems, the harmonic oscillator, and the hydrogen atom. Prerequisite: PHYS-340 and MATH-280 All course prerequisites must be met with a minimum grade of C-.

PHYS 480 Special Topics Techniques Special Topics offerings focus on a physics topic not addressed in the department's regular offerings. Possible topics include general relativity and cosmology, solid state physics, particle physics, soft condensed matter physics, biological physics, advanced laboratory techniques, and fluid mechanics. Check the course schedule to see when Special Topics courses are being offered.

PHYS 481 Special Topics: General Relativity & Cosmology General relativity is a geometric theory of gravity which has significant implications upon cosmology from gravitational redshift and bending of light rays to black holes and the large scale structure of the universe. We will learn to use tensors to perform calculations and study the implications of the Einstein equation.

PHYS 482/MATH 305/IDSY 305 Special Topics: Dynamic Models in Social Sciences The study of why mathematical and computational methods are important in understanding social phenomena, and how different social phenomena can be described by proper mathematical models. Specifically, applications of the theory of dynamical systems will be presented. Designed for math/science and social science students. Either MATH/PHYS 270 or this course, but not both, may be counted towards the major in mathematics.

PHYS 593 Senior Individualized Project Each program or department sets its own requirements for Senior Individualized Projects done in that department, including the range of acceptable projects, the required background of students doing projects, the format of the SIP, and the expected scope and depth of projects. See the Kalamazoo Curriculum -> Curriculum Details and Policies section of the Academic Catalog for more details. Prerequisite: Permission of department and SIP supervisor required.

Political Science

Professors: Berry, Dugas, Einspahr (Chair), Elman

Political Science is an essential component of a liberal arts education, providing students with the tools to understand the complex world of politics and, in the process, to become better citizens. As a field of academic study, Political Science is both a classical discipline and a more recently developed social science. The study of politics utilizes philosophical, historical, and comparative analysis to examine governments, transnational institutions, political movements, politics, and policies. Knowledge of these areas enables students to participate more effectively in the political process on behalf of their own values. Students also learn skills to scrutinize both their own value systems and those of others.

The Political Science Department seeks to provide broad yet rigorous training in the fields of U.S. politics, comparative politics, international politics, and political theory. This training provides a thorough grounding for study in graduate and professional schools (including law school), as well as preparation for public service, nongovernmental employment, civic engagement, and political activism at the local, state, national, and international levels.

Requirements for the Major in Political Science

Number of Units

Nine units are required, not including the SIP.

Required Courses

POLS 105 Introduction to American Government

POLS 106 Introduction to Comparative Politics

POLS 107 Introduction to International Politics

POLS 490 Contemporary Behavior, Theory, and Methodology

ONE of the following:

POLS 257 Justice and Political Community: Classical Political Thought

POLS 260 Liberty, Equality, and Authority: Modern Political Thought

POLS 263 American Political Thought

The political science department requires all majors to pass a written comprehensive examination covering the fields of U.S. politics, comparative politics, international politics, and political theory. In addition, the department strongly encourages students to complete their introductory courses prior to leaving for study abroad.

Requirements for the Minor in Political Science

Number of Units

Six units are required.

Required Courses

POLS 105 Introduction to American Government

Five additional political science courses

Off-Campus Credits

One Political Science course from off-campus (study abroad or transfer credit) may count for credit toward the Political Science major or minor. Students must formally petition the department for approval of the course and provide the necessary materials (syllabus, notes, papers, etc.) for review. In general, the Political Science Department will accept for credit only a course that is not offered at Kalamazoo College.

Political Science courses

POLS 105 Introduction to U.S. Politics: Theory and Practice Contemporary conceptions of democracy in the United States are often based on the classic pluralist model of governance: individual citizens articulate interests, groups naturally form and lobby on behalf of those interests, a fair debate ensues, and the democratic system generates outcomes reflecting a general will. While this may serve as an ideal as to how democracy ought to operate, it is not clear whether it is an accurate reflection of how our democracy actually operates. In this course we will employ a multitude of approaches—theoretical, historical, behavioral, and institutional—to assist you in assessing the extent to which the functioning of democracy in the United States fulfills its promise.

POLS 106 Introduction to Comparative Politics Introduction to the structure and functioning of different systems of governance within a comparative framework. What are the various paths to political development taken by various industrialized nations? To this end, students compare and contrast various political ideologies, cultures, and state institutions and their organizations.

POLS 107 Introduction to International Politics An introduction to the study of international relations that focuses on the core issue of international war and peace. The issue is used as a means to explore how political scientists analyze international relations. The course examines different approaches to analyzing international relations (the system, state, and individual levels of analysis), as well as the ongoing debates between the paradigms of realism, liberalism, radicalism, and feminism.

POLS 205 The Politics of Revolution The very casual use of the term "revolution" frequently betrays its importance. What, for example, does it mean to be a "revolutionary"? Moreover, what has "revolution" meant for men and women? This course seeks to clarify its meaning(s), consider its causes, and explore the consequences with attention to the French and Russian revolutions. The revolutions of 1989 throughout Eastern Europe will also be considered.

POLS 210 Comparative Political Institutions: Social Europe Examination of the political systems, institutions, and practices of European states. Emphasis is on analysis and comparison of social policies concerning immigration, the environment, and other issues.

POLS 225 Constitutional Law Constitutional practice and doctrine commonly stand at the crossroads between law and politics. Although the US Supreme Court has long been involved in articulating constitutional rules and principles, these have never been its exclusive province. Congress, the President, political parties, and interest groups also play a significant role. Focusing on the development of constitutional doctrine across time, we will consider the growth of the Supreme Court's authority, the Court's relation to the other federal branches, and the relationship between constitutional change and social movements.

POLS 227 Law, Politics, and Society Throughout the history of the United States, the government has made decisions in an effort to protect the nation from both internal and external forces, particularly in times of "national crisis." In this class we will study and discuss the impact national crises have on law, politics, and society.

POLS 229 Race, Law, & US Politics This class focuses on what Supreme Court decisions regarding race tell us about our constitution, how law and politics are balanced, and the appropriate scope of judicial decision-making. Supreme Court decisions on race provide an illuminating lens by which to investigate core concepts in legal decision-making and their underlying implications and assumptions. The aim of this course is threefold: to introduce students to the verbal and written analysis of complex texts and concepts in law, to familiarize students with basic authors and concepts in political science, and to help students think more critically and systematically about their own political ideas.

POLS 230 Congress & the Presidency Legislative power in American democracy is divided principally between two legislative institutions: Congress and the Presidency. By design our founders created a government comprised of separate institutions with overlapping powers and distinct constituencies. In this course we will investigate both the origins and consequences of this institutional design. We will examine the ways in which each institution has shifted over time, the political and contextual factors that served as a catalyst for these changes, as well as their consequences on both policy-making and representation. Finally, we will identify the mechanisms elites employ to pursue legislative objectives, the barriers they face, and the level of representation and policy-making that results.

POLS 231/SEM 209 The Politics of Rights & Immigration According to the UN Charter of Fundamental Rights, one has a fundamental right to leave one's country of origin (1948, Article 13), yet there is no corresponding right to enter another country. This sophomore seminar considers the consequence of this tension with attention to normative questions of who should be allowed entry to and citizenship within (other) states. In addition, we explore the empirical complexities that inform and result from these judgments. This broadly international and interdisciplinary seminar privileges states, laws (domestic and international) and actual policy over the last sixty years, with particular attention to North America and Western Europe - key destinations for migrants and thus crucial laboratories to investigate the myths, realities, policies and consequences of immigration. At a time when there are growing pressures for increased immigration in Western Europe, we conclude by noting recent developments within the European Union to harmonize asylum and immigration policies. We ask - what are the ethical challenges and what might the future look like?

POLS 245 Politics of Latin America This course provides an introduction to contemporary Latin American politics. The first part of the course examines the historical factors and socioeconomic conditions that have influenced the development of Latin American politics, including its frequently troubled relationship with the United States. The second part examines the principal political structures that have characterized Latin American politics in the form of authoritarian, revolutionary, and democratic regimes.

POLS/AFST 248 Politics of Sub-Saharan Africa This course offers an in-depth perspective on the study of Sub-Saharan African politics. It examines Africa's post-independence democratic strides, security issues, and the failure and successes of statism. It specifically exposes students to the challenges and the conundrum of the postcolonial state and the efforts in dealing with such challenges in Africa. The end of the Cold War as well as the demise of apartheid affected the political landscape in Africa, thus strengthening the role of grassroots organizations and of other external forces to engage in the process of state reconstruction.

POLS/CLAS 257 Justice and Political Community: Classical Political Thought This course examines political thought from the Greek period through the Italian Renaissance. We will pay particular attention to classical conceptions of human nature, justice, the ideal political order, and the obligations of citizens to their political communities. We will also form an appreciation for the Greek and Roman foundations of subsequent political systems. Thinkers covered include Thucydides, Plato, Aristotle, Cicero, St. Augustine, and Machiavelli.

POLS 260 Liberty, Equality, and Authority: Modern Political Thought This course examines political theory in the "modern" period (roughly 1650-1900). We will explore liberal, radical, conservative, and socialist frameworks for answering the question, "What makes authority legitimate?" Theoretical topics include classical social contract theory; resistance and revolution; the proper relationship between liberty and equality; and competing articulations of "rights." We will read the work of Hobbes, Locke, Rousseau, Burke, Wollstonecraft, Mill, Marx, and others.

POLS 263 American Political Thought In this course we will explore the main currents of American political thought (APT) by focusing on how the concept of freedom has developed in America over the last 400 years. In particular, we will examine the ways in which a "classical" conception of freedom, originating in Puritanism, classical liberalism, and civic republicanism, has worked to include and exclude various groups of people and ideas over time.

POLS/WGS 265 Feminist Political Theories In this course, we will engage critically with a variety of feminist theories that have emerged as women have struggled for social and political change. First we will explore the history and development of feminist theories with a focus on the role of "experience" and the category "woman" in feminist theorizing, paying particular attention to the intersections of gender, race, class, and sexuality. Using various feminist theoretical approaches, we will then explore issues such as women's embodiment, reproductive freedom, sexual violence, women's agency, and the role of the state in advancing feminist goals. Prerequisite: Sophomore Standing

POLS 270 The European Union: Institutions, Actors, Aliens and Outcomes This course offers a broad introduction to the European Union and the politics of European integration. We move from a historical overview to a description and assessment of several basic political institutions and conclude with the impact that European integration has had (and continues to exercise) over matters ranging from agriculture, food, the environment, and crime to citizenship, migration, gay rights, and women's rights.

POLS 285 United States Foreign Policy The first part of this course provides an introduction to, and a historical overview of, U.S. foreign policy from the end of World War II to the present. Particular emphasis is given to security issues, the development of the Cold War, and the search for a guiding doctrine for contemporary U.S. foreign policy. The second part of the course examines the way in which U.S. foreign policy is made, looking specifically at the role of the Presidency, Congress, and the bureaucracy.

POLS 295 Special Topics Special Topics offerings focus upon topics not addressed in the department's regular offerings. The course can be repeated with a different topic. Check the course schedule to see when Special Topics courses are being offered.

POLS 295 Special Topics: Political Theory and the Environment This course will serve as an introduction to the growing field of environmental political theory, or political ecology, including the writings of political theorists past and present on the relationship between politics, humans, and non-human nature and attempts by contemporary political theorists and environmental activists to articulate principles for organizing society in relation to the natural world. Students will confront their own assumptions about the proper relationship between humans and the natural world, which are embedded in core political concepts such as citizenship and democracy, and work to form reasoned judgments in relation to current environmental problems and controversies.

POLS 295 Special Topics From hazardous chemicals and nuclear accidents to stratospheric ozone depletion and concern over tropical rain forests and "sustainable development," environmental justice activists have raised our consciousness and endeavored to provide a coherent vision of policies and programs they want implemented. How did activists express their claims, what are some of the specific challenges they faced, and how have different states/regions around the world responded?

POLS 305 International Law and Organization This course addresses: 1) the history, structure, promise, and limitations of international organizations, especially the United Nations; 2) the basic nature and scope of international law; and 3) how the interplay of international law and organizations affects key areas of global relations, particularly the use of force, collective security and peacekeeping, the treatment of civilians in war, and human rights more generally.

POLS 310 Women, States, and NGOs What role do states have, if any, in defining, maintaining, constructing, or remedying sex discrimination? This course provides a comparative, historical framework to consider the challenges and opportunities feminist movements have met and continue to face as they mobilized both within and beyond their countries to demand social justice.

POLS 315 Public Opinion: Race, Class, and Gender The preferences of the public, and how these preferences are transmitted to elected officials, serve as the foundation of representative democracy. Thus, to evaluate the success of a democracy one must begin with a clear understanding of the origins, measurement, structure, and consequences of Americans' political attitudes. This course will explore the multitude of factors that structure and influence the development of political attitudes, the extent to which these attitudes are represented in government, and whether policy outcomes are reflective of public demands. Finally, we will apply the knowledge and analytical strategies that we have surveyed to better understand racial, class-based, and gender cleavages in American politics today. Prerequisite: POLS-105

POLS 320 Democracy and Democratic Theory What does it mean to say that something is "democratic" or that a government is a "democracy"? Almost everyone today claims democratic principles as their own, yet there is widespread disagreement about what this really means. The literal translation of "democracy" is "rule by the people," but rule how exactly, and over what matters? And who is included in "the people"? In this course we will examine the theory and practice of democracy in historical context as well as its meaning for people around the world today. Topics covered include classical democracy and republicanism; liberal, direct, radical, agonistic, and deliberative democracy; and challenges to democracy in the present age of global and corporatism. Offered biannually

POLS 325 Race and Politics Race has been present at every critical moment in American political development, shaping political institutions, political discourse, public policy, and its denizens. Its evolving and dynamic status as a structure of inequality, a political organizing principle, an ideology, and a system of power necessitates that we study the politics of race historically, institutionally and discursively. This class focuses on the broad implications of race/racism as it relates to constitutional law/constitutionalism, sovereignty and American empire. Moving beyond the standard moral analysis, we focus on the dynamic relationship between race and American politics to illuminate an investigation and interrogation of core legal concepts, political decision-making - including underlying implications and assumptions. Prerequisite: POLS-105

POLS 330 The Politics of the Holocaust Study of two fundamental elements: (1) a brief historical overview of anti-Semitism and the social construction of identity whereby Jews are rendered "Other," and (2) a focus on how and by whom the Jews were annihilated. Students will comprehend the unique fate of the Jews under National Socialism, the incorporation of racial eugenics into law, and the capacities of modern states to service genocide.

POLS 360 Domination, Liberation, and Justice: Contemporary Political Thought In the twentieth century, a diverse group of thinkers challenged the basic underlying premises of modern political thought, refiguring how we think about domination, liberation, and justice. In this course, we will be addressing the overlapping themes of knowledge, power, history, and identity as they relate to contemporary political dilemmas. Thinkers discussed may include Arendt, Beauvoir, Butler, Foucault, Nietzsche, and other contemporary thinkers. Previous coursework in political theory or philosophy is recommended. Offered biannually.

POLS 370 Civil Liberties and Civil Rights Study of individual liberties as defined by today's Supreme Court; development of the Court's point of view in such areas as freedom of speech, subversion and disloyalty, religious freedoms and church-state separation, and equal protection of the law; the role of the Supreme Court in the political system of the United States.

POLS 375 International Political Economy This course deals with issues arising in a world system that is increasingly united by a global economy, but that remains fragmented politically. It begins with an examination of the alternative paradigms of economic liberalism, economic nationalism, and radicalism. It then proceeds to examine in greater detail issues concerning international trade (including debates over globalization and free trade) and the international monetary system (including the roles of the IMF and World Bank, debt crises, and financial crises). Prerequisite: POLS-107

POLS 380 Drugs, Democracy, and Human Rights An overview of three of the most contentious issues in contemporary U.S. foreign policy. Specifically, the course examines the role of U.S. policy with regard to the problems of international human rights, the promotion of democracy, and the international drug trade. Past and present U.S. policy is discussed, as well as what U.S. policy ought to be regarding these challenging problems.

POLS/SEMN 410 From Social Movements to Non-Profits We will compare and contrast the politics of "social movements" across different countries and in the context of "globalization". We open with an overview concerning the decline of traditional mass based political institutions (e.g., parties and unions) and consider the rise of alternative forms of political expression - including movements and NGOs (non-governmental organizations). After focusing on contemporary debates about movements (e.g., the efficacy of social movements for positive social change) we will reflect on the often-vibrant debates that occur within them (e.g., priorities, identities, alliances, strategies, funding and institutionalization). Prerequisite: Seniors Standing

POLS 490 Contemporary Behavior, Theory, and Methodology Analysis of major premises and theoretical frameworks underlying current political science research. Prerequisite: Senior standing.

POLS 593 Senior Individualized Project Each program or department sets its own requirements for Senior Individualized Projects done in that department, including the range of acceptable projects, the required background of students doing projects, the format of the SIP, and the expected scope and depth of projects. See the Kalamazoo Curriculum -> Senior Individualized Project section of the Academic Catalog for more details. Prerequisite: Permission of department and SIP supervisor required.

Psychology

Professors: Batsell (Chair), Boatwright, Érdi, Fletcher, Gregg, Hostetter, Langeland, Liu, Perry, Tan

Psychology, broadly defined, is the study of animal and human behavior as well as human experience. The discipline involves the use of scientific methods in the discovery of facts and confirmation of theory as well as applications to problems. The major, therefore, includes a focus on the understanding and use of research skills and techniques. Psychology is a diverse field with important connections to biology, education, philosophy, and sociology. Increasingly, psychologists may be found in business, industry, education, government, and medicine, as well as in the more traditional areas of research and mental health.

Given its diversity and connections to other disciplines, psychology is a reasonable choice of major for students who seek a broad liberal arts undergraduate education. Psychology is also a practical major for those who seek careers immediately after graduation in fields where interacting with other people is primary—management, criminal justice, or human services, for example.

Psychology majors may choose to pursue advanced degrees in three general directions: one, as scientists, leading to careers in higher education or research settings; two, as practitioners, leading to roles as clinicians, school psychologists, industrial psychologists, and health psychologists; and three, as professionals in other fields such as law, medicine, and business administration.

Advanced Placement

Students with an Advanced Placement (AP) score of 4 or 5 on the Psychology Exam will be granted credit in PSYC 101. This credit will satisfy the PSYC 101 prerequisite for upper-level psychology classes.

Requirements for the Major in Psychology

Number of Units

Nine psychology units are required (SIP units do not count towards the major in psychology)
Psychology majors must pass the Comprehensive Examination in Psychology

Required Courses

PSYC 101 General Psychology

PSYC 301 Introduction to Research Methods

PSYC 390 Experimental Methods

One course designated a diversity/inclusion course (chosen from PSYC230, PSYC238, PSYC270, PSYC295 Psychology of Sexuality, PSYC295 Psychology of the African American Experience, PSYC340)

Two courses at the 400 level

Required Cognates

MATH 105, MATH 260, or ANSO 212 (at C- or better). MATH 260 is preferred.

Requirements for the Minor in Psychology

Number of Units

Six units are required. Minors must pass the Comprehensive Examination. Students who plan to earn a minor in psychology must declare the minor by the fall quarter of their senior year.

Required Courses

PSYC 101 General Psychology

Five additional psychology electives, not including PSYC 301 or 390.

Please check on prerequisites for each course.

Students may not major in human development and social relations (HDSR) and minor in psychology.

Psychology courses

PSYC 101 General Psychology Survey of major theories, methods, and findings related to understanding mental processes, emotions, behavior, and experience; examination of such topics as the brain, learning, memory, perception, personality, and psychotherapy. This course (or completion of AP Psychology) is a prerequisite for all courses in the department.

PSYC 205 Sports Psychology Survey of theories, research methods, and clinical techniques of psychology that focus on the mind-body problem in sports; investigation of issues relating to self discipline as well as improving individual and team performance. Prerequisite: PSYC-101

PSYC 210 Developmental Psychology The study of development from birth through early adolescence, examining concepts, theories, and research findings related to topics such as motor, perceptual, linguistic, artistic, cognitive, and identity development. Prerequisite: PSYC-101

PSYC 211 Adolescent Development Research and theory regarding development between puberty and emerging adulthood including physical, cognitive, social, emotional, and personality development. Contexts of adolescence within the family and within the peer group including sexuality, dating and romantic relationships. Perspectives regarding gender and moral development. Prerequisite: PSYC-101

PSYC 220 Drugs, Addiction, and Behavior This course will provide an overview of psychotropic drugs, both legal and illegal. An overview of psychopharmacology, behavioral pharmacology, physiological effects on the brain, social influences, and controversial issues related to drug use and abuse will be explored. Prerequisite: PSYC-101 and Restricted to First-Years and Sophomores.

PSYC 225 Consciousness and Dreams This course examines consciousness and dreams from a variety of different psychological perspectives, including cross-cultural, psychoanalytic, biological and cognitive approaches. Using a range of scholarly works in combination with each student's recorded dreams and thought experiments. Students will develop their own understanding of their dreams and consciousness. Prerequisite: PSYC-101

PSYC 226 Physiological Psychology An exploration of the neurochemical and neurological bases of behaviors/experiences such as pain, feeding, sex, learning, memory, and emotion. Prerequisite: PSYC-101

PSYC 230 Psychology of Prejudice Introduction to social psychological perspectives on ethnocentrism, including ethnic, religious, national, and gender prejudice. Examines case studies, laboratory experiments, sample surveys, and ethnographic observations to account for the development of stereotypes and violence. Prerequisite: PSYC-101

PSYC/ANSO 238 Culture and Psychology of Arab-Muslim Societies This course provides an introduction to Arab-Muslim societies and cultures. It draws on readings from multiple disciplines to cover social structure and family organization in tribal, village, and urban communities, core value systems associated with the etiquettes of honor-and-modesty and with the beliefs and practices of Islam, and influences on psychological development through the life-span. It also will examine the processes of "modernization" and "underdevelopment," the conflict between Westernization and authentic "tradition," the "Islamic revival," and the crisis of identity experienced by youth. Prerequisite: Sophomores Only

PSYC 240 Educational Psychology Applies the principles of psychology to the practice of teaching. In the course, we will analyze the dynamics of student-teacher interactions with particular reference to the ways in which concepts, skills, values, and attitudes are communicated. Some of the topics that will be covered include basic principles of learning and instruction, child and adolescent development, information processing, measurement and evaluation as applied to classroom situations, and methods of accommodating students with different needs. Prerequisite: PSYC-101 or EDUC-270

PSYC/ANSO 250 Social Psychology Survey of contemporary topics in social psychology, including attitudes, conformity, group dynamics, media effects, aggression, and social cognition; includes an experimental or field-based research project. Prerequisite: PSYC-101 or ANSO-105

PSYC/COMP 265 Cognitive Science Cognitive science is the interdisciplinary study of mind and the nature of intelligence. It is a rapidly evolving field that deals with information processing, intelligent systems, complex cognition, and large-scale computation. The scientific discipline lies in the overlapping areas of neuroscience, psychology, computer science, linguistics and philosophy. Students will learn the basic physiological and psychological mechanisms and computational algorithms underlying different cognitive phenomena. This course is designed mostly for psychology and computer science students, but other students interested in interdisciplinary thinking might take the course. Prerequisite: PSYC-101 or COMP-105 All course prerequisites must be met with a minimum grade of C-.

PSYC 270 Feminist Psychology of Women This course places women at the center of inquiry, both as researchers and participants. Specific topics include: silencing of women in the classroom, pathologizing of women, sex bias in diagnosing, feminist developmental theories, acquaintance rape, feminist response to Freud, myth of beauty in adolescence, leadership, women's sexuality, psychological consequences of incest, rape, and other forms of violence against women. Prerequisite: Take 2- Psychology courses or 1 Psychology and 1 Women, Gender, & Sexuality course Course is Restricted to First-Year and Sophomores

PSYC/ANSO 279 Organizational Behavior This course is designed to provide you with analytical tools that will boost your assessment capabilities of organizations, the issues they are dealing with, and the challenges they and the people in them are facing. In addition, the material that will be covered during the term will tease and enhance your critical-thinking and investigative skills. Prerequisite: Sophomore standing

PSYC 280 Cognition Study of information processing and utilization. Topics include attention, perception, imagery, memory, knowledge structures, language comprehension and production, problem solving, and decision making. Prerequisite: PSYC-101

PSYC 285 Psychology of Music An introduction to the psychology of music, providing an overview of research literature on such topics as the emergence of basic musical abilities, development of advanced skills (practice, sight-reading, performing, and conducting), and music perception and cognition. A general knowledge of musical terms and concepts will be assumed and not reviewed in the course. Prerequisite: PSYC-101 and at least 5 years of instrumental or vocal training. Consult professor if you have questions.

