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HOPE COLLEGE

1992 - 93 CATALOG





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HOPE COLLEGE

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

The "Hope People" personality profiles in this catalog were written by Jennifer A. Payette, a 1992 Hope College graduate from Flint, Michigan.

TABLE OF CONTENTS



HOPE AT A GLANCE	3
HOPE'S REASON FOR BEING	5
ACADEMIC EXCELLENCE	6
HOPE PEOPLE	12
Faculty	13
Students	25
Administration and Staff	39
Alumni	45
THE CAMPUS	48
CAMPUS SERVICES	59
CAMPUS LIFE	65
ADMISSION TO HOPE	76
FINANCIAL AID TO STUDENTS	81
STUDENT EXPENSES	94
THE DEGREE PROGRAM	96
GENERAL ACADEMIC REGULATIONS	109
ACADEMIC SESSIONS	121
SPECIAL ACADEMIC PROGRAMS	122
GLOSSARIES	137
THE CURRICULUM	
Art	138
Biology	143
Chemistry	149
Communication	156
Computer Science	163
Dance	167
Economics & Business Administration	172
Education	180
English	189
Geology	197
History	203
Interdisciplinary Studies	209
International Studies	217
Mathematics	219
Modern and Classical Languages	224
Music	244
Nursing	253
Philosophy	257
Physical Education	261
Physics	267
Political Science	278
Psychology	285
Religion	289
Sociology and Social Work	294
Theatre	300
Women's Studies	306
INTERNSHIPS	308
PRE-PROFESSIONAL PROGRAMS	309
DIRECTORIES	
The Board of Trustees	316
The Faculty	317
Administrative Staff	341
Women's League for Hope College	352
Alumni Association	353
HONORS AND AWARDS	
Scholarships	354
Honors and Awards (Students)	374
Honors and Awards (Faculty & Staff)	384
IMPORTANT DATES FOR PROSPECTIVE STUDENTS	391
CALENDAR (199-93)	392
ENROLLMENT REPORT (1991-92)	394
INDEX	395
CORRESPONDENCE DIRECTORY	400

HOPE AT A GLANCE



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

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

The curriculum offers a variety of courses in 39 major fields leading to a Bachelor of Arts, Bachelor of Music, Bachelor of Science, or Bachelor of Science in Nursing degree. The College has long been known for outstanding preprofessional training. Each year many graduates go on to further study in the leading graduate and professional schools in this country and abroad; others directly enter professions.

Hope College is fully accredited by the North Central Association of Colleges and Secondary Schools, the American Chemical Society, the National Association of Schools of Art and Design, the National Association of Schools of Music, the National Association of Schools of Theatre, the National Association of Schools of Dance, the National League for Nursing, and other agencies.

Hope is a member of the Michigan Intercollegiate Athletic Association and fields varsity teams for men and women in 18 sports. An active intramural program is also offered.

HOPE AT A GLANCE



HOPE'S REASON FOR BEING



Hope occupies a special place in the vast array of educational opportunities offered in the United States. It makes its contribution to the vitality and diversity of American higher education through the distinctiveness of its educational philosophy and program. For more than a century, Hope has cherished the conviction that life is God's trust, a trust which each of us is called to personally activate by an insistent concern for intelligent involvement in the human community and its problems.

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

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

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

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

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

Hope Offers a well-equipped and friendly environment. Campus life pivots around residence halls, which serve as social centers and provide congenial surroundings for students to learn with one another. The diversity of student backgrounds, geographic and ethnic origins, and personal interests adds variety and richness to the group living experience. The campus is 80 percent accessible to students who are mobility impaired. Three residence halls and apartment complexes, as well as most major academic buildings, are accessible to mobility-impaired persons.

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

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



Hope has long been recognized as a leading educational institution whose alumni have gone on to achieve distinction in their chosen professions. Distinguished academic, religious, political and business leaders are among Hope's graduates. And, the loyalty generated by Hope is evidenced by the fact that 50 percent of Hope's alumni contribute to the College. This figure is nearly twice the national average.

Government and foundation grants to individuals, to departments and to the College demonstrate the quality of the institution: outside grants to departments and faculty have totaled more than \$3.7 million in the past two years.

The *New York Times Selective Guide to Colleges* describes Hope as a "treasure," and a columnist in *Christian Science Monitor* pointed to Hope as a college which offers such all-important assets as small classes, dedicated teachers, and "a springboard to the choice graduate schools." The *National Review College Guide* named Hope one of America's 50 top liberal arts colleges in its 1991 edition, and Hope has been included on the John Templeton Foundation's "Honor Roll for Character Building Universities and Colleges" for four consecutive years, and is also on the Foundation's 1992 "Honor Roll for Free Enterprise Teaching." Hope was cited as "a high producer of scientists and a good place" in the book *Looking Beyond the Ivy League: Finding the College That's Right for You*, which contends that a well-known name and Ivy League status do not necessarily translate into the best match for students' needs.

An evaluation team which visited campus summed up the characteristics of Hope in this way: "The best basis for predicting the immediate future of a college would seem to be the accomplishments of the immediate past. By that measure, Hope College can meet the future with confidence."

Evidence of excellence abounds at Hope. For example, Hope is the only private, four-year liberal arts college in the United States with national accreditation in art, dance, music and theatre. In 1991 the department of communication was recognized as a "Program of Excellence" by the Central States Communication Association

ACADEMIC EXCELLENCE



for its introductory course. During the 1991-92 school year, the college received a Certificate of Merit from American College Testing (ACT) and the National Academic Advising Association (NACADA) for innovative and exemplary practices in the academic advising of students. During the summer of 1992, the departments of biology, chemistry, computer science and mathematics each held grants from the National Science Foundation (NSF) for the support of full-time, summer, undergraduate, student researchers. Hope's department of dance is believed to have established the nation's first honorary society for dance students, a move that is being viewed as a model by other institutions.

Hope also emerged as the top leader in a survey of chemical research activity at U.S. liberal arts colleges during the decade of the 1970s. This study, conducted by professors at Lebanon Valley College and Franklin and Marshall College, gave Hope a first-place ranking in seven of nine categories used to measure research activity. Hope placed second in the remaining two categories.



ACADEMIC EXCELLENCE



There is a wide diversity of honor societies at Hope. These organizations, open by invitation, give recognition to superior academic achievement and enable Hope's outstanding students to communicate with each other and discuss matters of mutual interest. Two national honor societies, Phi Beta Kappa and Mortar Board, are chartered at Hope. Induction into Phi Beta Kappa, which occurs during the spring of the senior year, is the highest recognition of scholastic achievement available to an undergraduate. Hope, having received its Phi Beta Kappa charter in 1971, is one of 240 institutions in the U.S. and only seven in the state of Michigan able to grant this distinction to its deserving students. A complete list of the honor societies at Hope follows:

- | | |
|--|--|
| Phi Beta Kappa (national honorary) | Phi Epsilon Kappa (physical education) |
| Mortar Board (national honorary) | Pi Delta Phi (French) |
| Alpha Epsilon Delta (premedical, pre dental) | Pi Kappa Delta (forensics) |
| Beta Beta Beta (biology) | Pi Kappa Lambda (music) |
| Delta Omicron (music) | Pi Mu Epsilon (math) |
| Delta Phi Alpha (German) | Pi Sigma Alpha (political science) |
| Eta Sigma Phi (classical languages) | Psi Chi (psychology) |
| Lambda Pi Eta (communication) | Sigma Delta Pi (Spanish) |
| Omicron Delta Epsilon (economics) | Sigma Omicron (dance) |
| Phi Alpha Theta (history) | Sigma Xi (science) |
| | Sigma Gamma Epsilon (geology) |

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

ACADEMIC EXCELLENCE



In recent years, approximately 83 percent of those students registered with the prelaw advisor were accepted into law schools. Among the law schools that these graduates attend are: Northwestern, Loyola-Chicago, Marquette, Indiana-Bloomington, William and Mary, American and Miami.

Hope premedical students have been accepted into medical schools at a rate well above the national average. For example, during the past five years (1987 through 1991), 98 percent of the Hope applicants whose grade point average was 3.4 or above were accepted by medical schools. During that same period, another 29 students were accepted who had grade point averages below 3.4.

During the past five years (1987 through 1991), all applicants with a grade point average of 3.2 or better were accepted into dental schools.

Since the Hope-Calvin Nursing Program began in 1984, 95 percent of those graduates taking the state licensing exam passed on their first attempt, a percentage well above the norm.

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

ACADEMIC EXCELLENCE



Curriculum — Hope's educational program offers a variety of courses in 39 major fields. Throughout this educational program, Hope is concerned with developing intellectual discipline and fellowship in inquiry. (See "The Degree Program," page 96 and departmental listings in "The Curriculum," beginning on page 138.)

Students are given many opportunities to grow and develop within the academic structure. An active performance/exhibition program in the arts provides professional experiences. Science and social science students conduct research side-by-side with faculty members. Humanities students are encouraged to conduct independent study projects, and each year these students present their papers at divisional colloquia.

For students with unusual academic maturity, several challenging programs have been designed, as well as independent and tutorial study during all four years. (See "Programs for Talented Students," page 122.)

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

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

The Hope College Summer Sessions On Campus — Hope offers three-week May and June Terms for intensive study in one subject, a six-week regular summer program in late June and July, and one-week concentrated humanities seminars later in the summer. (See "Academic Sessions," page 121.)

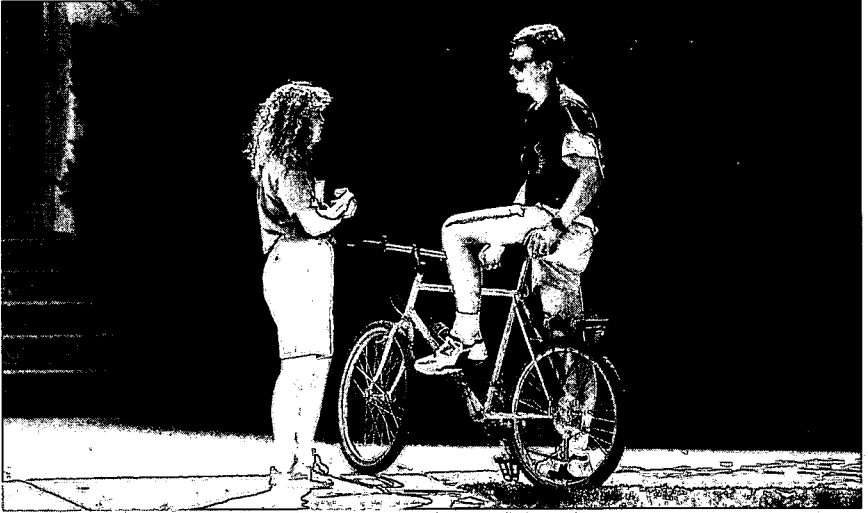
Domestic Off-Campus Programs — Students may enroll in area and language programs at GLCA member colleges, or pursue the arts, government, and urban studies at several locations in the United States. (See "Special Academic Programs," page 122.)

ACADEMIC EXCELLENCE



International Education — The scope of the College's involvement in international education is broad. Hope College believes that through exposure to a foreign society, students can expand knowledge of their own cultural heritage, gain facility in a foreign language, and achieve new perspectives on America and their own individual identity. (See "Foreign Study Opportunities," page 122.)

Scholarships, Honors, Awards — Hope's aim is that all deserving students who desire to attend Hope may do so, regardless of their economic resources. A three-fold student aid program has been developed, which includes scholarships and grants-in-aid, loans, and a work-study program. In addition to serving financially worthy students, the aid program is designed to recognize students for outstanding academic achievement. (See "Financial Aid to Students," page 81.)



WHY HOPE?

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

Hope is primarily a residential college and the great majority of its students are under 25 years of age and unmarried. The enrollment reflects relative co-educational balance, with last year's student body consisting of 1,579 women and 1,167 men.

The student body is mostly homogeneous in terms of race (96 percent Caucasian). However, Hope is eager to increase its number of minority students. Six years ago, the Office for Multi-Cultural Life was instituted as an endeavor which strives to counsel and accommodate the issues and concerns of multi-cultural students.

Most Hope students come from a middle-income background, and 58 percent receive need-based financial aid. On the whole, more than 76 percent of Hope students receive some kind of financial assistance.

Finally, it is evident that many Hope students consider religion to be a prominent part of their lives. Approximately 21 percent are affiliated with the Reformed Church in America. The second largest denomination is Roman Catholic, representing 13 percent of the student body. Seven other church affiliations have been consistently present during the past decade, indicating a diversity of denominational preference.

HOPE PEOPLE

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

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

HOPE PEOPLE



THE FACULTY

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

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

Hope's full-time faculty number 175, and 62 individuals serve as part-time lecturers or adjunct professors. This faculty is drawn from approximately 110 different universities and colleges. Most (79 percent) hold completed doctorates or other terminal degrees. The student-faculty ratio is 13-to-1, assuring students excellent opportunities for learning interaction and personal contact with professors, especially within one's major field of study.

Faculty professional activity is encouraged. Members of the faculty publish widely and are involved in many other scholarly activities. Hope biologist Harvey Blankespoor was named the national 1991 "Professor of the Year" by The Council for Advancement and Support of Education (CASE) and The Carnegie Foundation for the Advancement of Teaching. William F. Polik of the department of chemistry received one of only 16 prestigious 1991 "Presidential Young Investigator Awards" in chemistry from the National Science Foundation (NSF). James Herrick, an associate professor of communication, was awarded a prestigious Summer Stipend from the National Endowment for the Humanities (NEH). David G. Myers' introductory psychology textbook is the most widely-used such text in the nation. George Ralph of the department of theatre had a tanka poem named a winner in the 1991 International Tanka Awards contest sponsored by *Mirrors*.

Faculty books of the past year have concerned topics ranging from the importance of mobility to the freedom of post-Civil War blacks, to happiness to a bibliography of works on ancient philosophy from 1965-89 — several Hope professors have gained national and international recognition in fields ranging from parasite-induced human diseases to social psychology to the writings of author/theologian C.S. Lewis to printmaking.

HOPE PEOPLE



HOPE PEOPLE

“The real benefit of teaching is watching students develop and reaching their potential. I see students coming in as a bud, and when they leave they’re flowering.”

“At Hope College one of the ways that we serve students differently than a lot of other schools is we have that personal touch,” said Dr. Harvey Blankespoor, who is the Frederick Garrett and Helen Floor Dekker Professor of Biology at Hope. “There is a balance between the strong teaching effort, the commitment to the students, and personal care and concern.”

“If students tell me they’re having difficulties at home and that’s the reason they didn’t do as well on an exam we have to understand,” he said. “I feel very strongly that students need affirmation. They respond a lot better to encouragement.”

Dr. Blankespoor’s concern for students was one reason he was named the national Professor of the Year in 1991 by the Council for Advancement and Support of Education (CASE) and The Carnegie Foundation for the Advancement of Teaching. Reflecting upon the honor, he noted the role he feels Hope has played in becoming a more effective teacher.

“One of the things that has helped me develop as a teacher is the sense of camaraderie. I feel real support from the faculty members here in their encouragement and the example that they have set for everyone,” he said. “Each person here ought to feel part of this award.”

“Hope has also broadened my interests and my teaching,” he said. Dr. Blankespoor added that he believes the college’s ability to broaden — exposing biology students, for example, to areas such as art and history — is valuable, and even necessary, for students as well.

Dr. Blankespoor’s teaching includes involving students in undergraduate research. Such experiences include working in the laboratory at Hope, but he has also taken students to the Galapagos Islands, including this past May, and works with a group with an on-going research project at the Lake Leelanau Peninsula.

“Students learn by doing,” he said. “We give undergraduates the opportunity to get involved in scientific investigations.” The research also provides an opportunity to add the personal touch he values.

“I try to create situations where I have one on one, or one on three,” he said. “I find that is really much more effective than giving a lecture and expecting things to be regurgitated back.”

Dr. Blankespoor also explained that as far as he’s concerned, students aren’t the only ones who gain from the experience.

“The real benefit of teaching is watching students develop and reaching their potential,” he said. “I see students coming in as a bud, and when they leave they’re flowering.”

Dr. Harvey Blankespoor
The Frederick Garrett and Helen Floor Dekker
Professor of Biology

HOPE PEOPLE



HOPE PEOPLE

“I like to think of advising as considering students as whole people who have an academic life as well as a life beyond college.”

On the surface, it might seem that Maura Reynolds has two separate jobs.

Part of the time, she is an adjunct assistant professor of Latin (“I love to teach,” she noted. “And languages give you another way to approach the world.”). She is also director of advising, coordinating the efforts of Hope’s faculty advisors.

For Professor Reynolds, however, the distinction is more apparent than real. She views academic advising at Hope as just another way of helping students learn. Most of the college’s other faculty members, who serve as academic advisors, feel the same way.

“Advising at Hope takes a look at the whole student,” Professor Reynolds explained. “It looks at the academic parts of the student, and the life and career goals that that student has and ties them together.”

The process’ holistic approach helps make it valuable. Students are paired with advisors who match their interests, and the advising they receive is tailored to match their evolving needs.

“Advising changes as students change,” she said. “In the beginning the primary function of advising is putting students in touch with resources on campus. As students become more involved in those parts of the college, the advisor’s role becomes to raise career and life planning issues with them.”

“So advising is much more than saying ‘This course meets that core requirement. This one does not,’” she noted. “I like to think of advising as considering students as whole people who have an academic life as well as a life beyond college.”

Faculty members are asked to be academic advisors after their first year at Hope. Professor Reynolds feels the program is as valuable to them as it is to their students.

“For faculty I view that in a very real sense as an introduction to the resources of the college, just as it is an introduction to new college students,” she said. “I think there are a lot of similarities between new students and new advisors.”

In 1991, Hope received a “Certificate of Merit” for its academic advising program, and was one of only two liberal arts colleges to receive the award in the country. Professor Reynolds feels there are several reasons for the recognition.

“A lot of people are doing their jobs exceedingly well,” she said. “It was an institutional award, and the criteria were mostly creative and innovative approaches.”

“We can provide personal involvement, and I think faculty members here, perhaps largely because they have chosen to teach at a school like Hope, are interested in the growth of not only students, but of themselves as teachers.”

Maura Reynolds
Adjunct Assistant Professor of Latin
and Director of Advising

HOPE PEOPLE



HOPE PEOPLE

“I teach history because it’s a way of teaching students how to think critically; how to ask questions; how to challenge the world they live in.”

“Historians are, I suppose, a kind of voyeur,” said Dr. William Cohen, professor of history at Hope. “They like looking in peoples’ windows.”

“There are all kinds of windows to look in. There are political windows to look in, economic windows to look in and even personal windows to look in,” Dr. Cohen said. “When you’re looking at the past you’re in a way looking at what produced you, and that interests me.”

What also interests Dr. Cohen is helping students develop their own appreciation of understanding the past and the skills that studying history builds. “I teach history because it’s a way of teaching students how to think critically; how to ask questions; how to challenge the world they live in,” he said.

He enjoys the environment at Hope.

“I like teaching at Hope because I like small classes, I like dealing with people who are interested,” he said. “I like operating in an environment where I can know most of the people around me.”

History is a discipline that depends upon careful evaluation and critical thinking. The college’s history majors have gone on to careers in everything from law, to journalism to politics. Dr. Cohen does not hesitate to note that he feels the department’s faculty have much to offer.

“We have a history department full of individualists who really know their business, who really love what they’re doing and are able to project that, and who are good at teaching you how to find answers for yourself,” he said.

In addition to teaching, Dr. Cohen works with the college’s Marshall and Rhodes Scholarship applicants. Hope has had two Marshall Scholars in the past two years, out of only 40 awards made annually nationwide.

For Dr. Cohen, the process is another way of helping students learn to find answers.

“We seek out some of the best and brightest students we have and find out if they’re interested in studying in England,” he said. “If they are interested, then I get an opportunity to work with them in presenting themselves in a competition that is one of the toughest in the nation.”

“I have to work to help them bring out the person that is really inside: ‘how can you show what is special about you?’” Dr. Cohen said. “What I think I do best is to encourage people to look inside themselves and to see what it is that makes them special in addition to their intelligence.”

William Cohen
Professor of History

HOPE PEOPLE



HOPE PEOPLE

“Hope is a good environment for dance because it gives the dancer a wide performing experience. They can perform immediately as a first-term freshman in the student concerts.”

The Hope College dance program began 20 years ago with one modern dance course. Now it's a major, accredited through the National Association of Schools of Dance.

Maxine DeBruyn, founder of the program, believed 20 years ago and still believes today that the discipline is an important part of a liberal arts education. “Dance is the oldest art form. Man has danced since the beginning of time,” she said.

The department at Hope gives students many options. “We strive for an openness in our department and the cultivation of freedom of creativity,” said DeBruyn, who is professor of dance and chairperson of the department. “We do not want to inhibit students, but to open their minds and imagination.”

For example, each fall a concert is open to any dancer who would like to put on a choreographed piece of his or her own. “It builds self-confidence and gives them a chance to explore their creative ideas,” she said.

Other department activities include an annual concert in the spring, which regularly performs before capacity audiences during its three-night run in the DeWitt Center main theater.

And, like any vital program, dance at Hope is also continually finding ways to grow and develop. In 1991, for example, the department established Sigma Omicron, an honorary society for dance majors and minors who want to work together to promote dance for the college and beyond-college community.

At least 60 percent of the department's majors and minors have joined, and Sigma Omicron is being viewed as a model for a possible national organization. “We are going to try to introduce it to other schools and maybe it can become a national fraternity for dance,” Professor DeBruyn said.

Professor DeBruyn feels that Hope, with its variety of performing experiences, provides an excellent environment in which to study dance. “Hope is a good environment for dance because it gives the dancer a wide performing experience,” she explained. “They can perform immediately as a first-term freshman in the student concerts.”

“We encourage students to audition for everything in the dance department, whether it's student choreographed or faculty choreographed, or the musical from the theater department,” she added. “They get a wide exposure to performing very young.”

She also believes that the college's liberal arts context is important, noting that exposure to other disciplines is crucial for dancers. “If you only study dance you have very little to draw upon as a resource,” she said.

Maxine DeBruyn
Professor of Dance

HOPE PEOPLE



HOPE PEOPLE

“Hope College has a very special experience to offer students. I was so impressed by the quality of teaching here at Hope and the commitment to the student.”

“I think economics is the most important field out there right now,” said Dr. Todd Steen, assistant professor of economics. “If you don’t understand economics you’re not going to understand what’s going on in the world right now.”

“Every field has an economic dimension,” Dr. Steen continued. “I think our world concentrates more and more on economic issues. It’s critical to have a perspective and understand what’s going on out there.”

Dr. Steen believes that students who study his discipline within Hope’s liberal arts framework have an added advantage: an ability to look at economics from many different angles. “In the liberal arts context it is possible to have ethical, philosophical, political or religious critiques on economics,” he said.

In addition to teaching, Dr. Steen conducts research, which he feels helps him to be a more effective teacher in a couple different ways.

“You’re aware of what’s out there,” he said. “I think like any discipline, economics changes as time goes by. Economics is always reacting to what’s happening out there in the world.”

“Also, part of teaching students economics is showing them how economists tackle and handle problems; try to explain things,” Dr. Steen said. “In some courses we actually have students solving problems and doing research.”

Dr. Steen is enthusiastic about Hope, particularly the people. “They’re good to work with; everyone from the faculty, to the staff and students,” he said.

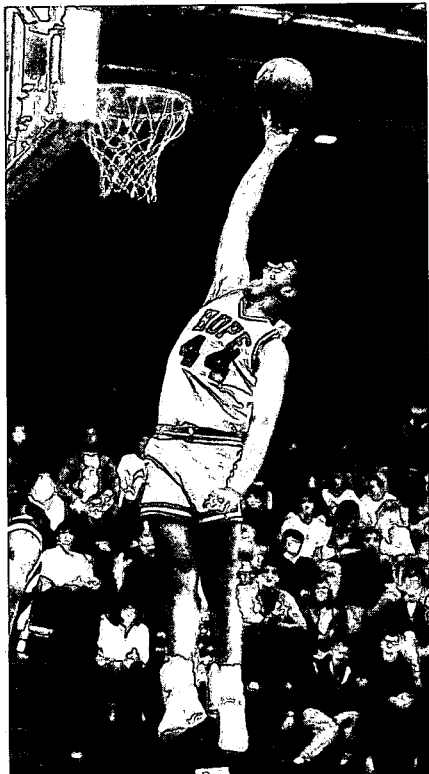
He also has positive feelings about Hope’s department of economics and business administration. “I think the commitment to students in this department is outstanding,” he said.

“The faculty really go out of their way to do things for the college and serve the students above and beyond the call of duty,” he said. “It’s easy to become a number at other places, but at Hope that’s not true. You’re going to be a person and you’re going to have the opportunity to interact with faculty.”

“I like the freedom in my job to teach the way I want to teach, and I like the Christian context of the education here as well,” he said. “Hope College has a very special experience to offer students. I was so impressed by the quality of teaching here at Hope and the commitment to the student. I’m glad to be a part of it. I enjoy it here.”

Todd Steen
Assistant Professor of Economics

HOPE PEOPLE



HOPE PEOPLE

THE STUDENTS

Through the years, Hope students have displayed their academic, athletic and leadership talents, not only campuswide, but regionally and nationally. Some prominent 1991-92 award recipients appear below:

1992 graduate Mike Theune of Spring Lake, Mich., received a prestigious British Marshall Scholarship, one of only 40 presented to undergraduate students nationwide. He was the college's second British Marshall recipient in two years. In addition, he had three of his poems published in the Fall, 1991, edition of *The Wittenberg Review: A Journal of the Liberal Arts*, the only national undergraduate journal of college writing.

Anna-Lisa Cox, a senior from Holland, Mich., received a prestigious Younger Scholars grant from the National Endowment for the Humanities, one of only 89 awarded to college students nationwide.

Pam Rugen, a junior from St. Louis, Mo., spent a portion of her fall semester as a member of the crew working with internationally-known artist Christo on the massive temporary art work, "The Umbrellas: Joint Project for Japan and U.S.A."

1992 graduate Katherine Grace of Midland, Mich., and junior Anne Brouwer of Elmhurst, Ill. were winners of the Kalamazoo College Bach Festival's prestigious Lucille Mehaffie Young Artists auditions. Grace is a soprano and Brouwer is a pianist.

1992 graduate Wade Gugino of Midland, Mich., center on the men's basketball team, was featured in *Sports Illustrated* as both a basketball player and cartoonist. He was also voted a first team NCAA Division III basketball All-American by *Basketball Times*; the third year-in-a-row a Hope player received the distinction.

Dawn Hoving, a junior from Oak Brook, Ill., captured the Division III national championship in the 200-yard butterfly. Her winning time of 2:05.20 was the third fastest in that event in the 11-year history of the national championships.

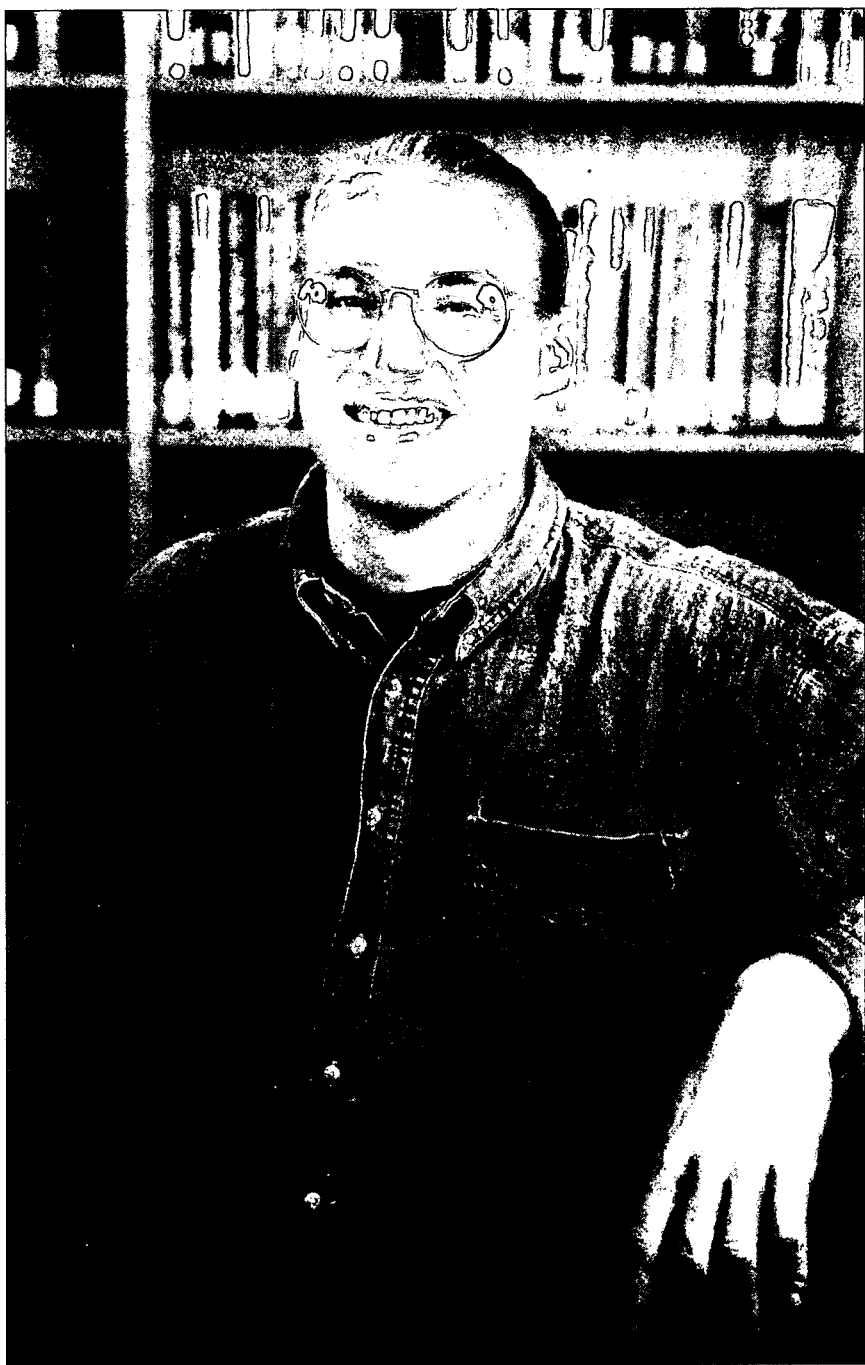
Tamara Luehrs, a junior from Grand Rapids, Mich., won first prize in the Japanese Language Speech Contest held by the Japanese Consulate in Chicago, Ill., in March, competing with students from throughout the Midwest who have studied Japanese for less than one year.

Todd Abbott, a 1992 graduate from Boise, Idaho, received a highly competitive medical school scholarship through the Armed Forces Health Professions Scholarship program.

Teams of three Hope students each won the annual Lower Michigan Mathematics Competition and placed 59th out of 291 teams in the nationwide Putnam Mathematical Competition. Hope's top scorer in the Putnam Competition, Alexei Stepanov of Novosibirsk, Russia, placed 55th out of 2,325 participants.

The Hope College Symphonette traveled to Europe in May for a concert tour. The 33-member group performed in cities such as Neustadt and Schongau, Germany; Salzburg and Vienna, Austria; and Lucerne, Switzerland.

HOPE PEOPLE



HOPE PEOPLE

“I think what Hope helps draw out of people is that fuller, that more realized individual. The focus is on the whole person. Hope did a lot to enforce that type of growth.”

Mike Theune is an English/philosophy double major from Spring Lake, Mich., who received a prestigious British Marshall Scholarship, one of only 40 offered nationwide.

It was the second year in a row a Hope College student was granted one of the scholarships, which fund two years of graduate study at an English university. Mike is using the scholarship to study philosophy at Oxford University.

Why philosophy? “It is an area that I have a great deal of interest in: its topics and thought processes. All of that intrigues me right now,” he said. “This scholarship will allow me to continue pursuing some questions that I still have in new and advanced ways.”

He is also interested in how the Oxford faculty approach and explore these questions and topics.

Eventually, he would like to teach a combination of literature and philosophy at the undergraduate level. He would also like to write fiction and poetry. “There are still a lot of avenues open for me,” he said.

Mike feels that Hope prepared him well for his opportunity to study in Great Britain. “I think what Hope helps draw out of people is that fuller, that more realized individual. The focus is on the whole person. Hope did a lot to enforce that type of growth.”

“One of my reflections on this is that I think this award is not only to me but also to Hope College, and to specific people who have given me opportunities to use my abilities and to challenge me at the same time,” he said. “It reflects the work of numerous people — of family, friends, faculty and staff. This is a tribute to them as well.”

Mike chose Hope because he valued the college’s personal nature and the opportunities Hope provided to get involved. He was not disappointed.

“I wanted to be a participant in my own education,” he said. “Instructors here think of you not only as someone who turns in papers and takes their tests, but as a person with other concerns; emotional and spiritual.”

He has been involved in many activities outside of his classes, including forensics, teacher assistance work, editing *Opus*, Hope’s literary magazine, and Mortar Board. In addition, Mike received MIAA honors as a letter-winning member of the track team.

“Hope does provide an open arena for people who are interested in excelling,” he said. “I couldn’t have done better if I had gone anywhere else.”

**Mike Theune '92
Spring Lake, Mich.**

HOPE PEOPLE



HOPE PEOPLE

“Through Fellowship of Christian Athletes, Bible studies and retreats there are a lot of things that you can get involved in. I’ve found that Hope challenges you in your Christian faith.”

Kristy Kronemeyer of Orlando, Fla., has found no shortage of things to compliment about Hope.

“The campus is beautiful and the people are really friendly,” noted Kristy, who is a junior. “Because it’s a liberal arts school, you get a wide variety.”

“You also get a lot of special attention from your professors,” she added. “I’ve had a couple of really neat professors that I could really talk to.”

One aspect of life at the college that particularly stands out for her, though, is the college’s Christian atmosphere. She has been involved in “Fellowship of Christian Athletes” (FCA), and this past year participated in “Messengers” with other Hope students through Vineyard Church in Holland.

Kristy, whose parents are both Hope alumni and whose father is a pastor in the Reformed Church in America (RCA), the college’s parent denomination, is also chaplain of her sorority, leading prayer and devotions.

“There are opportunities here for you to grow,” she explained. “Through Fellowship of Christian Athletes, Bible studies and retreats, there are a lot of things that you can get involved in.”

“I’ve found that Hope challenges you in your Christian faith,” she said. “I value my relationship with God more.”

Kristy is a special education major who hopes to become a youth pastor. “I want to go into education because I really love kids,” she said. “I think that many of the kids today don’t have a lot of really good role models. I’d like to be a teacher that is very close with her students.”

Kristy is enjoying the opportunities she has to work with children. For example, she has been placed in a sixth grade classroom through her educational psychology class.

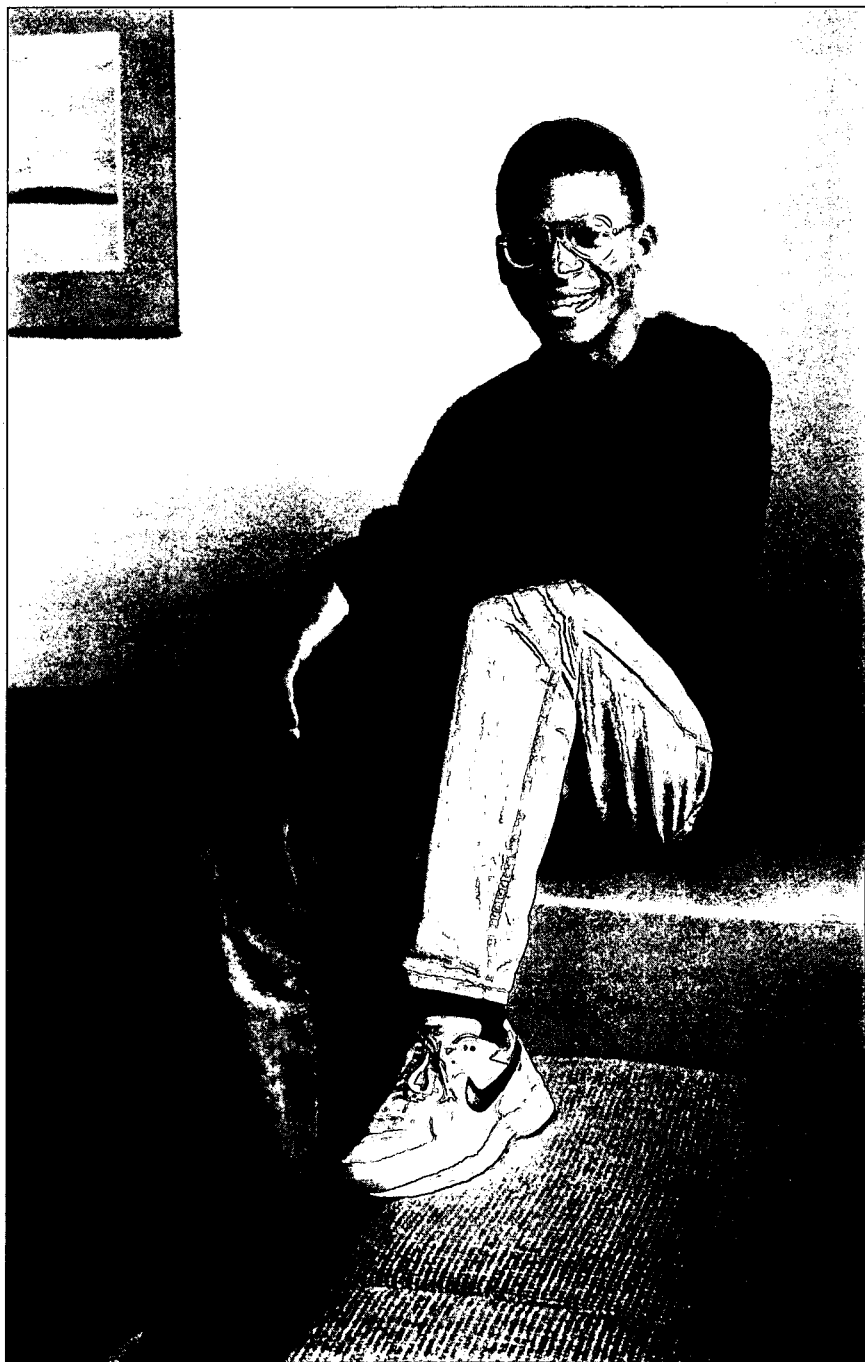
Being able to observe and mingle with the children has made her realize how challenging — and rewarding-teaching can be. “Through this placement I got a real look at what teaching is like,” she said.

She also works with Special Ed Ministries one night a week. The group involves special education children ranging from elementary age to teenagers, who meet to sing songs, study Bible lessons and meet one-on-one with volunteers. Kristy works with a learning disabled teenager.

“There are a lot of people from Hope that volunteer,” she said. “We have fellowship and fun with these special ed kids. I really love it.”

Kristy Kronemeyer '94
Orlando, Fla.

HOPE PEOPLE



HOPE PEOPLE

“What struck me about Hope were the greetings. People I didn’t even know were saying ‘hi.’ I think that is really important, especially for strangers.”

“What struck me about Hope were the greetings. People I didn’t even know were saying ‘hi.’ I think that is really important, especially for strangers,” said Thapelo Matenge.

Based on his experience, Thapelo feels that the college’s warmth and friendly atmosphere are extremely important in helping new students adjust. “It really makes one’s life much easier,” he said.

Thapelo is an international student from Botswana, and is one of approximately six students from Africa on campus. He hopes there will be even more in the future, because he feels that there is a lot to learn at Hope — and not only from the classes.

“Back home, the impression you get of America is of a drug-infested, very hostile environment,” Thapelo explained. “After actually coming here and experiencing it first-hand for myself, my whole view about America has done a 360. There may be some bad areas, but there is a lot of good.”

The cultural experience, however, was only one of the many reasons he chose to study in the United States. Academics were important, too.

“I figured that with a degree from Hope there would be a much better chance of getting a job back home. And I got to finish high school two years earlier,” he said.

Thapelo looked into studying at larger universities, but found the atmosphere to be less personable and inviting. “It was a completely different reception than the one I received at Hope,” he said.

Eventually, he would like to return home, but he hopes to extend his time in the United States to include attending graduate school in architecture. Toward that end, he is currently taking many technical art classes, such as interior design.

“I had a very shallow art background, which is one of the reasons I came to Hope, rather than going right into architectural school,” he said.

Thapelo feels that Hope will prepare him well for graduate school, and that there’s plenty of potential for his liberal arts degree. “There are some graduate schools that offer architecture programs for people right out of a liberal arts education,” he said.

And Thapelo is enjoying the opportunities Hope provides to sample different disciplines. “I believed if I came into a liberal arts program I would be able to try my hand in various areas,” he said. “I may find that I like something else better. I really enjoyed my psychology class last semester, so I thought I would take more psychology.”

He has also had chances to get involved in non-academic activities. For example, he participates in cross country and tennis at Hope — both of which he finds good breaks from the books.

“I’m an avid tennis player,” he said. “I played for the national team back home. It’s a big part of my life.”

Thapelo noted, “There’s a lot of advantage to a liberal arts education, especially if you’re not really sure what you want to do.”

Thapelo Matenge '95
Botswana, Africa

HOPE PEOPLE



HOPE PEOPLE

“If you’re looking for a college that is not an institution, but a community, Hope is for you.”