PSYC/BIOL 290 Animal Behavior with Lab The study of animal behavior seeks to describe and explain behavior on multiple levels - from underlying physiological causation to evolutionary origin. Using examples from barnacles and worms to birds and mammals, this course examines behaviors such as orientation, communication, foraging, territoriality, reproduction and sociality. Through lectures, research literature and laboratory studies students will build proficiency in designing, conducting, analyzing and evaluating behavioral studies and gain new appreciation for the subtlety and complexity of behavior and its application to fields such as animal welfare and conservation. Prerequisite: PSYC-101, or BIOL-112, or BIOL-123 All course prerequisites must be met with a minimum grade of C-

PSYC/WGS 295 Psychology of Sexuality This course will introduce you to the study of sexuality and sexual development from a psychological perspective. It aims to aid your development of a framework for conceptualizing issues surrounding notions of sexuality. This course covers a wide variety of topics concerning the psychology of human sexuality. For example, we will consider sexual anatomy, communication about sexuality, lesbian, gay and bisexual identities, polyamory, and pornography. Prerequisite: PSYC-101

PSYC 295 Health Psychology This course is designed to provide students with a comprehensive foundation in health psychology including the theories, concepts, methods and application of health psychology. The course will examine the interrelationship between health, illness, cognition, behavior and emotion. Prerequisite: PSYC-101

PSYC 295 Psychology of the African American Experience In this course, we will consider a range of theoretical and methodological approaches that scholars have developed to conceptualize the thoughts, styles, and behaviors of African Americans. We will begin by discussing the historical foundations and core tenets on which the field of African American psychology is based. We will then explore a range of topics that pertain to the psychological experiences of African Americans such as academic achievement, socialization, racial identity, religion/spirituality, gender, racism and discrimination and mental health. Our class discussions will integrate current topics and controversies that are at the forefront of the African American experience. Prerequisite: PSYC-101

PSYC 301 Introduction to Research Methods in Psychology This course is designed to provide you the skills necessary for designing, conducting, evaluating, and communicating psychological research. We will consider the theoretical and methodological basis for the generation of knowledge of human behavior, combining lectures, activity-based laboratory sessions, and independent research projects to accomplish this goal. You will have hands-on opportunities to observe human behavior, create measurement tools, conduct correlational studies, and analyze data using SPSS/PASW (a statistical software package). Finally, you will learn to write up scientific reports using the style of the American Psychological Association. Open to Sophomore Psychology Majors or by Instructor permission. Prerequisite: PSYC-101 and Sophomore Psychology Majors Only

PSYC 310 Organizational Behavior Introduction to and survey of topics in industrial and organizational psychology with an interdisciplinary emphasis; application of concepts, findings, and theories to organizations of all kinds. Prerequisite: PSYC-101 or Junior/Senior Standing

PSYC/ANSO 340 Cultural Psychology Theories of how culture shapes thought, feeling, and the development of personality. Critical survey of topics in cross-cultural psychology, including culture and personality, child rearing, psychopathology, cognition, modernization, and underdevelopment. Prerequisite: PSYC-101 and Junior or Senior Standing or Instructor Permission

PSYC 370 Abnormal Psychology with Lab Study of pathological behavior patterns and symptoms with focus upon the origin, nature, and methods of treatment of abnormal behavior. Prerequisite: PSYC-101

PSYC 390 Experimental Methods W/Lab Laboratory course emphasizing problems of experimental design and data collection, application of statistical techniques, and reporting of experimental findings in different content areas of psychology (e.g., social psychology, developmental psychology, learning, cognition, and biopsychology). Prerequisite: PSYC-101 and One of the following: MATH-105 MATH-260 MATH-261 ECON-160 or ANSO-212. Junior Psychology Majors only.

PSYC 410 Theories of Personality Survey of contemporary theories of personality and related research. Prerequisite: PSYC-101 and Junior or Senior Standing or Instructor Permission

PSYC 411 Psychology and Law The purpose of this course is to provide students with a broad overview of the conceptual and empirical issues involved in attempting to apply psychological knowledge within the legal system. The ways in which psychology applies to the legal system encompasses a wide array of topics, and we will focus on several key areas where psychological research intersects with the law. Topics include the use of scientific evidence in a legal setting (e.g. amicus briefs, expert testimony), eyewitness evidence (children and adults), interrogations and confessions, and jury decision making. Prerequisite: PSYC-101

PSYC/COMP 415 Computational Neuroscience Study of mathematical models, computational algorithms, and simulation methods that contribute to our understanding of neural mechanisms. Brief introduction to neurobiological concepts and mathematical techniques. Both normal and pathological behaviors will be analyzed by using neural models. Prerequisite: PSYC-101 and MATH-113 All course prerequisites must be met with a minimum grade of C-

PSYC 420 Learning Examination of the ways in which behavior changes as a result of experience in laboratory and natural settings. Surveys theories that account for these behavioral changes. Prerequisite: PSYC-101

PSYC 430 Interviewing and Narrative Analysis With Lab This course examines methods for investigating the narrative structures people use to interpret their experiences and integrate their lives. It will consider how "narrative knowing" differs from scientific theory, figurative language from literal, and symbolic representation from conceptual. Readings will cover the theory and practice of interviewing, psychological research on figurative language and narrative schemata, and plot-line and structuralist techniques of narrative analysis. Student assignments will consist of conducting, analyzing, and writing about interviews. Prerequisite: PSYC-101

PSYC 450 Counseling Psychology: Theory and Practice The focus of this course is the application of eight counseling psychology theories. Prerequisite: PSYC-101, Psychology major, Senior standing.

PSYC 460 Social Development Upper-level course exploring social development. The first module focuses on topics such as development of social skills, play and play environments, aggression, peer acceptance and peer rejection, and school bullying. The second module focuses on relationships from adulthood through old age. Prerequisite: PSYC-101, PSYC-210, and junior or senior standing

PSYC 470 History and Systems of Psychology In this class we will trace the philosophical and scientific roots of psychology, focusing on the years 500 B.C. to 1920. Prerequisite: PSYC-101, Psychology major, Senior standing.

PSYC 480 Psychology of Language and Mind Psycholinguistics is the study of the psychological processes that give rise to human language. This class will provide a primer to the field of psycholinguistics as well as explore the relationship between our capacity for language and other cognitive processes. What is language? Where does language come from? How do we learn a first and second language? Does the language we speak affect the way we think? Prerequisite: PSYC-280 or Instructor Permission

PSYC 593 Senior Individualized Project Each program or department sets its own requirements for Senior Individualized Projects done in that department, including the range of acceptable projects, the required background of students doing projects, the format of the SIP, and the expected scope and depth of projects. See the Kalamazoo Curriculum -> Curriculum Details and Policies section of the Academic Catalog for more details. Prerequisite: Permission of department and SIP supervisor required.

Public Policy and Urban Affairs

Professor: Stull (Director)

Centered in the social science division, the concentration in public policy and urban affairs represents an interdisciplinary approach to the study of social problems and public policy in contemporary industrial societies. It encourages students to focus on and get involved in the significant policy-related problems confronting their generation, prepares students to think from the perspective of policy makers, and promotes public service. The concentration is open to all students, but naturally complements study in anthropology- sociology, economics, and political science.

Combining concern for both local and national policy, this concentration seeks to take advantage of the College's urban setting as well as opportunities for internships and study around the country. At the local level, in part through various service learning classes, we support study, research, and internships in metropolitan Kalamazoo. The College's affiliation with the Philadelphia Center Program, together with its career development and SIP, provides openings for work and research in national centers. (Limits apply to the number of participants in the Philadelphia Center Program.) Off-campus experiences will serve both to develop practical experience and to promote insights based on comparisons between different approaches to social problems.

The Concentration in Public Policy and Urban Affairs

Number of Units

Six units are required.

Required Courses

Four core courses, one from each of the following areas:

Economics:

ECON 235, 265, 275, or 280

Political Science:

POLS 105, 225, 230, 310, or 325

Anthropology-Sociology:

ANSO 205, 227, 235, or 270

Philosophy

PHIL 105, 108, 210, or 211

Electives

Students must complete two additional courses – one must be outside their major.

Students may use a second course from the above list of core courses or any of the following:

ANSO 220 The Family

ANSO 236 Race and Racism

ANSO 330 Class, Status, and Power

HDSR 210 Contemporary Issues in Public Health

SEMN-499 Social Justice and the American City

Experiential Requirement

Students must also engage in either a sustained volunteer experience, off-campus internship, or research project providing first-hand experience with a contemporary social problem.

Religion

Professors: Anderson (Chair), Gandhi, Haus, Petrey

Religion is a powerful and dynamic force, influencing and shaping the world in which we live in diverse and complex ways. In the Department of Religion at Kalamazoo College, students learn about what it means to define religion as a field of inquiry. We offer traditions-based courses in Christianity, Judaism, Islam, Buddhism, Hinduism, other religions of South and East Asia, and religious traditions in the Americas. We also offer courses on particular questions and methods, including religion and science, sexuality studies, women and feminist studies, material culture, transnationalism, and commodification. In all of our courses and in our own areas of research, we are committed to investigations of religion and religious experiences from a variety of angles, including questions of theology, history, linguistics, sociology, anthropology, texts, and philosophy. We examine religion in a comparative context, recognizing that religion reflects and is braided throughout economic, cultural, and political dimensions of human experience. The study of religion is challenging and invigorating because of the intersections and exchanges that unfold across different disciplines, traditions, and faith commitments.

Requirements for the Major in Religion

Number of Units

Eight units are required, not including the SIP. The major does not require a comprehensive exam nor a SIP in Religion.

Required Courses

Majors must complete at least four elective courses at the 200-level or above, in addition to both of the following courses:

RELG 390 Junior Seminar in Religion
RELG 490 Senior Seminar in Religion

We expect students to explore the diversity of religious traditions in close consultation with an advisor in the department.

Requirements for the Minor in Religion

Number of Units

Six units are required.

Required Courses

We expect minors to determine their array of courses in consultation with a member of the department. Minors must take at least three elective courses at the 200-level or above, and at least one of the two following courses:

RELG 390 Junior Seminar in Religion
RELG 490 Senior Seminar in Religion

Religion courses

RELG/HIST 107 Introduction to Jewish Traditions This course explores the development of Judaism from its ancient origins until the present. We will discuss the biblical foundations of Judaism and the impact that different historical contexts have produced on its rituals and beliefs. This approach raises a number of questions, which we will keep in mind throughout the course: What is Judaism? Who are the Jews? What is the relationship between Judaism and "being Jewish"? How have historical circumstances shaped this relationship? What has changed and what has stayed the same, and why? The class will address these questions through discussions and readings.

RELG/CLAS 110 Introduction to the New Testament This course explores the writings of the New Testament, their relationship to the history and culture in which they were produced, and their relevance to more recent issues in modern religious discourse. We will cover a range of topics, including the historical perspective on who Jesus was, the impact of Paul on Christianity, the formation of the canon, political religion in the Roman empire, ethics, and gender. We will apply several modern approaches as well as survey at various points the "afterlife" of the Christian scriptural traditions in Christianity. No prior knowledge of or experience with the subject is assumed or required.

RELG 111 From Jesus to Christianity This class critically engages the various scholarly narratives that describe the rise of Christianity by taking a close look at the texts used to construct these narratives, often with particular attention to the role of Christian women. How did a single "Christianity" emerge from a welter of alternatives and possibilities? Or did it? How did thinkers from Paul to Saint Anthony navigate the diverse teachings, rituals and social practices associated with Jesus of Nazareth and his followers to produce a religious movement that was oppressed by Roman imperial authority, but later came to occupy that authority?

RELG 120 US Religious History I This course is an introduction to the early religious history of the part of the Americans that became the United. The time periods covered in this class are the 17th, 18th & 19th centuries. Special attention is given to Native American displacement, the religions of enslaved West Africans, and the organizational activities of Euro-Americans.

RELG 121 Us Religious History II This course is an introduction to the religious landscape of the United States from the latter part of the 19th century through the contemporary period. Focus is placed on: the struggle of various Native American groups to keep their land and their traditions; Jim Crow and the Civil Rights fight; immigration; and the commodification of holidays and religious practices. U.S. Religious History I is NOT a prerequisite of this class.

RELG 122 Religions of Latin America Using an array of primary and secondary materials, we will look into the myriad of dynamics that make up the religious histories and narratives of Latin America. This course has been organized into seven loosely chronological themes, which will touch on various parts of the geographic region. These themes are: 1 - Pre-Columbian Religions; 2 - Encounter & Conquest; 3 - Slavery & Religion; 4 - Rebellion & Revolution; 5 - Progressive Catholicism; 6 - Protestant Challenges; and 7 - Continuous Diversity.

RELG 140 Introduction to Hindu Traditions This course is a basic introduction to the myriad of rituals, texts, practices, values and beliefs that make up Hindu Traditions in South Asia and beyond. This class covers early Hindu history and the various textual traditions, focuses on practices and divine interactions in the everyday lives of Hindus, and examines some of the historical and contemporary issues of conquest, integration, caste, migration and globalization.

RELG 150 Buddhism in South Asia An examination of the historical development of the textual traditions, symbols, doctrines, myths, and communities of Buddhism throughout South Asia. Explores Buddhism's rise and decline in India and its development in Sri Lanka, Tibet, and other Southeast Asian countries through the modern period. This course uses primary sources as well as secondary, and students learn various ways to read texts in conjunction with other types of sources that include inscriptions, art historical materials, and archeological sources.

RELG 160 Hebrew Bible This course explores the writings of the Hebrew Bible (Christian Old Testament and Jewish Tanak), their relationship to the history and culture in which they were produced, and their relevance to more recent issues in modern religious discourse. We cover a range of topics, including divine encounters, worship practices, sacred space, political religion, archaeology, ethics, and gender. We apply several modern approaches as well as survey at various points the "afterlife" of the Hebrew scriptural traditions in Judaism and Christianity. No prior knowledge of or experience with the subject is assumed or required.

RELG 170 Muhammad and the Qur'an In this course, we focus on the rise of Islam as a religious tradition. We ask the following questions: Who was Muhammad? How did Islam come to emerge as a defined religious tradition? What traditions influenced the establishment of the early Muslim community? What is the Qur'an? The final question asked in this course is how we should study Islam. This course examines pre-Islamic origins in the Middle East through 692.

RELG 200 Religion and Science This course is a historical and contemporary look into the relationships between religion and science. Beginning with the development of science as an independent system of inquiry and also with the evolving and multiple definitions of religion, this class will trace the contours, the moments of cooperation and the fault-lines of discourse between religion and science. This class seeks to cultivate nuanced and more subtle understanding of religious and scientific viewpoints, and the ways in which they intersect.

RELG 201/ARTX 205/SEMN 205 Religious Art and Material Culture This course explores the relationship between religion and art. The arts, whether in the form of painting, sculpture, architecture or kitsch, are often vehicles for religious devotion and expression. At the same time, devotion to a divine figure has inspired some of the world's most beautiful pieces of art. Religion and art form a symbiotic relationship which can simultaneously be in tension and/or cohesive. Looking at various primary and secondary sources from a variety of religious traditions, we explore this tension and cohesion, which can be a window into larger societal and cultural issues. Given that we live in a mechanical age, special attention will be paid to the material production of religious kitsch and the place of religious art in the market. This course is a Shared Passages Sophomore Seminar. Prerequisite: Sophomores Only

RELG 202/SEMN 230 Same Sex, Gender, and Religion This sophomore seminar explores the intersection of religions, same-sex affection/love/relations, and the category of gender. At the most basic level we examine what different religions have to say about sexuality, in particular, non-heterosexualities. We look at the role that gender plays in these constructions of these sexualities, and we return to our starting point to analyze the role of religions in these constructions of gender and same-sex sexualities, affections, love, and/or relations. This course is a Shared Passages Sophomore Seminar. Prerequisite: Sophomores Only

RELG 204 Feminist Studies in Religion This course explores questions that lie at the intersections of the ideas about women, men, and gender in the academic study of religion. We examine the transformation of scholarship about religion based on feminist studies in of religion. We look first at the academic study of religion, and then at the experiences of women and men in different religious traditions, and move to more complex questions about the ways in which the lives of women and men are shaped by gendered categories. We pay particular attention to issues of identity, voice, history, and agency. Prerequisite: Previous coursework in Religion is desirable, but not required.

RELG 210 Sex and the Bible This course is about sex and interpretation, focusing primarily on how Christians have interpreted the Bible around questions of human sexuality. The questions that we will consider are: What does it mean to say a particular view of sexuality and sexual behavior is "biblical" given the sheer variety of possible interpretations? How have changing notions of human sexuality affected the way that the biblical text is understood and deployed? We will explore these questions by reading key biblical texts from the Hebrew Bible and New Testament and their interpretation by thinkers from antiquity up to the present. Topics to be covered include marriage, gender, desire, same-sex relationships, and sexual renunciation. Prerequisite: Previous course(s) in the Department of Religion recommended but not required.

RELG 211/CLAS 255 Religion From Alexander to Constantine This course examines various forms of ancient religion and worship in the classical world. Topics included are concepts of divinity, varieties of religious space and practices, distinctions between civic and private worship, religious festivals and rituals, attitudes towards death and afterlife, importations of Near-Eastern and African religions, and political and philosophical appropriations of religion. Specifically, the course will focus on classical Greek and Roman religion, new religious movements, Judaism, and Christianity within classical culture. Students will become acquainted with a variety of texts, archaeological sites, and religious art and artifacts. (This is a designated Greek and Roman literature or culture course in Classics.)

RELG 212 Contemporary Biblical Studies Since the rise of the modern era in the 18th c., scholars have read the Bible as a historical text that can reveal something about ancient history. This method portrayed itself as an objective historical alternative to the theological readings informed by tradition and dogma. In the postmodern era, scholars have begun to read the Bible differently, revealing not only the political interests of so-called objective history of the Bible, but also articulating new ways of readings these texts. This course examines a bit of the history of biblical studies, but pays particular attention to feminist, queer, African American, and post-colonial biblical studies from recent decades. Prerequisite: RELG-110 RELG-111 or RELG-160

RELG 213/WGS 295/SEMN 295 Christianity & the Family This course critically addresses contemporary debates about the centrality of the family in Christian teaching through a historical and cross-cultural survey. What is the relationship between Christianity and the various approaches to kinship and family in different cultures in different historical contexts? Where did our contemporary ideas about the family come from and what are Christians saying about new forms of kinship? From the Bible to present day debates about divorce, sex, and same sex marriage, Christians have never embraced a single understanding of the family, but rather have been influenced by broader cultural shifts in how kinship is done. This course is a Shared Passages Sophomore Seminar. Prerequisite: Sophomores Only

RELG/HIST 218 American Jewish Experience This course will explore the religious, social, political, cultural, and economic history of the Jewish people in America from the first settlement until the present. The major themes of study will focus upon the development of Judaism in America. We will take into account a number of historical factors that shaped that development: the economic, social, and political evolution of American Jewry and its institutions; Jewish immigration to the United States and its consequences; American Jewish self-perception; and the relationship between Jews and non-Jews in American society. Assignments will draw upon a wide range of materials, from secondary historical studies and primary documents to fiction and film.

RELG 220 Catholicism in the Americas This class is a history of the diverse groups of people and practices that make up the various Catholic communities of the Americas. We will examine Catholic history, life, practices and beliefs through four sections: Colonialism, Saints & Syncretism; Immigration & Rebellion; Social Justice; and the Church in Crisis. Throughout this class, special attention will not only be given to the hierarchy, but to the laity - how do Catholics live and how do they practice their devotion in their day-to-day lives. By taking an Americas approach we will be tapping into a larger framework of Catholic history and seeing the ways in which Catholicism shaped the Americas in the past and is an important part of American life in the present.

RELG 221 Black Religious Experiences in the Americas When enslaved people were forced over the Atlantic from West Africa to the Americas, they did not arrive as blank slates. While the Middle Passage was horrific and tragic, humans are resilient, and during the darkest of times, divinity, rituals, practices and beliefs are not only questioned but also embraced. This class will look at which religious traditions were rejected and which were embraced among the enslaved of the Americas. In order to do this, we follow the journey of these slaves, from West Africa to the Caribbean and to the plantations and the urban centers of the Americas. We will also examine the religious, economic, social, political and liberative changes that Black Americans experienced after the various independence movements in the Americas through to the contemporary period. Prerequisite: Sophomore standing.

RELG 250 Buddhism in East Asia An examination of the historical development of the textual traditions, symbols, doctrines, myths, and communities of Buddhism throughout East Asia. Explores the introduction and establishment of Buddhism in China, Korea, and Japan, and compares the different schools of Buddhism that developed in dialogue with Daoism and Shinto.

RELG 251 Buddhas and Buddhist Philosophies This course begins with an examination of the biography of Gautama Buddha, the founder of Buddhism. Focusing first on the traditions of Theravada Buddhism, we explore the construction of the Buddha's life story with attention to the Buddha as a model for the attainment of nirvana. We turn next to the explosion of Buddhas in Mahayana Buddhism and to the fundamental categories of the teachings of the Buddha. Questions at the center of this course are: Why have the teachings changed over time and throughout the spread of Buddhism throughout Asia? What remains "Buddhist" throughout the centuries? We examine these questions by examining the teachings of Theravada and Mahayana Buddhism using primary sources.

RELG 260/CLAS 261 Judaism in Antiquity This course examines the history and literature of Judaism from the Second Temple Period to the beginnings of Rabbinical Judaism (400 BCE - 400 CE). This course explores the diversity of ancient Judaism and explores themes of religious and cultural identity. We shall consider the political and religious implications for Jews living under the Persian, Greek, Roman, and Christian empires, while briefly ruling themselves in the Hasmonean period. We will read a series of primary sources in translation from ancient Jews and non-Jews, as well as modern scholarly treatments of these works.

RELG/HIST 263 Jews in a Changing Europe, 1750-1880 Between 1780 and 1880 enormous changes took place in Jewish religious, political, social, intellectual, and economic life. These changes worked in tandem with developments in general European life to create new forces within Judaism and new ways of looking at the connections between Jews. In this course, we will study these developments as they affected the Jews on the European continent. In so doing, we will explore their consequences for both Jews and non-Jews, and the issues and questions they raised.

RELG/HIST 264 Jewish Revolutions: 1881-1967 Between 1881 and the period immediately following the Second World War, the world's Jews experienced momentous demographic, religious, political, economic, and social changes. These changes in turn shaped their relationship to non-Jews with whom they lived. This course will study the context of change across the globe from Europe and America to the Middle East and North Africa. Through primary and secondary documents, we will explore the forces that produced these changes and the results they produced for both Jews and non-Jews.

RELG/HIST 265 Zionism: From Idea to State This course explores the origins, development, and manifestations of Zionism. The course examines the transformation of traditional religious conceptions of the connection between Jews and the Land of Israel (Palestine) into a nationalist ideology in the 19th century. This transformation entailed parallel changes to the idea of Jewish peoplehood. Through the use of primary documents we will follow these trends through intellectual, religious, social, and political changes that culminated in the establishment of the State of Israel in 1948.

RELG/HIST 267 Women and Judaism This course explores the religious and social position women have historically occupied in Jewish society. We will discuss religious practice and theological beliefs as well as social and economic developments as a means of addressing questions such as: What role have women played in Jewish tradition? How are they viewed by Jewish law? How has their status changed in different historical contexts, and why might those changes have taken place? What are contemporary ideas about the status of Jewish women, and how have these ideas influenced contemporary Jewish practices and communal relations? What do the historical and religious experiences of Jewish women teach us about the way that Judaism has developed?

RELG/HIST/SEMN 268 Jews on Film It will examine themes in Jewish history and culture as expressed through the medium of film. Through readings, lectures, and class discussions, students will explore issues such as assimilation and acculturation, anti-Semitism, group cohesion, interfaith relations, Zionism, and the Holocaust. We will consider questions, such as: How are Jewish characters portrayed on film? Which elements of these portrayals change over time, and which remain constant? How do these cultural statements speak to the historical contexts that produced them? What choices do filmmakers make regarding the depiction of Jewish life, and how do those choices influence perceptions of Jews in particular, or minorities generally? This course is a Shared Passages Sophomore Seminar. Prerequisite: Sophomores Only

RELG 270 Islam in the Modern World This course examines the diversity of Islam throughout the world, keeping in mind that there are many different faces of Islam. This course presumes some familiarity with the fundamentals of Islam -- Sunni and Shia -- as well as Sufi traditions, with an examination of the Sufi mystical traditions and the roles of women. Finally, we examine the impact of colonialism on Islam in the Middle East as a way to explore the historical and religious contexts of our understanding of Islam today.

RELG/AFST/HIST 274 Islam in Africa This course explores the spread of Islam from the Arab peninsula to the African continent in the seventh century through the nineteenth century and limns the factors which facilitated this advance. It examines the methods and principles of Islam and how the religion affected the life styles of its African neophytes and adherents. As a result of the interaction between Muslim and African civilizations, the advance of Islam has profoundly influenced religious beliefs and practices of African societies, while local traditions have also influenced Islamic practices. Muslims were important in the process of state-building and in the creation of commercial networks that brought together large parts of the continent. Muslim clerics served as registrars of state records and played a role in developing inner-state diplomacy inside Africa and beyond.

RELG/AFST/HIST 275/SEMN 274 African Christianity This course explores the complex and disparate trends of Christianity in Africa since the first century C. E. It highlights Africa's role in the development and growth of Christianity as a global religion. Prerequisite: Sophomores Only

RELG 390 Junior Seminar in Religion The study of religion is comprised of a set of intersecting questions and issues with its roots in the nineteenth century. This course is designed to introduce students to those questions, to wrestle with those questions again. There is no single definition of religion, but there are conversations and questions that rest at the heart of the academic study of religion. The goal of this course is to learn how to consider religious experiences as aspects of dynamic and evolving interactions between thought and action, the immediate world and that which lies beyond, and individuals and communities. A significant part of the course involves writing a research prospectus to best prepare the student to write a SIP in the Religion Department. This course is required for religion majors in their junior year and for students who want to write their SIP in the Religion Department. Minors are required to take either this course in their junior year or RELG490, the Senior Seminar in Religion, in their senior year. Prerequisite: Two courses in Religion and Junior standing or permission

RELG 490 Senior Seminar in Religion Students examine a variety of theories of religion and use them to consider retrospectively some of the topics already considered in their various courses undertaken as part of their concentration. Designed as the capstone seminar for majors and minors, to be taken during the senior year. Required for religion majors in their senior year. Minors are required to take either this course in their senior year or RELG390, the Junior Seminar in Religion, in their junior year. Prerequisite: Major or minor in Religion or permission of instructor

RELG 593 Senior Individualized Project Each program or department sets its own requirements for Senior Individualized Projects done in that department, including the range of acceptable projects, the required background of students doing projects, the format of the SIP, and the expected scope and depth of projects. See the Kalamazoo Curriculum -> Curriculum Details and Policies section of the Academic Catalog for more details. Prerequisite: Permission of department and SIP supervisor required.

Romance Languages and Literature

Professors: Carosella, Dugas, MacLean, Marquez, Romero, K. Smith (French Chair), Solberg, Valle (Spanish Chair)

By studying foreign languages and the literatures written in those languages, students acquire not only linguistic skills but also an understanding of other peoples' histories and cultures. Ideally, they gain a new perspective from which to view their own country, way of life, and language in the process. Knowledge of a second language is an important facet of a liberal arts education. Proficiency in a second language at the 201 level is a graduation requirement.

French Studies

The French program emphasizes a critical understanding of the French-speaking world by focusing on language skills, analytical tools, and the study of a variety of kinds of cultural expressions. These studies are one effective way of gaining a deeper understanding of the world, which is an important element of a liberal arts education. The department offers courses in French literature and culture and the literatures and cultures of Francophone Africa, Canada, Asia, and the Antilles. Students of French may study abroad in Strasbourg and Clermont-Ferrand in France and in Dakar, Sénégal.

Coursework and off-campus experiences are complemented by on-campus opportunities that maintain and improve a student's language skills and expand students' understanding of the Francophone world. These opportunities include viewing French language films, reading French publications, conversing with classmates and native speakers at the French table, and attending area cultural events.

Faculty members meet students inside and outside the classroom, participate in campus activities, and counsel students regarding graduate and professional career choices in music, high school and college teaching, science, publishing, government, international trade, international banking, non-governmental organizations, and other fields. French students at Kalamazoo College have a high rate of acceptance when applying for French government teaching assistantships for teaching English in France after graduation.

Placement

All incoming students who have previously studied or have had significant exposure to French must take the College's placement test. Students with three or more years of high school French will not be placed into FREN 101. Those students who wish to receive credit for language courses that they have taken at another college or university before enrolling at Kalamazoo College must take the French language placement test and test into a higher-level course than the one for which they are seeking transfer credit. Any appeal of the placement test results should be directed to a French faculty member.

Advanced Placement (AP) and International Baccalaureate (IB) Credit for the Major or Minor

Students who took AP or IB examinations in French must still take the Kalamazoo College French placement test. An Advanced Placement (AP) score of 4 or 5 in French language can be counted as one credit toward the French major or minor provided that the student take French 203 or beyond as her/his first French course at the college. IB scores of 5-6-7 on the Higher Level may count toward a major, minor, or concentration at the discretion of the department faculty.

Requirements for the Major in French

Number of Units

Eight units are required, not including FREN 101, 102, or 201, but which may include the SIP. No more than two of these units (in either language, literature, or culture) may be earned during Study Abroad. No more than three units total may be earned off campus through any combination of study abroad, AP, IB, transfer credits or inter-institutional enrollment.

Required Courses

FREN 301 Introduction to French and Francophone Studies (prerequisite to all 400-level courses)

FREN 490 Senior Seminar

At least two additional units in 400-level courses on campus

French majors are encouraged to develop appropriate cognate programs in areas such as History, Political Science, Economics, Music, Philosophy, Anthropology, Sociology, International and Area Studies, or International Economics and Business. HIST 244 and 245 are highly recommended for French majors.

Units from Study Abroad

French majors are expected to participate in a study abroad program and acquire a high level of language proficiency.

Only two units to be used toward the major in French may be earned in a long term (6 month) or an extended term (9 month) program. One unit only from a short term (3 month) program may be used.

Those who did not take French 301 before Study Abroad will normally take that course upon their return to campus, but should consult with the department before doing so. All students will then take the senior seminar plus the requisite number of 400 level courses (possibly including a SIP) in order to complete the French major.

Requirements for the Minor in French

Number of Units

Six units are required, not including FREN 101, 102, or 201, but which may include the SIP.

Required Courses

FREN 301 Introduction to French and Francophone Studies

Electives

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

Units from Study Abroad

1. A student may count only one unit from study abroad towards the minor in French. The unit, which must have been taught in the French language, may be in the literature of the Francophone world, or in language, or in a cultural/topical course pertaining to the Francophone world. Please consult the department.
2. Normally, students who go on Study Abroad before taking French 301 will take that course upon their return to campus, but they should consult with the department before doing so.

French courses

FREN 101 Beginning French I Introduction to the French language and the French-speaking world. Students begin developing competency in the four basic skills (reading, writing, listening, and speaking) through communicative activities and cultural exploration. Prerequisite: Placement test if student has any prior experience with French.

FREN 102 Beginning French II Further development of the four skills through continued exploration of the French-speaking world. Students will work to acquire the linguistic skills and cultural knowledge needed to navigate a variety of cultural settings. Prerequisite: FREN-101 or Placement Test

FREN 201 Intermediate French The refining and expansion of communicative skills. Students develop critical thinking and cross-cultural competency by reading, discussing, and writing about authentic texts. Prerequisite: FREN-102 or Placement Test

FREN 202 Conversation and Composition Critical explorations of the French-speaking world through focused reading, discussion, and related written and speaking assignments. Prerequisite: FREN-201 or Placement Test

FREN 203 Engaging With Texts Students enrich their vocabulary and increase their sensitivity to nuance while examining a wide variety of texts (fiction, non-fiction, image, film, songs, etc.). New reading skills will result in the ability to produce texts (both oral and written) in a wide variety of styles. Students begin to acquire a more sophisticated knowledge of the intricacies of the French-speaking world while putting into practice more complex forms of written and oral expression. Prerequisite: FREN-202 or Placement Test

FREN 301 Introduction to French and Francophone Studies An interactive, discussion-based course helping student acquire skill in the reading and interpretation of French and other Francophone texts, presented in their cultural and historical contexts. Course offers opportunities for refinement of written and presentational skills. Prerequisite: FREN-203 or Placement Test

FREN 401 Topics in French and Francophone Cultures Reading, research, and discussion on selected topics and issues in the French-speaking world. Please consult with the instructor about the current topic. Past topics have included "Immigration in Contemporary France" and "Le handicap: a multi-disciplinary approach." May be repeated for credit if content is different. Prerequisite: FREN-301

FREN 420 Medieval and Renaissance French Literature and Culture A study of texts and other cultural artifacts (such as art and music) from the cultures of the High Middle Ages through the French Renaissance. Genres include courtly/Arthurian romance and poetry, comic theater, essays, comic and serious prose fiction, and Renaissance lyric poetry. Students will examine the transition from a church-centered culture to a human-centered (humanist) society and the changes in subject matter and writing practices brought about by this transition. Prerequisite: FREN-301 or FREN-301S

FREN 425 French and Francophone Cultures From the 17th and 18th Centuries A study of the Classical period of the 17th century and the 18th century Enlightenment. Texts include Classical tragedy and comedy, prose fiction, and the satirical and topical literature of the "philosophes". Seventeenth-century classical literature shows the French bent for psychological exploration and social criticism. In engaging with 18th century Enlightenment thought, students will see how it has shaped the way of thinking to the present day not only in French and Francophone cultures but in many other cultures as well. Prerequisite: FREN-301 or FREN-301S

FREN 430 French and Francophone Cultures From the 19th Century to the Contemporary Period A study of the Romantic and Realist movements of the 19th century (focusing on authors such as Hugo and Flaubert) and Symbolist poetry (such as Baudelaire and Rimbaud). In the 20th century, a study of the modernists (such as Gide and Proust); the Existentialists (such as Camus and De Beauvoir); and postmodern fiction (such as Beckett and Le Clézio). In looking at the evolution of themes and textual practices, students will learn how the French-speaking world of today was shaped by the political, historical, and social changes following the French Revolution, the Franco-Prussian War and two World Wars; and by the era of colonization and decolonization. Prerequisite: FREN-301 or FREN-301S

FREN 435/FREN 490 Advanced Literary and Cultural Studies Courses focused on major authors, cultural and philosophical movements, or themes in the French-speaking world. Topics will vary according to student or faculty interest. May be repeated for credit if content is different. Prerequisite: FREN-301 or FREN-301S

FREN 490/FREN 435 Senior Seminar Topics in French and/or Francophone literatures, culture, and history. Recent topics have included Vietnamese History and Culture; Francophone African Literature; Intercultural Encounters; and Camus, the Algerian. Prerequisite: FREN-301; Senior French major or permission.

FREN 593 Senior Individualized Project Each program or department sets its own requirements for Senior Individualized Projects done in that department, including the range of acceptable projects, the required background of students doing projects, the format of the SIP, and the expected scope and depth of projects. See the Kalamazoo Curriculum -> Curriculum Details and Policies section of the Academic Catalog for more details. Prerequisite: Permission of department and SIP supervisor required.

Spanish Language and Literature

The Spanish program emphasizes a critical understanding of the Spanish-speaking world by focusing on language skills, analytical tools, and the study of a variety of kinds of cultural expressions. These studies are one effective way of gaining a deeper understanding of the world, which is an important element of a liberal arts education. The department offers courses in Peninsular and Spanish-American literature and culture. There are study abroad opportunities in Madrid and Cáceres, Spain; Quito, Ecuador; Oaxaca, Mexico; San José, Costa Rica; and Santiago and Valparaíso, Chile.

Off-campus experiences are complemented by on-campus study and experiences that maintain and improve a student's language skills. Opportunities to view Spanish language films, read Spanish publications, and converse with native speakers are an integral part of the Spanish program.

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

Placement

Language placement exams are required for students who have taken Spanish courses or who are native speakers of Spanish, even if they are not sure they will continue studying Spanish at Kalamazoo College. Placement exams for first-year and incoming transfer students completed by June 15th will be scored before First-Year Registration in July. All placement exams for first-year students taken between June 15th and August 15th will be scored prior to Orientation week. All students (including first-year students) who do not complete a language placement exam prior to the deadlines indicated above will not be able to register for Spanish until they have taken a language placement exam. Students needing to take the language placement exam have until the end of 4th week of the current quarter to complete the placement exam if they wish to take a language class the following quarter. Exams taken by the deadline will be scored in 5th week so that students will know their placement in time for registration for the next quarter.

Those students who wish to receive credit for language courses they have taken at another college or university before enrolling at Kalamazoo College must take the Spanish language placement test and test into a higher-level course than the one for which they are seeking credit. Any appeal of the placement test results should be directed to a Spanish faculty member.

Advanced Placement (AP) and International Baccalaureate (IB) Credit for Spanish Major and Minor

Students with Advanced Placement (AP) or IB scores must still take the placement test in Spanish. An Advanced Placement (AP) score of 4 or 5 in Spanish language will count as one credit toward the Spanish major or minor, provided that the student take Spanish 203 or beyond as her/his first Spanish course at the college.

An advanced placement (AP) score of 5 in Spanish literature shall count as one credit toward the Spanish major or minor provided that the student take Spanish 203 or beyond as her/his first Spanish course at the college.

IB scores of 5-6-7 on the Higher Level may count toward a major, minor, or concentration at the discretion of the department faculty.

Requirements for the Major in Spanish

Number of Units

Eight units are required, not including SPAN 101, 102, or 201 but which may include the SIP. No more than two of these units can be earned during study abroad. No more than three units total may be earned off campus through any combination of study abroad, AP, IB, transfer credits or inter-institutional enrollment. Although a student may take any number of courses at the 200 (intermediate) level, no more than two of these courses may count toward the major.

Required Courses

SPAN 301 Introduction to Hispanic Literature (prerequisite to all 400 level courses)
SPAN 491 or 492, the Senior Seminars (taken in the spring quarter of the senior year)
At least two additional units in 400-level courses taken on campus.

Comprehensive Exam

The successful completion of Comprehensive Examinations (given during the Senior year) is a requirement for the Spanish major.

Units from Study Abroad

Only two units, to be used toward the major in Spanish, may be earned in a long term (6 month) or an extended term (9 month) program. One unit only from a short term (3 month) program may be used.

1. The student who goes abroad AFTER having taken SPAN 301 may bring back one unit in hispanophone literature or culture, and another one in language or topics pertaining to the country/region; students on short-term programs may only bring back one unit. That student must still take the Senior Seminar and enough 400-level courses on campus to complete the eight-unit requirement.
2. The student who goes abroad BEFORE having taken SPAN 301 may bring back one unit in hispanophone literature or culture and another one in language or topics pertaining to the country and region; students on short term programs may only bring back one unit. Students must still take SPAN 301, the Senior Seminar, and enough 400-level courses to complete the eight-unit requirement.

Spanish majors are expected to participate in a study abroad program and acquire a high proficiency of language skill. Spanish majors are encouraged to develop appropriate cognate programs in areas such as History, Political Science, Economics, Music, Philosophy, Anthropology, Sociology, International and Area Studies, or International Economics and Business.

Requirements for the Minor in Spanish

Number of Units

Six units are required.

Required Courses

SPAN 301 Introduction to Hispanic Literature

Electives

Five courses chosen from the following (at least three must be at the 400-level)

SPAN 202, 203, 401 and above

Units from Study Abroad

1. A student may count only one unit from abroad toward the minor in Spanish. The unit, which must be taught in Spanish, may be in the literature of the hispanophone world, or in language, or a cultural/topical course pertaining to the hispanophone world.
2. If a student has taken SPAN 301 (Introduction to Literature) before going abroad, the student brings back a unit in literature or culture (from abroad) towards the minor. A student who goes abroad before taking SPAN 301 needs to take SPAN 301 and enough 400-level courses on campus after study abroad in order to complete the minor requirements.

Spanish courses

SPAN 101 Beginning Spanish I Introduction to the Spanish Language and the Spanish-speaking world. Students begin developing competency in the four basic skills (reading, writing, listening, and speaking) through communicative activities and cultural exploration. Prerequisite: Placement test if student has any prior experience with Spanish.

SPAN 102 Beginning Spanish II Further development of the four skills through continued exploration of the Spanish-speaking world. Students will work to acquire the linguistic skills and cultural knowledge needed to navigate a variety of cultural settings. Prerequisite: SPAN-101 or Placement Test

SPAN 201 Intermediate Spanish The refining and expansion of communicative skills. Students develop critical thinking and cross-cultural competency by reading, discussing, and writing about authentic texts. Prerequisite: SPAN-102 or Placement Test

SPAN 202 Conversation and Composition Critical explorations of the Spanish-speaking world through focused reading, discussion, and related written assignments. Prerequisite: SPAN-201 or Placement Test

SPAN 203 Advanced Conversation and Composition An introduction to the critical analysis of texts from the Spanish-speaking world. Students begin to acquire a more sophisticated knowledge of the intricacies of the Spanish-speaking world while putting into practice more complex forms of written and oral expression. Prerequisite: SPAN-202 or Placement Test

SPAN 205 Culture of Health and Disease in the Hispanic Community This course enables students to connect with Spanish-speaking clients and healthcare providers by teaching appropriate vocabulary and presenting different cultural attitudes and practices relating to health and disease. A service-learning component is included in this course. Prerequisite: SPAN-201

SPAN 295 Spanish for Heritage-Speakers The course is intended to encourage heritage-speakers of Spanish to foster their cultural and linguistic identity by providing them with a learning environment in which they are among their latino peers. Students will broaden their writing and speaking skills in order to express themselves fluently in both informal and formal Spanish. In addition, analysis of authentic texts aims to empower students by exposing them to the great diversity found within the Spanish-speaking world (Latin American, Spain, and the United States).

SPAN 301 Introduction to Hispanic Literatures An introduction to the periods, concepts, genres, and major figures of Spanish and Spanish-American literature. Using selected texts, discussion, and a variety of written assignments, this course will introduce students to literary analysis and bibliographic methods. Prerequisite: SPAN-203 or Placement Test

SPAN 401 The Spanish-Speaking World on Film Research, discussion, and analysis of selected topics and issues in the Spanish-speaking world as reflected in film. Students develop the vocabulary and critical-thinking skills necessary to analyze and interpret the genre in both oral and written form. This course may be repeated for credit toward graduation if the content is different, but may count only once toward the major or minor. Prerequisite: SPAN-301

SPAN 435 Advanced Literary Studies Course focuses on major figures and movements in Spanish and/or Spanish-American literature. Topics will vary. May be repeated for credit if the course content is different. Prerequisite: SPAN-301

SPAN 445 Visual Practices in Latin America This course introduces students to critical texts, debates and questions proposed by the visual studies field in the context of Latin American cultural production. The course will examine and question various historical cases in which the visual medium has been used as a tool of power and dominance of populations. Also, the visual medium will be studied as a way to express resistance and subversion. Panoratically, the course will include discussions on Barroco de Indias, Mexican Muralism, Third Cinema, and issues on photography and photojournalism and its collaboration with literature. It will also examine changes in aesthetics during the dictatorships in Latin America and finally, will analyze the globally broadcasted telenovelas or soap operas. In order to participate in an active and well-informed way, students are required to read, observe, reflect and write about visual material. As assignments, students will develop a visual diary in Tumblr, they will deliver group presentations and a final essay. Students will be required to spend extra time for film screenings. Prerequisite: SPAN-301

SPAN 455 Limits of Genre This course explores the limits of the traditional boundaries (poetry, narrative, drama, essay) among literary classifications. Appropriate cultural, historical, and political context provides the backdrop to understand the crossing of boundaries among literary genres and the incorporation, in literary texts, of diverse art forms. Prerequisite: SPAN-301

SPAN 460 Early Modern Spain A survey of the major movements, figures, and works of the 15th, 16th, and 17th centuries. Students will explore the social, historical, and aesthetic contexts of early modern Spain through a study of the cultural production of the period and pertinent secondary texts. Prerequisite: SPAN-301

SPAN 465 Spanish Culture From the Enlightenment to the Restoration A survey of the literary, social, and ideological currents of the 18th and 19th centuries in Spain. Students will study encyclopedic writing, neoclassical theatre, romantic theatre and poetry, and realist and naturalist narrative. Prerequisite: SPAN-301

SPAN 470 Modern Spain A survey of the major writers and cultural movements in Spain from the Generation of 1898 until the contemporary period. Students will focus on how writers challenged and represented the historical, social, and cultural changes of the 20th century. Prerequisite: SPAN-301

SPAN 475 Conquest, Colonization, and Independence Study of the principal literary figures, works, and cultural and political contexts of XIV century to 1830. Prerequisite: SPAN-301

SPAN 480 Constructing Spanish-America Study of the principal literary figures, works, and cultural and political contexts from mid XIX-century to mid XX-century. Prerequisite: SPAN-301

SPAN 485 Literary Revolutions of Spanish-America Examination of the intellectual and literary patterns in Spanish-American literature from the mid-XXth century onward. Prerequisite: SPAN-301

SPAN 491 Peninsular Spanish Seminar Advanced study of outstanding authors, works, or genres that will vary to reflect the interest of students and the professor. Prerequisite: One unit above SPAN 301

SPAN 492 Spanish-American Seminar Advanced study of outstanding authors, works, or genres that are generally recognized as seminal to an understanding of Spanish America's social, philosophical, and aesthetic traditions. Prerequisite: One unit above SPAN 301

SPAN 495 The Post-Civil War Novel in Spain This course will focus on examples of literary experimentation after the shock and devastation of the Spanish Civil War (1936-1939). The tremendous loss of life, property and infrastructure led intellectuals to question the Twentieth Century's narrative of progress and to ponder the human condition in the context of moral and material degradation. During the Francoist regime, intense censorship and propaganda forced novelists to experiment with alternative - and often cryptic - forms of expression. Students will read, decode and contextualize works from the literary tendencies of tremendismo, social realism and the so-called New Spanish Novel. Prerequisite: SPAN-301

SPAN 593 Senior Individualized Project Each program or department sets its own requirements for Senior Individualized Projects done in that department, including the range of acceptable projects, the required background of students doing projects, the format of the SIP, and the expected scope and depth of projects. See the Kalamazoo Curriculum -> Curriculum Details and Policies section of the Academic Catalog for more details. Prerequisite: Permission of department and SIP supervisor required.

Shared Passages

The Shared Passages Program is a curricular thread that integrates features of the K-Plan. Required in the first, sophomore, and senior years, Shared Passages courses provide a developmental, pedagogical, and intellectual arc to the liberal arts experience and create a "backbone" to an effective, flexible liberal arts education in which the whole is greater than the sum of its component parts.

First-Year Seminars

First-Year Seminars constitute the gateway to the K-Plan and to college life for entering students and serve as the foundation of the Shared Passages Program. Offered in the fall quarter, these Seminars are designed to orient students to college-level learning practices, with particular emphasis on critical thinking, writing, speaking, information literacy, and intercultural engagement.

First-Year seminars

SEMN 131 Fys: Encoded: Rock & Roll to Rap What do rock and roll and rap "mean"?-culturally, musically, and personally? How has popular music reflected and shaped American life? What role does race play? Why do the blues of Robert Johnson cast such a long shadow? Why was Elvis considered safer than Big Mama Thornton? What does Marvin Gaye say about "What's goin' on?" What gender issues do Little Richard, the Supremes, Tina Turner, and Bikini Kill raise? What's the message of punk-and funk? Is heavy metal dangerous? How have Jay-Z and other rappers found their voices-and helped us find ours? We will consider how music comforts, angers, and delights us, and how it expresses our deepest thoughts and feelings. This course is for people who love music and are fascinated by how it works in contemporary American culture.

SEMN 132 FYS: Paradigm Shifts In 1962 Thomas Kuhn proposed a daring new way to understand science. Kuhn thought of science not as a rational, steady, accumulation of knowledge but rather as "a series of peaceful interludes punctuated by intellectually violent revolutions" in which "one conceptual world view is replaced by another." Today *The Structure of Scientific Revolutions* has sold over one million copies, has been translated into sixteen languages, and is regarded as one of the most influential works of history and philosophy in the twentieth century. It continues to influence scientists, economists, historians, sociologists and philosophers. We will read this exciting treatise and ask if Kuhn's ideas can be helpful in understanding ourselves and the changes in our world view as a "paradigm shifts." We will also try to detect signs of paradigm shift in such areas as American race relations, education and the Internet, and popular music.

SEMN 133 Fys: Drama Usa: Against the Current This course uses works by American playwrights to study issues of race, gender, sexual orientation, and social class in American society, with particular attention to dramatic authors who have sometimes struggled "against the current" to make their voices heard in the mainstream values of the dominant culture. We will read works from among Diane Glancy, David Henry Hwang, Moisés Kaufman, Cherrie Moraga, Marsha Norman, Clifford Odets, Luis Valdez, and August Wilson. Along the way we will discuss such trends in the American Theatre as realism and political theatre, including feminist theatre, African-American theatre, Hispanic theatre, Asian-American theatre, Native American theatre, and gay/lesbian theatre.

SEMN 134 FYS: Telling Secrets In this seminar we will read and write nonfiction: true stories of real life in all its grit, gruesomeness, and glory. For models, we'll look to some of the preeminent nonfiction writers of our time, all of them putting into words what many might find "unspeakable": Alex Kotlowitz's *There Are No Children Here*, an account of two boys growing up in the Chicago projects; Jennifer Finney Boylan's *She's Not There*, an autobiographical account of a man's journey into womanhood; Sue William Silverman's *Because I Remember Terror, Father, I Remember You*, an award-winning memoir of child abuse; and Dave Eggers's *Zeitoun*, the astonishing story of a local hero in the wake of Hurricane Katrina who was imprisoned without cause by the Department of Homeland Security because he was an Arab. Students will also write their own stories and those of others, gaining confidence in their ability to structure a story, to convey emotion clearly, to listen to their own memories and those of others, and to write the truth bravely. This is a seminar for students who are fascinated by human diversity, eager to share ideas, and dedicated to knowing--and writing--the truth.

SEM N 135 FYS: Cultivating Community Novelist and environmentalist Wendell Berry has written, "A significant part of the pleasure of eating is in one's accurate consciousness of the lives and the world from which food comes. . . . Eating with the fullest pleasure-pleasure, that is, that does not depend on ignorance-is perhaps the profoundest enactment of our connection with the world." And yet, in today's world of fast, processed food, many of us have lost of our connection to where our food comes from. Is it possible to rebuild relationships between those who grow and harvest food and those who eat it and gain an accurate consciousness of the connection between plate and planet, cuisine and culture? In this seminar, we will learn about the industrial food system and explore the ways that people today are developing alternatives that use food as an instrument of social justice and a way to build strong communities. We'll read Michael Pollan's influential exposé *The Omnivore's Dilemma* as our starting point in our exploration of food justice, but we will study this issue from a variety of perspectives. We will talk with local farmers, community organizers, farm workers' advocates, entrepreneurs, and anti-hunger activists and get to know the Kalamazoo community by experiencing its harvest. We will also engage in a service-learning project that will work to provide information about and access to just, local, and sustainable food for everyone in our community. Academic service-learning combines classroom study with real world experience, allowing students to apply what they are learning to everyday life in a way that addresses community-identified needs.

SEM N 136 Fys: Crossing Borders: Autism and Other Ways of Knowing For the past ten years, the diagnosis of and attention to autism has grown exponentially. More public awareness and debate, however, does not guarantee a more complex understanding. In this class, we will explore autobiographies, essays, clinical studies, and films about or by those with autism or Asperger's in order to gain an informed understanding of this widely-diagnosed spectrum disorder. We will move outside the borders of the class to see students within AI (autistic-impaired) classrooms and participate in service-learning work in the Kalamazoo community. For this work, groups of students will be matched and spend time with a person on the spectrum and his or her family. In an effort to understand this way of knowing, we will consider how expectations about communication and social relationships "impair" and/or enhance an ability to live in a "neurodiverse" world. If you have a reason for wishing to take this seminar (i.e., if you have a sibling with autism, worked with or befriended someone on the spectrum, etc.), please contact Bruce Mills at bmills@kzoo.edu as soon as possible. Though it will not guarantee a place in the class, this contact will enable us to consider specific interests or circumstances more closely. Academic service-learning combines classroom study with real world experience, allowing students to apply what they are learning to everyday life in a way that addresses community-identified needs.