When asked why she chose Hope, senior Holly Moore explained, “I wanted a small, liberal arts college, and the Christian aspect was really important to me,” she said. “I didn’t want to go away to a place where none of the professors knew my name.”

“Hope has helped me to grow up. I felt like I was so in control of my life, and I found out I was so young,” said Holly, who is from Quincy, Mich., and majoring in political science and minoring in communication. “It’s also a very nurturing community.”

Part of that nurturing, Holly has found, is the interest that professors take in their students.

“I think the most important thing, as far as the academics at Hope are concerned, is the student/faculty relationship,” she said. “No matter what the major is, the professors are very accessible. They even give you their home phone numbers.”

The college’s community nature has also provided many opportunities for Holly to become involved. One way has been through her sorority, one of six on campus. She notes that the sorority has provided some of her best friends, but is quick to add, “it isn’t an exclusive organization. I have friends outside of the sorority.”

She has also been active with the college’s Nykerk Cup competition, through which the freshmen and sophomore women compete in singing, theatre and oration.

“I met so many people. You’re all working together for something. We call it the Nykerk Cup competition, but it’s not really a competition, because when it’s all over it doesn’t really matter who has the cup,” she said. “The friendships that you form and the leadership opportunities that are available to participants are what really matter.”

Holly’s other activities include Student Congress, of which she served as vice president during 1991-92 and is president this year, and Hope College Republicans, of which she served as co-chair.

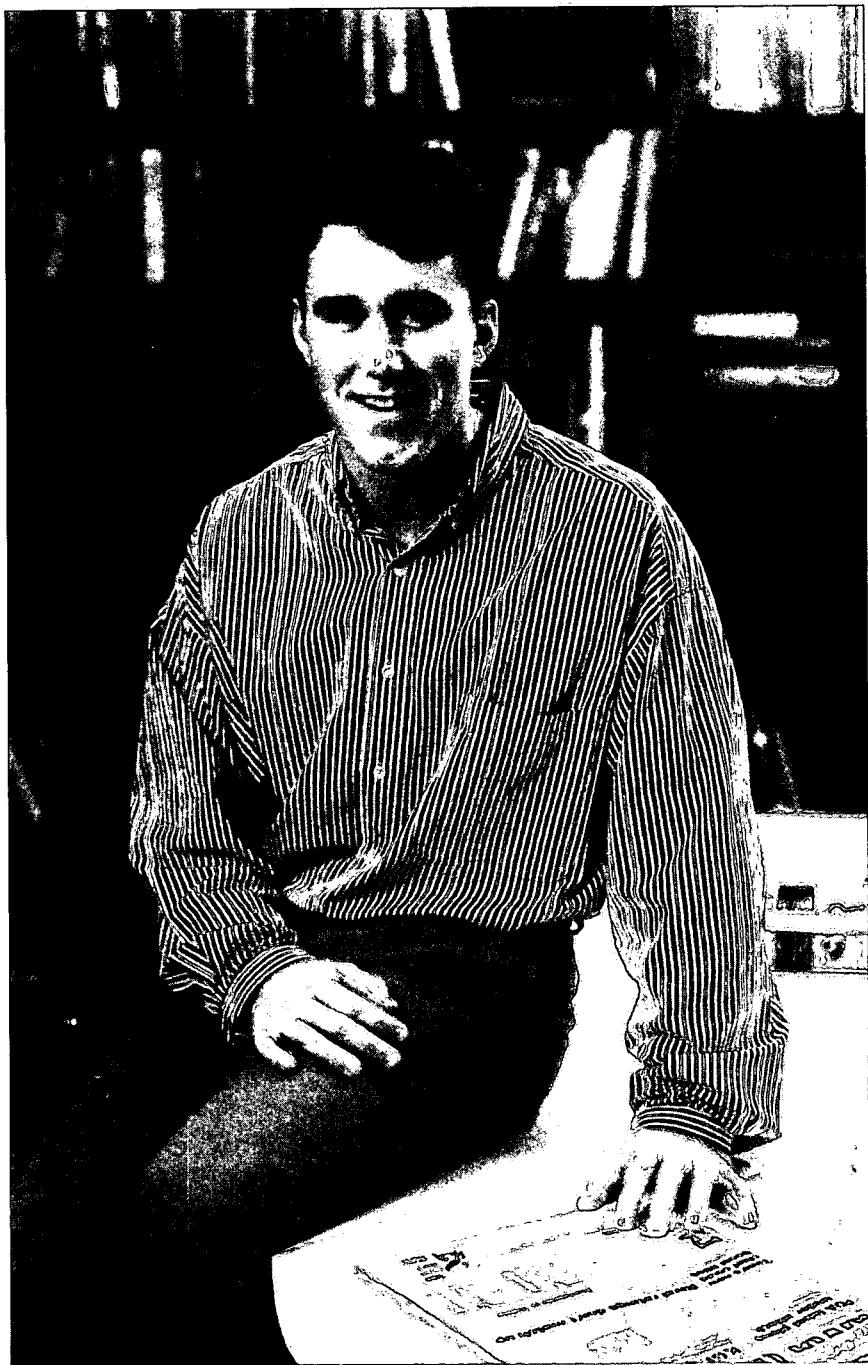
“The experiences that I am gaining by being a member of Student Congress and the committees that I am appointed to through Student Congress are tremendous,” she said. “I’ve learned how to work well with people, and I’m learning about the bureaucracy of public offices.” Through Hope she has also had an opportunity to work with the City of Holland, organizing elections.

Holly has enjoyed Hope and Holland so much she is considering staying in the area after graduation, perhaps running for public office. In any case, she would not hesitate in recommending Hope to others.

“If you’re looking for a college that is not an institution, but a community, Hope is for you,” she said. “And I am not the only one in my family excited about Hope. My mom and dad really appreciate the college; the people that are here and the support that I have gotten.”

Holly Moore '93
Quincy, Mich.

HOPE PEOPLE



HOPE PEOPLE

“One of the things I looked for was an internship. I thought the experience was important to have.”

Darren Bennett, a senior business administration major from Richmond, Ind., is having a good experience at Hope College, but he also recommends the opportunities Hope provides to leave the campus.

He spent the spring of 1992 in Philadelphia, Pa., through an off-campus study program, one of many offered through Hope. The semester-long Philadelphia program, besides involving an internship, offers seminars in everything from sociology to architecture.

“You get a lot of different experiences. You get the job search and housing search experience, which was pretty eye-opening because we had to sign a 28-page lease,” he said. “And then there is your internship placement.”

Like other students in the program, Darren was responsible for arranging his own interviews for possible internships. He obtained one with an advertising agency in Philadelphia, and found the experience he gained valuable.

The opportunity, he noted, was something that drew him to Hope. “One of the things I looked for was an internship. I thought the experience was important to have.”

And it's experience he plans to use. Eventually, Darren would like to earn a master's degree in communication or advertising.

Darren found the experience of working and living in a large city important in itself, but it was also something he enjoyed.

“Philadelphia is neat. There is a lot of tradition out there. We lived right next door to Betsy Ross' house. I walked through Independence Hall every day on my way to work,” he said. “There is something to do all the time.”

Darren feels that spending a semester away from campus really gave him a taste of the world he'll experience after graduation. However, as much as he values his semester off-campus, he also enjoys his time on campus.

For example, he appreciates the college's friendly nature. “You walk on campus and people say ‘hi’ and you don't even know them,” he said.

And one of the things Darren likes most about his overall Hope experience are the opportunities he has had to get involved. He feels his activities have allowed him to develop and become a more well-rounded person.

He is a letter-winning member of the men's soccer team, leading the team in scoring during the 1991 season and being voted to the All-MIAA team. Darren is also a member of the Arcadian Fraternity, and has been involved in organizing freshman orientation activities.

“Hope gives you opportunities that you wouldn't get at a larger institution,” he said. “When you start to get involved in things, opportunities start falling in your lap as more people get to know you.”

Darren has appreciated all of those opportunities, both on-campus and off.

Darren Bennett '93
Richmond, Ind.

HOPE PEOPLE



HOPE PEOPLE

“The interaction between student and professor here is much greater than at a larger institution. Professors are willing to have you stop by their office. They encourage you to stop by and take advantage of the opportunities.”

Hope is giving Michelle Johnson a chance to pursue a variety of interests, but what first drew her to the college was the science program and the opportunities for undergraduate research.

“It was one of the few institutions that does offer undergraduate research,” said Michelle, a sophomore from Watervliet, N.Y., who hopes to pursue a career in medicine.

She had already had an opportunity to conduct research during high school, and it was something she wanted to continue through college. Hope graduates have found that having the experience gives them an advantage, whether they continue their education at graduate school or seek employment.

Accompanying the research opportunities was Hope’s small student/faculty ratio. Michelle wanted a chance to work with her professors, and she has not been disappointed.

“The interaction between student and professor here is much greater than at a larger institution,” she said. “Professors are willing to have you stop by their office. They encourage you to stop by and take advantage of the opportunities.”

In addition to her interest in the sciences, Michelle enjoys music. She has played the violin for 10 years, and Hope has allowed her to stay with her music along with her academic focus.

“Hope’s music department would allow me to continue to play my instrument and do things similar to the way I had done them back in New York,” she said. Michelle explained that at other colleges she looked into there were no opportunities for her to continue to study music seriously while majoring in a science.

At Hope, she has performed during campus events with the Orchestra and Symphonette, as well as a soloist. “I hope to minor in music here,” she said. “Music brings so much joy to a lot of people, and it makes me feel good to make them happy.”

Michelle’s expectations have been fully met in the pre-med program, and she feels Hope will prepare her well for a career in medicine. She is considering medical school after graduation, or possibly a career in research, perhaps in parasitology.

In any case, her dream is to one day go to the west coast of Africa, to conduct research, to do missionary work and to give medical attention to the people there. “There are a lot of different problems in that area,” she said.

The experience would even give her a change to pursue another interest. On Africa’s west coast, she noted, she would also be able to practice her French.

Michelle Johnson '95
Watervliet, N.Y.



HOPE PEOPLE

ADMINISTRATION & STAFF

Many people with a variety of academic, business, counseling, and service skills make up the Hope administration. Some are "behind the scenes" people who insure the operations of the College. Many work directly with students to provide services and fulfill needs.

"I think from the very beginning, and in every generation, the constituencies of the college have understood that Hope College aims to be an excellent liberal arts college, but aims also to have a very significant Christian dimension."

During the 1991-92 academic year, Hope College celebrated its 125th anniversary as a chartered college. Dr. John H. Jacobson, the college's 10th president, believes the college's consistent clarity of purpose is what has made Hope so enduring.

"I believe that Hope College is an enduring school because there has been great continuity in the conception of mission and purpose that people have had," he said. "I think from the very beginning, and in every generation, the constituencies of the college have understood that Hope College aims to be an excellent liberal arts college with a very significant Christian dimension."

"We have maintained a combination of those two purposes in our mission throughout the five generations of the college's history," he said. "And I think it is a bit unusual to find a college that has that kind of continuity of commitment."

"Some colleges have chosen to seek excellence without paying much attention to the maintenance of the Christian dimension. Other colleges have decided to emphasize the Christian dimension without the kind of careful cultivation of academic excellence that we have at Hope," he said. "I think that it is a vital combination, and that it has given Hope a special kind of strength."

One advantage of that strength, according to Dr. Jacobson, is that students are challenged to excel academically while being supported by the college community in their efforts.

"If a person is going to really develop, there has to be an adequate challenge, and yet the challenge cannot be overwhelming," he said. "I think that Hope College presents the right level of challenge to many students."

"Hope has very strong academic content with a very supportive social environment, in a very supportive community," Dr. Jacobson said. "There is a challenge but also support."

The support helps students go about the business of learning, but it has another benefit as well, Dr. Jacobson notes. It means that students with a broad range of ability can succeed at Hope, drawing from the support as much or as little as they need.

The result is diversity in the academic talent of the student body, and a corresponding appreciation of the idea that not all students succeed at the same pace. That means students who must work harder do not find themselves stigmatized, and provides a more relaxed and positive atmosphere for the top students as well.

"Hope has a wonderful range of academic achievement and ability represented in its students," Dr. Jacobson said. "At Hope College there is a more representative mix of people in the student body, and I think that that fact makes this a more congenial and a less tense environment in which students can learn."

John H. Jacobson
President of Hope College

HOPE PEOPLE



HOPE PEOPLE

“Primarily, our job, in our particular case at Scott Hall, is to help men make the transition from being at home and being dependent on their parents, to independence over a four-year period of time.”

Resident directors Bruce and Kate ten Haken are involved in the life of Hope College in many different ways.

Bruce, a 1983 graduate, works in the campus mail room. Kate, currently a part-time student, is employed in the Carl Frost Center for Social Science Research. They even met each other through their work at Hope.

All that might make living on campus seem like a bit much for some people, but they wouldn't have it any other way.

“I thought that I would be smothered by Hope, by living here and working here,” Kate said. “But it doesn't feel that way. It feels very natural.”

“We can sleep in a little bit longer,” laughed Bruce, noting their proximity to work. On a more serious note he added, “It's nice being part of the campus to the extent that we are living and working here. We have a strong sense of being part of Hope College.”

As resident directors, Bruce and Kate play many roles, all designed to help Hope students — especially the freshmen of their dorm — adjust to life away from home. They're careful to note that they act not as substitute parents, but as facilitators.

“Primarily, our job, in our particular case at Scott Hall, is to help men make the transition from being at home and being dependent on their parents, to independence over a four-year period of time,” Bruce said.

One way they help students make the transition is by planning social activities for the dormitory. They organize pizza parties, beach parties and semi-formals. They plan seminars, on topics ranging from career planning and study skills to the issue of date rape.

They can also provide a sympathetic ear, for topics including everything from the challenge of coursework to dating. “A lot of students come to us with questions about how to do a statistics problem, as well as with questions about emotional problems or relationship problems,” Bruce said.

“We're here to support and to guide them,” Kate observed, adding that their focus during such times is on helping students find ways to work through their difficulties.

Most of what they do involves interacting with the students with whom they live. The relationships that have resulted, they note, are what they value most about their experience on campus. “I've become very close to some of the young men who come out here,” Bruce said.

Kate agreed. “It's hard to watch students go,” she said. “I still keep in touch with some that have graduated.”

**Bruce '83 and Kate ten Haken and daughter Anna
Resident Directors**

HOPE PEOPLE



HOPE PEOPLE

“We want to prepare Hope students for the time when they will leave this place.”

To Jim Bekkering and his staff, what takes place outside the college classroom is just as important as what students encounter in their coursework. Dr. Bekkering, who is vice president for admissions and student life, has found that prospective students feel the same way.

“One of the scariest things for a high school student is getting close to graduation and knowing that decisions have to be made about leaving home, leaving the familiar surroundings of the high school, and going off to a campus somewhere,” he said. “They know they’ll have a roommate they probably haven’t met before, a whole new group of teachers and a whole new group of peers in a very different kind of setting than they’ve ever experienced before: ‘Will I belong?’ ‘Will they accept me for who I am?’”

Dr. Bekkering feels that Hope creates an accepting environment that helps make college life a positive, personal experience while at the same time providing opportunities for students to grow and mature. That’s a message he and the admissions staff emphasize when helping students make the college choice.

“We want to do everything we can in the student development division to facilitate growth and development of our students so that as they go through the Hope experience they are becoming more whole persons,” Dr. Bekkering said. “We want to prepare Hope students for the time when they will leave this place. We don’t want to put students in a cocoon here for four years, so that when they leave the world beyond is a shock.”

Correspondingly, the college provides many ways to become involved in campus life, in keeping with the many interests Hope students have. The residence life staff helps students not only live together, but develop a sense of community through a variety of activities. Student organizations, ranging from the campus newspaper to Student Congress and fraternities and sororities, provide opportunities to pursue interests and gain leadership experience. The Chaplain’s Office schedules services and other programs, including coordinating a spring break trip to volunteer at the Rosebud Indian Reservation in South Dakota.

And the list goes on.

“We want students to have opportunities to grow in their interpersonal skills, to develop leadership qualities, to develop a greater appreciation for people who are different than themselves,” Dr. Bekkering said.

“We have focused on three areas in this regard. Some refer to them as the three ‘Rs’ of student development: relationships, responsibility and respect,” he said. “We want students to consider the significance of those three words in terms of themselves, others and God.”

James R. Bekkering '65
Vice President for Admissions and
Student Life

HOPE PEOPLE



HOPE PEOPLE

ALUMNI

Hope's purpose is to develop informed, broadly educated citizens who think deeply about fundamental issues and who will become leaders in their professions and their communities. How well has Hope College done in reaching its goals? The answer lies in the personal and professional lives of the 18,500 men and women who claim Hope as their alma mater. Many of these alumni have brought honor upon themselves, their professions, and Hope College through exceptional achievement.

“In a liberal arts institution you can experiment a lot, which gives you the opportunity to figure out what would be the most interesting way to spend the rest of your life.”

Almost 30 years ago, Susan and Bruce Neckers met on Hope's Student Senate. He was the president. She was the secretary.

Now, their daughter Melissa is a sophomore at Hope. Both Mr. and Mrs. Neckers are enthusiastic about Melissa attending Hope because of the positive experiences they had as students.

Bruce feels Hope provided a strong academic challenge and taught him to think critically and creatively, which helped him pursue his career as an attorney. Susan is a pre-school teacher and studied elementary education at Hope. She feels Hope prepared her well for teaching and also helped her become a well-rounded individual.

They believe Hope still provides the same sorts of lessons — lessons that are as valuable now as they were in the 1960s.

“In a liberal arts institution you can experiment a lot, which gives you the opportunity to figure out what would be the most interesting way to spend the rest of your life,” Bruce explained.

He hopes that character will be beneficial for Melissa. “I hope she finds her niche,” he said. “At the same time I hope she learns there is more to life than just studying.”

“I hope she learns what her potential is, and I think she already is,” Susan added. “She has really good teachers and is enjoying her classes; they're stimulating.”

As parents, Bruce and Susan feel good about the environment Hope provides for their daughter. They appreciate the college's combination of academic excellence and Christian perspective.

“Hope is an institution which has not lost some of the values which it holds to be important. Even in light of the pressures and stresses that come from modern day America,” Bruce said. “It's a different place from the place that I went to, but at least as far as the institution is concerned, I think they have the right balance of things that are important.”

Like many alumni, or West Michigan residents in general, Bruce and Susan enjoy coming back to campus, in their case particularly for theater productions and basketball games. As interested parents, in Melissa they have another reason to visit their alma mater as well.

“But,” Susan said, “We don't get there too much because we don't want to infringe on Melissa's privacy. We want it to be her school.”

**Bruce Neckers '65 and
Susan Sonneveldt '67 Neckers
Grand Rapids, Mich.**

HOPE PEOPLE



HOPE PEOPLE

“The whole emphasis at Hope is in building something: building something in yourself, building something in your family, building something in your community.”

“I wanted a small school, because I didn’t want to be a little fish in a big pond,” recalled Dr. Jon Soderstrom, a 1976 graduate from Oak Ridge, Tenn., of his decision to attend Hope.

Part of what the more individualized approach at Hope gave him was an appreciation of the difference that an individual can make. For the dedication to helping others that resulted, he was named President George Bush’s 87th Daily Point of Light on March 10, 1990.

Dr. Soderstrom, a psychology major who also has a full-time career as director of technology licensing for the Office of Technology Transfer at Martin Marietta Energy Systems Inc., was honored by President Bush as a founder and president of Aid to Distressed Families of Anderson County (ADFAC) in Tennessee.

He and others established ADFAC in 1986 at the request of pastors in the Oak Ridge area who realized that the county’s needy needed an organization that could respond to a broad assortment of requests for assistance. Toward that end, ADFAC’s aid is varied, ranging from providing funds for prescriptions or rent, to helping reroof a home, to donating food.

Dr. Soderstrom credits his experiences at Hope for much of what he has accomplished and who he has become. “The whole emphasis at Hope is in building something: building something in yourself, building something in your family, building something in your community,” he said. “It’s all about giving something back, not taking it away.”

The perspective was one benefit of Hope’s being a smaller pond. He found many opportunities to learn more from his Hope mentors than the lessons of the classroom only.

“The people that I came in contact with, primarily the faculty members, had a tremendous influence upon me,” he said. He explained he found he was surrounded by excellent Christian role models.