SEM N 137 Fys: Co-Authoring Your Life: Writing Your Self in the Context of Others The autonomous, self-made individual is a powerful American myth. But no person is entirely self-made; all of us are embedded in various families and communities and ideologies, and we also find ourselves marked by cultural conditions such as our race, class, religion, gender and sexual orientation, all of which influence who we are in various ways. The clash between the desire for autonomy and the shaping power of these social conditions makes the process of coming up with an identity extremely difficult and complex. How can we maintain a sense of autonomy while acknowledging influences? How can we be ourselves while learning from others? How do we write our own lives when so many other hands seem to hold, or to want to hold, the pen with us? Through novels, stories, autobiographies, essays and films, this course will explore different situations in which people struggle to form identities under intense "co-authoring" pressures. You will write analytical essays about the texts of others and personal essays about yourself.

SEM N 138 FYS: Warning: Graphic Lit We'll analyze exemplars of graphic literary fiction, memoir, essay and journalism. Across the myriads of genres and forms, we'll do close readings of the texts' verbal and visual layers to see how they work, each on their own and together. In addition, we'll discuss themes and socio-cultural and other contexts. The cartoon form and comics format of course are widely considered "low" or "popular," so we'll look at criticism that seeks to distinguish "serious" from "low," "elite" from "popular," taking note of writers and artists from outside the field of graphic literature who've mixed seemingly disparate aesthetics. For instance, the cartoon form has influenced serious painters, and prose artists have long mixed high and low forms. In all, we will consider how the cartoon form and the comics format, in a dance with serious intent and interesting writing, can turn into something we don't mind calling graphic literature. Reading list (subject to change): *Understanding Comics*, by Scott McCloud; *An Anthology of Graphic Fiction, Cartoons, and True Stories*, Vol. 1, ed. Ivan Brunetti; *French Milk*, by Lucy Knisley; *The Impostor's Daughter*, by Laurie Sandell; *Fun Home*, by Alison Bechdel; *Farm 54*, by Galit Seliktar and Gilad Seliktar; *Palestine*, by Joe Sacco; *The Complete Maus*, by Art Spiegelman; *The Complete Persepolis*, by Marjane Satrapi; and *Forget Sorrow: An Ancestral Tale*, by Belle Yang.

SEM N 139 FYS: Our Shakespeares, Ourselves Cultures often retell stories from the past as a way of thinking through the present: perhaps because using already existing material makes it easier to explore difficult issues, perhaps because we feel the need to "talk back" to the writers who have so deeply inflected our culture. In this course, we'll be focusing on how modern cultures have reworked Shakespeare's plays into a 1950's sci-fi film, an MTV inspired movie, Afro-Caribbean drama, rock and rap music, and a Julia Stiles movie set in the Deep South. In exploring how Shakespeare has been adapted to these radically different contexts, we'll also be exploring the difficult issues these adaptations focus on--race, gender, sexuality, colonialism and class. What a culture does with Shakespeare's plays can tell you a lot about that culture; so we'll be asking a number of questions: Why is Shakespeare so popular in the United States today? What does he mean to us? What are we doing with his plays and why? What do our adaptations of his work tell us about our own views about racism or sexism in America, for example?

SEM N 140 FYS: Religion & Empire This course explores the role of religion in the expansion of political regimes such as the British Empire of the 17th through 20th centuries and the contemporary United States. We also examine the shifts that religions undergo as political regimes shift, as we saw the crystallization of Muslim and Hindu identities during the period of partition in India during the 1940s. Finally, we look closely at the ways in which political reformers have utilized religion as a resource to catalyze political resistance to empires, primarily in the work of Mahatma Gandhi. Authors we read include Arundhati Roy, Bapsi Sidwa, and Amitav Ghosh.

SEM N 141 FYS: One in Three Diagnosis and treatment of cancer provides an unintended journey for one in three individuals in developed countries. While cancer is not a modern disease, cases of cancer have risen in modern times. Is that due to environmental changes or population changes? How can we know? What is cancer and what have we known about it in history? What is the psychological and financial impact of cancer? How does this differ in various parts of the world? How is cancer used as an analogy in literature, film, and speech? Through reading and analysis of short reviews, newspaper articles, books, and book chapters this course will examine different aspects of cancer as a disease, modern affliction, and personal or political cause. Other readings will explore the experiences of cancer survivors in biographies and autobiographies. Students will also interview a local cancer survivor and prepare a mini-biography.

SEM N 142 FYS: Paradox of Diversity Today is an age of velocity and change. In the modern world there is rapid mixture between formerly isolated communities of plants, animals, and people. Species, ideas, diseases, cultures, and corporations now flow and mix across the planet as never before. For ecologists this is such a singular force that the term "The Homogocene" has been proposed to define our age in geological time; we live in the age of unprecedented homogenization. This force is the major threat to many ecological communities. In human societies, through many of the same processes, globalizing forces are leading to the rapid extinction of local languages and cultures. This seminar explores the profound cultural, ecological, and political consequences of this age of global migrations. We will also focus on a fundamental paradox: globalizing forces bring diverse cultures, organisms, and individuals into a vibrant mix, yet they also threaten the integrity of fragile local diversity with invasive species, novel diseases, and cultural, economic and linguistic domination. We will use a range of texts and writings about recent events, historical accounts, accessible scientific papers, legal casework defining diversity, films that explore these issues, and students' own experiences in order to develop a deeper and more rigorous understanding of our rapidly changing world.

SEMN 143 FYS: Design Intelligence Design can make a difference. Imagine Apple without the iPod, the iPhone, or the MacBook Air. Could IKEA succeed selling Chippendale knock-offs? How does Facebook differ from MySpace? Is suburban life sterile by design? This course will look at the role of design in the world around us. Our emphasis will be on features, feel and function rather than on the aesthetics of design. We will consider why some designs work well and others work poorly. We will think about how and why things are designed in particular ways. Design choices have economic and business implications. We will analyze the impact of design on retailers, marketing, land use, packages, and websites. Observing and understanding design can help us better understand the world.

SEMN 144 FYS: It's a Free Country In the U.S., freedom is perhaps our oldest and most consistently claimed political value. We have long prided ourselves on being "the land of the free." Yet when it comes to defining exactly what we mean by freedom, to whom and over what areas of life it pertains, and how it is best weighed against other values such as security and equality, there is widespread disagreement. In this course we will address questions surrounding the concept of freedom in the U.S. through a contextualized examination of political thought. We will begin with contestations over the meaning of freedom in Revolutionary America and move toward debates surrounding what we mean by freedom in the U.S. today.

SEMN 145 FYS: Creativity The psychology of creativity is as complex and mysterious as it is intriguing. Creativity is expressed in many forms. Whether choreographing a dance, composing a poem or piece of music, launching a new advertising campaign, or making a breakthrough at the frontiers of science, some form of creative thinking is involved. In this seminar, we will examine how creativity is expressed in art, music, dance, film, science, and invention. Classic and contemporary theorists' ideas and rich research findings will provide materials for discussions, essays, and a symposium exploring creativity around the world. Students will also apply imagination and creative problem-solving skills to a variety of puzzles and projects. This seminar will challenge your assumptions about the nature of creativity and expand your horizons as we explore the richness and diversity of creative expression. A good choice for anyone who has a real passion for the arts or sciences, and enjoys an intellectual challenge!

SEMN 146 FYS: Africa and Globalization Globalization is viewed differently by scholars and policy practitioners. Humanists and Social Scientists agree that globalization is the precipitous movement of people, goods, free market and capital flows among countries. Sub-Saharan Africa's experience with globalization started in the 13th century. Since the 1990s, diasporan Africans have largely influenced public policy through tools of globalization. What is the direct impact of this phenomenon on Africa's economic development? What is the effect of globalization on the socio-cultural lives of Africans in the 21st century? This course addresses these questions and seeks to explore the influence of tools of globalization, such as communication equipment, automobile, computer services, transnational corporations (TNCs), among others in African societies. We will use primary and secondary sources, such as newspaper articles, government records, UN reports, journal articles and scholarly monographs to probe the above questions.

SEMN 147 FYS: Living on the Line The U.S-Mexico border is one of the most complex and contentious places in the world. It is, in performance artist Guillermo Gómez-Peña's formulation, the "Fourth World", where notions of the First World and Third World collide, dissolve, and become something new. In this course, we will approach and analyze the border as both a real physical place and a source of identity and culture. Using film, literature, music, and research from the social sciences, we will peer through the border as a window into contemporary social issues of migration, economic and cultural globalization, and transnationalism, as well as the spirit of human creativity, adaptation, and resistance. Note: While no knowledge of Spanish is required, students who have some familiarity with the language or who plan to study it at "K" will find this course especially valuable.

SEMN 148 FYS: Written on the Body In this seminar we will explore the relationship between illness and identity and focus on the transformational power of storytelling, of defining ourselves rather than being defined by our bodies. How do people face their mortality and what happens to one's conception of the self in the processes of survival? We will challenge the notion of a "normal" body and explore the landscapes traversed by what Arthur Frank calls "wounded storytellers" who return from the far lands of cancer and AIDS, illnesses that have been (and continue to be) politicized and used as metaphors. Through film, plays, poems, novels, essays and works of creative nonfiction, we will talk and write about issues of identity, question the culture and politics of the body, challenge the meanings and metaphors imprinted on our bodies, and celebrate those who speak their truth by shaping trauma into narrative.

SEMN 149 FYS: The Best of Intentions It has been said that culture is to people what water is to fish; that is, it's an invisible medium through which we glide without even being aware of it - until we take a dip in someone else's pond, or someone hops into ours! Or, worse, when one finds oneself metaphorically gasping for breath as does "a fish out of water." In this course, we'll arrive at a working definition of culture, and see how cultural and psychological mindsets can keep us from really seeing people who are not like us. Looking at encounters among Europeans, Africans, Asians, and those from the Middle East, we'll see how even good intentions can cause cultural train wrecks, and how misperceptions can lead humans to treat one another in inhumane ways. Venues for study will include academic texts, essays, literature and films.

SEMN 150 FYS: Monsters! We will examine the figure of the monster, a wildly popular creature in literature and media. What can it actually mean to be labeled a monster? How does the construction of monstrosity help us in positing counter-claims of normativity, and where do these claims in turn find their origins? While stories and tales of monsters date back to the virtual beginnings of human history, this course will focus on the critical nexus of Enlightenment, technology, and body aesthetics as seen through the rise of Modernity. To that end, we will begin by critically examining the discourse on Enlightenment articulated by Moses Mendelssohn and Immanuel Kant, and later engaged again by Michel Foucault. This course aims to teach a variety of approaches to reading literature and media, so texts will include fiction by Shelley (Frankenstein) and Kafka (The Metamorphosis); poetry by Goethe and music by Schubert (Erlkönig); film by Murnau (Nosferatu) and Riefenstahl (Triumph of the Will); and critical theory by Marie-Helene Huet and the Frankfurt School.

SEMN 151 FYS: The Empire Writes Back Before you watch Star Wars one more time, read further. In this seminar, we will talk about a different empire, about a real empire. Reading works by writers from Jamaica, Vietnam, South Africa, and Australia, we will consider the lingering impact of colonial expansion in the 19th, 20th and 21st centuries. What does it mean to be a writer of formerly colonized country who writes about her vision of the legacy of colonialism? In Salman Rushdie's words, what does it mean for the "empire to write back"? How does the fact of having been colonized continue to shape the identities of large segments of the world's population? What does it mean to be from the world of the former colonizers? We will read the fiction of these postcolonial writers as well as some theories about the lingering impact of colonialism even into the 21st century. And we will also ask ourselves about the possibility of America as an empire and what that means for us as citizens of this nation and for those who feel the impacts of America's international policies.

SEMN 152 FYS: Roots in the Earth Even in the most developed and densely populated of cities, we are connected to nature. As essayist John Burroughs wrote, "We are rooted to the air through our lungs and to the soil through our stomachs." In this seminar we'll examine our relationship with the natural world. What belief systems have influenced human interactions with nature throughout history and across cultures? Is our current relationship to the non-human world serving us as individuals and as members of a global community or can we envision new ways of relating that might be both more sustainable and more satisfying? Through readings beginning with Bill McKibben's *American Earth*: Environmental Writing Since Thoreau, films, discussions, writings, and explorations of our local environment, we'll grapple with these questions and current environmental issues such as climate change, local vs. industrial food production systems, and the value of preserving wilderness in a time of dwindling natural resources.

SEMN 153 FYS: Liberating Arts This Seminar blends intercultural communication with the reflection on the meaning of a liberal arts education and lifelong learning, valuing the community, and education for its own sake. Students explore their own and other cultures through the observation and discussion of intercultural dynamics, group identities and stereotypes, conflicts, gestures, and specific language use. Students share their learning experience at Kalamazoo College through a variety of media, mainly literary, interviews and visual arts. Activities include discussions that explore intercultural influences in Kalamazoo and its vicinity (Grand Rapids, Holland and South Bend). This course is designed to offer extra support for those coming from diverse cultural and linguistic backgrounds.

SEMN 154 FYS: Who Are the Samurai? On a dark, chilly night in the city of Edo, Japan in 1703, 46 men broke into the home of a government official and murdered him. The story of these men, best known as the 47 ronin (and yes, you read the number correctly), has been retold countless times since that night. Outlaws to some and heroes to many, the 47 ronin have often been lauded as exemplars of true samurai. But what exactly is a "true samurai"? When you think of the samurai, what do you imagine? Is the image you have in mind the product of fact or fiction, or perhaps a little of both? Did you know, for instance, that the samurai included both women and children? Since most people are not familiar with the history of Japan's famous warriors, in this seminar we will begin by drawing from a variety of sources to explore how this warrior class-men, women, and children-lived, and how they have been viewed both within and outside Japan. We will combine our historical examinations of the emergence, evolution, demise, and reinvention of the samurai with analyses of representations of "samurai" in literature, film, sports, and business in order to gain a better sense of who the samurai are, how they have been portrayed, and why the samurai-and especially the 47 ronin -have become such an enduring and popular symbol of Japan.

SEMN 155 FYS: The New World Order In 1991 President George Bush (Sr.) announced the emergence of a "New World Order." "Communism" had collapsed and almost overnight the world became a single capitalist system. Globalization then accelerated, with light-speed communication through the internet, intensified flows of goods around the planet, and the outsourcing of work to low-wage countries - accompanied by rapidly increasing inequality and concentration of wealth, and the swelling of slums in megacities. The seminar will study recent analyses of the New World Order in the context of theories of "modernization" and "globalization." Then we will examine the culture of the investment bankers who are its main architects and the ideology of "neoliberalism" that is their blueprint, and read studies of an American city that jobs left, a Mexican city where jobs arrived, and a slum in Mumbai. Students will write brief review-style essays, a theoretical analysis of "globalization," and a case study of the region in which they are likely to study abroad

SEMN 156 FYS: Almost Human We will explore what it means to be human, by first looking at fictional accounts of those that are "almost human," namely--robots. Karel Capek, considered to be the greatest Czech author of the first half of the twentieth century, was the first to use the word "robot," which appears in the title of his play "R.U.R." (Rossum's Universal Robots). Capek explores a host of philosophical and social issues in this play and his short stories and essays. Fast forward to the 1960's, and we have Philip Dick's novel, *Do Androids Dream of Electric Sheep?*, which explores similar issues. This story is the basis for the 1982 movie *Blade Runner*. Today, robots are fast becoming more common, and a host of contemporary movies explore the relationships between humans and 'artificial' life. Other readings will discuss a variety of relevant philosophical issues, the cognitive differences between humans and other animals, and the role of culture. Our goal is to explore the essence of being human. Is it love, empathy, free will, emotion, consciousness, intelligence, or something else? Or maybe there is no essence!

SEMN 157 FYS: Business Ethics: An Oxymoron? Is there a place for ethics in business and society? What does "ethics" or ethical behavior mean to you? Do the scandals that we hear about from financial, political, environmental, and other sectors really matter? This course explores ethics in today's organizational world, and seeks to expand your awareness of its role in business. The subject will be explored (a) as the concept itself, (b) as it is applied by the individual, (c) as it relates to business and business management, and (d) its place in a global business context. We will use a variety of sources to investigate and discuss business ethics (or "organizational ethics"), including a textbook, current articles/events, formal research-based articles, videos, etc. Frequent written assignments will be integrated with student-led discussions. A core outcome will be development of your realizations and own perspective to how ethical behavior does/will impact our lives.

SEMN 158 First-Year Seminar This course will look at just a few of the many facets of animal-human interaction. Many societies have long assumed and enforced the singularity of the human being, placing our species in a position of superiority, and all others at our disposal. However the uniqueness of humans is an idea that has long existed in tension with phenomena and discourses that complicate and enrich our coexistence with other animal species. The course will include historical and literary perspectives with which students would already have some familiarity. The class will also look at modernization and industrialization to focus on problems and challenges (habitat "management," factory farming and fisheries, and research test subjects). The last section will consider how animal-human interactions are proposing new disciplinary intersections: the limits of consciousness and cognition in animals and humans; interspecies communication; new moral debates on the treatment of other animals; and new spaces for co-operation.

SEMN 159 FYS: History Repeats This course will explore the recent resurgence of the 19th century in novelistic adaptations and fictionalized biographies of the 21st century. Crucial to this course will be an understanding of major literary texts and authors of the 19th century, which will allow for an investigation as to why the 19th century serves as a vital literary inspiration for the 21st century, specifically how these textual re-imaginings might provide a particular insight into the contemporary national moment. Why does the 19th century continue to persist? What fuels this return to the past? Is this resurgence merely a nostalgic literary trend, or does it reveal a larger significance, both for American literature as a field of study, as well as for an American nation-space we presume to be so markedly different from that of the 19th century. This course begins with "The Emancipation Proclamation," one of the formative historical texts that shaped and defined the U.S., and will be read in tandem with Seth Grahame-Smith's *Abraham Lincoln, Vampire Hunter*. In many ways, these texts introduce the main thematic trajectory for this course: the Civil War and slavery. As such, we will also read *Adventures of Huckleberry Finn*, Mark Twain's satire of antebellum southern society which focuses on Huck's journey to "free" a slave, and Jon Clinch's *Finn*, told from the perspective of Huck's father, Pap. Likewise, Louisa May Alcott's *Little Women* finds the March women at home, waiting for their patriarch, Mr. March, to return from his role in aiding the Union's war efforts; while that novel only presents letters about Mr. March's activities, Geraldine Brooks's *March* presents Mr. March's story, those never relayed in his letters home. In addition to reading these novels, we will also investigate the socio-political underpinnings of race and "freedom" in the 21st century, specifically how the social and political spectrum of both terms function in the contemporary U.S.

SEMN 160 FYS: Visions of the End Plague and hellfire; crumbling cities and avenging angels; a heavenly kingdom, golden and eternal-these apocalyptic images are among the most stirring moments in the Bible. They have inspired countless works of art with their devastating portrayal of the world's end. They have also maintained a constant, pervasive influence on theology, philosophy, political theory, and popular culture. In this seminar, we will carefully read the biblical apocalypses and consider how these foundational texts have been interpreted by Jewish and Christian theologians over the years. We will then explore a range of literary works such as Spenser's *Faerie Queene* and the Poetic Edda which deliberately mimic the style of the biblical apocalypse. And finally we will turn to some contemporary "post-apocalyptic" works such as Ridley Scott's *Blade Runner* and Cormac McCarthy's *The Road* in order to reflect on how current events and anxieties have radically transformed our modern visions of the end.

SEMN 161 FYS: An Awfully Big Adventure The seminar will consider narratives of childhood and its end in a range of texts, from the film *The Wizard of Oz* to the novels *Peter Pan*, *Alice in Wonderland*, *The Absolutely True Diary of a Part-Time Indian* and *The Bluest Eye* to the graphic novels *Stitches* and *American Born Chinese*. The course will provide a range of writing opportunities, including the students' own stories and an oral history project. We will look back-at the mythic landscape of the students' own childhoods-and forward-to the transformational potential of their four years at Kalamazoo College.

SEMN 162 FYS: A Hope in the Unseen Have you ever wondered how something so abstract as mathematics manages to find such concrete application? Or why so many people have such strong feelings about something apparently so far removed from emotion? Did you once love mathematics, and do you now wish for a return to that happy state? Have you wondered what it was about mathematics that drew you to it? Or how it is that new mathematics is discovered? Have you wondered whether gender, culture, or class might have something to do with mathematical facility? Have you felt like an imposter for being thought of as "smart" because math came easily? (Be honest!) Have you seen mathematics used in a way that marginalizes some students and keeps them from opportunities offered to others? If any of these questions has awakened a response in you, consider choosing this seminar. We will consider how gender affects perceptions of truth in mathematical discovery by reading David Auburn's Pulitzer-Prize-winning play *Proof*. This play examines the doubts that arise when a young woman claims authorship of a sophisticated mathematical result. We will think about the role that intellectual discipline plays in helping an under-prepared college freshman grow into academic excellence, as described in Ron Suskind's *A Hope in the Unseen*. We will learn about the liberating power of mathematics by reading excerpts from Robert Moses' *Radical Equations* (2001). The Service-Learning component will include weekly meetings with students from Kalamazoo Public Schools. In order to take this seminar, you must have studied calculus in high school or be concurrently enrolled in a mathematics course at Kalamazoo College. You also must be interested in working with middle school students. If you have a reason for taking this seminar, please contact John Fink at fink@kzoo.edu. Though it will not guarantee a place in the class, this contact will help us to consider your circumstances more closely.

SEMN 163 FYS: Role of Family in Society In this seminar we will explore different types of family structures in the U.S. and worldwide, talking about the role of men, women, and children within such structures and within society. The focus will be on American families, but students will be encouraged and expected to discuss their thoughts on and experiences with the families and societies of their home countries. We will read about the American family and family life from a variety of sources. There will be exposure to many different types of writing, including journaling, summarizing, and short essays. This course is designed for students who come from a bilingual household or community.

SEMN 164 FYS: Building Kalamazoo The city of Kalamazoo serves as the textbook for this seminar, as we survey the built environment of the 20th century via the architecture of this post-industrial Midwest city. Beginning with turn-of-the-century Victorian-era homes and ending with Kalamazoo College's dramatic new building, the Studio Gang-designed Arcus Center for Social Justice Leadership, Building Kalamazoo surveys this dynamic period through site visits, primary readings, and individual research. Throughout, the seminar will seek to understand how site and space have shaped diverse experiences of a rapidly changing modern world.

SEMN 165 FYS: Stalin & the Art of Fear From the 1920s until his death in 1953, Joseph Stalin wielded an extraordinary amount of control over the newly-created Soviet state. He interpreted the proper implementation of Socialist economic policy, he silenced his critics with unimaginable savagery, and he took an especially keen interest in dictating the terms by which art should be made. To whom does art belong? What was it like to create art in an atmosphere of censorship? Could artists -- like poet Anna Akhmatova or composer Dmitri Shostakovich, for example -- navigate these treacherous waters without sacrificing their creativity and artistic integrity? We will examine these and related questions through reading memoir, fiction, and historical accounts of the time; watching films; and closely listening to the music that spoke to and reflected this tumultuous time.

SEMN 166 FYS: Closet Negotiations Let's face it: no matter who we are or what our orientation is, our sexuality is a process of negotiation. Aside from the questions of what we're doing (or not) and with whom, defining our sexual identity is one of the most fundamental ways that we engage with other people and the world. In this seminar, we will be focusing specifically on the negotiation that is "coming-out of the closet" by analyzing a number of novels and films that represent the experience of declaring oneself to be gay, lesbian, bisexual, transgender or queer in variety of historical and cultural contexts. By looking at sexuality and its intersections with other identity categories, including gender, race, religion, class, age, and nationality, we will interrogate what "coming out" means and examine the extent to which public visibility makes a GLBTQ person "free." In addition to a reader of critical essays and historical documents, our texts will include: Oscar Wilde's *The Picture of Dorian Gray*, Sarah Waters's *Tipping the Velvet*, Jeanette Winterson's *Oranges Are Not the Only Fruit*, Alison Bechdel's *Fun Home*, Howard Cruse's *Stuck Rubber Baby*, and Shyam Selvadurai's *Funny Boy*. Films will include: *Pariah*, *Beginners*, and *Outrage*.

SEMN 167 FYS: The Immigration Debate People often say they are either for or against greater levels of immigration. But immigration is a broad concept. In simply saying "yay" or "nay" we neglect to address a lot of important, nuanced questions. This course examines some of these questions. What is the difference between a regular immigrant and an asylum seeker or refugee? Do we owe different kinds of treatment to individuals in these categories? What happens when someone is attempting to immigrate but is stopped in international waters? How do concerns of "internal" equality and the preservation of culture impact immigration? Is it permissible for wealthy countries to actively encourage doctors and nurses from poor countries to immigrate-even though this will lead to a shortfall of skilled healthcare workers in poorer countries? What tensions are created by the conflict between social and global justice as applied to immigration? We will investigate these questions and many more through readings in political philosophy, documentaries and short films (all documentaries and short films will be screened outside of class).

SEMN 168 Fys: Salem Possessed: the Salem Witch Trials and Their Legacies In 1692, the people of Salem, Massachusetts grew terrified when a small group of girls accused an enslaved woman, an impoverished woman, and a scandalous woman of bewitching them. Ultimately, twenty men and women were hung or pressed to death with stones and over a hundred others found themselves imprisoned. Historians have long considered the Salem Witch Trials a pivotal moment in American history. Countless works have offered countless reasons for the strange happenings in Salem, trying to explain why a small community in Colonial America would succumb to witchcraft hysteria long after it had died down in Europe. The Salem Witch Trials have haunted American culture. Starting in the nineteenth century and continuing into the present, writers and artists have grappled with the various meanings of the witch hunts and the persecution of innocent persons, seeing connections between "the furies of fanaticism and paranoia" of 1692 and their own time. Most famously, Arthur Miller in *The Crucible* used the trials to examine the persecution of alleged Communists in the 1950s. This course will examine and seek to understand the events of 1692 and the subsequent legacies of the trials in American culture through the actual documents from the trials, the writings of historians, and the imaginative works of novelists, playwrights, poets, and film makers.