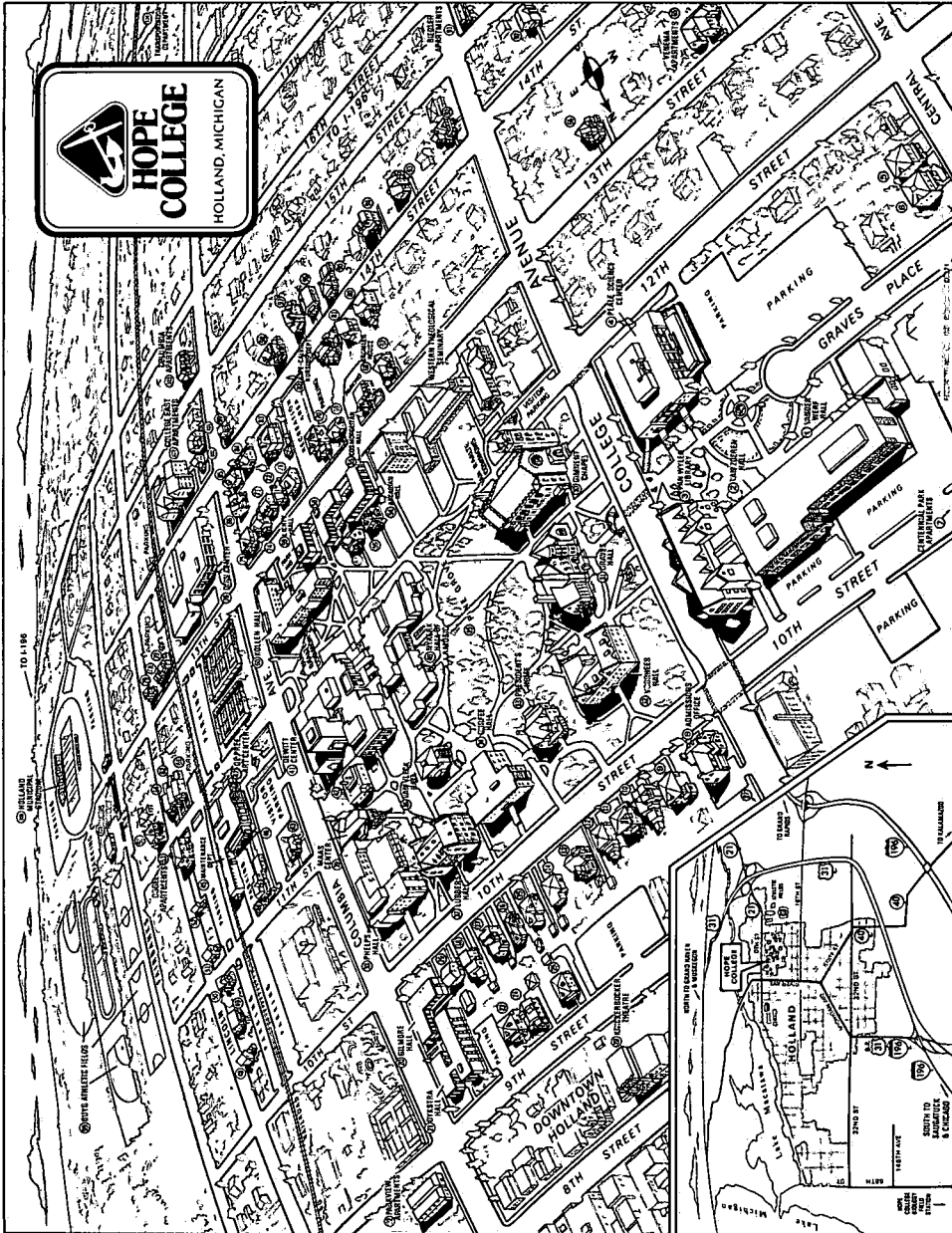
“There is a family atmosphere at Hope,” he said. “People know who you are, and they care about you.”

“That is the unique thing about Hope. It combines the pursuit of knowledge, but it does it in a Christian environment,” he said. “I left with the understanding that the pursuit of knowledge in and of itself was an empty kind of pursuit. It needed to be applied to one’s faith.”

“I had professors that taught me to think, and they taught me to do that in the context of a Christian life, and I don’t think that there’s anything more valuable to a human being than that,” he said. “Hope gives you fundamental values that you can draw on for the rest of your life.”

Dr. Jon Soderstrom '76
Oak Ridge, Tenn.

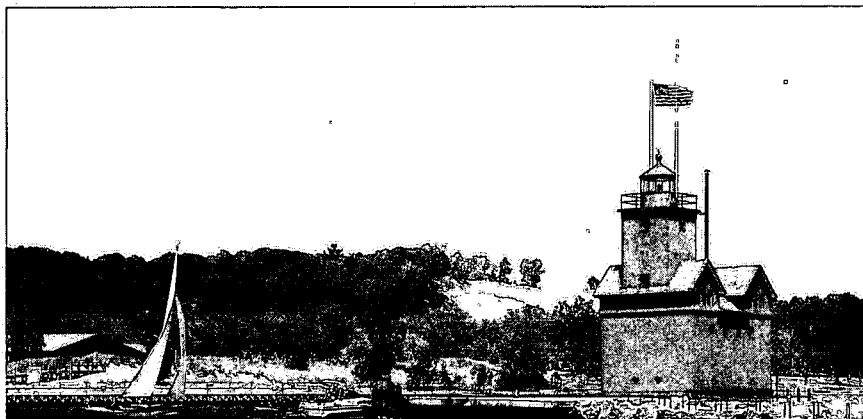
THE CAMPUS



CAMPUS MAP AND KEY

8. Admissions Office, 69 E. 10th St.
41. Advancement Office, DeWitt Center
- *69. Alpha Gamma (Dorms), 154 E. 13th St.
- *85. Alpha Gamma Phi House, 98 E. 14th St.
- *15. Student Housing, 111 E. 10th St.
41. Alumni Office, DeWitt Center
- *55. Arcadian Hall, 111 E. 13th St.
47. Art Dept., DeFree Art Center
70. Athletic Dept., Dow Center
- *25. Beuwkes Cottage, 112 E. 9th St.
- *72. Bell Cottage, 349 Columbia Ave.
- *23. Beck Cottage, 130 E. 9th St.
- *60. Bergen Cottage, 202 E. 13th St.
- *88. Biedler Apartments, 364 E. 15th St.
4. Biology Dept., Peale Center
42. Boiler Plant, Pine Grove
41. Bookstore, DeWitt Center
- *79. Bouma Cottage, 99 E. 14th St.
- *14. Boyd Cottage, 103 E. 10th St.
- *62. Brumler House, 106 E. 13th St.
41. Business Office, DeWitt Center
99. Buys Athletic Fields, 11th St. at Fairbanks Ave.
44. Career Planning and Placement, 174 E. 11th St.
- *83. Cavanaugh Cottage, 118 E. 14th St.
- *76. Centennial Cottage, 275 Central Ave.
- *63. Centennial Park Apartments, 17 W. 10th St.
4. Chemistry Dept., Peale Center
- *71. College East Apartments, 174 E. 14th St.
- *73. Columbia Apartments, 367 Columbia Ave.
37. Communication Dept., Lubbers Hall
1. Computer Science Dept., VanderWerf Hall
34. Computing and Information Technology, Durfee Hall
- *56. Cosmopolitan Hall, 109 E. 13th St.
44. Counseling Services, 174 E. 11th St.
- *19. Crispell Cottage, 135 E. 10th St.
70. Dance Dept., Dow Center
- *54. Dean of Students Office, DeWitt Center
- *21. DeGroot Cottage, 124 E. 9th St.
- *47. Delta Phi House, 118 E. 12th St.
- *76. DeFree Art Center, 166 E. 12th St.
- *76. Deusesies Haus, 145 E. 14th St.
41. DeWitt Student and Cultural Center.
30. Dinnert Memorial Chapel, 277 College Ave.
- *68. Doebourg Cottage, 148 E. 13th St.
- *5. Dosker Cottage, 279 Central Ave.
70. Dow Health and Physical Education Center.
- 168 E. 13th St.
- *34. Durfee Hall, 110 E. 10th St.
- *21. Dykstra Hall, 144 E. 9th St.
2. Economics & Business Adm. Dept., Van Zoeren Hall
2. Education Dept., Van Zoeren Hall
37. English Dept., Lubbers Hall
41. Financial Aid Office, DeWitt Center
31. Foreign Languages and Literature Dept., Graves Hall
- *67. Fraternal House, 337 College Ave.
- *12. French House, 93 E. 10th St.
4. Geology Dept., Peale Center
- *76. German House, 145 E. 13th St.
- *20. Gilmore Hall, 143 E. 10th St.
31. Graves Hall, 263 College Ave.
11. Guest House, 85 E. 10th St.
70. Health Clinic, Dow Center
61. Higher Horizons Office (Mulder Cottage), 100 E. 13th St.
- *16. Hillegonds Cottage, 117 E. 10th St.
- Hinkamp Cottage, 340 Columbia Ave.
37. History Dept., Lubbers Hall
- *90. Hoffman Cottage, 54 E. 13th St.
100. Holland Municipal Stadium, 313 Fairbanks Ave.
78. Hope-Calvin Department of Nursing, 105 E. 14th St.
41. Hope-Genève Bookstore, DeWitt Center
43. Human Resources Office, 265 Columbia Ave.
53. International Education, 112 E. 12th St.
3. Joint Archives of Holland, Van Wylen Library
- *13. Kappa Delta Chi House, 99 E. 10th St.
- *86. Klaaren Cottage, 90 E. 14th St.
- *81. Kleinbessel Cottage, 136 E. 14th St.
- *74. Kleis Cottage, 326 Columbia Ave.
41. Kleiz, DeWitt Center (lower level)
28. Knickerbocker Theatre, 86 E. 8th St.
- *59. Kollen Hall, 140 E. 12th St.
- *49. Kruizenga Cottage, 214 E. 12th St.
- *9. Kuyper Cottage (Emersonian), 73 E. 10th St.
- *58. Lichy Hall, 139 E. 13th St.
37. Lubbers Hall for Humanities and Social Sciences, 126 E. 10th St.
39. Maas Student and Conference Center, 264 Columbia Ave.
41. Mailing & Word Processing Center, DeWitt Center
45. Maintenance Dept., 180 E. 11th St.
- *48. Mandeville Crag, 212 E. 12th St.
- *50. Mast Cottage, 218 E. 12th St.
- *1. Mathematics Dept., VanderWerf Hall
- *18. Meyer Cottage, 129 E. 10th St.
61. Mulder Cottage (Higher Horizons Office), 100 E. 13th St.
40. Music Department, Nykerk Hall
78. Nursing Department, 105 E. 14th St.
40. Nykerk Hall of Music, 127 E. 12th St.
- *51. Oggel Apartments, 286 Lincoln Ave.
- *22. Parkview Apartments, 161 E. 9th St.
4. Peale Science Center, 35 E. 12th St.
- *38. Phelps Hall, 150 E. 10th St.
37. Philosophy Dept., Lubbers Hall
70. Physical Education Dept., Dow Center
1. Physics Dept., VanderWerf Hall
35. Pine Grove, Center of Main Campus
37. Political Science Dept., Lubbers Hall
33. President's Home, 92 E. 10th St.
41. President's Office, DeWitt Center
41. Provost, DeWitt Center
4. Psychology Dept., Peale Center
41. Public Relations Office, DeWitt Center
46. Public Safety Office, 178 E. 11th St.
- *80. Reese Cottage, 91 E. 14th St.
41. Registrar, DeWitt Center
37. Religion Dept., Lubbers Hall
31. School Meditation Chapel, Graves Hall (ground floor)
- *82. Schrier Cottage, 126 E. 14th St.
- *57. Scott Hall, 113 E. 13th St.
- *64. Sib House, 118 E. 13th St.
- *75. Sigma House, 135 E. 14th St.
- *75. Smith Cottage, 151 E. 14th St.
40. Snow Auditorium, Nykerk Hall of Music
2. Sociology Dept., Van Zoeren Hall
- *65. Steffens Cottage, 138 E. 13th St.
41. Student Development Office, DeWitt Center
41. Student Organizations, DeWitt Center
41. Student Services, DeWitt Center
- *66. Supten Cottage, 140 E. 13th St.
- *52. Taylor Cottage, 274 Lincoln Ave.
41. Theatre Dept., DeWitt Center
92. Transportation Department, 176 E. 19th St.
1. Upward Bound, Graves Hall
1. VanderWerf Physics-Mathematics Hall, 25 Graves Pl.
- *17. Van Drezor Cottage, 123 E. 10th St.
- *84. Van Zoeren Cottage, 116 E. 14th St.
- *36. Van Schaack Cottage, 144 E. 13th St.
- *26. Van Vleck Hall, 116 E. 10th St.
3. Van Wylen Library, 53 Graves Pl.
- *91. Venema Apartments, 18 E. 13th St.
- *23. Voornes Hall, 72 E. 10th St.
- *27. Welmers Cottage, 78 E. 9th St.
41. Word Processing & Mailing Center, DeWitt Center
40. Wynand Wilchers Auditorium, Nykerk Hall of Music
- *10. Yntema Cottage, 79 E. 10th St.
- *15. Yonkman Cottage, 111 E. 10th St.
- *Student Housing

THE CAMPUS



Holland, Michigan — Hope College is situated in a residential area two blocks away from the central business district of Holland, Michigan, a community of 40,000 which was founded in 1847 by Dutch settlers. Located on Lake Macatawa and approximately five miles from beautiful Lake Michigan, Holland has long been known as a summer resort area.

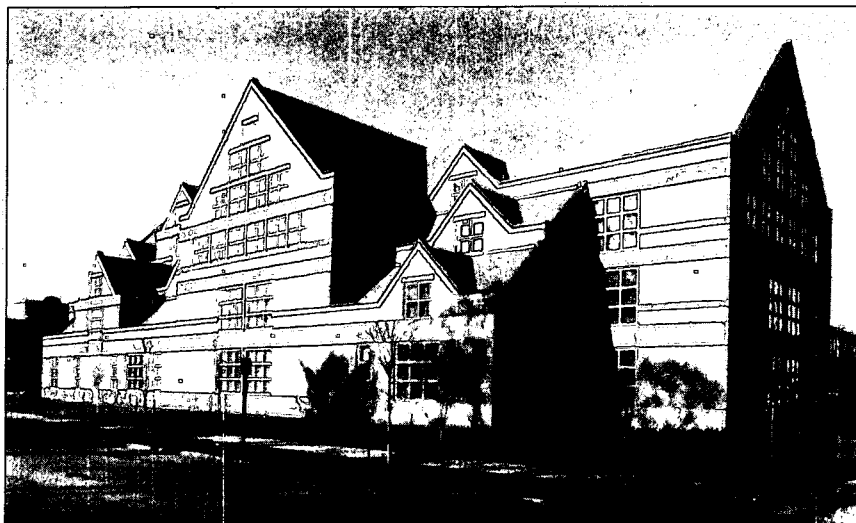
The center of Hope's main campus is the Pine Grove, a picturesque wooded area around which the College's original buildings were erected more than a century ago. Nearly all of the campus lies within two blocks of the Pine Grove.

Campus buildings offer a pleasing blend of old and new architectural styles. Most major facilities are accessible to the mobility-impaired. Since the early 1980s, more than \$40 million has been spent on improving the physical plant.

Campus Beautification at Hope during the past few years has been significant. Two historic residence facilities, Van Vleck Hall and Voorhees Hall, have undergone extensive restoration. The Van Raalte Memorial Commons, a landscaped, open area, was developed after one block of a city street, which ran through campus, was closed. The public sculpture, "Ballyviktor," is the focal point of the Commons.



THE CAMPUS



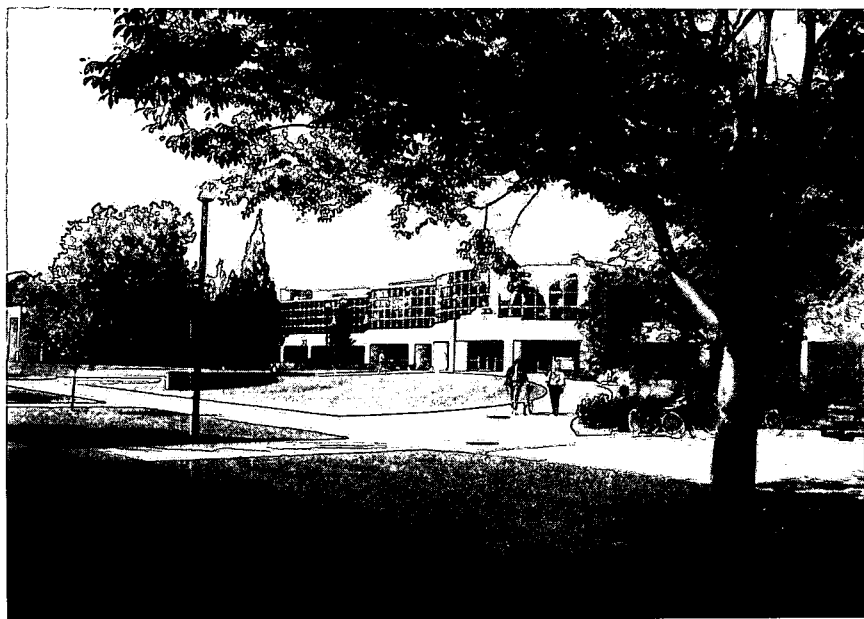
Van Wylen Library opened during the 1987-88 school year. With more than 11 miles of book shelves and 92,000 square feet, this five-level facility, the largest on campus, is an outstanding addition that strengthens Hope's academic standing. A very important part of the library is the public access, on-line computer catalog system. With this system, which replaces the conventional card catalog, the library users can ask the computer to do on-line searches by book title, author, subject, or even a key word. There is study space available for 625 students, and a special area with 12 microcomputers. The facility is named for the ninth Hope president and his wife, Dr. Gordon J. and Dr. Margaret D. Van Wylen.

A branch Library is located in the Nykerk Hall of Music. This branch has its own separate catalog which is also included in the main catalog of the Van Wylen Library.

The two libraries provide the students and faculty with a selective collection of books, periodicals, microfilm, and related materials. They now contain more than 275,000 volumes, approximately 1,600 current periodical subscriptions, 1,200 cassette tapes, more than 3,000 albums, more than 500 compact discs, and more than 110,000 reels and cards of microtext all classified and on shelves open to all users. The Reference Department on the main floor contains works which locate millions of books and periodicals obtainable from other institutions through interlibrary loan (inquire at the Reference Desk). Students may also search periodical indexes and abstracts by computer. In addition, the library has an extensive rare book collection. Other libraries in the community available to Hope College students are the Herrick Public Library and the Beardslee Library of Western Theological Seminary.

The Joint Archives of Holland is the repository for documentary, photographic, and other materials of historic value to Hope College. The Archives, housed in the ground level of Van Wylen Library, is a joint collection for Hope College, The Holland Historical Trust, and Western Theological Seminary. Its holdings, which are open to members of the Hope community and the public, include materials on Dutch immigration to the United States, the history of Holland, Michigan, and of each member institution.

THE CAMPUS



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

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

VanderWerf Hall, holds the offices and laboratories of the departments of computer science, mathematics and physics. It also contains the specialized classrooms used by the departments for instruction and research. Of special note are the laboratories in physics, engineering and computer science, and the mathematics teaching laboratories. The laboratories in physics and engineering include material testing, computer aided design, bio-mechanics, process control, atomic physics, nuclear physics and a VandeGraaff accelerator laboratory. The department of computer science has a large SUN workstation cluster, while the department of physics has an extensive VAX workstation cluster. These workstations are used in the instructional and research programs of all the departments. The teaching of mathematics and physics is coordinated through the VAX cluster, and students have open access to these facilities. The building, completed in 1964 and extensively renovated in 1989, is named in honor of Dr. Calvin A. VanderWerf, the eighth president of Hope College.

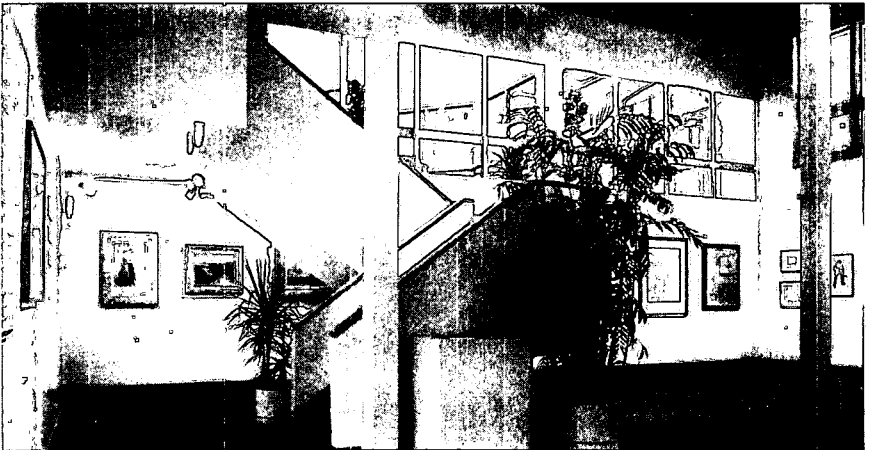
THE CAMPUS



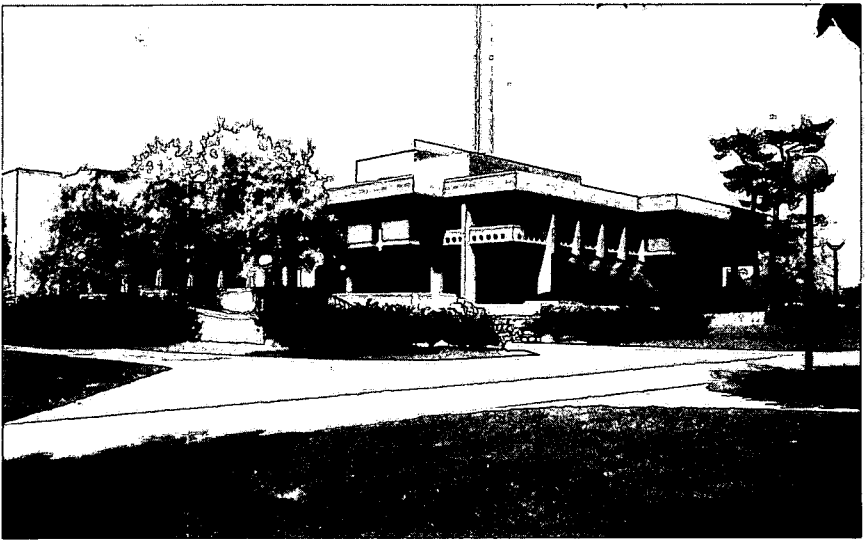
Dimnent Memorial Chapel, of Gothic design, is a beautiful edifice with classic stained glass windows. Used for all-college assemblies and convocations, it houses a four-manual Skinner organ and an 18th century Dutch gallery organ. The ground floor is used for classrooms, the offices of the Chaplain, and the Academic Support Center. It is named for the fifth president of the College, Dr. Edward D. Dimnent.

The Computer Center has its headquarters on the main floor of Durfee Hall. User terminals are located throughout the campus. In a number of academic programs, the computer has become an indispensable tool for both teaching and research; it is used by students in the arts, humanities, natural and social sciences.

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



THE CAMPUS



The DeWitt Center, built in 1971 and expanded and renovated in 1983, includes two modern educational theatres, lounges, a coffee shop, offices for student organizations, and the Hope-Geneva Bookstore. The DeWitt Center is also the administrative headquarters. The facility is named for alumni brothers Dick and Jack DeWitt, the principal donors.

Lubbers Hall — This architecturally Dutch-influenced building, constructed in 1942, is the center for the humanities and social science departments. It houses the departments of communication, English, history, political science, philosophy, and religion. The center has been named in honor of Dr. Irwin J. Lubbers, the seventh president of the College.



THE CAMPUS



The Peale Science Center houses the departments of biology, geology, chemistry and psychology. The building contains laboratories, lecture halls, a museum, greenhouse, aviary, and a reading room. This building is named for Dr. Norman Vincent Peale, and his wife, Ruth Stafford Peale, a former Hope trustee. The offices of the department of nursing are located in a cottage on 14 Street between Columbia and College Avenues.



THE CAMPUS

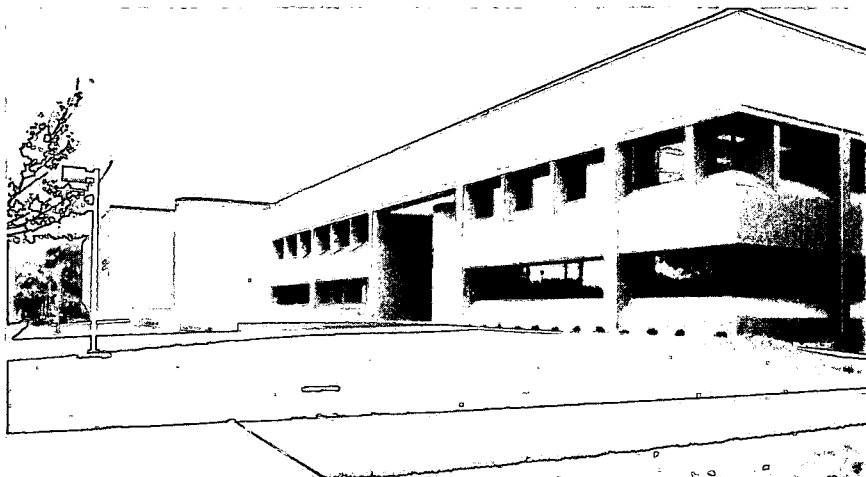


Graves Hall, built in 1894 and remodeled in 1962, is a beautiful stone building which houses classrooms, the foreign languages department, and a language laboratory equipped with 72 stations for foreign language study. Winants Auditorium in Graves Hall was extensively remodeled in 1979. The CASA and Upward Bound programs, and the Henry Schoon Meditation Chapel occupy the ground floor. The building is named for the primary donor, Nathan F. Graves, a Reformed Church layman.



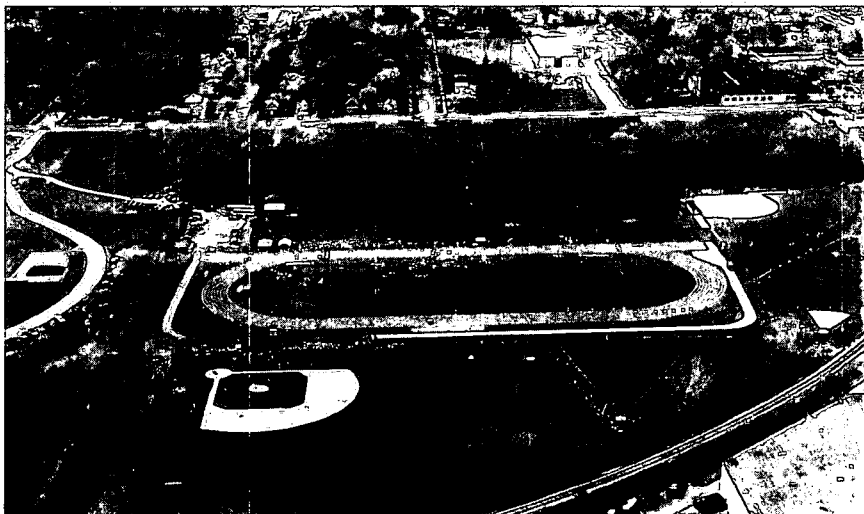
Nykerk Hall of Music and Snow Auditorium, constructed in 1956, provides modern facilities for the College's music program. The Hall has seven teaching studios, 14 practice rooms, two classrooms, offices, a listening facility, three listening rooms, and Snow Auditorium. The Wynand Wichers addition to the Nykerk Hall of Music, constructed in 1970, includes nine practice rooms, eight studios, a large library, and another small auditorium, holding about 225 persons. The building was named for John Nykerk, former Hope professor and originator of the music program.

THE CAMPUS



Dow Health and Physical Education Center, opened in the fall of 1978, is an activity-oriented facility. Emphasis has been placed on multiple use of space. Included are gymnasium areas to accommodate a variety of sports and games, a running track, an L-shaped swimming pool with a diving area, conditioning and exercise rooms, a dance studio, racquetball courts, wrestling and gymnastics rooms, classrooms, faculty offices, locker rooms, a training room, and the College's Health Center. The Dow Center also houses the Health-Fitness Center, containing sophisticated testing and therapy apparatus for the Hope-Kellogg Health Dynamics Program (see page 262).

Ekdal J. Buys Athletic Complex The college's outdoor athletic facilities were extensively renovated during the 1990-91 school year, including construction of the Lugers Fieldhouse.



THE CAMPUS



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

The Knickerbocker Theatre, acquired and reopened by the College in 1988 and open to the public, presents a variety of films that add extra dimensions to Hope classes. The Knickerbocker, built in 1911, also hosts numerous live events throughout the year. The theatre is located on Eighth Street, in Holland's downtown.

Living Accommodations — Since Hope College believes it is important for students to feel they are a part of the college community, most of Hope's students live on campus; except for those who reside with their parents, are married, or have special permission from the Student Affairs Office. There is a large variety of types of housing including the College East Apartments. Residence halls are shown on a map of the campus on page 48. Some students enjoy the home-like atmosphere of 50 cottages. (See "Residence Halls," page 64.)





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

ACADEMIC ADVISING

Through academic advising, students are encouraged to take advantage of resources which will help them develop appropriate academic, career, and personal goals. Faculty advisors meet with students and their parents during orientation, provide course selection counseling, monitor academic progress, and serve as referral agents.

Initially, students are assigned faculty advisors, often from the discipline students indicate as an interest. When students declare majors, the chairperson of their department assigns an advisor.

If students want to change their faculty advisor for any reason, they should obtain the appropriate form from the Registrar's Office on the first floor of the DeWitt Center. The paperwork involved is minimal.

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

ACADEMIC SUPPORT CENTER (ASC)

Students attending Hope College come from greatly varying backgrounds and have different levels of knowledge and ability. The ASC works closely with the faculty to help students improve their study habits, learning skills, and class performance. Students use the ASC voluntarily; however, faculty or staff may recommend ASC help to some students.

The ASC provides services to students individually or in small groups. Trained peer tutors are available for appointments to assist students in most introductory courses. Special attention is given to the organization and development of ideas for papers as well as the mechanics of writing. Small group help sessions are scheduled twice weekly for lower level mathematics courses. Students may register for a study skills workshop dealing with time management, textbook reading and studying, note taking and test preparation.

Students with disabilities may request assistance or accommodations through the ASC if verification of the disability is on file with the college.

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

COUNSELING SERVICES

The College provides counseling services to assist students in their personal development. Professional counselors are available to students who wish to discuss a concern in a one-to-one, private setting. All discussions are confidential except those stipulated by law. Some students primarily want information or help with a situation of immediate concern, while others experience personal difficulties that are quite distressful. Still others seek referral to other services on campus or in the community. Also available through the counseling services are personal growth groups and programs that are open to all students. Topics covered in the past have been: adult children of alcoholics, stress-management, sexuality, conflict resolution and assertiveness. The Counseling Center is located upstairs in the Charles R. Sligh, Jr. Center, 174 E. 11th Street.

CAMPUS SERVICES



CAMPUS SERVICES

DISABLED STUDENT SERVICES

In an effort to assist each student at Hope College in reaching his or her full potential, the Office of Disabled Student Services seeks to aid those students with special needs as they function in the classroom and live day to day on the campus. This office strives to assist them in a manner that will equip them with skills to make it possible for them to live independently as they leave this academic environment and pursue careers.

The office also strives to provide an all-inclusive and accepting environment by dealing with architectural barriers, and by making available emotional and physical support in the form of readers, notetakers, personal care attendants, housing accommodation, support groups, support counseling and many other services for persons with disabilities. College services and instructional and other physical facilities are readily accessible to students with special needs. Awareness is promoted through informational presentations and special activities. The Office of Disabled Student Services is located on the first floor of the DeWitt Center in the Office of Student Development.

MULTI-CULTURAL LIFE

The Office of Multi-Cultural Life at Hope College is committed to providing activities, events and full programming that highlights the rich diversity that exists in our society. Such a commitment takes into account the numerous contributions of all racial/ethnic people.

The office, staffed by a director and a secretary, works closely with students, faculty and staff to incorporate programming into Hope's full range of campus activities that give a well-rounded experience for Hope students and the entire campus. Such programming involves speaker presentations, worship services, resident assistant/resident director training, faculty training and special projects.

The 1991-92 academic year featured a "Tribute to Dr. Martin Luther King Jr.," "The Dreamkeeper Speaks: The World of Langston Hughes" and "Witness to the Life of Dr. Martin Luther King Jr." Events of the 1992-93 academic year are expected to include speakers, dance presentations and other events featuring representatives of Asian and Native American Indian backgrounds, in addition to speakers of Hispanic/Latino, African-American and other racial/ethnic persuasion.

The Office of Multi-Cultural Life works with students of all racial/ethnic backgrounds in a variety of ways, including providing personal guidance, assistance with financial aid questions and by linking students with campus organizations. The office's goal is to provide high quality education and to enhance the life a student experiences at Hope by realizing that all people regardless of background are full participants in God's created world and in the Hope College experience.

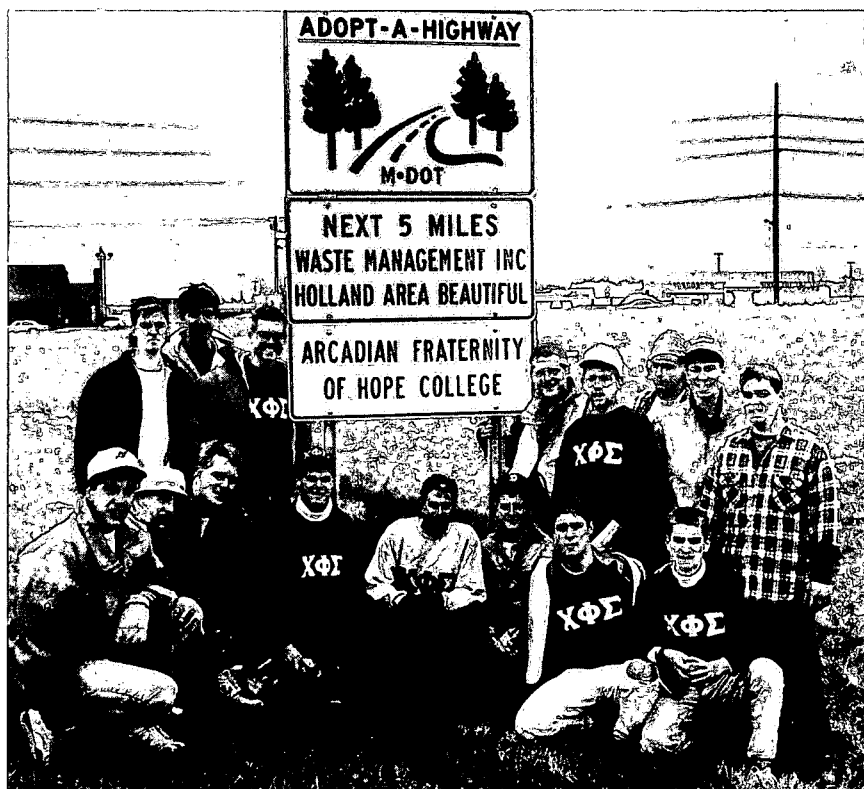
The Office of Multi-Cultural Life is located on the first floor of the DeWitt Center in the Office of Student Development.

HOPE CAMPUS COMPACT COMMUNITY SERVICE

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

The campus commitment to community service is evidenced by Hope's charter membership in the Michigan Campus compact. The compact is a group of Michigan

CAMPUS SERVICES



colleges and universities which united to encourage a clear commitment to community service through strengthening existing programs and encouraging the development of new programs on member campuses.

The Center for Volunteer Services is located on the second floor of the DeWitt Center.

SPECIAL PROGRAMS

The Office of Special Programs focuses on program development in the areas of women's issues, alcohol education and non-traditional students. Its programs are designed to address needs and provide services to these particular areas of campus life.

Specific programs originating from this office include National Collegiate Alcohol Awareness Week, Women's Week, the annual Meyer Lectureship, and the Sexual Assault Awareness Series. It also oversees advising of the Women's Issues Organization, the Association of Non-Traditional Students and BACCHUS, a student alcohol education group.

The Special Programs office is located on the first floor of the DeWitt Center in the Office of Student Development.

CAMPUS SERVICES

CAREER PLANNING AND PLACEMENT SERVICES

The Career Planning and Placement Office is staffed by two professionals available to help students who are concerned about their future vocational plans. For the student in the process of making a career choice, both individual and group counseling can assist in identifying positions which best fit the student's values, skills, and interests. Career advisors, paraprofessionals who work in outreach programming, focus on informing students about the services that are available through the Career Planning and Placement Office. Three different career assessment tools (SIGI PLUS, the Strong Interest Inventory and Myers-Briggs Type Indicator) are offered. The Career Library contains information on a variety of vocations in all academic areas.

For the student in the process of seeking employment, there is help with resume writing, job hunting, and interviewing skills. Resources for seniors include information on specific openings, job matching, and preparing a set of credentials. The staff has also developed an employment referral network with educational alumni to facilitate teacher placement; a resume referral service with major corporations; on campus interviews with corporate recruiters; and job fairs for graduates in business, education, the human services and nursing. The Career Planning and Placement Office and Career Library are located on the first floor of the Charles R. Sligh, Jr. Center. In conjunction with specific academic departments, the staff also offers LSAT workshops for those students contemplating further studies in law.

Part-time, off-campus, and summer employment possibilities are posted through the Off-Campus Jobs Office just off the Collegiate Student Lounge, DeWitt Center.

HEALTH SERVICES

The College's health services are centered at the Health Clinic, located in the Dow Health and Physical Education Center. Out-patient care is offered daily at the Clinic by a certified nurse practitioner and a registered nurse under the direction of a team of local physicians. A doctor on the staff is in the Clinic each Tuesday morning from 9:30 a.m. to noon to supervise allergy injections and assist students in need of a physician by appointment only. Evenings and weekends, the physicians will be on call and may be contacted by calling the physician's exchange.

Medications and supplies, when available, are issued from the Clinic at a minimum cost to the student. Students are responsible for their own medical expenses incurred through use of the physician's services and hospital care.

Because appropriate medical care demands an awareness of the individual's health history, incoming students will be required to complete a medical questionnaire. Treatment cannot be provided for students who do not have such records on file. A complete immunization record is also required for registration at Hope College. Students with chronic conditions are urged to have current medical records on file at the Center prior to their arrival on campus. A health insurance policy is available to students who do not have other coverage.

CAMPUS SERVICES



FOOD SERVICES

The College's dining room in Phelps Hall and the Kletz coffee shop in the DeWitt Center are under the direction of Creative Dining Service, Inc. Twenty-one meals per week are served by the food service, though students also have the option to select a board plan at reduced cost allowing them to eat any 10 or 15 meals per week. The food service is closed during Thanksgiving, Christmas, and Spring vacations.

RESIDENCE HALLS

Eleven residence halls, ranging in capacities from 40 to 300, seven apartment facilities, and 50 cottages (houses on or near campus) provide living accommodations for more than 2,000 Hope students. The variety of living opportunities available range from the small group experience which the cottages provide, to the apartment, the cluster and traditional residence hall. The residence facilities offer a variety of accommodations — corridor or cluster style, coed by floor and single-sex facilities. Residence hall and apartment facilities are available for mobility- and hearing-impaired students.

The residence halls are staffed by resident directors and resident assistants who are trained to assist the residents in developing community, supporting academic achievement and creating opportunities for personal growth. The residence life staff seeks to create effective environments for the development of all students and assists them in understanding and utilizing College resources and policies.

All students are expected to cooperate fully in the accomplishment of residential procedures and policies in order to create an atmosphere appropriate for community living. Because of its commitment to the living/learning residential concept, Hope requires all full-time students to live on campus unless they are married, commuting from their parents' homes, have been granted off-campus permission for medical/financial reasons, or have 75 or more credits.



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

COMMUNITY GOVERNMENT

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

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

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

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

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

College Judicial Board — Much of the responsibility for maintaining high standards of student life in the college community is entrusted to the students. The Judicial Board has jurisdiction in handling infractions of college rules. Membership is comprised of students, faculty, and staff.

COLLEGE REGULATIONS

Hope can be a true community only if its members understand and genuinely accept the responsibilities of living together in a meaningful framework. More than tolerance is necessary. Students should feel that they can honestly uphold the policies affecting campus life. At the same time, the entire college is encouraged to cooperatively seek changes that would better reflect the desires, goals, and values that form the basis of the College's program. Through the structure of community government, students play a vital and influential role in examining and reformulating campus policies. Thus, membership in the Hope community is regarded as a

CAMPUS LIFE



privilege. Absolute order in all aspects of life is tyranny, just as absolute freedom is anarchy. The College desires to find the proper balance in campus life. The hope is that a community atmosphere is created which promotes student growth, sharpens desired values, and encourages academic pursuit.

In this context, the College community has formulated certain standards that go beyond those established by civil authority. The College prohibits the possession or consumption of alcoholic beverages on college property or in college housing units. College organizations and groups of legal drinking age are allowed to have alcoholic beverages only at events held at off-campus in establishments with facilities licensed to sell alcohol.

The *Student Handbook* is prepared annually and contains the all-college rules and regulations that govern community life at Hope College. It is available through the Office of Student Development. Each student is responsible for reading and understanding the policies and regulations in the *Student Handbook*.



CAMPUS LIFE

THE RELIGIOUS DIMENSION

Hope encourages the development of the whole person through a commitment to Jesus Christ and thus strives to be a Christian community visibly in action. Thus the religious dimension is a central aspect of the Hope experience and individual members of the college community are encouraged to live out that dimension as they grow in their relationships to God and neighbor, and their commitments to the Lordship of Christ.

Focal points for understanding the religious dimension of campus life are the Chaplains' Office and the Ministry of Christ's People, the student organization which attempts to coordinate the efforts of various religious groups on campus and to develop cooperative and complementary programming.