SEMN 169 FYS: Civil Disobedience & Religion In 1849, Henry David Thoreau wrote, "Unjust laws exist: shall we be content to obey them, or shall we endeavor to amend them, and obey them until we have succeeded, or shall we transgress them at once?" In this class we will look at how these words have impacted various religious leaders in the 20th century. We will be reading selections from Mohandas K. Gandhi, Martin Luther King Jr., Malcolm X, Cesar Chavez and Oscar Romero, and watching movies and documentaries based on their lives. Using primary documents, media and secondary sources, we will examine their social, religious, political and economic worlds, the changes they inspired, their failures, and their local/global impact. A significant task of this class will entail keeping up with current events and tracking how people locally, nationally and globally are resisting capitalism, protesting various inequities and struggling for justice (as you start your career at Kalamazoo College). What can we learn about how social justice works and happens? What are the reasons for resistance against capitalism, the state or an empire? Is it better to work for small changes over time or go for whole-sale revolution? Is peaceful protest and non-violence the best method for achieving justice?

SEMN 170 FYS: The Geisha This seminar will look at the figure of the Japanese geisha and the various ways she has been and continues to be imagined. We will ask such questions as why the figure of the geisha has been so fascinating to the West and what that tells us about constructions of gender as well as of the East as "other." We will read *Memoirs of a Geisha*, watch *Madame Butterfly* and *M Butterfly*, and delve into the complicated interpretations of this mesmerizing figure.

SEMN 171 FYS: Social Bee-ings Honeybees and humans are supremely social. But what does it mean to be social? Why are some species social while others are solitary? Do social group members work for the common good or to fulfill selfish interests? Perhaps they can do both, but what happens when these goals conflict - how is social order maintained? We will explore the origins and maintenance of social living across the animal kingdom and ask to what extent human societies represent larger scale models of other animal societies -- insects and non-human primates in particular -- and to what extent humans are unique. We will explore the political, economic, biological, cultural, sociological and philosophical elements of social life through a variety of media and genres. In doing so, we will inevitably explore the human condition.

SEMN 172 FYS: Life with Two Languages Almost half of the world's population uses two or more languages as they go about their daily lives. In this seminar, we will explore what it means to be a bilingual or multilingual person - how this affects our brains, our ways of communicating, and our perspective on the world. We will also investigate how different societies organize life with two or more languages. Finally, we will reflect on attitudes of bilingual and monolingual speakers towards bilingualism. Yookoso -Bienvenido- Bienvenue- Hwan-yung-hahm-ni-da - Chào m'ng

SEMN 173 FYS: Migration, Community, & Self Going to college and immigrating to a new country have much in common. Moving to a new place presents many challenges. The immigrant (or first-year student) can experience loneliness and displacement, a yearning for home, and bewilderment at his/her new surroundings. Yet, a new environment also offers opportunities for personal growth that force immigrants to reconcile "Old" with "New." Through reading, writing, and discussion, students will seek to relate their own "migration" to Kalamazoo College to the experiences of European Jews moving to the United States. Along the way, the class will explore many of the universal questions raised by relocation. What motivates people to pick up their lives and move to a new place, and what happens to them when they arrive? How does the migration experience shape their view of the world they left behind and their view of their new environment? How do immigrants construct communities for themselves? Do women and men experience migration in similar or different ways? Finally, how does moving to a new place shape one's sense of self? We will explore these questions using historical and cultural sources, fiction, and film.

SEMN 174 FYS: Heart of Mathematics Have you ever wondered how something so abstract as mathematics manages to find such concrete application in the world? Or why so many people have such strong feelings about something that seems so feeling-less? Did you once love mathematics and do you now wish for a return to that happy state? Or have you always loved mathematics and do you now want to know what it really is? Have you ever wondered how new mathematics is discovered? Or the role that gender, culture, and class might have something to do with it? If questions like these are on your mind, consider choosing this seminar. We will explore some of the central ideas of mathematics as we read portions of the book, *Heart of Mathematics*, by Ed Burger and Mike Starbird. We will consider how gender affects perceptions of truth in mathematical discovery as we read David Auburn's Pulitzer-Prize-winning play *Proof*. We will think about the role that intellectual discipline plays in helping an under-prepared college freshman grow into academic excellence, as we read portions of Ron Suskind's *A Hope in the Unseen*. The only prerequisites for this course are an open and curious mind and a willingness to put aside any preconceived notions about what mathematics is (or is not.)

SEMN 175 FYS: Who Gets to Do Science? We all think science is "the truth." But is it really objective? How do women and people of color BRING SOMETHING to science that it needs? How has science treated these populations? In this seminar, we will discuss some of the major scientific contributions of these groups, and will discuss how our changing definitions of science often exclude these populations, and the implications this may have on our futures. For instance, if certain groups of people are excluded, how might this affect medical research, or software development? We will examine what roles that stereotypes, standardized tests (such as IQ tests and SATs), and science education play in dissuading children in these groups from pursuing scientific fields of study.

SEMN 176 FYS: Managing Across Cultures Suppose you have an opportunity to live and work (study) in a foreign culture, what will you need to know in order to get along and be effective? How will the locals think and act? How will you feel and react? How will you resolve a conflict, or negotiate a favorable outcome? What will you do if you need to give a presentation? What if you had a leadership role, how will you motivate your team? How will you manage team members that are different from you? Will you one day be an effective global citizen and, perhaps, a global manager? This seminar explores your assumptions about the best way to think and behave as we learn about ourselves and about others from different backgrounds. A good choice for anyone who has an interest in living and working abroad.

SEMN 177 FYS: Changing Our Minds What do *miasma*, *hysteria*, *slavery*, and *eugenics* have in common? And, what caused people to view these phenomena, and others we will encounter, in a new light? Together we will explore what causes humans, individually and collectively, to change their notions about how the world works and then use their new mindsets to shape how they perceive their world. Through our exploration - by reading, watching, discussing, and writing about works including *How We Learn*, *The Ghost Map*, *"Hysteria"*, *Blink*, *"Amazing Grace"*, *Bury the Chains*, and various readings about "improving" humans - we will develop a clearer and deeper understanding of what causes us to change our minds.

SEMN 178 FYS: Nutrition Trends & Ideas This seminar will examine how our food supply has become increasingly industrialized, and in the real sense has become a factory food distribution system, usurping history, tradition, and cultural foodways. Although this has had an effect on health in the very broadest sense of the word, this course by design is neither a health survey nor a nutrition science course. Rather, it is an attempt to learn about eating from history, culture and tradition. We will explore local movements and strategies for escaping the conventional American food system - the resurgence of farmers' markets, the rise of the organic movement, and the renaissance of local agriculture in the country - that has made it possible to step outside this system. This course is designed for international students whose first language is not English.

SEMN 179 FYS: What's Out There? How did the ancient Greeks and Romans map their world? What did they imagine the earth looked like? What was the center of the world? What were the ends of the earth? What lay beyond them? In this course, we will travel to the limits of the ancient imagination through works such as Homer's *Odyssey* and Herodotus' *Histories*. We will discover how ancient Mediterranean societies understood the geography of their world and the people and creatures that inhabited its most distant corners, such as headless Blemmyes and one-footed Skiapods. While Roman emperors sought to control the known world, Roman authors imagined and described what lay beyond. From Silk Road trade routes to Sub-Saharan African ports, and from a descent into hell to a trip to the Moon, this course explores issues of culture, geography, and the unknown in the ancient Mediterranean world. Through such an exploration, we will also consider how ideas of geography and cultural difference have changed over time, and how our own society constructs geographic boundaries and imagines the final frontier.

SEMN 180 FYS: Reading the City By bringing a diverse array of people together into common spaces, cities offer countless opportunities to create different forms of community and provide access to an incredible amount of cultural experiences and resources. At the same time, cities can also be impersonal, intimidating, and difficult to navigate, and their structures frequently exacerbate already devastating inequalities based on race, class, gender and sexuality. These contradictions are inherent to the way city spaces have been designed and organized-where a privileged few live in the luxury and wealth while others must subsist in appalling conditions of poverty. In this course, we will explore how these dynamics have played out in London, Los Angeles, and the two major cities nearest to Kalamazoo: Detroit and Chicago. We will begin by comparing London and Chicago at the turn of the twentieth century, and look at how migration patterns, urban development and public policy shaped what we have come to know as "the modern city." In the second half of the quarter, we will turn to contemporary Los Angeles and Detroit, and interrogate how these structures have been perpetuated and resisted around key flashpoints of crisis. To do so, we will read work by poets and fiction writers alongside sociologists and historians, travel to a number of important sites in Detroit and Chicago themselves, and use critical writing assignments to bring these two experiences together.

SEM N 181 Fys the Paradox of Human Desire: Philosophy and Psychoanalysis In this course, we examine the way in which Friedrich Nietzsche's genealogy and Sigmund Freud's psychoanalysis severely challenge traditional conceptions of the rational self. Traditional "Enlightenment" or rationalist models of subjectivity assume that a person is conscious of feelings and desires, rational in planning and executing actions, and responsible, both to oneself and to others, for explaining and justifying one's conduct. In short, rationalists uphold the ideal that we can master our own fate. Against this view, Nietzsche and Freud demonstrate the fragmented, unconscious, wild, strange, paradoxical, and often chaotic nature of human desire, action, and self-understanding. Such "dark thinkers of Enlightenment" unmask the ideal of rational agency as a comic pretense or naïve illusion. In this course, we will explore Nietzsche's and Freud's views on the paradoxical nature of the human experience of desire, time, and one's own body. More specifically, we will examine how subsequent figures such as Lacan and Merleau-Ponty have identified four famous paradoxes of human life: the paradoxical fact that we understand something only when it's over (time); the paradoxical fact that we only come to know our prior intentions through our future deeds (action); and the paradoxical fact that our desires are the source of our worst nightmares (desire); and the paradoxical fact that what is closest and most familiar to us, our body, is often what is most distant, alien, and perplexing (body). Readings from Nietzsche, Freud, Lacan, Merleau-Ponty, Carr, Habermas, Fink, and Lloyd. Movies such as *Memento*, *Angel Heart*, *Apocalypse Now*, *Lost Highway*, and *The Pervert's Guide to Cinema* will be shown.

SEM N 182 FYS: Representing Difference From the French Revolution to Jazz-Age P In this seminar we will examine representations of a highly unstable category-race-in a highly unstable context: France, from the French Revolution to after WWI. Alternate forms of government-monarchical, imperial, republican-warred with one another in this period, crises and scandals followed in quick succession, and France both lost and gained colonial territories. In the midst of this change and uncertainty, perceptions of race (often entwined with other forms of classification, whether ethnicity, nationality, class or gender) played an important role in determining who had access to the ideals enshrined by the French Revolution: "liberty, equality, fraternity." We will focus on visual representation as a particularly powerful force in shaping these perceptions, given the association of race and analogous classifications with physical appearance. Studying a selection of objects ranging from paintings and photographs to furniture and film, we will work toward a nuanced understanding of the interaction of race and French visual culture in this period.

SEM N 183 FYS: Fur, Feathers, Scales, and Skin: Animals and Society Human-Animal Studies (HAS, also known as "anthrozoology") is the study of interactions and relationships between human and non-human animals. It asks: what can we humans learn about ourselves from our relationships with non-human animals? What does the way we think about and treat other animals reveal about who we are? In this seminar we will explore our daily interactions with animals and animal products and how these interactions shape societies. We will discover what belief systems we have in the moral and ethical treatment of animals, and whether our current relationship to non-human animals is serving us well as individuals and as members of a global community. Through readings, discussions, and writings, we will explore these questions through issues such as animals as pets, animals as food, animals as entertainment, the human/animal bond, violence against humans and animals, and the value of animals in society.

SEM N 184 FYS: Slang A Discussion of Informal English Slang is the ever-changing use of informal language that is reflective of culture and society. Though slang is most common in spoken language, modern dictionaries have long embraced slang and recorded its usage. Notable examples include the Oxford English Dictionary new entries of 'vape,' 'selfie,' and 'GIF.' In this class, we will discuss, research, and write about the informal use of slang and its role in social interactions as well as what slang represents in the lives of English speakers. We will trace American slang from its separation from British English up until the current age and identify the purpose of slang in a community of speakers. An important distinction will be made regarding the environment of informal and formal language and how English speakers navigate the cultural requirements of spoken and written language in academic settings. Through readings, videos, discussion, and writing, we will explore the fun and function of slang. This course is designed for students whose native language is not English.

SEM N 185 FYS: Becoming Ourselves Becoming Ourselves: the Process of Developing Identities Western philosophy famously set the task of philosophical thought in the dictum to "know thyself." While this would appear at first blush to be the simplest of all tasks (for what could we possibly know better than ourselves?), it turns out to be a task wrought with challenges as self-reflection often serves as the "blind spot" of our knowledge of ourselves, and the world that we inhabit. To what extent do we define ourselves and to what extent is our identity a product of how others define us? We will look to a variety of readings in the history of philosophy that address the central issues that inform who we are, such as our conceptions of what friendship is (Aristotle/ Cicero), what love is (Plato/ Socrates), how we order and define our values (Nietzsche), and more. Then, we will look to the ways in which our identities are formed socially, turning to theories of class, race, gender, and sexuality that express the multi-faceted ways that our self-definition confronts the society in which we live.

SEM N 186 FYS: Peace and Harmony The Chinese philosophies of Confucianism and Daoism were founded during an era of political strife and social unrest. Thus, the philosophers, such as Confucius, Mencius, Laozi and Zhuangzi, concerned themselves with, more than anything else, peace and harmony of the human world. They have left a cultural legacy for the Chinese people and their philosophies have deeply influenced human history in general. More importantly, they have provided a useful reference for the modern generation in our planning and pursuit for a meaningful life. In this seminar the Confucian and Daoist texts and relevant articles are used as the basic materials to initiate discussions. The topics we will discuss and write about include self-cultivation, human relationship, nature and naturalness, ideas of being and becoming, the power and limitations of human intelligence, the difference between uniformity and harmony, value systems and moral judgments, and social and political issues that concern us. The goals of this seminar are to achieve a better understanding of our own humanity and aspiration, and to more efficiently express our ideas and communicate with others.

SEM N 187 First-Year Seminar: Dread Goddesses, Heroes, and the Ancient Cosmos On the surface, much ancient myth seems to strip female characters of agency and enslave their narratives (as much as their bodies) to those of male heroes and gods. But a second glance reveals powerful females "rewriting" the male cosmos in dramatic ways: the Sumerian goddess Inanna steals all of the powers of heaven; Pandora and Eve propagate the Fall of man; Helen uses magical painkillers to facilitate storytelling in Homer's *Odyssey*; Clytemnestra "outmans" all of the men in Aeschylus' *Agamemnon* and orchestrates exceptional bloodshed; Earth herself arranges for violent dynastic succession; more recently, in George Miller's *Mad Max: Fury Road* (2015), Emperor Furiosa brings Immortal Joe's reign to its knees and potentially "overwrites" Max as the main hero. In terms of literary history, too, the Lesbian poet Sappho (re)shaped the canon and became complicit in the gender instability of later male poetic voices. So what is the connection of gender and sexuality to mythic narrative? To mortal identity? To cosmology and the environment? How do gender and class coincide in the ancient literary mind? Gender and sanity? Gender and genre? Alongside selections from ancient texts, students will consider some modern gender theory, watch *Mad Max: Fury Road*, and assess the gendered critical response to it. Students will examine how gender and sexuality "move" mythic narrative and disrupt its language; more importantly, they will reflect on how the same factors complicate-and enrich-the ways in which they narrate their own lives, even to themselves.

Sophomore Seminars

The sophomore seminar is the second component of the Shared Passages and comes at a critical moment of challenge and opportunity in students' journeys through the K Plan. They provide a vital link between students' entry to the K experience and their other landmark K experiences - advanced work in the major, study abroad, and a SIP.

Sophomore seminars

SEM202 Who Is 'the other'? This seminar will focus on how we create and label others in our societies. Students will explore the various ways in which this occurs and along what lines: race, ethnicity, gender, sexual preference, socioeconomic circumstances, and others. The reading of the seminar will be novels from across global cultures and our own: South Africa, Australia, India, and others. There will also be theoretical readings on the creation of others, including "whiteness". The work of the course will consist of student discussions of the novels and readings, presentations by students on the background of the various readings, student journals on their readings and own reflections on otherness, and papers of analysis and reflection on the readings. Prerequisite: Sophomores only.

SEM/CLAS 203 Romans R Us: Identity & Empire Young men and women who came of age during the heyday of the Roman Empire in the second century CE faced many of the same challenges now confronting Kalamazoo College sophomores as they prepare for study abroad: how can you best harness the transformative potential of international, experiential education to become productive citizens and leaders in a global, multicultural world? What theoretical foundations can help you negotiate issues of self-definition and representation that emerge from encounters with cultural diversity? How will performing rites of passage into adulthood on a world stage, while learning new dialogues of national, ethnic, class, gender and sexual politics, affect your own sense of public and private identity? This course is designed to interrogate the impact of international education on personal identity by fostering reflective connections between the lived reality of 21st-century American students and their academic study of the Classical past. Prerequisite: Sophomores only.

SEM/ARTX 204 Drawing Today: Uncommon Visions Drawing Today introduces current themes in drawing and provides an innovative approach to basic skill development required to produce images in a contemporary context. Students will read and discuss issues related to art and visual culture from around the world. Class time will be divided between discussion of important issues in contemporary art and hands on drawing instruction. Homework will include daily readings and weekly drawing projects that will allow students the opportunity to reflect upon theory and their assumptions of what drawing is and who it is that produces it. This course is a Shared Passages Sophomore Seminar. Prerequisite: Sophomores Only

SEM/ARTX 205/RELG 201 Religious Art and Material Culture This course explores the relationship between religion and art. The arts, whether in the form of painting, sculpture, architecture or kitsch, are often vehicles for religious devotion and expression. At the same time, devotion to a divine figure has inspired some of the world's most beautiful pieces of art. Religion and art form a symbiotic relationship which can simultaneously be in tension and/or cohesive. Looking at various primary and secondary sources from a variety of religious traditions, we explore this tension and cohesion, which can be a window into larger societal and cultural issues. Given that we live in a mechanical age, special attention will be paid to the material production of religious kitsch and the place of religious art in the market. This course is a Shared Passages Sophomore Seminar. Prerequisite: Sophomores Only

SEM/ARTX 206 Ceramics: World Pottery World Pottery is a hands-on studio course with significant research and reflection components. Class time will be used to introduce students to a variety of clay bodies and clay-forming techniques from historical and regional perspectives (wheel-throwing will not be taught). Creative assignments ask students to consider and critique the role of cultural exchange and image appropriation within historical ceramics and in their own creative work. Projects will also investigate the roles of different types of pottery within contemporary American society, as a point of reference and departure. Each student will propose, execute, and present a research project. Lectures, critiques, and discussions will focus on individual and societal assumptions about pottery. This course is a Shared Passages Sophomore Seminar. Prerequisite: Sophomores Only

SEM207 Infection: Global Health & Social Justice This course is first and foremost a Shared Passage Seminar. As a sophomore level writing class, it will build upon the First-Year Seminar goals. Through readings and discussions, the class will explore the world of infectious agents and the use of antibiotics as they affect global health. By studying current and historical cases of infections, we will try to address the spread, containment and eradication of select infectious agents. With each of the cases we study, we will discuss race, genes, and human history, through the lens of social justice. Prerequisite: Sophomores Only

SEM/ENGL 208 Food and Travel In this writing-intensive class we will study the possibilities of journalism and creative nonfiction through the various forms of food writing and its relationship to place. Through reading and writing, we will explore food as sustenance, as a route through memory, as a reflection of culture and place, as both personal and public, and as history and politics. This course is a Shared Passages Sophomore Seminar. Prerequisite: ENGL-105 or ENGL-107 and Sophomores Only.

SEM209/POLS 231 Politics of Rights and Immigration According to the UN Charter of Fundamental Rights, one has a fundamental right to leave one's country of origin (1948, Article 13), yet there is no corresponding right to enter another country. This sophomore seminar considers the consequence of this tension with attention to normative questions of who should be allowed entry to and citizenship within (other) states. In addition, we explore the empirical complexities that inform and result from these judgments. This seminar privileges states, laws (domestic and international) and actual policy over the last sixty years, with particular attention to North America and Western Europe - key destinations for migrants and thus crucial laboratories to investigate the myths, realities, policies and consequences of immigration. At a time when there are growing pressures for increased immigration in Western Europe (e.g., most recently the Arab Spring), we conclude by noting recent developments within the European Union to harmonize asylum and immigration policies. We ask - what are the ethical challenges and what might the future look like? Prerequisite: Sophomores Only

SEM210/MUSC 207 Listening Across Cultures What does it mean to be a knowledgeable music listener? An expert listener? A native listener? Hip hop has its "heads," French opera has claqueurs, and Syrian tarab has the sammi'a (expert listeners), but is the act of listening the same across cultures, or is there something to the local perception of music that goes beyond style and genre? Questioning the adage that "Music is the universal language," this course will examine how people assign meaning and power to music. Analyzing music from around the world, we will attune our ears to the ways in which people across cultural borders conceptualize music, sound and the act of listening. No music reading or basic theory knowledge is required.

SEM211 Crossing Cultures: How It Works We are generally unaware of ourselves as cultural beings until our own cultural values and practices "clash" with someone else's. By studying various aspects of Intercultural Communication, by reading books and seeing films about intercultural encounters, by learning techniques for observing and interpreting other cultures, and, finally, by reflecting on these experiences, we can better understand culture and anticipate how our own cultural products and behaviors might be perceived by members of other cultures - whether abroad or at home. Sophomores Only.

SEM/N 213/WGS 295/RELG 295 Christianity & the Family This course critically addresses contemporary debates about the centrality of the family in Christian teaching through a historical and cross-cultural survey. What is the relationship between Christianity and the various approaches to kinship and family in different cultures in different historical contexts? Where did our contemporary ideas about the family come from and what are Christians saying about new forms of kinship? From the Bible to present day debates about divorce, sex, and same sex marriage, Christians have never embraced a single understanding of the family, but rather have been influenced by broader cultural shifts in how kinship is done. Prerequisite: Sophomores Only

SEM/N/ARTX 214 Framing Difference This course will combine research and studio components, split more or less evenly. The research topic, broadly painted, will be fine art documentary practices, grounded with an entry-level hands-on studio component (using both film and digital photography). There are two motivations for this course: to give students creative control of photographic tools (technical, formal, conceptual) prior to their leaving for study away, but also to explore the issues and ethics of photographic documentary practice. While the broad research topic is documentary practice (theory/tradition), this course will place particular emphasis on the ethics of photographing outside of one's own group. This course is a Shared Passages Sophomore Seminar. Prerequisite: Sophomores Only

SEM/N/PHIL 215 Human Rights & International Law People often invoke human rights and international law in the course of debate. However, these are highly contested concepts. This course introduces some theoretical clarity with respect to their conceptual grounding, history and contemporary practice. Our primary focus will be on different philosophical theories of human rights, with secondary attention to international human rights law. We start with an orientation on human rights practice and try to move past some of the so-called "challenges" to human rights. This is followed by a look at the main contemporary approaches for conceptualizing human rights: the basic human-interest approach, the capabilities approach and the newer "political" approach (among others). We will spend a few weeks on various debates within the human rights literature as well: Whether there is such a thing as "group rights", whether and how there is a distinction between civil and political human rights on the one hand versus social and economic human rights on the other, when human rights violations might trigger external, international intervention, etc. Prerequisite: Sophomores Only

SEM/N/CLAS 216 Making History? We will examine various cinematic interpretations of the ancient Romans. Students will explore the historical, social and cultural differences between ancient and modern accounts of Roman history and examine our modern desire for "watching" the ancient world. Readings by Roman writers and secondary source material will be paired with film screenings. Special attention will be given to why we retell some stories (i.e. Cleopatra), as well as to the way that this form of "Roman history" encourages us to visit difficult cultural topics, such as political imperialism, slavery, sex and gender difference, and racism. Prerequisite: Sophomores Only

SEM/N/ENGL 217 World Indigenous Literatures: The People and the Land A selective study of the literary traditions and contemporary texts of indigenous peoples around the world, focusing on indigenous communities in regions where Kalamazoo College students study and with a particular emphasis on texts that explore the complex relationships between indigenous communities and the land they claim as their own. This course is a Shared Passages Sophomore Seminar. Prerequisite: Sophomores Only

SEM/N/ENGL 218 Post-Colonial Literature This course will investigate some of the central issues in the field of post-colonial literature and theory, such as how literature written in the colonial era represented the colonized and impacted those who were depicted and how writers and readers deployed literature as a method of exploring new possibilities of identity. This course is a Shared Passages Sophomore Seminar. Prerequisite: Sophomores Only

SEM/N/ENGL 219 Magical Realism Magical realism is a genre that combines elements of the fantastic with realism often in order to imagine utopias or resist restrictive aspects of society. This course will examine the genre, interrogate its relationship to other genres of fantasy, and consider the relationship between the aesthetic patterns of the genre and its potential for social advocacy. This course is a Shared Passages Sophomore Seminar. Prerequisite: Sophomores Only

SEM/N/CHIN 220 Chinese Food Culture Chinese culture is among the most food-conscious ones. Through China's long history, food has always been a means of communication, a symbol of good life, and at the same time a target of criticism for its indulgence and improper distribution. Additionally, it has been a provision for healthcare, and a rich resource of linguistic expressions and literary allusions and metaphors. These will be the topics of the seminar, which should be a meaningful and effective pathway to the core of Chinese life and philosophy. This course is a Shared Passages Sophomore Seminar. Prerequisite: Sophomores Only

SEM/N/ENGL 227 Opium & the Making of the Modern World This course traces the social and literary history of opium across the nineteenth, twentieth, and twenty-first centuries. In addition to exploring the drug as a trope of the "exotic East," this course also understands opium as an important catalyst of imperial development and global domination. Analyzing autobiography, poetry, and fiction, the course focuses on depictions of travel and circulation to understand how opium has activated anxieties about gender, sexuality, and race over the last two centuries and to recognize how the illicit drug trade continues to shape current patterns of diasporic movement and global exchange. Prerequisite: Sophomores Only