The College Chaplains' Office — The Chaplain and his staff serve as the primary focus of the College's religious programming and give leadership to the Ministry of Christ's People. They are also available to meet with students to deal with such matters as personal crisis, relational conflicts, or concerns that they face in clarifying their thinking on the essentials of the Christian faith and on their roles as persons in God's world. The Chaplain's office is in the basement of Dimnent Memorial Chapel.

The Ministry of Christ's People — Because the Christian life involves seeking to live out one's beliefs and one's relationship to Christ and neighbor, students are encouraged to involve themselves in the facets of life on campus which help to express the faith they own. The Ministry of Christ's People, organized and directed by students and the chaplains, is involved in providing leadership and offering opportunities for Christian service in four broad areas worship, social ministries, evangelism, and personal and interpersonal Christian growth.

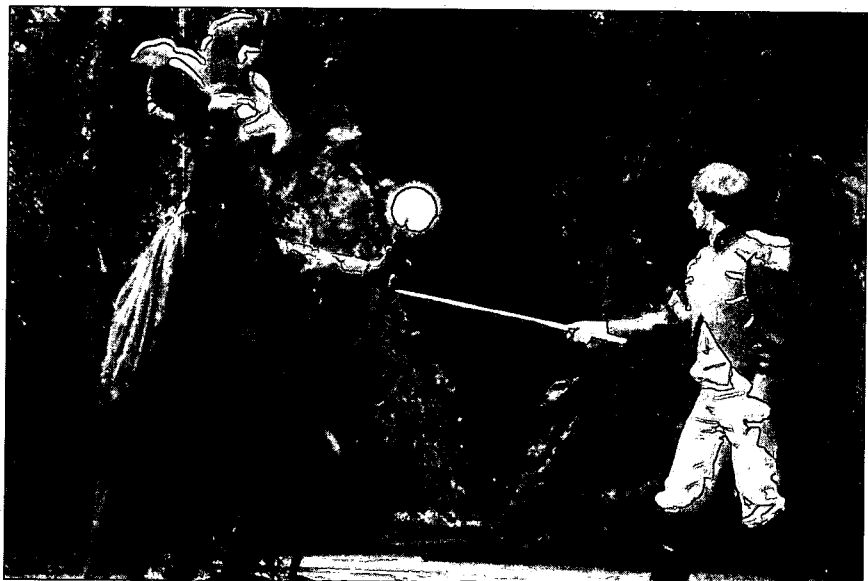
Worship — Sunday worship services in Dimnent Memorial Chapel enable the campus community to share together in corporate worship. Sermons are given by the Hope chaplains, by members of the faculty, or by guest preachers. Informal worship is held elsewhere on campus at other times. Chapel services are held on Monday, Wednesday, and Friday in Dimnent Memorial Chapel and on special days on the Christian calendar. Students are involved in leading worship from time to time on campus and in neighboring churches.

Social Ministries — In this area, the Ministry challenges students to be aware of social needs and injustices, to meet human needs within the community via activities like nursing home visitation, and to speak to critical issues, such as racism, poverty, housing, drug abuse, hunger, as well as peace and ecological concerns.

Evangelism — This phase of the Ministry seeks to present the person of Jesus Christ and His claims to the Hope community by means of encouraging discipleship and by training people to engage in Christian witness, which includes activities like Creative Worship. Various methods of witnessing are utilized through a variety of life styles.

Personal and Interpersonal Christian Growth — Through seminars, retreats, small groups, Bible studies, prayer groups, and leadership training, faculty and students are given opportunity to grow corporately and individually. Fellowship of Christian Athletes and Inter-Varsity Fellowship groups meet regularly on the campus, as do the Union of Catholic Students and Students for Christ.

CAMPUS LIFE



CAMPUS LIFE



CULTURAL AFFAIRS

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

The Cultural Affairs Committee — The Cultural Affairs Committee is the student-faculty committee which supports the visits of guest artists and lecturers, all of which are open to the campus as well as the Holland community. Performers and lecturers of the 1991-92 academic year included Alex Haley, John Wustman and the University of Illinois Singers in "The Songs of Franz Schubert" the West African *griot* Papa Suso and Daisy Thomas Quinney in a portrayal of the abolitionist Sojourner Truth.

The Great Performance Series — As the premier arts series for the college and community, the Great Performance Series seeks to bring culturally-diverse, top-quality performers representing several disciplines to campus. An artistic committee helps in the selection of performers, which in 1991-92 included the Indianapolis Ballet Company, Dang Thai Son, The Guildhall String Ensemble, The Acting Company, cellist Christopher Costanza, the Albert McNeil Jubilee Singers, soprano Dawn Kotoski and the Turtle Island String Quartet.

Theatre Productions — Four major productions for public performance are presented annually by the department of theatre. These productions are usually faculty-directed, though opportunity is provided for advanced students to gain directing experience. Participation is open to all members of the college community. The 1991-92 productions were *Six Characters in Search of an Author*, *The Nutcracker: A Play*, *The Caucasian Chalk Circle* and *Eleemosynary*.

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

Dance Productions — The department of dance includes a visiting professional artist among its faculty each semester, and a dance company in residence for a portion of each spring term. In 1991-92, events included two student dance concerts, a major concert choreographed by faculty and featuring guest artist Alan Onickel, and performances by the groups Contemporary Motions and Aerial Dance Company.

CAMPUS LIFE

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

Music Programs — More than 80 concerts and recitals are given annually by the Music Department's students and faculty. In addition to performance classes offered by the department, there are numerous musical groups which are open to all students. Vocal groups include the Chapel Choir, the College Chorus and Collegium Musicum. Instrumental groups include the Wind Ensemble, Jazz Ensemble, Orchestra, Symphonette and various small ensembles. The groups perform together each year at a Musical Showcase of Hope College music at DeVos Hall in Grand Rapids, and the Chapel Choir and Symphonette take two-week tours each spring. In 1992 the Symphonette toured Europe.

CAMPUS COMMUNITY HOUR

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

SOCIAL LIFE

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

The Student Activities Office — Located in the DeWitt Center, the Activities Office serves as a resource for the various student organizations and groups which are planning co-curricular activities and carries primary responsibility for the overall social life on campus. The director works with the Social Activities Committee and other campus organizations to create an environment in which students can find a diversity of activities as well as a meaningful atmosphere in which to live.



CAMPUS LIFE



The Social Activities Committee — The Social Activities Committee (SAC) bears the primary responsibility for programming social activities of an all-campus nature, such as dances, concerts, the Weekend Film Series, traditional events like Homecoming, an All-College Sing, a winter formal and Siblings Weekend

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

Fraternities and Sororities — Five fraternities and six sororities of a social nature, all local, exist on Hope's campus. Each of these organizations has a college-owned residence hall or cottage which serves as living quarters and a center for activities. Approximately one-fifth of the student body belongs to these Greek organizations. The fraternities are governed by the Interfraternity Council, while the Pan Hellenic Board governs the sororities. Rush and pledging events take place in the spring semester.

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

Clubs and Organizations — A wide diversity of campus organizations allows Hope students to pursue their special interests and experience membership and leadership roles within the community setting. These groups include those of a religious, academic, political, or minority nature as well as those centered around special activities or interests. The Activities Office can give a contact person for each of these organizations, or can assist a student in forming a special club on campus.

Hope students are also involved in Holland community organizations such as Higher Horizons, a big brother-big sister program with children of the surrounding community, and the annual March-to-Hope, a week-long camping and hiking experience pairing a college student with an underprivileged child from the community. The Higher Horizons office is located at 100 E. 13th Street.

CAMPUS LIFE

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

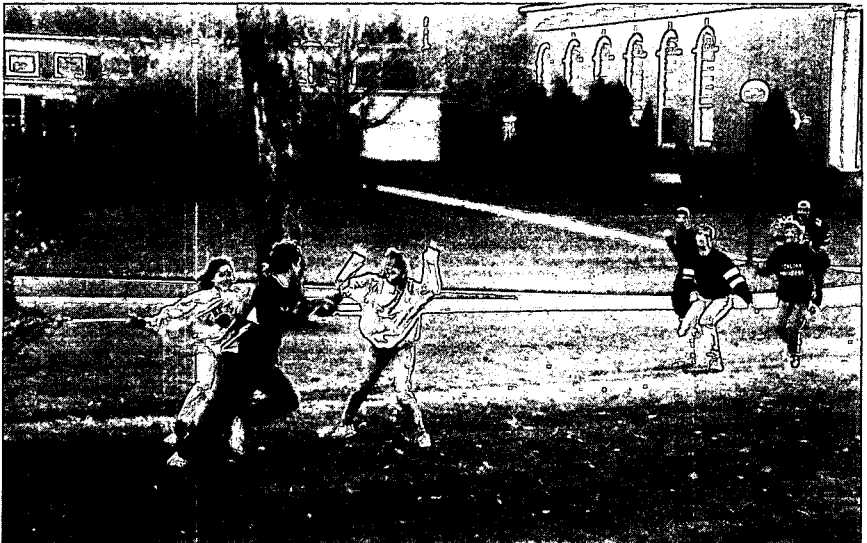
Anchor — The weekly student newspaper, the *anchor*, gives students an opportunity to express their views and develop their writing skills while chronicling college events. Coverage of campus activities, issues, feature presentations, critiques and editorials has been part of the *anchor's* format. The *anchor* office is in the DeWitt Center.

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

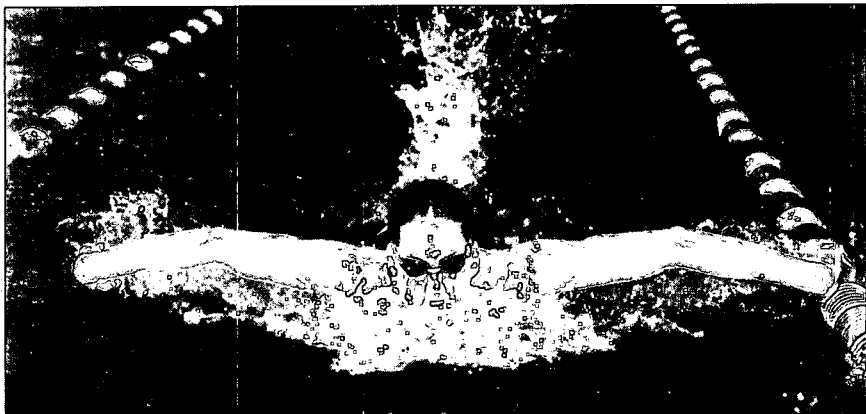
Milestone — As time and seasons change and pass, so does the face of a college community. To preserve a yearly segment of this change, the yearbook staff produces the *Milestone*. In past years the combination of candid photography and pertinent literary pictures has won for the *Milestone* the Associate Collegiate Press' First Class Honor Rating. The *Milestone* office is in the DeWitt Center.

WTHS — The student radio station is housed in studios in the De Witt Center and holds an FM license. The student-run station, which operates under the direction of the Student Media Committee, broadcasts throughout the Holland area and serves the entertainment and information needs of the student community. A staff of approximately 100 students, including management personnel and disc jockeys, is responsible for programming.

Inklings — This editorial-oriented magazine gives students the opportunity to voice opinions in essay form on issues concerning the campus and the world. *The Inklings* office is located in the DeWitt Center.



CAMPUS LIFE



ATHLETICS

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

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

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

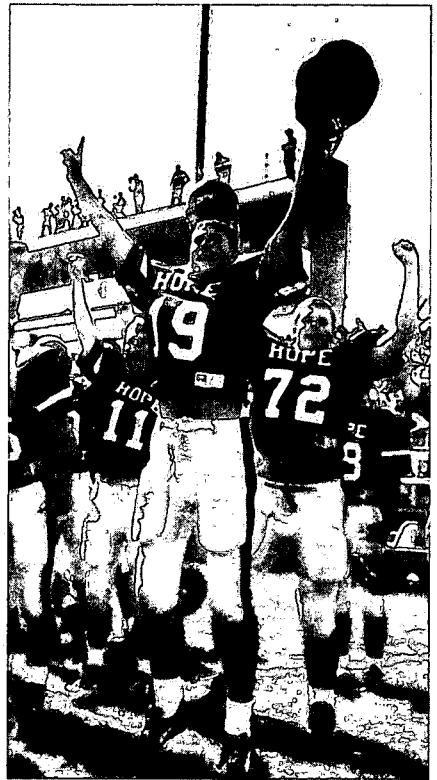
The intercollegiate athletic program at Hope College is governed by the rules of the National Collegiate Athletic Association (NCAA). The Faculty Committee on Athletics under the Administrative Affairs Board advises on all matters of policy. Schedules are arranged in such manner as to incur the least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

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

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

Varsity Athletics — As a member of the historic Michigan Intercollegiate Athletic Association (MIAA), which is comprised of seven Michigan colleges, Hope's varsity athletic program has established a solid reputation for excellence and championship caliber. Hope teams also compete in Division III of the National Collegiate Athletic Association (NCAA). The Hope women's basketball team won the 1990 NCAA championship. There have also been several individual NCAA National champions and All-Americans in a number of sports in recent years. Many Hope student-athletes have also achieved Academic All-America status. Ray Smith is the Director of Men's Athletics; Dr. Anne Irwin is the Director of Women's Athletics. Coaching staffs are listed below:

CAMPUS LIFE



CAMPUS LIFE

MEN'S COACHING STAFF

Baseball - Ray Allen
Basketball - Glenn Van Wieren
Cross Country - Mark Northuis
Football - Ray Smith
Golf - Bob Ebels
Soccer - Steve Smith
Swimming - John Patnott
Tennis - Bill Japinga
Track - Mark Northuis

WOMEN'S COACHING STAFF

Basketball - Susan Wise
Cross Country - Mark Northuis
Golf - Jane Holman
Soccer - Allan Allsup
Softball - Karla Wolters
Swimming - John Patnott
Tennis - Kathy Van Tubbergen
Track - Donna Eaton
Volleyball - Karla Wolters

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



ADMISSION TO HOPE



ADMISSION OF FRESHMEN

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

Students are recommended to apply early in the fall of their senior year. To obtain an application for admission, students should ask their high school guidance counselor or write to:

Hope College Admissions
69 East 10th Street, P.O. Box 9000
Holland, Michigan 49422-9000

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

1. Completed application
2. \$25 application fee
3. High school transcript
4. ACT or SAT scores

The secondary school program should include four years of English, two years of mathematics, two years of a foreign language, two years of social sciences and one year of a laboratory science as well as five other academic courses.

The Admissions Committee will accept either the ACT or SAT as a component of the completed application. However, the ACT is preferred by the Admissions Committee for two reasons:

1. The scores of the subsections of the ACT are used in waiving portions of the core requirement for students whose score in the subtest area of English, Math or Science reasoning indicates a proficiency in that area.
2. Information provided by the Student Profile Report will be used by the academic advisors when counseling students in course selection and career planning.

The ACT or SAT should be taken in the spring of the Junior year or the fall of the Senior year. For more information about the ACT, students should see their high school guidance counselor or write:

ACT (American College Testing Program)
Box 414
Iowa City, IA 52240
(Hope College's ACT reporting code is #2012)

For information about the SAT (Scholastic Aptitude Test), students should check with their high school guidance counselor or write:

SAT (The College Board)
Box 592
Princeton, NJ 08540
(Hope College's SAT reporting code is #1301)

Hope College should be the direct recipient of test results.

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

ADMISSION TO HOPE

CANDIDATE'S REPLY DATE

All accepted applicants are asked to pay a \$300 advance deposit by May 1. Of this amount \$250 is applied to the fall tuition and the remainder is used as a security deposit. The \$50 security deposit is refundable, minus any fees owed, upon leaving the college through graduation or withdrawal. All accepted applicants are asked to pay the \$300 fee as early as possible (after acceptance) to insure adequate planning on the part of the college. Students accepted after May 1 are expected to pay this fee within 15 days of acceptance.

INTERVIEWS AND CAMPUS VISITS

A personal visit to campus, while not a requirement, is strongly recommended and encouraged. Students and parents are welcomed to visit the Admissions Office where campus tours, class visits and faculty conferences can be arranged.

Students are urged to arrange for campus interviews by appointment at least a week ahead of the desired time. The Admissions Office is open Monday through Friday 8:00 a.m. — 5:00 p.m. (Eastern Time Zone) throughout the year. The Office is also open on Saturday mornings during the fall and spring semesters by appointment only. The Admissions Office is located on the corner of 10th Street and College Avenue, and can be reached by using the telephone numbers or address listed below. Those arriving at Kent County Airport in Grand Rapids may arrange transportation to Hope College through the Admissions Office at a round trip cost of \$20.00. Persons should notify the Admissions Office of transportation needs prior to arrival at the airport. Holland is also serviced by the Short Way-North Star and Greyhound Bus Lines. Transportation is available for visitors arriving at the Holland Bus Terminal providing prior arrangements have been made with the Office of Admissions. Amtrack services Holland from Chicago.

Local Telephone (616) 394-7850

Toll-Free Telephone 1-800-968-7850

Mailing Address Hope College Admissions
69 East 10th Street, P.O. Box 9000
Holland, MI 49422-9000

VISITATION DAYS are held several times through the year and provide high school students, transfer students, and their parents an opportunity to experience a day on campus. Activities available include attending classes, pre-professional conferences, eating lunch in the dining hall, and having a guided tour of the campus. Visitors should meet at 8:30 a.m. in the Maas Conference Center. Pre-registration is preferred and can be arranged by using the telephone numbers listed above. Please enter the Maas Center from the south side of Phelps Hall which is located on the corner of 11th Street and Columbia Avenue. Dates for Visitation Days this academic year are:

Friday, October 16, 1992

Friday, October 30, 1992

Friday, November 13, 1992

Friday, December 4, 1992

Friday, January 22, 1993

Friday, February 19, 1993

Friday, March 5, 1993

JUNIOR DAYS are scheduled for Friday, April 16, 1993 and Friday, April 23, 1993. Students and their parents should arrive at the Maas Center at 9:00 a.m. for an opportunity to learn more about Hope College, admissions, and financial aid, as well as meeting with faculty and students in academic departments of the visiting student's interest.

PARENTS of interested students may also attend Visitation and Junior Days.

ADMISSION TO HOPE

The College will hold special meetings for parents covering various topics of interest to them.

ADMISSION OF TRANSFER STUDENTS

Hope College accepts applications from students in good standing at accredited universities and colleges.

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

1. Completed application
2. \$25 application fee
3. High school transcript
4. College transcript (all previous colleges)
5. ACT or SAT scores

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

TRANSFER OF CREDIT

The standard for the acceptance of credit toward Hope College degree requirements from institutions of higher learning will be the accreditation of that college by its regional accrediting association as listed in the current report of the American Association of Collegiate Registrars and Admissions Officers. Exceptions to this general rule may be obtained only by application to the Registrar prior to enrollment.

A maximum of 65 semester hours of credit may be transferred from a community or junior college. A student transferring to Hope transfers only the credit earned but does not transfer grades and honor points. Hope College subscribes to the Michigan Association of Collegiate Registrars and Admissions Officers Articulation Agreement.

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

ADMISSION OF INTERNATIONAL STUDENTS

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

1. Completed application
2. \$25 application fee
3. Secondary school record
4. Evidence of proficiency in the English language (usually the Test of English as a Foreign Language (TOEFL) or a comparable English proficiency test)
5. Evidence of little or no need for financial assistance

Applicants should be able to communicate well in English. The TOEFL score should be 550 or above.

Students who have scores below 550 will be required to register for three semester hours of English 101, English as a Second Language, for the first semester of residence and for three semester hours of English 102, English as a Second Language II, for the second semester of residence. Students with TOEFL scores of

ADMISSION TO HOPE

550 or higher will be evaluated prior to registration to determine whether English 101 or 102 will be a requirement.

Financial aid available to international students is extremely limited. While the Admissions Committee may find a student qualified for admission, no acceptance letter or I-20 can be sent to students until they have assured the College that they have the necessary funds to finance their education at Hope. When international applicants have been accepted, the acceptance letter and an I-20 will be sent.

ADMISSION OF NON-DEGREE STUDENTS

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

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

AUDITING COURSES

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

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

SUMMER SESSIONS

Hope College offers a variety of campus summer sessions. The three-week May Term and the three-week June Term allow students to enroll for a maximum of 4 semester hour credits while the six-week Summer School allows enrollment for a maximum of 7 semester hour credits.

Admission to any of the summer sessions is granted to any qualified candidate, but this admission does not imply admission to Hope College as a degree seeking candidate. Applications for Single Term Admission are available by writing to the Admissions Office.

COLLEGE CREDIT BY EXAMINATION

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

ADVANCED PLACEMENT PROGRAM (APP) — A program sponsored by The College Board. Generally credit is granted to students that received grades of 4 or 5. Grades of 3 are evaluated by the respective department which determines if credit will be granted.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP) — Hope will generally grant credit for subject area examinations based on the guidelines as established by The College Board. Hope is a Limited Test Center and students can take CLEP exams on campus. (Please refer to page 116 of this catalog.)