SEM/N 230/RELG 202 Same Sex, Gender, and Religion This sophomore seminar explores the intersection of religions, same-sex affection/love/relations, and the category of gender. At the most basic level we examine what different religions have to say about sexuality, in particular, non-heterosexualities. We look at the role that gender plays in these constructions of these sexualities, and we return to our starting point to analyze the role of religions in these constructions of gender and same-sex sexualities, affections, love, and/or relations. This course is a Shared Passages Sophomore Seminar. Prerequisite: Sophomores Only

SEM/N/ANSO 233 Capitalisms and Socialisms This course will look at different political and economic systems around the world and across times. Ideological debates tend to idealize and simplify the notions of capitalism and socialism, thus ignoring the fact that neither of those systems exists in the vacuum of its "pure" theoretical form. We will explore various elements of capitalist and socialist systems and how these elements mix together in different countries. This course is a Shared Passages Sophomore Seminar. Prerequisite: Sophomores Only

SEM/N 234/HIST 236 End of Christendom: Piety, Ritual, and Religious Upheaval in the Sixteenth Century This course examines the complex social, cultural, religious, and political repercussions of religious reform over the course of the long sixteenth century, from the earliest glimmers of discontent among Hussites and Lollards to the violent wars of religion that characterized the seventeenth century. Topics include lay piety and religious ritual, the reform of daily life, confessional antagonism, print culture and propaganda. Primary sources on this topic are plentiful, and we pay particular attention to the exceptionally rich visual sources of this period. This course is a Shared Passages Sophomore Seminar. Prerequisite: Sophomores Only

SEM/N 238 Culture and Psychology of Arab-Muslim Societies This course provides an introduction to Arab-Muslim societies and cultures. It draws on readings from multiple disciplines to cover social structure and family organization in tribal, village, and urban communities, core value systems associated with the etiquettes of honor-and-modesty and with the beliefs and practices of Islam, and influences on psychological development through the life-span. It also will examine the processes of "modernization" and "underdevelopment," the conflict between Westernization and authentic "tradition," the "Islamic revival," and the crisis of identity experienced by youth. Prerequisite: Sophomores Only

SEMNECON 240 Economics of Global Travelers This Sophomore Seminar examines how economics can contribute to a better understanding of the world and our place in it. We will look at differences, similarities, and linkages among the economies of various nations. We will study flow of money, products, people, technologies, and ideas across national borders. The approach will be non-technical with an emphasis on understanding economic ideas. We will spend more time writing and discussing than on models or equations. Does not count towards economics or business major. Prerequisite: Sophomores Only

SEMNE 241/GERM 202 Reading European Cities: Istanbul, Vienna, Berlin This course addresses the questions of how we may understand a culture by learning to "read" its cities. Texts range from maps, histories, architecture, theories of urbanism and urban ecology, to films, documentaries, memoirs, and music - an array of genres that highlights the status of the modern city as both a physical place and an imaginary construct. The broad aim of course is to provide students with conceptual tools for "reading" a city as well as a new culture critically, and thus to facilitate their intercultural competency. Berlin, Vienna, and Istanbul will serve as case studies for the practice of interpreting urban narratives, and the course will culminate with student research projects and presentations on the cities in which they plan to study abroad, or a city of their choice. This course is a Shared Passages Sophomore Seminar. Prerequisite: Sophomores Only

SEMNE/JAPN 242 Contested History This course will examine two major sites of contested history: the controversies surrounding the proposed exhibit of the Enola Gay at the Smithsonian and those related to Yasukuni Shrine, which enshrines the war dead in Tokyo Japan. Our goal is not to arrive at a definitive judgment on any of these events or sites, whether on political, military, or ethical grounds. Instead, we will interrogate various perspectives, placing them in the context in which they operated and critically analyzing their argumentation. By doing so, we will achieve not only a complex view of the events and sites but of the frames of understanding through which people -- participants and witnesses, scholars, politicians -- arrive at their conclusions. This course is a Shared Passages Sophomore Seminar. Prerequisite: Sophomores Only

SEMNE 244 Infectious Diseases & Global Health This sophomore seminar will cover infectious diseases, including sexually transmitted diseases, microbes as agents of bioterror and contemporary infectious diseases. Factors contributing to their emergence, from biological, historical and cultural points of view, and will be discussed and applied to daily life and to study abroad. Controversial topics such as the anti-vaccine movement will also be covered. This course adopts an interdisciplinary approach by incorporating guest speakers from other departments, and through partnering with the senior seminar "Topics in Health Studies" for your major project. By the conclusion, you should be armed with the skills needed to analyze infectious disease reporting as it arises in the future. Prerequisite: Sophomores Only

SEMNE/ANSO 255 You Are What You Eat: Food and Identity In a Global Perspective The goal of this course is to examine the social, symbolic, and political-economic roles of what and how we eat. While eating is essential to our survival, we rarely pay attention to what we eat and why. We will look at the significance of food and eating with particular attention to how people define themselves differently through their foodways. We will also study food's role in maintaining economic and social relations, cultural conceptions of health, and religion. Finally, the class examines the complex economic and political changes in food systems and the persistence of food's role as an expression of identity, social and ethnic markers. This course is a Shared Passages Sophomore Seminar. Prerequisite: Sophomores Only

SEMNE 256/MUSC 205 Music and Identity Music serves multiple roles: a force for social transformation, a flag of resistance, a proclamation of cultural identity, a catalyst for expressing emotion, an avenue to experiencing the sacred. Students will look at identity through the lens of contemporary and traditional American music and will consider how race, ethnicity, age, gender, national identity, and other factors express themselves in and are shaped by music. The ability to read music or understand basic music theory is not required; a love of music and an interest in American culture are essential. This course is a Shared Passages Sophomore Seminar. Prerequisite: Sophomores Only

SEMNE/ENGL 264 Global Shakespeares Shakespeare is the most translated, adapted, performed, and published Western Author. Just what this means to Western and non-Western cultures is at the heart of this course. What does it mean to think of Shakespeare as a colonizing force? What additional ways are there to see the influence of his works? Many cultures have written back to Shakespeare, addressing race, sexuality, gender, and religion from their own cultural perspectives. What do exchanges between differently empowered cultures produce and reproduce? We'll tackle such questions as we read works by Shakespeare and literary/film adaptations from around the globe. And, closer to home, how do different communities in the United States receive and write back to Shakespeare? How do issues of race and class, especially, affect access to Shakespeare? A service learning project with the Intensive Learning Center of the Kalamazoo County Juvenile Home will allow your students there, and our class, to consider those questions. As we work with these students to write their own adaptations of Othello, we'll all consider how writing back to Shakespeare might be a good way to empower students to question the assumptions his plays make. This course is a Shared Passages Sophomore Seminar. Prerequisite: Sophomores Only

SEMNE/THEA 265 First Theatres This sophomore seminar will survey the "first theatres" of many different areas of the pre-modern world -- including the Abydos Passion Play of ancient Egypt, Yoruba ritual, ancient Greek & Rome, Japanese Noh Theatre, early Chinese music drama, Sanskrit theatre of India, and European Medieval theatre. Through research, discussion, and critical thinking exercises, students will be encouraged to view performance as an intercultural and continually developing phenomenon in both art and daily life. This course is a Shared Passages Sophomore Seminar. Prerequisite: Sophomores Only

SEMNE/RELG/HIST 268 Jews on Film It will examine themes in Jewish history and culture as expressed through the medium of film. Through readings, lectures, and class discussions, students will explore issues such as assimilation and acculturation, anti-Semitism, group cohesion, interfaith relations, Zionism, and the Holocaust. We will consider questions, such as: How are Jewish characters portrayed on film? Which elements of these portrayals change over time, and which remain constant? How do these cultural statements speak to the historical contexts that produced them? What choices do filmmakers make regarding the depiction of Jewish life, and how do those choices influence perceptions of Jews in particular, or minorities generally? Prerequisite: Sophomores Only

SEMNE/AFST/HIST 271 Nelson Mandela & the Anti-Apartheid Movement There are times when specific people, places and moments in history capture the imagination of the world. This occurs when that specificity speaks volumes to the human condition and offers lessons that we all sense are important. Such has been the case with Nelson Mandela and anti-apartheid movement. This course will use Mandela and the evolution of, and struggle against, apartheid as a window into some of the 20th century's most complex issues. Prerequisite: Sophomores Only

SEMNE 274/AFST 275/HIST 275 African Christianity This course explores the complex and disparate trends of Christianity in Africa since the first century C. E. It highlights Africa's role in the development and growth of Christianity as a global religion. Prerequisite: Sophomores Only

SEMNE/HIST 287 What If: Alternate Pasts This is a class about what might have been. Taking history itself as an object of analysis, this seminar will ask us to reconsider how we understand the past by thinking and acting in counterfactual ways. We will explore debates for and against counterfactualism and examine diverse counterfactual writings. We will also experience counterfactualism by participating in two role-playing activities, one set in a critical moment of reform in 19th century Korea, and the other set in Japan in the months before Pearl Harbor. As we seek to achieve the goals associated with specific roles, we will gain insights on the contingent, complex, and often messy reality of the past.

SEMEN/ENGL 295 Poetic Justice This course will examine the treatment of law and political order in historically and culturally varied literary texts as part of a broader consideration of the relationship between art and social justice. We will explore how literature addresses "questions that matter," including personal ethics, the purposes and manners of criminal punishment, and racial and gender equality. Students will consider how literary texts, like legal texts, have the power to influence politics and society. Readings will include such texts as *Antigone*, *The Faerie Queene*, *The Merchant of Venice*, Kafka's *The Trial*, Philip K. Dick's *Minority Report*, and Shirley Jackson's *The Lottery*.

SEMEN 295 Principles of Civic Engagement This course for sophomore Civic Engagement Scholars and other sophomores with experience in service-learning will enhance their skills, knowledge and attitudes as effective social justice leaders and deepen their understanding of the processes and outcomes of critical service-learning as a tool for social change. Students will explore the structures, history, and intersections among the social justice issues that our programs address - educational and health equity; immigrant rights; mass incarceration; reproductive rights; sustainability and food justice; and others - and will trace connections from the local to the global. Students will expand and apply the learning they derive from working with communities by examining the rationale for and best practices in experiential education and higher education initiatives to link personal and political commitments, public action, and democracy. They will study, design and lead structured reflection, a key component of community engagement for social justice.

Senior Capstones

Senior Capstones are the culmination of the Shared Passages Program. They provide a unique opportunity for students to reflect on their K-Plan, craft a narrative of their education, and explore the relevance of the knowledge and skills they've developed for their post-graduation lives.

Senior seminars

SEMEN/ENVS 401 Energy & Environmental Policy Worldwide National patterns of energy use and approaches to environmental policy vary over a wide range around the World. A grand experiment, with unfortunate consequences, is being conducted before us, as some large nations pollute with reckless abandon, and largely ignore environmental issues, while others, mostly in Europe, have made significant changes in behavior, seemingly to everyone's benefit. Who should pay for all this? Should the United Nations intervene on the big polluters? What policy should the U.S. follow? An intelligent discussion of these issues needs input from the fields of Science, Political Science, and Economics, and is also informed by international experiences. The course is designed to bring together viewpoints from several different majors, and personal perspectives gained through international experiences are also valuable. Possible careers involving environmental science, engineering and politics/policy will be discussed. Personal environmental impact and various choices/options will also be discussed. Prerequisite: At least three courses in either natural science, economics, or political science, with a major in one preferred.

SEMEN 402 Complex World Problems Complex system theory leads to new ways of thinking about world problems, and new observations about competition and cooperation (or lack thereof) in worldwide efforts to address global and local challenges. Topics of discussion will include: evolutionary perspectives on language; cultural and social norms; biological and social epidemics; risk management; and humanoid robots. While the class is not technical, it is based on a scientific approach. The class is appropriate for any seniors interested in our complex world and for juniors, if space is available.

SEMEN 403 Global Violence This course takes up the problem of global conflict and violence, asking participants to frame these phenomena in personal terms: what does the present (and historical) fact of global violence demand of us as individuals? How can a modern life take on meaning in a world that is constantly circumscribed by acts of violence (domestic, political, local and international)? Taking examples from both classic texts on violence (Hannah Arendt's *Eichmann in Jerusalem*; Akira Kurosawa's film *Roshomon*) and the most recent commentary (Slavoj Žižek's *Violence and First as Tragedy, Then as Farce*) and filmmaking on the subject (Michael Moore's *Bowling for Columbine*) as our guide, this class will explore the systemic origins of and range of possible responses to violence, ultimately asking students to reflect upon the meaning of violence in their own lives and their strategies for responding to this omnipresent phenomenon.

SEMEN 406 Male Violence Against Women: Movements & Backlash This course focuses on male violence against and sexual exploitation of women. Students will examine the historical development of these related issues that feminism identifies as central (prostitution, pornography, sexual harassment, rape and battery). More specifically, we will explore how the story of that oppression and the efforts taken against it have been continuously ignored and/or undermined. Students will, for example, consider the ways in which the feminist fight against "male violence" is currently referred to as "domestic" or "gender" violence. Those working to end rape are portrayed as anti-sex while those who have survived it are said to have merely had a sexual experience they later regretted. Additionally, feminists fighting against pornography are depicted as "pro-censorship," prostitution is defended as an "occupational alternative," and rape-genocide now offers an artistic backdrop for the telling of a 'love story' between a soldier and his captive. Such topics are up for lively discussion in this senior capstone. Prerequisite: Seniors Only

SEMEN 407 The Quest for Happiness: Living the Good and Gracious Life This course will draw on Psychological principles to explore how people can make their lives more fulfilling and meaningful. The course will focus on discussion and development of important life skills, including gratitude, resilience, and optimism, that are important for emotional well-being. Course assignments and discussions will emphasize reflection about one's own experiences at K as well as one's own goals for life post-graduation. Prerequisite: Seniors Only

SEMEN 408 Slow Farming: Resilient, Just, and Joyful Agriculture In this senior capstone course, students will explore solutions to problems created by our current food systems. We will critically examine recent movements in organic, local, and sustainable agriculture and discuss how we might each personally engage in transforming our individual, institutional, community, and political relationships with food and farming. This course includes a practicum in "slow farming" at Harvest of Joy Farm, LLC. Students should attend an informational meeting or speak individually with Professor Amy Newday prior to enrolling in this course. Prerequisite: Seniors Only

SEMEN/POLS 410 From Social Movements to Non-Profits We will compare and contrast the politics of "social movements" across different countries and in the context of "globalization". We open with an overview concerning the decline of traditional mass based political institutions (e.g., parties and unions) and consider the rise of alternative forms of political expression - including movements and NGOs (non-governmental organizations). After focusing on contemporary debates about movements (e.g., the efficacy of social movements for positive social change) we will reflect on the often-vibrant debates that occur within them (e.g., priorities, identities, alliances, strategies, funding and institutionalization). Prerequisite: Senior Standing

SEMEN/ENGL 495 Bulding the Archive: Baldwin & His Legacy In February of 1960, James Baldwin delivered an address, "In Search of a Majority," at Stetson Chapel which he later included in his collection of essays, *Nobody Knows my Name*. This seminar will approach this visit (and Baldwin) as a site of analysis. As an actual event, the occasion left artifacts (correspondence, publicity, newspaper accounts, published essay). The event also can be read within the legacy of other Civil Rights era visitors to the college, including Charles V. Hamilton (co-author of *Black Power: The Politics of Liberation*) and others. Moreover, as a writer who addressed national and international identity, racial politics (personal and cultural), and sexuality, Baldwin's various writings remain relevant even as they locate themselves within particular historical moments. Through close attention to Baldwin and his milieu, this course will invite students to engage their own experiences and disciplinary knowledge in their reading, writing, and archival research. Students will also document (in film and transcript) oral histories of participants in the Civil Rights period as part of their course work. This course is designated as a Senior Seminar for the 2015-2016 academic year. Prerequisite: Seniors Only

SEMEN 496 S.P.A.C.E. A senior-level service-learning course that explores the relationship between art and activism, social justice, community and/or civic engagement. Students from both art AND non-art disciplines/majors will work together in small groups similar to mini "think tanks" to develop ideas for interdisciplinary artworks and/or events that could be created with community partners. Project design is primarily theoretical--groups will draft (as their final product) a formal proposal and/or project grant based on their project concept. Among the questions students will investigate during the term are: How can art facilitate our experiences in public and private spaces? Who has access to a space? How do we share space and interact within it? Class and project workspace is housed off-campus in the Park Trades Center. Professional skills such as responsible partnering, grant seeking/writing, and project design will also be covered. This course is a Shared Passages Senior Capstone. Prerequisite: Seniors Only

SEMEN 499 Special Topic Senior Capstone Senior Shared Passages Capstone special topics course. Topics will vary from course to course. SEMEN-499 courses may be added to the curriculum throughout the year. Prerequisite: Seniors Only

SEMEN 499 Cultivating Kommunity This is a student-generated Shared Passages Senior Capstone. The topic and substance of the course has been selected by a group of interested students after significant planning and deliberation. Prerequisite: Seniors Only and Instructor Permission

SEMEN 499 Social Justice & the American City This class undertakes a critical examination of American city spaces, using Chicago, Detroit, and Kalamazoo as its key cities. Placing literary texts alongside works of history, sociology, and urban studies, the course investigates how race and class structures shaped the formation of Chicago in the early twentieth century and how the undergird the multiple issues facing contemporary Detroit. Throughout, the class examines how artists, musicians, writers, and activists have responded to social inequalities and worked for social justice. These readings will provide the raw materials for helping students use the course as a working laboratory and studio, in which they undertake self-led projects of creative and critical intervention. In so doing, students will not only theorize their relationships to and within these urban spaces, but become both informed scholars and active agents of social change. Prerequisite: Seniors only

SEMEN 499 Being... While acknowledging the magnitude of the task, over time and across cultures, participants in this Senior Capstone will explore many endings to the title of the course and the means by which those ends can be attained. Though not limited to a short list of possible endings (and ends?) - such as aware, human, responsible, in transition, of use, green, a community, present, or good enough - explorations will be prescribed by time available and who is participating in the course. That said, two parts of being aware will entail learning to identify common bird songs and trees in our local environs. And, being situated at a threshold, this course will include the Janus-like endeavors of reflecting on experiences and anticipating possible futures that will become part of narratives explored. Prerequisite: Seniors Only

SEMEN 499 Historical Reading on Ferguson This course draws students into a critical engagement with police violence in the United States and the mounting resistance to it. Sparked by killings in Ferguson Missouri, many people are questioning how, why and to what extent such violence occurs. While the professor suggests readings, students will select texts, articles and blogs for the class and will lead discussions. Students will do reflections on how their liberal arts education at K has prepared them to take on this topic and how their education and this seminar might impact their life choices after graduation. Among other assignments, students will also write their own booklet on "a contemporary history of the police." The areas of research for this project will be decided upon, framed, developed and written by the students. Prerequisite: Seniors Only

SEMEN 499 Exploring Stigma: Verbal & Visual Narratives Social stigma exists. It may be associated with perceptions toward mental illness, HIV/AIDS, socioeconomic status, gender identity, body image, race and religion. Engaging their own experiences and disciplinary knowledge, students from all majors will be invited to explore the existence of stigma in their lives-on campus and in their communities. Stories help humanize issues and are invaluable as educational and awareness-raising tools across multiple sectors and disciplines. Through the creation of multimedia digital stories, and utilizing art-therapy-based approaches, students will build a narrative of self and others relating to discovered stigmas. Reading works of psychology, art therapy, and sociology; viewing multimedia artwork; and interacting with community members, students will examine how the digital story plays a role in social justice and in eliminating stigma. Prerequisite: Seniors Only

SEMEN 499 Crafting a Life: Living the Liberal Arts This course is based on the liberal arts idea of educating the whole person. It will help students define and refine a contextual understanding of their own identity, a direction based on values, purpose and passion, and a personal philosophy upon which they can build a life. It will seek to explore and support integration of students' social, emotional, physical, cultural and ethical development and consider psychological well-being, the value of a rich and thoughtful interior life, articulated core beliefs, social engagement and openness to the unexpected as elements of a well-considered life plan. Prerequisite: Seniors Only

SEMEN 499 How Do We Solve a Problem Like This course will take a "Design Thinking" approach to a societal problem. The class will work together examine the historical, cultural, economic and political context of the problem, however, the majority of the class will be focused on designing solutions to the problem. The problem will be chosen by interested seniors during Fall 2015. Prerequisite: Seniors Only

Theatre Arts

Professors: Berthel (Chair), Menta, Potts (Director of Theatre), Reeves

Dedicated to the liberal arts traditions and innovations of Kalamazoo College, the Department of Theatre Arts offers students access to the collaborative nature of drama through the integration of both creative and analytical courses, production laboratories, internships, and individualized projects. By studying the wealth of worldwide theatre traditions reflecting the pluralism in our society and the interdependence of all peoples and cultures, students gain the research tools for self-discovery; informed, critical thinking; the ability to take action on their ideas and responsibilities; and the development of the kind of self-esteem and values that will lead them as artists toward enjoying a lifelong journey of personal growth and inquiry in a climate whereby each may learn to speak with his or her own voice.

Open to all, majors and nonmajors alike, theatre arts productions emphasize both personal and skill development in acting, design, stage management, technical areas, and directing. The productions also serve as creative activities for students and enjoyable, thought-provoking entertainment for audiences. The academic program focuses upon a wide range of dramatic styles, encouraging students to understand the breadth of dramatic literature from the classical to the most contemporary. Experiential components are clearly linked with classroom studies and offer involvement with the Festival Playhouse Company, drama study in England, student projects in the experimental Dungeon Theatre, placement with regional and professional theatres, and opportunity for participation in the GLCA New York Arts Program. Students interested in these opportunities should consult with department faculty regarding options and prerequisites.

Requirements For the Major In Theatre Arts

Number of Units

Ten units are required (including one unit of THEA 200), not including the SIP (a Theatre Arts SIP is encouraged, but not required).

Required Courses

Foundations (Two units to be completed in first year):

THEA 110 Stagecraft

THEA 120 Fundamentals of Acting

Explorations (Four units to be completed, if possible, by end of second year):

One design course (to be completed by end of sophomore year) chosen from among:

THEA 210 Stage Lighting

THEA 235 Costuming & Stage Makeup

THEA 240 Scenic Design

Two theatre histories chosen from:

THEA 155 Introduction to African-American Theatre

THEA 265 First Theatres (Sophomore Seminar)

THEA 270 Theatre of Illusionism

THEA 280 Theatre of Revolt: Modernism and Postmodernism

THEA 290 Asian Theatre

One dramatic literature course chosen from:

ENGL 264 Global Shakespeares

ENGL 265 Shakespeare

CLAS 220 Ancient Comedy & Satire

THEA 255 Playwriting

(Another option is that a third theatre history course may substitute for the one dramatic literature course. Appropriate courses taken at Study Abroad Centers may also be eligible.)

Connections (three units to be completed in junior and senior year):

THEA 380 Directing I

THEA 490 Senior Seminar

And at least one course chosen from among:

THEA 210 Stage Lighting

THEA 225 Developing a Character

THEA 235 Costuming & Stage Makeup

THEA 240 Scenic Design

THEA 305 Voice & Diction

THEA 420 Advanced Acting

THEA 445 Advanced Design

THEA 480 Advanced Directing

(The Design courses – THEA 210, 235, 240 – may count as an upper level course if the student is particularly interested in Theatre Design.)

THEA 200 Production Laboratory (one unit of four different 1/4 units)

Throughout their four years, theatre arts majors must distribute each 1/4 unit in a different area of production (acting, stage management, costuming, lighting, scenery, sound, properties, etc.)

The department believes strongly in the importance of interdisciplinary studies as a means of directly enriching a theatre focus and highly recommends cognate courses in the arts, literature, history, international area studies, writing, and women and gender studies. With the exception of the dramatic literature course, all courses for the theatre major must be taken on campus. All majors must complete one unit of THEA 200 as a graduation requirement, which is a regular part of their theatre production involvement. Please see the department faculty for specific instructions to complete the THEA 200 unit.

Requirements for the Minor in Theatre Arts

Number of Units

Six units are required.

Required Courses

One unit of THEA 200 (see THEA 200 requirement for major)

One unit from each of the following areas:

Performance

THEA 115, 120, 225, 305, 380, 420

Design/Technical

THEA 110, 235, 210, 240

Theatre History

THEA 155, 260, 265, 270, 280, 290

Electives

Any two additional units in theatre arts.

Students should meet with department faculty when selecting this minor.

Theatre Arts courses

THEA 110 Stagecraft Introduction to the principal topics and practices of technical support for theatre production: construction of stage scenery, scene painting, properties, rigging/focusing of lights, sound techniques, basic technical craft skills, and production communication practices. Fifteen-hour production lab required.

THEA 115 Activating Theatre Techniques for Community Dialogue A workshop course based on the Activating Theatre techniques of Augusto Boal. A developmental skills course in creating forum theatre for community and social change, and for moderating effective group dialogue. Interdisciplinary links with psychology, sociology, women's studies, and education with a focus on both experiential education and interpersonal communications.

THEA 120 Fundamentals of Acting Introduction to the skills necessary for performing on stage. This course is an exploration of the fundamental techniques necessary for beginning scene and monologue study in modern and contemporary realism. Through physical and vocal exercises, text and character analysis, and scene studies, the student is introduced to the process of acting preparation and performance. Excellent course for nonmajors seeking an introduction to the art of acting.

THEA 155 Introduction to African-American Theatre Survey/lecture course from an African-American perspective, examining the activities and developments of Black American life as evidenced through its theatre, with emphasis on history, philosophy, dramatic creations, criticism, and socio-psychological concerns. Includes lectures in theatrical contributions of Western and African civilizations.

THEA 198 Independent Study-Theatre

THEA 200 Theatre Production Laboratory Each student involved in a significant role on regular theatre productions is a participant in the Festival Playhouse company and shall thereby earn 1/4 unit of credit per production. Students may earn a maximum of two full units through THEA 200. Theatre Arts majors and minors must distribute each 1/4 unit in a different area of production (acting, stage management, costuming, lighting, scenery, sound, properties, publicity, etc.).

THEA 210 Lighting Design Studies in the ideation and communication techniques of stage lighting; emphasis on play analysis, sculpting and painting with light, color theory, drafting, projection, and practical laboratories. Fifteen-hour production lab required.

THEA 225 Developing a Character Advanced work in characterization with emphasis placed on building a character through various acting techniques, including Stanislavski, Suzuki, Viewpoints, and improvisational exercises. A continuation of THEA 120, this course is designed to deepen the student's understanding of their acting process combined with the discovery of voice and body in relation to character development. The course includes scene and monologue work, as well as written assignments. Prerequisite: THEA-120

THEA 235 Costuming and Stage Makeup This course is split into two sections: stage makeup and costuming. The makeup section will introduce the student to the basic principles of makeup application and design for the stage. The costume section will introduce the student to the basic techniques, tools, and materials used in costume construction along with an introduction to costume shop organization. Fifteen-hour production lab required.

THEA 240 Scenic Design Practical application and study of scenic design, including play analysis and historical research, followed by sketches, decor, drafting, construction of models, and color renderings. Focus upon the principles of movement, scale, color, light, silhouette, environment, and composition. Fifteen-hour production lab required.

THEA 255 Playwriting An introduction to playwriting, examining such topics as script analysis, dramatic structure, characterization, rhythm, and imagery. In addition to specific writing projects, students will also read and analyze representative plays.

THEA/SEMN 265 First Theatres This sophomore seminar will survey the "first theatres" of many different areas of the pre-modern world -- including the Abydos Passion Play of ancient Egypt, Yoruba ritual, ancient Greek & Rome, Japanese Noh Theatre, early Chinese music drama, Sanskrit theatre of India, and European Medieval theatre. Through research, discussion, and critical thinking exercises, students will be encouraged to view performance as an intercultural and continually developing phenomenon in both art and daily life. This course is a Shared Passages Sophomore Seminar. Prerequisite: Sophomores Only

THEA 270 Theatre of Illusionism: Western Theatre From the Renaissance to Early Film Study of Western theatre history from the Italian Renaissance to the evolution of early film, emphasizing the trend of the theatre to simulate the details of everyday life and the growth of theatre as an entrepreneurial institution that informed developments in audience, playwriting, acting, and design.

THEA 280 The Theatre of Revolt: Modernism and Post Modernism A study of the Theatre of Revolt, an overview of Western theatre history and dramatic literature over the last 150 years including Brecht, Artaud, and Beckett. Emphasis on comparing realism and various forms of nonrealism, such as expressionism and absurdism, through the plays and trends in acting, directing, and design, and an examination of what constitutes the modern theatre and our current age of post-modernism.

THEA 290 Asian Theatre A survey of selected topics in classical Asian theatre and performance from among the Noh, Kabuki, and Bunraku Theaters of Japan; Yuan Drama and Classical Opera of China; Sanskrit Drama and Kathakali Dance Theatre of India; and some other historical and current performance trends and styles. A study of theories of intercultural performance and Asian theatre influences on the West.

THEA 305 Voice and Diction Study of techniques for actors to develop the vocal production necessary for stage performance. Training in the Fitzmaurice Voicework and Skinner Method for Standard American English and phonetic ear training. Class exercises, monologues, vocal physiology, proper warm-up techniques, and care for the professional voice. Prerequisite: THEA-120 and sophomore standing.

THEA 380 Directing I with Lab Introduction to the art of stage direction including its history, development, functions, and components; study of script analysis, composition, working with actors, and the organization of a production. Weekly rehearsal lab required. Prerequisite: THEA-120 & Theatre Majors Only

THEA 395 Mask Performance In this upper level course students will learn performance techniques through the use of mask and mask physicalization. Course will focus on mask reflection technique, Laban work, and Commedia Dell Arte and use these styles to play large intentions, use broad tactics, and work within a world of non-naturalistic theatre to develop a wider range of expression. Students will also learn the sculpting and crafting methods of mask making to produce their own masks for performance work. This course is a one-time offering for Fall 2013. Prerequisite: THEA-120 or THEA-110

THEA 420 Advanced Acting with Lab Introduction to the skills necessary to act in plays from some major periods and styles of dramatic literature: Shakespeare and Restoration. Class exercises, monologues, scene study, workshop performances, written assignments, and analysis of dramatic literature will form the basis of the course work. Specific costume pieces, including shoes, which are not provided by the department, are required to be worn during the classes and in the labs. Weekly rehearsal lab required. Prerequisite: THEA-305

THEA 445 Advanced Design Advanced forms of scenery, costume, or lighting study selected in consultation with the instructor. May involve portfolio development and design of main-stage productions. Prerequisite: THEA-210, THEA-235, or THEA-240

THEA 465 Theatre & Production Management This course combines the fundamentals of theatre production management with the principles and practice of theatre arts management. Production fundamentals will include aspects of stage management and production supervision while stressing the application of efficient production methods. Theatre Arts management will study areas of management including personnel, budget, audience analysis, fundraising, promotion, operation, and organizational strategies for academic, community and professional theatre.

THEA 480 Advanced Directing Advanced problems in directing for the upper-level student, with a focus on independent projects and directing a one-act play. Prerequisite: THEA-380

THEA 490 Senior Seminar Preparation for the professional working world in theatre. Résumé preparation, various workshops and professional guest speakers. Discovery and articulation of artistic goals through group activities, written assignments, and readings. Class group agenda project. Preparation for required departmental SIP presentations. This course also include Theatre Arts Departmental Comprehensive Written and Oral Exams. Prerequisite: Theatre major with senior standing.

THEA 593 Senior Individualized Project Each program or department sets its own requirements for Senior Individualized Projects done in that department, including the range of acceptable projects, the required background of students doing projects, the format of the SIP, and the expected scope and depth of projects. See the Kalamazoo Curriculum -> Curriculum Details and Policies section of the Academic Catalog for more details. Prerequisite: Permission of department and SIP supervisor required.

Women, Gender, and Sexuality

Women, Gender, and Sexuality

Professors: Anderson, Berthel, Boatwright, Boyer Lewis, Einspahr, Elman, Garriga-Lopez, Grant, Griffin, Heinritz, Petrey (Director), Smith, Werner

The major and concentration in Women, Gender, and Sexuality offers an interdisciplinary approach designed for students wishing to pursue these interests systematically in their academic programs. The concentration is strongly recommended for those considering graduate work in women's, gender, and/or sexuality studies, but is intended to enrich the liberal arts experience of any student through concerted study of a significant dimensions of human experience. The program aims to include the widest possible spectrum of issues affecting women and GLBTQ individuals. Students are encouraged to select courses that will acquaint them with a variety of perspectives. Those considering the major or concentration are encouraged to consult with the director as early as possible in order to make the most of the opportunities available.

Requirements for the Major in Women, Gender, and Sexuality

Number of Units

Eight units are required

Required Courses

The following four courses are required of all Women, Gender, and Sexuality majors:

WGS 101 Women, Gender, and Sexuality

WGS/POLS 265 Feminist Political Theories

WGS 390 Feminist and Queer Inquiries

WGS 490 Seminar in Women, Gender, and Sexuality

Elective Courses

Four elective courses representing at least two divisions:

Fine Arts

ARTX 290 Art and Gender

Humanities

AFST/HIST 272 Gender Relations in Africa

CLAS/HIST 230 Women in Classical Antiquity

ENGL 224 Early Modern Women's Literature: Shakespeare's Sisters

ENGL 225 19th Century Women's Literature: The Epic Age

ENGL 226 Women's Literature 1900-Present: Modern Voices

HIST 220 American Women's History to 1870

HIST 221 American Women's History Since 1870

HIST 237 Women in Europe

HIST 238 Gender and Sexuality in Pre-Modern Europe

HIST/RELG 267 Women and Judaism

RELG 202 Same-Sex, Gender, and Religion

RELG 210 Sex and the Bible

Modern and Classical Languages and Literatures

JAPN 236 Premodern Japanese Literature in Translation

JAPN 250 Manga/Anime and Gender in Modern Japan

Social Science

ANSO 120 The Family

ANSO 225 Sex and Sexualities

PSYC 270 Feminist Psychology of Women

POLS 310 Women, States, and NGO's

Requirements for the Concentration in Women, Gender, and Sexuality

Number of Units

Six units are required.

Required Courses

The following three courses are required of all Women, Gender, and Sexuality concentrators:

POLS 265 Feminist Political Theories or WGS 395 Feminist and Queer Inquiries

WGS 101 Women, Gender, and Sexuality

WGS 490 Seminar in Women, Gender, and Sexuality

Elective Courses

Three elective courses chosen from the approved list above.

In the major and concentration, required courses are designed to introduce students to fundamental concepts and issues in Women, Gender, and Sexuality through the lens of disciplines representing the arts, the humanities, and the social sciences. Through this core, students should begin to see parallels between disciplines, to develop a basic vocabulary in the field of WGS, and to become familiar with major works, thinkers, and directions in the field.

Other, one-time course offerings may be counted as a core course only with the approval of the director. Courses taken overseas and at other U.S. colleges may meet major or concentration requirements with the approval of the director.

Senior Individualized Project (SIP)

The SIP in Women, Gender, and Sexuality is encouraged but not required. Any faculty member regularly teaching in the Women, Gender, and Sexuality program may direct a SIP in Women, Gender, and Sexuality.

Juniors planning to write a SIP in WGS are required to enroll in WGS 390: Feminist and Queer Inquiries.

Various resources exist to fund SIP research. A couple to consider are Arcus Center for Social Justice Leadership Fund and CIP Grants for Student Projects Abroad.

Procedure for Approval

1. Enroll in WGS 390: Feminist and Queer Inquiries in your Junior Spring term. Discuss your plans to write a SIP in WGS with your proposed SIP advisor or with the WGS program director, who may recommend an appropriate advisor.
2. Revise your SIP proposal on the basis of your advisor's recommendations and submit it for signatures by the end of Week Eight of Spring term. The SIP proposal should be signed by the student and advisor and be delivered to the WGS program director. (Remember you must also register for the SIP with the Registrar).
3. Keep in mind that this is a provisional plan, and while we expect you to stick to your outline and schedule of research, we do recognize that your hypothesis and sources are a bit tentative. If your research takes a substantially different track than that proposed in your proposal, please contact your advisor immediately to get his or her advice.

Length

A thesis or research SIP might be comprised of 2-4 parts/sections/chapters, an introduction and conclusion, or some organizational equivalent. The student may make use of Internet source materials but not exclusively. The number of required bibliographic citations will be determined by the SIP advisor in consultation with the student. Guidelines: 1 unit: 30-50 pages of writing, excluding bibliographic materials; 2 units: 51-80 pages excluding bibliographical material.

Criteria for evaluation of other kinds of SIPs should be established in advance with the SIP advisor(s) and the WGS director.

Evaluation

The SIP is read and evaluated by the SIP advisor, according to the criteria set and agreed upon by the SIP advisor and the student, and on the basis of the student's success in meeting deadlines, completing revisions, and producing a competent piece of work.

If the SIP advisor would like to recommend the SIP for Honors, another member of the WGS program or occasionally a faculty member outside the program reads it. If that faculty member agrees, then the SIP is awarded Honors. One and two unit SIPs are eligible for consideration for honors.

Submission Requirements

For all SIPs, the final copy (i.e., no more revisions) is due to the SIP advisor no later than Friday of the second week of the term following the SIP quarter. For Summer SIPs, this means the second week of Fall quarter, even though Summer SIPs appear with the Fall registration. Students are expected to be completely finished with all work associated with the SIP by the time, with the possible exception of departmental symposia in later terms.

The time lag between students turning in complete SIPs and faculty deadlines for turning in grades should not be interpreted as extra time for students to make revisions to the SIP. Work on the SIP in a quarter in which the student is not registered for the SIP credit is considered an "invisible overload" for the students and is against College Policy.

Women, Gender & Sexuality courses

WGS 101 Introduction to Women, Gender, and Sexuality This course offers all students, including prospective concentrators in Women, Gender, and Sexuality, an introduction to the field, with attention to fundamental issues in Women's Studies. The course will identify the forms and sites of women's subordination, as well as women's collective responses to their conditions. In introducing the concept of structural inequality as it has affected women's lives, it will also explore the intersections of gender with race, sexual orientation, and class as significant factors in the construction of women's status.

WGS 213/RELG 295/SEMN 295 Christianity & the Family This course critically addresses contemporary debates about the centrality of the family in Christian teaching through a historical and cross-cultural survey. What is the relationship between Christianity and the various approaches to kinship and family in different cultures in different historical contexts? Where did our contemporary ideas about the family come from and what are Christians saying about new forms of kinship? From the Bible to present day debates about divorce, sex, and same sex marriage, Christians have never embraced a single understanding of the family, but rather have been influenced by broader cultural shifts in how kinship is done. Prerequisite: Sophomores Only

WGS/POLS 265 Feminist Political Theories In this course, we will engage critically with a variety of feminist theories that have emerged as women have struggled for social and political change. First we will explore the history and development of feminist theories with a focus on the role of "experience" and the category "woman" in feminist theorizing, paying particular attention to the intersections of gender, race, class, and sexuality. Using various feminist theoretical approaches, we will then explore issues such as women's embodiment, reproductive freedom, sexual violence, women's agency, and the role of the state in advancing feminist goals. Prerequisite: Sophomore Standing

WGS/PSYC 295 Psychology of Sexuality This course will introduce you to the study of sexuality and sexual development from a psychological perspective. It aims to aid your development of a framework for conceptualizing issues surrounding notions of sexuality. This course covers a wide variety of topics concerning the psychology of human sexuality. For example, we will consider sexual anatomy, communication about sexuality, lesbian, gay and bisexual identities, polyamory, and pornography. Prerequisite: PSYC-101

WGS 390 Feminist and Queer Inquiry An examination of the forces that have shaped or that are currently reshaping women, gender and sexuality studies. Focusing on the ways that recent work has drawn upon and challenged disciplinary forms of knowledge, the course aims to familiarize students with the current status of feminist and queer scholarship. The class encourages students to define their own critical interests and place themselves within this larger, scholarly conversation. Course will also prepare students for the SIP. Prerequisite: Junior Standing and Women, Gender & Sexuality Majors & Concentrators.

WGS 490 Seminar in Women, Gender & Sexuality A study of a particular aspect of feminist theory, history, or practice. Emphasis upon the theory and methodology of Women, Gender, and Sexuality, collaborative learning, and alternate source material. Topics vary annually. Prerequisite: Juniors and Seniors Majors & Concentrators Only

WGS 593 Senior Individualized Project Each program or department sets its own requirements for Senior Individualized Projects done in that department, including the range of acceptable projects, the required background of students doing projects, the format of the SIP, and the expected scope and depth of projects. See the Kalamazoo Curriculum Details and Policies section of the Academic Catalog for more details. Prerequisite: Permission of department and SIP supervisor required.

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Robert P. Kittredge, Kalamazoo, Michigan, served 1975–93
Thomas W. Lambert '63, Kalamazoo, Michigan, served 1986–2004
William E. LaMothe, Battle Creek, Michigan, served 1976–85 and 1988–90
W. Price Laughlin, Atherton, California, served 1963–80
E. Turner Lewis '63, Battleboro, Vermont, served 1991–2009
Elizabeth Upjohn Mason H'93, Kalamazoo, Michigan, served 1973–91

Mary M. McLean '61, Portage, Michigan, served 1990–2008
James W. Morrell '53, Atherton, California, served 1985–2000
Preston S. Parish H'97, Kalamazoo, Michigan, served 1985–98
William C. Richardson, Richland, Michigan, served 1997-2015
Omer Robbins, Jr., Manchester, Michigan, served 1954–84
Alan E. Schwartz, Detroit, Michigan, served 1969–72

Faculty

Emeriti

Rolla L. Anderson (1953), *Professor of Physical Education, Emeritus*; BS Western Michigan University; MS University of Michigan

Marigene Arnold (1973), *Professor of Sociology and Anthropology, Emerita*; BA Florida Presbyterian (Eckerd College); PhD University of Florida

Mary Beth Birch (1988), *Professor of Music, Emerita*; MusB Northwestern University

Herbert Bogart (1965), *Professor of English, Emeritus*; BA, MA, PhD New York University

Stillman Bradfield (1965), *Professor of Sociology and Anthropology, Emeritus*; BA, MA, PhD Cornell University

Jean M. Calloway (1960), *Professor of Mathematics, Emeritus*; BA Millsaps College; MA, PhD University of Pennsylvania

Margarita Campos (1986), *Professor of Romance Languages and Literature, Emerita*; BA Mexico City College

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

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

Ruth L. Collins (1974), *Registrar, Emerita*; BS, MS University of Wisconsin, Madison

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

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

Ralph M. Deal (1962), *Professor of Chemistry, Emeritus*; BA Oberlin College; MA, PhD Johns Hopkins University

David A. Evans (1965), *Professor of Biology, Emeritus*; BA Carleton College; MS, PhD University of Wisconsin

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

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

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

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

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

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

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

Robert L. Kent (1968), *Professor of Physical Education, Emeritus*; BS, MA Western Michigan University

Betty G. Lance (1961), *Professor of Romance Languages and Literature, Emerita*; BS, Central Missouri State College; MA University of Missouri; PhD Washington University

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

Letitia A. Loveless (1953), *Professor of Physical Education, Emerita*; BS University of Illinois; MS University of California in Los Angeles

Marilyn A. Maurer (1969), *Professor of Physical Education, Emerita*; BS, MA Western Michigan University

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

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

Sally L. Olexia (1973), *Director of Health Sciences and Professor of Biology, Emerita*; BS Kent State University; MA, PhD State University of New York at Buffalo

Bernard S. Palchick (1972), *Professor of Art, Emeritus*; BA Purdue University; MFA Rhode Island School of Design

Lisa Palchick (1982), *Dean of Libraries and Information Services, Emerita*; BFA Rhode Island School of Design; MA Western Michigan University

Romeo E. Phillips (1968), *Professor of Education, Emeritus*; BM, MM Roosevelt University; MA Eastern Michigan University; PhD Wayne State University

Eleanor Pinkham (1964), *Director of Libraries and Media Services, Emerita*; BA Kalamazoo College; MLS Western Michigan University

Franklin A. Presler (1976), *Professor of Political Science, Emeritus*; BA Oberlin College; MA, PhD University of Chicago

Stanley L. Rajnak (1965), *Professor of Mathematics, Emeritus*; AB, PhD University of California at Berkeley

Barry F. Ross (1972), *Professor of Music, Emeritus*; BS Hartt College of Music; MMA, DMA Yale University

David S. Scarrow (1961), *Professor of Philosophy, Emeritus*; BA Duke University; MA, PhD Harvard University

Waldemar Schmeichel (1974), *Professor of Religion, Emeritus*; BA Judson College; BD, MA, PhD University of Chicago

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

Lawrence Rackley Smith (1963), *Professor of Music, Emeritus*; BM, MA Northwestern University; PhD Eastman School of Music

T. Jefferson Smith (1967), *Professor of Mathematics and College Ringing Master, Emeritus*; BA Emory University; MS, PhD University of Wisconsin

Robert Stauffer (1973), *Professor of Sociology and Anthropology, Emeritus*; BA University of Illinois; MA, PhD University of Chicago

David Strauss (1974), *Professor of History, Emeritus*; BA Amherst College; MA, PhD Columbia University

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

Philip S. Thomas (1965), *Professor of Economics and Business, Emeritus*; BA Oberlin College; MA, PhD University of Michigan

J. Mark Thompson (1961), *Professor of Religion, Emeritus*; BA Harvard College; BD Yale Divinity School; PhD Vanderbilt University

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

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

Laurence E. Wilson (1963), *Professor of Chemistry, Emeritus*; BA Western Washington College; PhD University of Washington

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

Faculty

Patrick Ahern (2013), *Visiting Assistant Professor of Philosophy*. BA DePaul University; MA, PhD Vanderbilt University

Carol S. Anderson (1993), *Professor of Religion*. BA University of Puget Sound; MA, PhD University of Chicago Divinity School

Kari B. Anderson (2013), *Visiting Assistant Professor of Chemistry*. BA University Kalamazoo College; PhD Michigan State University

Hannah J. Apps (1989), *Professor of Economics and Business*. AB University of North Carolina at Chapel Hill; PhD University of Pennsylvania

Thomas R. Askew (1991), *Professor of Physics*. BA Gordon College; MS, PhD University of Illinois, Urbana-Champaign

Joseph J. Bangura (2005), *Associate Professor of History and African Studies*. BA Fourah Bay College, University of Sierra Leone; MA, PhD Dalhousie University, Halifax

Espeleencia M. Baptiste (2003), *Associate Professor of Anthropology*. BA Colgate University; PhD Johns Hopkins University

David E. Barclay (1974), *Margaret and Roger Scholten Professor of International Studies*. BA, MA University of Florida; PhD Stanford University

Eric Barth (1997), *Professor of Mathematics*. BM, MA, PhD University of Kansas

Jeffrey A. Bartz (1997), *Kurt D. Kaufman Professor of Chemistry*. BS Southwest State University; PhD University of Wisconsin, Madison

W. Robert Batsell, Jr. (1999), *Professor of Psychology*. BA Southern Methodist University; MS, PhD Texas Christian University

Justin A. Berry (2014), *Assistant Professor of Political Science*. BA Villanova University; MA Loyola Marymount University; MA Fielding Graduate Institute; PhD University of Southern California

Karen Berthel (2000), *Associate Professor of Theatre Arts*. BA Western Michigan University; MFA American Conservatory Theatre

Karyn J. Boatwright (1998), *Associate Professor of Psychology*. BA Lee University; MA, PhD Michigan State University

Beau Bothwell (2014), *Assistant Professor of Music*. BA Lee University; MA, PhD Michigan State University

Alyce Brady (1994), *Professor of Mathematics and Computer Science*. BA Bowdoin College; MS, PhD Rensselaer Polytechnic Institute

Katherine D. Brion (2014), *Visiting Assistant Professor of Art History*. BA University of California, Berkeley; PhD University of Michigan

Lisa Brock (2011), *Academic Director of the Arcus Center for Social Justice Leadership and Associate Professor of History*. BA Howard University; MA PhD Northwestern University

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

Cynthia Carosella (2001), *Instructor in Romance Languages and Literature*. BA, MA Western Michigan University

Max G. Cherem (2011), *Marlene Crandell Francis Assistant Professor of Philosophy*. BA Kalamazoo College; PhD Northwestern University

Madeline M. Chu (1988), *Professor of Chinese Language and Literature*. BA National Taiwan University, Taipei; MA, PhD University of Arizona

Arthur L. Cole (2008), *Associate Professor of Physics*. BA Williams College; MS, PhD Ohio State University

M. Kiran Cunningham (1992), *Professor of Anthropology*. BA Kalamazoo College; MA, PhD University of Kentucky

Pamela A. Cutter (2001), *Associate Professor of Computer Science*. BS State University of New York at Fredonia, PhD University of Georgia

John C. Dugas (1995), *Arcus Social Justice Leadership Associate Professor of Political Science*. BA Louisiana State University; PhD Indiana University–Bloomington

Larissa Dugas (1996), *Assistant Professor of Romance Languages and Literature*. BA University of Notre Dame; MA, PhD Indiana University

Jennifer Einspahr (2003), *Associate Professor of Political Science*. BA Whitman College; PhD Rutgers University

R. Amy Elman (1991), *Weber Professor in Social Science*. BA Brandeis University; MA, PhD New York University

Péter Érdi (2002), *Luce Professor of Complex Systems Studies*. MSc L. Eötvös University, Budapest; MSc Technical University of Budapest; PhD Hungarian Academy of Sciences, Budapest; DSc Hungarian Academy of Sciences

Thomas G. Evans (1995), *Professor of Music*. BM State University of New York College at Fredonia; MM Boston University; DMA University of Michigan

John B. Fink (1975), *Rosemary K. Brown Professor in Mathematics and Computer Science*. BA University of Iowa; MS, PhD University of Michigan

Kyla M. Day Fletcher (2012), *Assistant Professor of Psychology*. BS Howard University; MS, PhD University of Michigan

Samuel O. Flores (2014), *Visiting Assistant Professor of Classics*. B.A. John Carroll University; MA, PhD Ohio State University

Ryan D. Fong (2012), *Assistant Professor of English*. BA Whittier College; MA, PhD University of California, Davis

Ann M. Fraser (2003), *Associate Professor of Biology*. BSc Acadia University, Nova Scotia; PhD Harvard University

Dennis J. Frost (2010), *Wen Chao Chen Associate Professor of East Asian Social Sciences*. BA Wittenberg University; PhD Columbia University

Jennifer R. Willard Furchak (2007), *Herbert H. and Grace A. Dow Associate Professor of Chemistry*. BA Albion College; MS, PhD University of Michigan

Laura L. Furge (1999), *Roger F. and Harriet G. Varney Professor of Chemistry*. BA Oberlin College; PhD Vanderbilt University

Shreena Gandhi (2007), *Assistant Professor of Religion*. BA Swarthmore College, MTS Harvard Divinity School; PhD University of Florida

Adriana M. Garriga-López (2010), *Arcus Social Justice Leadership Assistant Professor of Anthropology*. BA Rutgers University-New Brunswick; MA, MPhil, PhD Columbia University

Menelik Geremew (2013), *Stephen B. Monroe Assistant Professor of Money and Banking*. BSc Alemaya University, Ethiopia; MSc Addis Ababa University; MA, PhD Texas Tech University

E. Binney Girdler (2001), *Associate Professor of Biology*. BA University of Virginia; MES Yale University; PhD Princeton University

Reid Gómez (2014), *Mellon Visiting Assistant Professor of Critical Ethnic Studies*. BA, MA, PhD University of California, Berkeley