ADMISSION TO HOPE

INTERNATIONAL BACCALAUREATE PROGRAM — A high school degree program sponsored by the International Baccalaureate Office in Geneva, Switzerland. Generally college credit is granted in advanced level subjects where students score between 5 and 7 on final examinations.

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

For further information about credit examination, contact the Registrar's Office. Additional information can be found beginning on page 116 of this catalog.

READMISSION

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

Readmitted students are required to pay a \$200 deposit before registering for classes. Of this amount \$150 is applied to tuition and the remainder is used as a security deposit. The \$50 security deposit is refundable, minus any fees owed, upon leaving the college through graduation or withdrawal.

FINANCIAL ASSISTANCE

To determine most equitably the distribution of funds available for financial aid, Hope College requires all students applying for assistance to make application for admission to Hope College and to have forwarded to the college a copy of the Financial Aid Form (FAF) which is a part of the College Scholarship Service. Students applying for admission to Hope College should address all inquiries concerning financial aid to the Office of Financial Aid. Freshmen should submit the FAF by March 1 (February 15 for Michigan residents) to receive consideration for the following school year. Transfers and returning students should submit the FAF by March 15 (Michigan residents) and May 1 (out-of-state residents) to receive financial aid consideration for the subsequent school year.

THE COLLEGE SCHOLARSHIP SERVICE (CSS) — More than 1300 colleges and universities, including Hope College, participate in this service. The CSS publishes and distributes the Financial Aid Form (FAF) which is to be filled out by parents and students requesting financial aid consideration. The parents indicate on this form all pertinent family information and financial data, so that the college can make decisions that are fair both to the individual and to the student body.

The FAF is distributed through the secondary schools or may be obtained at any college financial aid office. When completed by parents and students, the statement should be forwarded to the College Scholarship Service. For incoming freshmen the deadline for filing the FAF is *March 1*; Michigan residents are encouraged to submit the FAF by February 15 for priority consideration for state-sponsored programs. For returning and transfer students the deadline is *March 15 for Michigan residents and May 1 for out-of-state residents*. The College Scholarship Service will evaluate and forward the FAF to the college(s) named on the form.

Hope College also accepts the Family Financial Statement (FFS) provided by the American College Testing Program. However, the FAF is preferred.

FINANCIAL AID TO STUDENTS



SCHOLARSHIP AND FINANCIAL AID

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

The financial resources for this program of financial assistance come from Hope College, from the State of Michigan and from the Federal Government. Information regarding these various resources and instructions as to how to apply for such assistance may be found in the following paragraphs.

NEED-BASED FINANCIAL AID

To determine most equitably the distribution of funds available for financial aid, Hope College requires all students applying for assistance to complete a copy of the *Financial Aid Form* (FAF) and to submit it to the College Scholarship Service for an analysis of financial aid eligibility. The college's goal is to help in every way possible the qualified student who is in need of financial assistance. Most awards are based upon financial need, but specific funds may have additional eligibility requirements.

DETERMINATION OF AWARDS

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

$$\begin{array}{rcl} \text{Total College Expenses} & - & \text{Family Contribution} & = & \text{Maximum Financial} \\ \text{(Direct and Indirect} & & \text{(Formula Mandated} & & \text{Aid Eligibility} \\ \text{Costs)} & & \text{by Congress)} & & \end{array}$$

The expense budget is set by the College and reflects modest indirect costs (books, travel, clothing, and personal expenses) beyond the standard tuition, fee, room and board charges. The family contribution is a congressionally developed measurement of a family's capacity to cover a child's college expenses. A student's financial aid eligibility figure results from the difference between "Total College Expenses" and the "Family Contribution."

APPLYING FOR FINANCIAL AID

The process of applying for financial aid is not complicated. A family can apply for federal, state, and Hope College assistance by sending one form to a national processing agency. Hope College prefers that students file the *Financial Aid Form* (FAF) with the College Scholarship Service, but also accepts the *Family Financial Statement* (FFS) processed by the American College Testing Service. Both forms are readily available in all high schools. The Financial Aid Office will not act upon a student's aid request until she/he has been accepted for admission. Hope College does not require an institutional application for financial aid in addition to the FAF. Students should apply for financial aid prior to the deadline dates listed below to insure priority treatment:

FINANCIAL AID TO STUDENTS

Deadlines

Freshmen	— February 15 (Michigan Residents) March 1 (Non-Michigan Residents)
Transfers/Upperclassmen	— March 15 (Michigan Residents) May 1 (Non-Michigan Residents)

The award notification from Hope College may contain the offer of several types of aid. A student may accept or reject parts of his/her aid package without penalty. The aid is normally awarded for the period of one academic year and is divided equally between the two semesters.

DESCRIPTION OF AID TYPES AND SOURCES

A. GIFT ASSISTANCE — (Scholarships and Grants) — Non-repayable forms of financial assistance

HOPE COLLEGE SCHOLARSHIPS AND GRANTS (Need-Based) — Each year a number of the Hope Scholarships awarded are sponsored by gifts to the College. These scholarships are listed on page 354. Without the generous support of these friends of the College, Hope would not be able to offer the level of scholarship/grant support it does. No special application is necessary for these funds as recipients are selected from those students awarded general need-based Hope Scholarships.

1. **Scholarship** — A Hope Scholarship is based upon need plus a cumulative GPA of 3.0 at the time of application. These funds are awarded for one school year and are renewable based upon continued need and a 3.0 + cumulative GPA. The award is credited automatically to the student's account each term. Aid is restricted for use toward tuition. Eligibility is limited to full-time degree students and normally a maximum of 8 semesters of aid may be received.
2. **Grant** — A Hope Grant operates under the same conditions as the Scholarship except for the GPA requirement. No GPA criterion is mandated for this grant. However, the student must meet the Satisfactory Academic Progress Standards of the College for renewal of the award.
3. **Academic Achievement Award** — This award is based upon financial need plus a cumulative GPA of 3.0 at the time of application. The awards range from \$400 to \$600 and are in addition to the regular Hope Scholarship. This scholarship is only available to students not already receiving other Hope sponsored merit awards. Renewal of this scholarship is contingent upon retaining a cumulative 3.0 GPA as demonstrated at the close of the spring semester.

FEDERAL GRANT ASSISTANCE

1. **PELL Grant** — This grant is based upon exceptional need and is awarded through the federal government. A maximum award of \$2400 is projected for 1992-93 based upon expected appropriations. Students must be enrolled at least half-time (6 hours) in order to be eligible. For those students who received a Pell Grant for the first time on or after July 1, 1987, eligibility to participate in this program is limited to the fulltime equivalent of five (5) years. *Aid is credited automatically to the student's account upon presenting a valid "Student Aid Report" (SAR) to the Financial Aid Office.*

FINANCIAL AID TO STUDENTS

2. **Supplemental Educational Opportunity Grant** — This grant assistance is based upon exceptional need and is awarded from funds granted to Hope College by the federal government. Generally, full-time enrollment is required by Hope College due to limited funds.

STATE OF MICHIGAN SCHOLARSHIPS AND GRANTS

1. **Michigan Competitive Scholarship** — This assistance is based upon financial need and a student's ACT test score. Aid is directly credited to a student's account each semester. Annual renewal of the award is contingent upon the student continuing to demonstrate financial need and maintaining a 2.0 cumulative GPA. Students enrolled at least half-time are eligible if financial need is established. A student may not receive more than ten semesters of assistance under this program. The maximum award per school year is \$2025 contingent upon sufficient appropriations.
2. **Michigan Tuition Grant** — This assistance is based solely upon financial need and is available only through Michigan independent colleges. Aid is directly credited to a student's account each semester. No minimum GPA is required, but recipients must meet Hope College's Satisfactory Academic Progress Standards. Students enrolled at least half-time are eligible if need is established. A student may not receive more than ten semesters of assistance under this program. The maximum award per school year is \$2025 contingent upon sufficient appropriations. (NOTE: Awards are prorated for part-time students under this program.)
3. **Paul Douglas Teacher Scholarship** — A federally funded program to provide college scholarships to outstanding high school graduates who plan to pursue teaching careers at the pre-school, elementary, or secondary school level. To qualify, students must be Michigan residents who will be full-time students at a Michigan college or university. Maximum awards are \$5,000 per year, not to exceed the cost of attendance.

B. EDUCATIONAL LOANS — Long-term educational loans are awarded on the basis of financial need and repayment does not begin until after a student graduates, withdraws from college, or enrolls for less than six hours. Before deciding whether to accept a loan, students should carefully read the section below which describes the loan which may be offered. Students are urged not to accept a loan for an amount larger than is absolutely necessary and are encouraged to consider both part-time employment and the reduction of personal expenses as a means of keeping their total loan indebtedness to a minimum.

Loans offered have been made possible by previous student borrowers repaying their loans. Student borrowers should be aware that their loan repayments will be necessary to maintain the loan program for future students.

There are varying interest rates for different student loan programs. Students receiving loan funds from more than one program may be borrowing under rates varying from 5% to 10%.

The following chart demonstrates monthly payments for a ten-year payment plan for Perkins and Stafford Loans and a four-year payment plan for Hope Institutional Loans:

FINANCIAL AID TO STUDENTS

Total Amount Borrowed	PERKINS LOAN	INSTITUTIONAL	GUARANTEED STUDENT LOAN
	Monthly Payments @5%	Monthly Payments @5%	Monthly Payments @8%
\$ 500	\$30 Minimum*	\$ 30.05**	\$ —
1,000	30 Minimum*	30.93**	—
1,500	30 Minimum*	34.54	50.70*
2,000	30 Minimum*	46.06	50.44*
2,500	30 Minimum*	57.57	50.69*
4,000	42.43	91.12	50.21*
5,000	53.04	115.15	60.66
6,000	63.64	138.18	72.80
7,500	79.55	172.72	91.00
9,000	95.46	207.26	109.19
10,000	—	—	121.33
13,000	—	—	157.73
15,000	—	—	181.99

*Repayment would be in less than ten years.

**Repayment would be in less than four years.

HOPE COLLEGE LOAN ASSISTANCE

1. **Institutional Loans** — These limited need-based Hope College loan funds are usually available to only those students who are ineligible to participate in either the Perkins Loan or Stafford Loan Programs. No interest accrues nor is repayment required while the recipient maintains at least half-time enrollment status at Hope College. Interest, at the rate of 5%, begins to accrue six months after graduation or termination of student status at Hope. Repayment is to be made in 16 quarterly payments over four years. Deferment of principal payment can be made during graduate study only. These loan funds are listed on page 374.

FEDERAL LOAN ASSISTANCE

1. **Perkins Loan Program (formerly the National Direct Student Loan Program)** — These loan funds are awarded on the basis of exceptional financial need and are generally made available to students enrolled full-time. Recipients must also be enrolled in a degree program at Hope College. Students can borrow up to \$4500 in their first two years, with a maximum aggregate debt of \$9000 for undergraduate study (dependent upon available funding levels at Hope College). Repayment of principal and interest begins nine months (six months for students who borrowed under this program prior to 7/1/87) after the borrower ceases at least half-time enrollment and may continue for a period not to exceed ten years.

The interest rate is 5% and there is a cancellation provision for enrollment in special areas of teaching, certain types of military service, or for volunteers under the Peace Corps Act or the Domestic Volunteer Service Act of 1973.

2. **Stafford Loan (Previously the Guaranteed Student Loan Program)** - These federal loan funds provide assistance for students enrolled at least half-time. Demonstrated financial need is a requirement. The annual maximum loan amount for freshmen and sophomores is \$2625. The annual maximum for juniors and seniors is \$4000. Aggregate indebtedness at the undergraduate

FINANCIAL AID TO STUDENTS

level cannot exceed \$17,250 under this program. The interest rate is 8% during the first four years of repayment and increases to 10% beginning with the fifth year of repayment. Repayment normally begins six months after half-time enrollment ceases and up to ten years may be allowed for repayment. Application is normally made through a hometown bank or lender. Eligibility is limited to degree-seeking students and college graduates enrolling to pursue a Teaching Certificate.

3. **PLUS Loan** — This educational loan program is available to parents of dependent students and is not based upon financial need. These loans are obtained through local banks or credit unions. The parent may borrow a maximum of \$4000 per academic year (with an aggregate loan limit of \$20,000) per dependent at a variable rate of interest not to exceed 12% (the interest rate during 1991-92 was 9.34%). Repayment begins within 60 days of the loan disbursement. The deferment of principal payments is available while the student is enrolled at least half-time. Parents may have up to 10 years for repayment.
4. **Supplemental Loan for Students (SLS)** — This educational loan program is available to independent students and is not based upon financial need. These loans are obtained through local banks or lenders. An independent student may borrow a maximum of \$4000 per academic year, with an aggregate loan limit of \$20,000. The interest rate is variable not to exceed 12% (the interest rate during 1991-92 was 9.34%). Repayment of principal begins within 60 days of the loan disbursement. The deferment of principal and interest payments is available while the student is enrolled at least half-time. The student may have up to 10 years for repayment.

STATE OF MICHIGAN LOAN ASSISTANCE

MI-LOAN Program — An educational loan available to any creditworthy student (or to a student with a creditworthy co-signer) attending a Michigan college (regardless of student's state residency). Loan applications are obtained from selected Michigan lending institutions. While loan eligibility is not based upon financial need, it is necessary for the family to submit a financial aid application. Students may borrow up to a maximum of \$10,000 per academic year (dependent upon calculated credit eligibility and other possible aid resources) at a fixed interest rate of 9.5%. Repayment on the loan begins immediately following the disbursement of the loan check. Deferment of principal is available for up to five years. Borrowers may have up to fifteen years for repayment. The interest rate may drop during the 1992-93 academic year. Interested parties can call 1-800-877-5659 for information as to the current interest rate.

- C. **STUDENT EMPLOYMENT** — During the academic year, approximately 1100 Hope students hold part-time jobs on campus. The average work load is 10 hours per week which allows a student to earn approximately \$1200 per academic year (based on the hourly rate of \$4.25). Students are paid on a bi-weekly basis, and it is their responsibility to make payments toward any outstanding balance on their account.

If a student is eligible to receive an offer of awarded campus employment, she/he will be advised of such eligibility via their Financial Aid Award Letter. Employment placement is coordinated through the college's Student Employment Office with highest priority given to those students who have been awarded work as a component of their financial aid package. Because of the high degree

FINANCIAL AID TO STUDENTS

of competition among students for certain positions, it is sometimes difficult to place each student according to their preference. However, every effort is made to accommodate each student's request.

Campus employment is funded both via institutional monies, the federally-funded College Work-Study Program, and the Michigan College Work-Study Program.

PAYMENT OF FINANCIAL AID TO STUDENTS AND THE BILLING PROCESS

Most financial aid is directly credited to the student's account each semester. The credit is normally for 50% of the total aid per semester unless otherwise indicated and will appear on the advance billing mailed prior to the semester by the Student Accounts Office. Pell Grant funds cannot be disbursed until the complete Student Aid Report (SAR) is received and verified. Perkins Loans and Hope Loans require that the student recipient signs and returns a Promissory Note prior to disbursement. Stafford Loan checks are sent directly to Hope College, co-payable to the student and to Hope College. Campus employment earnings are not credited to the student's account as payment is made directly to the student via a payroll check. Aid from outside private and community sources is either sent directly to the student, or is sent directly to the College for endorsement. Such funds are not credited to the student's account until they are received.

If a student is a recipient of any form of federal aid, she/he may be selected by the federal government to undergo a verification process. If selected, the Hope College Financial Aid Office will solicit the necessary documents (e.g., the parents' federal tax return) from the student's family. Should any of the collected data prove inconsistent with the data originally submitted on the original financial aid application, federal regulations dictate that the student's financial aid award be adjusted accordingly. If required verification materials are not submitted to the Hope College Financial Aid Office by October 30, 1992, federal financial aid will be cancelled and institutional and state aid may be jeopardized.

RENEWAL OF FINANCIAL AID

Renewal consideration for financial aid each year depends upon three factors: satisfactory academic progress, continued demonstration of financial need, and the availability of funds. In order to be eligible for renewal consideration, students must submit the required Financial Aid Form (FAF) by *March 15* for Michigan residents and by *May 1* for non-Michigan residents. Each summer, renewal candidates who demonstrate financial need based upon the FAF will be awarded financial assistance for the next academic year. The dollar amounts of aid will normally remain constant if a student's need remains the same. Aid increases or decreases are based upon the FAF evaluation. Priority in the awarding of Hope-administered assistance will be given to those students in their first four years of study at Hope College. Fifth year students will be given consideration for Hope-administered assistance after August 1 (prior to the award year in question) contingent upon the availability of funds. No Hope administered aid is available beyond five years of fulltime enrollment. *It is the student's responsibility to secure a new FAF each year from the Financial Aid Office and to submit it to the appropriate processor.*

INTER-INSTITUTIONAL CONSORTIUM AGREEMENTS

Hope students will sometimes withdraw temporarily (e.g., for a semester or a year) to attend another institution with the intent of returning to Hope College for

FINANCIAL AID TO STUDENTS

their degree. Similarly, students enrolled at another institution may opt to enroll temporarily as a guest student at Hope College. Relative to the administration of the financial aid of these students, Hope College will not participate in inter-institutional Consortium Agreements unless the other institution is willing to assume full responsibility and the administration of the student's financial aid for the period of enrollment in question.

SATISFACTORY ACADEMIC PROGRESS POLICY

It is the policy of Hope College to provide financial aid to students who meet the normal academic standards established by the College and who are making adequate progress toward their degree requirements. Satisfactory Academic Progress requirements to be eligible for all aid administered by Hope College shall be defined according to the tables displayed within these guidelines and academic standing as contained in the Hope College Catalog section on *General Academic Regulations*.

Programs Affected:

- Hope College-sponsored Scholarships, Grants, and Loans
- Michigan Scholarship and Grant Programs
- Paul Douglas Teacher Scholarships
- National Merit Scholarships
- Federal Grants and Loans
- College Work-Study Employment
- Robert C. Byrd Honor Scholarships
- Non-Michigan state scholarships/grants
- Other Outside Scholarships/Grants/Loans

Measurement of Progress:

Academic progress is defined in terms of the number of credit hours a student has earned at Hope College in relation to the number of years in attendance. The following tables demonstrate the minimum requirements a student must meet in order to remain in good standing.

SATISFACTORY ACADEMIC PROGRESS — TABLE #1

After this number of Academic Years in attendance:	1	2	3	4	5	6	7	8	9
A <i>Full-time</i> student must have earned at least this number of hours:	16	40	68	96	126				
A <i>Part-time</i> student must have earned at least this number of hours:	8	20	34	48	63	78	93	108	126

NOTE: Academic progress is measured against a normal maximum time frame of five (5) academic years as a full-time student. For the part-time student, progress is measured against a maximum time frame of nine (9) academic years.

- NOTES:
1. An Academic Year equals two (2) semesters plus summer sessions in which a student enrolls during the summer directly following the academic year under review.
 2. A semester in which a student is enrolled for less than six (6) hours will not be counted when determining academic progress.
 3. A full-time student is one who is enrolled for at least 12 hours per semester. A part-time student is one who is enrolled not less than six (6) hours but not more than 11 hours per semester.

FINANCIAL AID TO STUDENTS

4. If a student repeats a course, the hours of this course will be included when reviewing the student's academic progress.
5. The student's academic progress will be measured against his/her **EARNED HOURS**. Therefore, if a student withdraws from a course or receives an incomplete, the hours of these classes will not be considered when measuring his/her academic progress.
6. CLEP hours are not included in the measurement of **EARNED HOURS**.

VARYING ENROLLMENT PATTERNS:

SATISFACTORY ACADEMIC PROGRESS — TABLE #2

Semester #	Full-Time Enrollment	Part-Time Enrollment
1	8	4
2	8	4
3	12	6
4	12	6
5	14	7
6	14	7
7	14	7
8	14	7
9	15	7.5
10	15	7.5
11		7.5
12		7.5
13		7.5
14		7.5
15		7.5
16		7.5
17		9
18		9

The numbers represented under the Full-Time and Part-Time columns represent the number of hours to be completed under that enrollment status for the semester in question. For example, a student enrolls full-time for his first three semesters of enrollment and then enrolls as a part-time student in his fourth semester. The student would have had to accumulate 34 hours at the end of his fourth semester (8 hrs. + 8 hrs. + 12 hrs. + 6 hrs.)

TRANSFER STUDENTS are automatically eligible for financial aid assistance based upon meeting the normal admission requirements. The continued progress of a transfer student will be measured solely against their Hope College record in regards to credits earned and years in attendance. If at the end of his/her first year of enrollment at Hope the transfer student does not make satisfactory progress, he/she will be eligible for one academic year of probation as described below in the **Evaluating Progress** section.