Gary S. Gregg (1995), *Ann V. and Donald R Parfet Distinguished Professor of Psychology*. BA University of California, San Diego; PhD University of Michigan

Selin Gülgöz (2015), *Visiting Assistant Professor of Psychology*. BA Koç University, Istanbul; MS, PhD University of Michigan

Anne E. Haackl (1998), *Senior Instructor in Classics*. BA College of Wooster; MA, PhD candidate University of Michigan

Christine Young-Kyung Hahn (2008), *Associate Professor of Art*. BA Carleton College; MA, PhD University of Chicago

Jeffrey Haus (2005), *Associate Professor of History and Religion*. BA University of Michigan; PhD Brandeis University

Marin L. Heinritz (2003), *Assistant Professor of English*. BA Kalamazoo College; MS Boston University; PhD Western Michigan University

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

Yue Hong (2009), *Assistant Professor of Chinese Language and Literature*. BA, MA Peking University; MA University of Colorado; PhD Harvard University

Autumn B. Hostetter (2008), *Associate Professor of Psychology*. BS Berry College; PhD University of Wisconsin-Madison

Gerry Howser (2014), *Visiting Assistant Professor of Computer Science*. BS, University of Missouri; MS, PhD Missouri University of Science and Technology

Patrik T. Hultberg (2004), *Associate Professor of Economics*. BA Ohio Wesleyan University; PhD Rice University

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

Michele Intermont (1998), *Associate Professor of Mathematics*. AB College of the Holy Cross; MS, PhD University of Notre Dame

Amelia V. Katanski (2000), *Associate Professor of English*. BA Kalamazoo College; MA University of California–Los Angeles; MA, PhD Tufts University

Andrew Koehler (2006), *Associate Professor of Music*. BA Yale University; MM Northwestern University

Richard Koenig (1998), *Genevieve U. Gilmore Professor of Art*. BFA Pratt Institute; MFA Indiana University

Sarah Koenig (2015), *Visiting Assistant Professor of Religion*. BA Trinity Western University, Langley, British Columbia; MA Yale Divinity School; PhD Yale University

Maksim Kokushkin (2009), *Assistant Professor of Sociology*. MBA Sofia University, Bulgaria; MA Central European University, Warsaw; PhD University of Missouri–Columbia

Amy M. Lane (2010), *Visiting Assistant Professor of Sociology*. BA University of Michigan–Flint; MA, PhD University of Missouri–Columbia

James A. Langeland (1996), *Upjohn Professor of Life Sciences*. BA Kalamazoo College; PhD University of Wisconsin

Christopher Latiolais (1990), *Associate Professor of Philosophy*. BA University of California–Berkeley; MA, PhD University of California, San Diego

Charlene Boyer Lewis (2002), *Professor of History*. BA Kalamazoo College; MA American University; PhD University of Virginia

James E. Lewis, Jr. (2004), *Associate Professor of History*. BA College of William and Mary; MA American University; PhD University of Virginia

Sarah Lindley (2001), *Professor of Art*. BFA New York State College of Ceramics at Alfred University; MFA University of Washington

Brittany S. Liu (2014), *Assistant Professor of Psychology*. BA Claremont McKenna College; MA, PhD University of California, Irvine

Katie MacLean (2002), *Associate Professor of Romance Languages and Literature*. BA Dalhousie University, Halifax; MA Queen's University, Kingston, Ontario; PhD Duke University

Amy MacMillan (2012), *L. Lee Stryker Assistant Professor of Business Management*. BA Colgate University; MBA Harvard University

Elizabeth A. Manwell (2004), *Sally Appleton Kirkpatrick Associate Professor of Classical Studies*. BA Ohio State University; MA University of Cincinnati; PhD University of Chicago

Arturo Márquez-Gómez (2013), *Assistant Professor of Romance Languages and Literature*. BA, MA University of Chile, Santiago; MA Middlebury College; MA, PhD Brown University

Michael A. McDonald (2008), *Provost and Professor of Mathematics*. BS Davidson College; MA, PhD Duke University

Sarah Elizabeth McDowell (2011), *Assistant Professor of Physics*. BA Carleton College; PhD University of Michigan

Ed Menta (1986), *James A.B. Stone College Professor of Theatre Arts*. BA Southern Connecticut State University; MFA University of Connecticut; PhD Michigan State University

Kathleen Milliken (2003), *Assistant Professor of Physical Education, Head Coach of Swimming; and Assistant Athletic Director*. BA Denison University; MA Western Michigan University

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

Timothy Moffit (1998), *Associate Professor of Economics and Business*. BA Kalamazoo College; MBA Dartmouth College; DBA Nova Southeastern University

D. Blaine Moore (2001), *Professor of Biology*. BS University of North Florida; PhD University of Florida

Simona Moti (2013), *Assistant Professor of German Studies*. BA, MA West University of Timisoara, Romania; MA, PhD University of California, Irvine

Soichiro Motohashi (2015), *Visiting Instructor in Japanese Language and Literature*. BA Hosei University, Tokyo; MA Florida State University; MA University of South Florida

Andrew Mozina (1999), *Professor of English*. BA Northwestern University; MA Boston University; MA, PhD Washington University

Matthew Newman (2015), *Postdoctoral Teaching Fellow*. BA, Yale University; PhD University of Michigan

Eric D. Nordmoe (1996), *Associate Professor of Mathematics*. BA, MBA University of Chicago; PhD Northwestern University

Stephen Oloo (2015), *Visiting Instructor in Mathematics and Director of the Math-Physics Center*. BA Amherst; MA, PhD candidate University of Massachusetts

Jennifer Perry (2010), *Visiting Assistant Professor of Psychology*. BS St. Olaf College; PhD University of Minnesota

Taylor G. Petrey (2010), *Lucinda Hinsdale Stone Assistant Professor of Religion*. BA Pace University; MTS, ThD Harvard University Divinity School

Zaide E. Pixley (1984), *Adjunct Associate Professor of Music, Dean of the First Year and Advising*. BMus Hope College; MA City University of New York Hunter College; PhD University of Michigan

Patricia Ponto (1986), *Director of Counseling with the rank of Assistant Professor of Psychology*. BA, MA, PhD Michigan State University

Lanford J. Potts (1997), *Professor of Theatre Arts*. BA Valparaiso University; MFA Michigan State University

Jon A. Reeves (2005), *Visiting Instructor in Theatre Arts and Director of Technical Theatre and Design*. BA University of Wisconsin–Whitewater

Thomas W. Rice (1993), *Robert and Jo-Ann Stewart Professor of Art*. BFA Tyler School of Art, Temple University; MFA University of Georgia

Mark J. Riley (2007), *Head Coach of Men's Tennis with the rank of Instructor in Physical Education, and Director of USTA Boy's 18 and 16 National Championships*. BA Kalamazoo College

María J. Romero-Eshuis (2001), *Instructor in Romance Languages and Literature*. BA Universidad de Extremadura, Spain; MA Michigan State University

Shanna M. Salinas (2011), *Assistant Professor of English*. BA University of California, Los Angeles; MA, PhD University of California, Santa Barbara

Santiago Salinas (2015), *Assistant Professor of Biology*. BA College of the Atlantic; PhD Stony Brook University

Diane Seuss (1988), *Writer in Residence and Assistant Professor of English*. BA Kalamazoo College; MSW Western Michigan University

Babli Sinha (2008), *Associate Professor of English*. BA Washington and Lee University; MA Indiana University; MA, PhD University of Chicago

Greg A. Slough (1997), *Professor of Chemistry*. BA Goshen College; PhD Pennsylvania State University

Amy L. Smith (2002), *Associate Professor of English*. BA Allegheny College; MA, PhD University of Illinois, Urbana-Champaign

Kathleen W. Smith (1972), *Professor of Romance Languages and Literature*. BA Mundelein College; MA, PhD University of Wisconsin

Kristen J. Smith (1994), *Director of Athletics with the rank of Assistant Professor of Physical Education*. BA Hope College; MA Western Michigan University

Thomas J. Smith (1978), *Dorothy H. Heyl Professor of Chemistry*. BS Illinois Benedictine College; PhD Purdue University

Diomedes Solano Rabago (2014), *Visiting Instructor in Romance Languages and Literature*. BA Universidad Autónoma de Querétaro, Mexico; MA Western Michigan University; PhD candidate Michigan State University

Janet Solberg (1988), *Professor of Romance Languages and Literature*. BA Macalester College; MA, PhD University of Minnesota

Michael J. Sosulski (2004), *Associate Provost and Associate Professor of German*. BS Georgetown University; MA, PhD University of Chicago

Paul R. Sotherland (1985), *Coordinator of Educational Effectiveness and Professor of Biology*. BS Carroll College; MS, PhD Colorado State University

Regina Stevens-Truss (2000), *Professor of Chemistry*. BA Rutgers University; PhD University of Toledo

Charles A. Stull (1996), *Senior Instructor in Economics and Business*. BA Northwestern University; MS, PhD candidate University of Wisconsin, Madison

Noriko Akimoto Sugimori (2009), *Assistant Professor of Japanese Language and Literature*. BA Toyama University, Japan; MA Columbia University; MA Michigan State University; PhD Boston University

Melanie G. Sympson (2015), *Postdoctoral Teaching Fellow*. BA University of Chicago; MA, PhD University of Michigan

Siu-Lan Tan (1998), *Professor of Psychology*. BMus Pacific Union College; MA, PhD Georgetown University

Jan Tobochnik (1985), *Dow Distinguished Professor in the Natural Sciences*. BA Amherst College; PhD Cornell University

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

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

Janelle Werner (2009), *Assistant Professor of History*. AB Bryn Mawr College; MA, PhD University of North Carolina

Dwight A. Williams (2015), *Assistant Professor of Chemistry*. BS Coastal Carolina University; PhD Virginia Commonwealth University

Eileen B. Wilson-Oyelaran (2005), *President and Professor of Education*. BA Pomona College; MA, PhD Claremont Graduate University

Amanda C. Wollenberg (2014), *Assistant Professor of Biology*. BA St. Olaf College; PhD University of Wisconsin-Madison

Michael S. Wollenberg (2014), *Assistant Professor of Biology*. BA Swarthmore College; PhD University of Wisconsin-Madison

Christina Woolner (2015), *Postdoctoral Teaching Fellow*. BA Hampshire College; MA San Francisco State University; PhD University of Michigan

Administration

Lisa Ailstock (2005), *Director of Health Center and Physician Assistant*. BS Western Michigan University

Kimberly Jo Aldrich (1982), *Director of Alumni Relations*. BA Kalamazoo College

David L. Anderson (2003), *Director of Admission*. BA Hartwick College; MS Syracuse University

Marne Angers (2006), *Programmer Analyst*. BS Michigan Technological University

F. Timothy Baker (1999), *Director of Advancement Services*

Kerri Barker (2012), *Assistant Director, Alumni Relations*. BA Western Michigan University

Tracy Beckley (2013), *Chicago Regional Recruiter*. BA University of Michigan; MA Loyola University of Chicago

Renée Boelcke (2014), *Human Resources Director and Title IX Coordinator*. BA, Central Michigan University

Catherine Bonnes (2008), *Director of Finance*. BA, MBA Michigan State University

Lisa Brock (2011), *Academic Director, Arcus Center for Social Justice Leadership and Associate Professor of History*. BA Howard University; MA, PhD Northwestern University

Matthew Brosco (2014), *Associate Director of Development*. BA Goucher College; JD Oklahoma City University School of Law

Leslie Burke (2012), *Acquisitions and Digital Integration Librarian*. BA Cornerstone University; MA University of Michigan

Elizabeth Candido (2008), *College Chaplain and Director of Religious Life*. BA Kalamazoo College; MDiv Harvard Divinity School

Desma Cladill (2001), *Manager of Donor Relations*

Matthew Claus (2011), *Assistant Director, Kalamazoo College Fund*. BA DePauw University

Lesley Clinard (2004), *Assistant Director, Academic Advising and Faculty Grants*. BA University of Michigan

Russell Cooper (1988), *Help Desk Administrator*. BA Kalamazoo College

Jeffrey Dancer (1997), *Network Administrator*. BS Western Michigan University

Heather Dannison (2015), *Counselor*. BA MA Western Michigan University, PhD University of Memphis

Lisa Darling (1999), *Director of Publications*

Tala Davidson (2011), *Advancement Data Analyst*. BA Kalamazoo College; MS Temple University

Robert Davis (1998), *Colleague System Administrator*. BS Western Michigan University

Albert DeSimone (2011), *Vice President for College Advancement*. BS Elmhurst College

Teresa Denton (2002), *Associate Director for Community Partnerships, Mary Jane Underwood Stryker Institute for Service-Learning*. BA Adrian College; MSW University of Michigan

Brian Dietz (2007), *Assistant Dean of Students and Director of Student Involvement and the Hicks Student Center*. BA Mount Union College; MA Bowling Green State University

Gregory Diment (2005), *Associate Provost and Chief Information Officer*. BA Kalamazoo College

Eric Dougal (2012), *Head Coach, Men's Basketball*. BS University of Wisconsin-LaCrosse; MA Ball State University

Anne Dueweke (1998), *Director, Faculty Grants and Institutional Research*. BA Kalamazoo College; MA University of Illinois

Sandra Dugal (2006), *Associate Director, Kalamazoo College Fund*. BA Albion College

Anne Engh (2013), *Director of Biology Lab*. BS Iowa State University; PhD Michigan State University

Patrick Farmer (2008), *Student Accounts Coordinator*. BA Western Michigan University

Kenlana Ferguson (2014), *Counselor*. BA, MA, PhD Western Michigan University

Jessica Fowle (2006), *Associate Director of Admission*. BA Kalamazoo College

Heather Garcia (2007), *Operations Manager, Center for International Programs*. BBA Davenport University

Alison Geist (1997), *Director, Mary Jane Underwood Stryker Institute for Service-Learning*. BGS, MPH University of Michigan

Susanne Gibson (1995), *Administrative Assistant to the Provost*. BA Western Michigan University

Rudi Goddard (2013), *Admission Counselor*. BA Kalamazoo College

Bryan Goyings (2007), *Head Coach, Women's Soccer and Athletic Recruitment Coordinator*. BA Kalamazoo College

Andrew Grayson (2013), *Admission Counselor*. BA Kalamazoo College

Melanie Hamlin (2014), *Head Softball Coach*. BA University of Redlands

Sassafras Havilar (2000), *Director of Advancement Events*. BA Western Michigan University

Joan Hawxhurst (2007), *Director, Center for Career and Professional Development and Director of Guilds*. BA Virginia Polytechnic Institute and State University; MA Yale University

Renée Healy (2011), *Associate Controller*. BBA MBA Western Michigan University

Mia Henry (2014), *Executive Director of Arcus Center for Social Justice Leadership*. BS Rutgers University; MS University of Pennsylvania

Alan Hill (1992), *Associate Director of Counseling*. BA, MS Southern Connecticut University; MA Western Michigan University; PhD Miami University

Michael Hodgkinson (2015), *Associate Director of Facilities Management*. BA MA Western Michigan University

Jane Hoinville (2008), *Prospect Research Analyst*. BA Polytechnic of North London; MA University of Sheffield

Christy Honsberger (2011), *Associate Director, Alumni Relations*. BS, MA Western Michigan University

Jorich Horner (2011), *Director, LandSea and Outdoor Programs*. BS Oregon State University-Cascades

Paul Hughes (2013), *Assistant Coach, Swimming*. BA University of Puget Sound

Dana Jansma (2000), *Associate Dean of Students*. BA Hope College; MEd University of Vermont

Ann Jenks (2010), *Director of Corporate and Foundation Relations*. BS Ohio University

Marcus Johnson (2013), *Admission Counselor*. BA Baylor University; MA, MFA Western Michigan University

Ryan Jordan (2011), *Assistant Director of Development*. BA Ohio Wesleyan University

Karen Joshua-Wathel (1999), *Associate Dean of Students*. BA, MA Western Michigan University

Diane Kiino (2001), *Director of Health Sciences*. BA Kalamazoo College; MS, PhD Yale University

Michael Klok (2014), *Publications Project Manager*. BA Western Michigan University

J. Kristopher Koster (2014), *Head Men and Woman's Cross Country Coach*. BA Calvin College

Nicole Kragt (2008), *Acting Registrar*. BS, MA Western Michigan University

John Krajacic (2008), *Assistant Coach, Football*. BA Kalamazoo College

Jason Kraushaar (2009), *Associate Director, Administrative Computing*

Kent Lawrence (2013), *Assistant Stockroom Manager*. BS Michigan State University

Jacob Lemon (2014), *Area Coordinator*. BA Heidelberg University; MA Michigan State University

Suzanne Lepley (1998), *Senior Associate Director of Admission*. BS Western Michigan University

Kathryn Lightcap (2000), *Graphic/Media Designer*. BA, MBA Western Michigan University

Patricia Lisak (1996), *Payroll Manager*. BS Nazareth College

Joshua Lull (2007), *Programmer/Analyst*. BA Davenport University

Donald Mack (1986), *Associate Director for Technical and Media Services*. BS Western Michigan University

Roderick Malcolm (1999), *Senior Associate Director of Admission*. BS Fitchburg State College

Paul Manstrom (1990), *Associate Vice President of Facilities Management*. BS Iowa State University

Narda McCleendon (1998), *Assistant Director, Center for International Programs*. BA Western Michigan University

Michael McDonald (2008), *Provost*. BS Davidson College; MA, PhD Duke University

Ryan McElwain (2012), *Assistant Football Coach/Defensive Coordinator*. BA DePauw University; MA Western Michigan University

Andrew Miller (2014), *Executive Director of Development*. BA Kalamazoo College

Katherine Miller (2011), *Head Coach, Women's Basketball*. BA Mount Union College; MEd Bowling Green University

Terry Miller (1999), *Assistant to the USTA Tournament Director*. AS Northwestern University Evening Division

Kathleen Milliken (2003), *Head Swimming Coach*. BA Denison University; MA Western Michigan University

Josh Moon (2015), *Educational Technology Specialist*. BA Michigan State University MA PhD Ohio University

Lisa Murphy (2010), *College Archivist*. BA Kalamazoo College; MLIS Simmons College; MSc University of Edinburgh

Mark Murphy (2010), *Head Coach, Women's Tennis*. BA Coe College

Rebecca Murphy (2011), *Assistant Director, Financial Aid*. BA Coe College

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

Stacy Nowicki (2000), *Library Director*. BA Oberlin College; MM Northwestern University; MLIS Dominican University; PhD Nova Southeastern University; JD Thomas M. Cooley Law School

Lindsay O'Donohue (2008), *Director of Prospect Management and Research*. BA Western Michigan University

Kathleen O'Farrell (2014), *Assistant Athletic Trainer*. BS University of Wyoming; MS Western Michigan University

Kira Olds (2011), *Head Athletic Trainer*. BS Ball State University; MS Western Illinois University

Michael Ott (2012), *Head Coach, Baseball*. BA Calvin College; MA Western Michigan University

Steven Oursler (2008), *Associate Director of Development*. BA Hope College

Jeffrey Palmer (2007), *Associate Director of Communication*

Laurel Palmer (2009), *Director, Kalamazoo College Fund*. BS Cedar Crest College; MA Michigan State University

Alayna Pelfresne (2014), *Center for International Programs Assistant Director*. BA Michigan State University; MPA Cornell University

Zaide Pixley (1984), *Dean of the First-Year and Advising and Adjunct Associate Professor of Music*. BMus Hope College; MA City University of New York Hunter College; PhD University of Michigan

Patricia Ponto (1986), *Director of Counseling and Assistant Professor of Psychology*. BA, MA, PhD Michigan State University

James Prince (2009), *Vice President for Business and Finance*. BA Taylor University; MPA Ball State University

Robin Rank (1999), *Reference Librarian*. BA Kalamazoo College; MILS University of Michigan

Vincent Redko (2014), *Men's Lacrosse Head Coach*. BA Ursinus College; MS Misericordia University

Jon Reeves (2005), *Director of Technical Theatre and Dalton Theatre Manager*. BA University of Wisconsin-Whitewater

Laura Riegger (2011), *Area Coordinator*. BA Alma College; MA Bowling Green State University

Mark Riley (2007), *Head Coach, Men's Tennis with the rank of Instructor in Physical Education, and Director of USTA Boy's 18 and 16 National Championships*. BA Kalamazoo College

Debbie Roberts (2000), *Director of the Bookstore and Mail/Copy Center*. BBA Western Michigan University

Heidi Ruiz (2006), *Accountant/Internal Auditor*. BS Western Michigan University

Kelly Schneider (1985), *Associate Director of Financial Aid*

Kyle Schulz (2014), *Library Circulation Supervisor*. BA University of Wisconsin-Eau Claire; MS University of Wisconsin-Madison

Lumumba Shabazz (2012), *Head Coach, Men's Soccer*. BA Florida International University

Celeste Shefferly (2013), *Woman's Lacrosse Assistant Coach*. BA Mercyhurst College; MS Davenport University

Aaron Smith (2005), *Systems Administrator*

Elizabeth Sloan Smith (1993), *Reference Librarian*. BA Kalamazoo College; AMLS University of Michigan

Kristen Smith (1994), *Director of Athletics*. BA Hope College; MA Western Michigan University

Paul Smithson (1971), *Technical Services and Rare Books Librarian*. BA Kalamazoo College; MLS, MLA Western Michigan University

Michael Sosulski (2004), *Associate Provost and Associate Professor of German*. BS Georgetown University; MA PhD University of Chicago

Paul Sotherland (1985), *Associate Provost and Professor of Biology*. BS Carroll College; MS, PhD Colorado State University

Jacqueline Srodes (2008), *Senior Career Counselor*. BS Grand Valley State University; MA Western Michigan University

Eric Staab (2006), *Dean of Admission and Financial Aid*. BA, MA Indiana University
Marjorie Stinson (2010), *Programmer/Analyst*. BA Hope College
Sara Stockwood (2013), *Assistant Director, Outdoor Programs*. BS University of Maine; MS Texas State University
Marian Stowers (1990), *Director of Financial Aid*. BBA Eastern Michigan University
Emilee Suchomski (2014), *Admission Counselor*. BA Beloit College
Hillary Teague (2005), *Associate Director of Admission*. BA Michigan State University; MA University of Michigan
Debbie Thompson (2000), *Bookstore Director*. BA Western Michigan University
Jim VanSweden (1998), *Director of College Communication*. BA Kalamazoo College; MA Western Michigan University
Hilary Wagner (2013), *Director of the Bio-Chem Center*. BA Kalamazoo College; MS University of Chicago
Michael Walsh (2010), *Director, Chemistry Laboratories*. BA Rose-Hulman Institute of Technology; MS Mississippi State University
Emilia Ward (2012), *Head Coach, Women's Lacrosse*. BA Manhattan College.
Marcie Weathers (1999), *Administrative and Custodial Services Manager, Facilities Management*. AAS Denver Technological College
Julia Wert (2009), *Senior Associate Director of Development*. BSBA Tri-State University
Sarah Westfall (2007), *Vice President for Student Development and Dean of Students*. BA DePauw University; MS, PhD Indiana University
Steven Wideen (1998), *Sports Information Director*. BA Cornerstone College
Margaret Wiedenhoef (1998), *Acting Director, Center for International Programs*. BA Emory University; PhD Western Michigan University
Jennifer Williams (2012), *Benefits Manager*. MA Western Michigan University
Melanie Williams (2000), *Assistant to the President*.
Laura Wilson (2013), *Associate Director, 1833 Society*. BA Western Michigan University
Eileen Wilson-Oyelaran (2005), *President and Professor of Education*. BA Pomona College; MA and PhD Claremont Graduate University
Eric Wimbley (2014), *Director of Security*. BS Siena Heights College
Linda Wirgau (2000), *Operations Manager and Enrollment Data Specialist*.
Kenneth Wood (2007), *Wellness and Fitness Advisor*. BAA Central Michigan University; MA Western Michigan University
Rachel Wood (2009), *Assistant Director, Career and Professional Development*. BA, MA Western Michigan University
Kate Worster (2015), *Associate Vice-President, BA University of Wisconsin-Stevens Point*
Kate Yancho (2008), *Assistant Director, Student Involvement*. BA Kent State University; MA The Ohio State University
Peter Zillmann (2000), *Systems and Networking Associate*
Carolyn Zinn (2003), *Associate Director of Web Services*. BA Kalamazoo College; MA University of Michigan
James Zorbo, Jr. (2007), *Head Coach, Football*. BA Kalamazoo College; MBA Western Michigan University

Alumni Leadership

Alumni Association Executive Board

Alexandra Foley Altman '97

President

Chicago, IL

Email: alexandraaltman@gmail.com

Erin Mazzoni '07

Vice President

New York, NY

Email: Erin.Mazzoni.2007@alumni.kzoo.edu

Kristen Browne Bradford '92

Secretary

Rochester, MI

Email: bradford.a@comcast.net

Bill Stoeri '78

Past President

Minneapolis, MN

Email: Stoeri.Bill@dorsey.com

D'Angelo Bailey '05

Iowa City, MI

Email: dangelo.l.bailey@gmail.com

Erin Price Charnley '02

Spring Lake, MI

Email: erincharnley@me.com

Erin Brownlee Dell '93

Greensboro, NC

Email: edell@guilford.edu

Pamela Brown Gavin '74

Arlington, VA

Email: pam_gavin@hotmail.com

Paul Levy '82

Jonesboro, AR

Email: paullevy23@gmail.com

L. West Nelson '81

Niles, MT

Email: west@alumni.kzoo.edu

Alexander B. Morgan '11

Milwaukee, WI

Email: alexander.b.morgan@gmail.com

Suzanne Kleinsmith Saganich '83

Rocky River, OH

Email: ssaganich@ralaw.com

Donald L. Schneider '63

Kensington, MD

Email: jdon79@aol.com

Andrew Terranella '99

Pinon, AZ

Email: ajterra10@gmail.com

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