NOTE: In using TABLE 1, a transfer student's progress is measured in the same way as that of a first-time student, beginning with year #1. For example, a student transfers to Hope. After completion of one year, the transfer student would be expected to have completed at least 16 hours during that year.

EVALUATING PROGRESS

Academic Progress is evaluated at the end of each academic year to determine a student's financial aid eligibility for the following academic year.

At the time of evaluation, if a student is noted as not making progress, she/he will be placed on Satisfactory Progress Probation for one (1) academic year. By the end

FINANCIAL AID TO STUDENTS

of this probationary academic year, the student must meet the stated cumulative hours requirement of that academic year as defined within the above Tables. Should the student fail to meet the required number of hours, she/he will no longer be eligible for financial assistance for the following academic year.

NOTE: The student applying for financial aid for the first time as an upperclassman will be considered eligible to receive aid for one (1) academic year even if she/he does not meet the progress requirements. This year will be considered as his/her year of probation. By the end of this probationary year, if the student still fails to meet the given standard, she/he will no longer be eligible for financial assistance.

TRANSFER HOURS

Transfer hours earned at a previously attended institution will not be included in a student's earned hours when assessing continued satisfactory academic progress. However, should a student enroll at another institution during the summer (while maintaining enrollment status at Hope College), such transfer hours earned during the summer will be applicable toward meeting the progress standard at Hope College.

CLEP HOURS

CLEP Hours earned cannot be included in a student's satisfactory academic progress calculation.

PROCEDURES FOR APPEAL

Upon written appeal by the student, failure to meet satisfactory academic progress requirements will be evaluated by the Financial Aid Director. The student will be notified of the decision within two (2) weeks of receipt of the appeal. The following types of information *may* be considered in determining whether the student is still maintaining satisfactory progress.

1. The student is making up incompletes, or
2. There have been unusual circumstances such as an extended illness or a death within a family, or
3. The student withdrew from the College after the Drop/Add Period. This would mean that the semester would be counted as a semester in attendance, but no credits could be earned by the student.

MITIGATING CIRCUMSTANCES

The college adjusted its Satisfactory Academic Progress policies during the 1987-88 academic year. The College is therefore providing a transitional phase-in for students who in the past were making progress under its previous standard. Such mitigating circumstances would include the student who was eligible for financial assistance based on the policy in effect for the years up to and including the 1987-88 academic year, but who is no longer eligible due to the revisions made in February, 1988.

NON-DEGREE SEEKING STUDENTS

In determining progress for the Non-Degree-seeking student, the element of a time frame for completion of a degree is *not* applicable.

REINSTATEMENT OF FINANCIAL AID

Any student denied financial assistance for failure to maintain satisfactory progress must earn the required number of hours as specified by the above Tables by the close of the applicable academic year.

FINANCIAL AID TO STUDENTS

NOTE: The Probationary Academic Year is counted as a year in attendance and must be counted as such when referring to the Tables.

If the student has progressed in a satisfactory manner, his/her financial assistance may be renewed dependent upon the student's demonstrated financial need and available funding.

REFUND POLICY

For those students who receive financial aid and later terminate their enrollment (e.g. withdraw, drop out, or are academically dropped), and who had federal TITLE IV aid, State aid, and/or institutional aid applied to their institutional charges, regulations require the institution to determine which funds, if any, are to be refunded to the individual aid programs. Such a refund policy must be fair, equitable, and uniformly applied to all students receiving financial aid.

In accordance with the Hope College Refund Policy, the Business Office prorates the student's specific institutional charges based on his/her termination date and advises the Financial Aid Office as to the adjusted charges for tuition, fees, room and board. The Financial Aid Office then calculates the appropriate refund for the student.

Displayed below are the refund policies for each type of financial assistance and how refunds are allocated among the aid programs. The portion of a refund allocated to a program may not exceed the amount a student received from that program.

FEDERAL TITLE IV REFUND POLICY

Total TITLE IV Aid (minus CWS) for Semester

_____ X Total Refund

Total Aid (minus CWS) for Semester

Title IV aid includes the Pell Grant, the Perkins Loan, the Supplemental Educational Opportunity Grant, the Stafford Loan, and the PLUS and SLS loan programs. The College Work-Study Program (CWS) is excluded in this formula.

STATE OF MICHIGAN REFUND POLICY

Michigan Scholarship/Grant for Semester

_____ X Tuition/Fee Refund

Tuition & Activity Fee for Semester

This formula applies to the tuition and standard activity fee only. The refund is computed by taking the percentage of tuition and fee covered by the state award and applying it against the computed tuition and fee refund.

HOPE SCHOLARSHIP/GRANTS REFUND POLICY

Hope Scholarship/Grant for Semester

_____ X Tuition/Fee Refund

Tuition & Activity Fee for Semester

This formula applies to the tuition and student activity fee only. It is computed in the same fashion as the State formula.

REFUND POLICY FOR OTHER AID (Hope Loans, Outside Scholarships, etc.)

Other Aid for Semester

_____ X Total Refund

Total Aid for Semester

If it appears that a refund is due to an outside aid source and the donor has specified refund instruction, those guidelines will be utilized. However, in the absence of such instruction, if a credit remains on the student's account after the reduction of other aid types, the credit balance will be disbursed to the student. If

FINANCIAL AID TO STUDENTS

no credit balance stands on the student's account, no funds will be disbursed to the outside donor, regardless of instructions. The donor will be notified, however, that the student has withdrawn.

PRIORITIZED ALLOCATION OF REFUNDS TO ALL PROGRAMS

FEDERAL TITLE IV PROGRAMS

- 1) Perkins Loan Program (National Direct Student Loan)
- 2) Stafford Loan Program (Guaranteed Student Loan)
- 3) Supplemental Educational Opportunity Grant
- 4) Pell Grant
- 5) Supplemental Loan for Students (SLS)
- 6) PLUS Loan*

*The Plus Loan amount will be included in the student's refund calculation only if the Hope College Business Office can document that such funds were actually applied to the student's account (e.g., via the processing of a copayable PLUS check).

MICHIGAN COMPETITIVE SCHOLARSHIP/TUITION GRANT PROGRAMS

The appropriate formula is applied to the award amount and the refund is made accordingly.

HOPE COLLEGE SCHOLARSHIP AND GRANT PROGRAMS

The appropriate formula is applied to the award amount and the refund is made accordingly.

GENERAL REFUND INFORMATION

The student's drop-out date for the tuition/activity fee refund calculation will be that date which the Registrar certifies as being the last recorded date of attendance. The student's drop-out date for the board refund calculation will be prorated based on the date that board benefits are terminated by the student. Room refunds are only issued in those cases where the student officially withdraws for reasons of health.

Under the Stafford, SLS, and PLUS Loan Programs, funds are considered to be awarded by semester/payment period. For example, a \$2400 Stafford Loan received for the full academic year (two semesters) would be comprised of two payment periods, first semester (\$1200) and second semester (\$1200). Should a student withdraw during the first semester, the second semester Stafford Loan amount of \$1200 may in *no* circumstances be applied to the student's first semester institutional charges. In such a scenario, the lender will be instructed by Hope College to cancel the student's second semester loan disbursement. If the second semester loan check has already been received by the College, these loan funds will be returned to the lender.

If funds are returned to the Perkins Loan Program as a result of the application of the aforementioned refund policy, adjustments will be made to the student's Perkins Loan Promissory Note to reflect the accurate amount of funds borrowed for the period in question.

The student will be notified in writing by the Financial Aid Office as to the adjustments in his/her financial aid due to application of the refund policy. If Stafford, SLS, or PLUS loan funds are due to a lender, the Hope College Financial Aid Office will arrange for the return of such funds. After all refunds have been attributed to the federal, state, and institutional programs, should a credit balance remain on the student's account, a refund will be issued to the student.

FINANCIAL AID TO STUDENTS

IF YOU HAVE ANY QUESTIONS OR PROBLEMS, CONTACT US:

OFFICE STAFF:

Financial Aid Office
Hope College
Holland, MI 49423
Phone: (616) 394-7765

Phyllis K. Hooyman
Director of Financial Aid
Marty Strom
Financial Aid Counselor
Kendra Williams
Financial Aid Counselor
Connie Ramirez
Financial Aid Counselor

MERIT-BASED SCHOLARSHIPS

As part of its commitment to academic excellence, Hope College seeks to recognize students who have compiled superior academic records while in high school. The scholarships listed below are awarded to freshmen primarily on the basis of academic achievement. Financial need is *not* a criterion. With the exception of the Trustee Scholarship, these scholarships are applicable to tuition only and are typically restricted to one award per student recipient. (Exception: Distinguished Artist Award Recipients may receive other Hope merit awards and Trustee Scholarship recipients may also receive the National Merit Scholarship.)

Application: Students who have applied for admission to Hope College are automatically eligible for scholarship consideration. No special scholarship application is necessary. Information collected in the admission process will be used to select scholarship recipients.

Deadline: Students whose applications for admission are postmarked no later than February 15 (January 15 in the case of the Trustee Scholarship) of their senior year in high school are assured consideration for merit-based scholarships. Recipients will be notified on a rolling basis, concluding in early April.

1. **TRUSTEE SCHOLARSHIP** — The purpose of this fund is to recognize in a significant way the accomplishments and abilities of those incoming freshmen with the most distinguished records of accomplishment, in and out of the classroom.

Students whose applications for admission are postmarked no later than January 15 will be considered. A small group of finalists will be asked to submit an essay and invited to the campus to be interviewed by faculty members. Factors used in the selection of scholarship winners include the interview, the essay, and materials in the admissions file.

Number: Five per class

Contact: Office of Admissions

Renewable annually to a maximum of 8 semesters contingent upon academic performance and full-time enrollment.

2. **PRESIDENTIAL SCHOLARSHIPS** — The goal of this program is to recognize broad academic achievement, to provide opportunity for broad intellectual exploration, and to encourage students to fully develop their academic abilities and interests. Special out-of-class activities are scheduled for freshmen Presidential Scholars.

Students are selected on the basis of the overall academic record in high school, marked intellectual interest, demonstrated leadership abilities, and involvement in school/community activities.

Number: Forty per class

Contact: Office of Admissions

FINANCIAL AID TO STUDENTS

Renewable annually to a maximum of 8 semesters contingent upon academic performance and full-time enrollment.

3. **NATIONAL MERIT SCHOLARSHIPS** — Hope College annually sponsors scholarship recipients through the National Merit Scholarship Program.

Consideration is limited to National Merit Finalists who inform the National Merit Scholarship Corporation that Hope is their first choice college.

Annual stipends will vary, depending upon individual financial need as determined by the Merit Corporation. National Merit Scholars attending Hope College will receive scholarship stipends, whether or not financial need is demonstrated.

National Merit Scholars are included in all special activities that are scheduled as part of the Presidential Scholar Program.

Number: Twelve per class

Contact: Phyllis Hooyman, Director of Financial Aid

Renewable annually to a maximum of 8 semesters contingent upon academic performance and full-time enrollment.

4. **DISTINGUISHED SCHOLAR AWARDS** — These scholarships are awarded on the basis of the overall academic record in high school, including course selection, grades, class rank, and standardized test scores. While selection is based primarily on academic performance in high school, applicants in art or the performing arts may be asked for a portfolio or audition.

Number: Eighty per class

Contact: Office of Admissions

Renewable annually to a maximum of 8 semesters contingent upon academic performance and full-time enrollment.

5. **VALEDICTORIAN SCHOLARSHIPS** — These scholarships are available to high school valedictorians enrolling as freshmen at Hope College who are not selected to receive one of the other Hope-sponsored merit-based scholarships.

Number: Open

Contact: Office of Admissions

Renewable annually to a maximum of 8 semesters contingent upon academic performance and full-time enrollment.

6. **DISTINGUISHED ARTIST AWARDS** — These scholarships are awarded to students from the incoming freshman class on the basis of artistic talent and academic records. Awards will be made in the visual arts, dance, theatre, and music.

Number: Twenty per class

Contacts: Chairman of the Art Department: Mr. William R. Mayer

Chairman of the Dance Department: Ms. Maxine DeBruyn

Chairman of the Theatre Department: Dr. George Ralph

Chairman of the Music Department: Dr. Robert Ritsema

Renewable annually to a maximum of 8 semesters contingent upon academic performance, artistic involvement (as defined by the awarding department), and fulltime enrollment.

7. **ALUMNI HONOR SCHOLARSHIP** — These scholarships are awarded to students from the incoming freshman class based upon incoming grade point average.

Number: Open

Contact: Office of Admissions

Renewable annually to a maximum of 8 semesters contingent upon academic performance and full-time enrollment.

STUDENT EXPENSES ACADEMIC YEAR 1992-1993



General Fees: ¹	Per Semester	Academic Year
Tuition — 12 to 16 credit hours	\$5,361.00	\$10,722.00
Board — 21 meals per week ²	\$1,081.00	\$ 2,162.00
Room ³	\$ 882.00	\$ 1,764.00
Activity Fee	\$ 35.00	70.00
Total	\$7,359.00	\$14,718.00

Laboratory Fees: Certain courses require payment of laboratory or class fees to cover the costs of special materials and activities provided during course instruction. These fees generally range from \$10.00 to \$300.00 per course and are in addition to the general fees.

Applied Music Fee:⁴ Organ, Piano, Voice or Instrument

One thirty-minute lesson per week

for one semester 2 hrs. credit \$45.00

One sixty-minute lesson per week

for one semester 3 hrs. credit \$65.00

Special Fees:

Application (Paid by each student upon application for admission)	\$25.00
FOCUS Program	\$185.00
Enrollment Deposit: \$200 applied against general fees and \$100 used as a security deposit which is refundable upon graduation or withdrawal if all other fees and charges have been paid in full.	\$300.00
Readmit Deposit ⁵	\$200.00
Tuition Deposit: ⁵ Payable at time of fall registration which occurs during the spring and applied toward Fall tuition.	\$100.00
Tuition above normal 16-hour load (per credit hour)	\$120.00
Tuition: 8-11 hour load (per credit hour)	\$365.00
Tuition: 5-7 hour load (per credit hour)	\$235.00
Tuition: ⁶ 1-4 hour load (per credit hour)	\$160.00
Tutorial: Per credit hour (by special arrangement)	\$330.00
Late Payment Service Charge — assessed per semester if full payment is not received by due date:	
\$300 to \$1,000 balance	\$ 25.00
\$1,001 to \$2,000 balance	\$ 50.00
\$2,001 to \$3,000 balance	\$ 75.00
\$3,001 or more balance	\$100.00

1. Hope College reserves the right to increase tuition, room, board and fees at any time
2. Other board options are: 15 meal plan: \$2,024.00 per year, 10 meal plan: \$1,876.00 per year.
3. All rooms in College housing are contracted for the College academic year. Single rooms and apartments will be made available if space permits at an additional charge of from \$336.00 to \$436.00 per year.
4. Fees for applied music are in addition to the normal credit hour charge.
5. Tuition deposit and readmit deposit are not refundable if the student does not enroll.
6. Students enrolled for 1-4 credit hours are not eligible for special College services or allowed to attend College events without purchasing an identification card.

Payment of College Bills:¹

All bills are due and payable in advance of the beginning of each semester. Bills will be rendered in advance and payments should be directed to the Student Accounts Office. A late payment fee will be added to accounts not paid in full by September 30, 1992 for the fall semester and January 31, 1993 for the spring semester.

STUDENT EXPENSES ACADEMIC YEAR 1992-1993

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

Refunds:²

Contractual arrangements with members of the faculty and staff, and other provisions for education and residence, are made by the college for an entire year in advance to accommodate each registered student for the full academic year; therefore, should a student withdraw before the end of a semester the following rules will apply:

1. **ROOM REFUND** — Enrolled students are required to live in college housing and contract a room for the academic year. Prorated refunds will only be issued to those students who officially withdraw for reasons of health. No other refunds will be issued.
2. **BOARD REFUNDS** for students officially withdrawing from the college will be prorated. No changes in boarding plans may occur after student I.D.'s have been made. Any requests for a late change in board plan should be directed to the Dean of Students Office for consideration.
3. **TUITION REFUNDS³** for students who officially withdraw from college, or are suspended, will be computed from the beginning date of classes as follows:

FALL SEMESTER 1992 —	SPRING SEMESTER 1993 —
Sept. 1 — Sept. 9100%	Jan. 12 — Jan. 20100%
Sept. 10 — Sept. 1680%	Jan. 21 — Jan. 2780%
Sept. 17 — Sept. 2360%	Jan. 28 — Feb. 360%
Sept. 24 — Sept. 3040%	Feb. 4 — Feb. 1040%
Oct. 1 — Oct. 720%	Feb. 11 — Feb. 1720%
After Oct. 7 ...NO REFUND	After Feb. 17 ...NO REFUND

1. Special arrangements for payment of your college expenses on a monthly basis can be made by contacting The Hope College Student Accounts Office and requesting information about the Budget Payment Plan.
2. Failure to complete a non-returning student form by the end of the fourth week of the succeeding semester will result in the forfeiture of the \$100.00 Security Deposit. See Page 113 for more information regarding withdrawal and non-returning procedures.
3. Students who drop classes after the official drop-add period but remain enrolled in the college will not receive a refund for the dropped classes.

THE DEGREE PROGRAM



The curricular program is based on the concept of four academic years of full-time college work leading to the Bachelor of Arts, the Bachelor of Music, the Bachelor of Science, or the Bachelor of Science in Nursing degree. This program is designed to challenge students to explore the broad range of human experience and also to probe deeply into a segment of that experience.

The Hope College curriculum requirements are divided into two areas: the Core Curriculum and the Academic Major. The Core Curriculum is designed primarily to enable students to acquire a broad understanding of various aspects of human activity which will enlarge their comprehension of the world in which they live, help them in disciplining their minds, and challenge them to develop an understanding of the Christian faith as a basis for scholarly excellence, human fulfillment, and lifelong service.

The Academic Major requirement is aimed primarily at ensuring that students focus their intellectual endeavors on skills and knowledge needed to contribute in a significant way to the betterment of humanity.

Taken together the Core Curriculum and the Academic Major, along with the various professional sequences, are the curricular means whereby the College seeks to fulfill its two major responsibilities, those of stimulating the growth of individuals as persons and of preparing individuals to take their place as responsible and competent Christian world citizens.

I. OBJECTIVES OF THE CURRICULUM AT HOPE COLLEGE

The course offerings of Hope College are designed to promote in the student the following basic attributes of a liberally educated person:

- A. The ability to understand, evaluate and communicate ideas.
- B. A broadened social, cultural, and historical awareness.
- C. The ability to engage in intensive study.
- D. A sense of interrelatedness of knowledge, experience and responsibility.

The curricular requirements established for the bachelor's degree are designed to ensure that students address themselves to all of these objectives.

II. REQUIREMENTS FOR THE BACHELOR'S DEGREE

Requirements for the Bachelor's degree briefly stated are:

1. Completion of at least 126 semester hours with a minimum 2.0 cumulative grade point average.
2. Completion of the core curriculum.
3. Completion of a major program with a 2.0 cumulative grade point average in the major.

NOTE: An additional bachelor's degree can be awarded only under special circumstances. For a degree-seeking Hope College student, two degrees will be awarded only if the student has completed 30 additional credit hours beyond the first bachelor's degree and has two major concentrations in different degree programs — i.e., an A.B. degree and a B.S. degree. Completing two majors does not merit the awarding of two degrees, unless the above criteria are first met. If a student has already earned a bachelor's degree from a college or university and applies to earn a second degree at Hope College, the student will be required to meet all major and core requirements of Hope College and have a total of 156 credits earned in combination.

CATALOG OF ENTRANCE

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

THE DEGREE PROGRAM

THE CORE CURRICULUM

Qualified students may obtain waivers of certain portions of the Core Curriculum. Consult the listing below for waiver procedures for individual components. ACT-based waivers are granted automatically and no further action is necessary by the student. Students should note that waivers do not grant college credit hours.

NOTE: Adjustments to the Core Curriculum have been made for the Bachelor of Music and the Bachelor of Science in Nursing degrees. See the Department of Music or Department of Nursing course section for the core requirements for these degree programs.

The Core Curriculum consists of the following components:

A. FUNDAMENTAL SKILLS — 7 SEMESTER HOURS

1. Expository Writing I. (English 113) 4 hours

Rationale and Objectives

Knowledge has little value unless it can be communicated to others; therefore, every course offered in the College should help students improve their writing skills. The freshman rhetoric course is to be viewed as a foundation course, not as an end in itself. The emphasis of this course is placed, therefore, upon rhetoric and the fundamentals of expository writing. Specifically the course aims at furthering the students' ability to reflect critically, logically, and speculatively on significant topics and ideas and to express their reflections clearly, forcefully and in orderly fashion.

Course Pattern

A four credit-hour course to be taken in the freshman year, English 113 aims at developing the student's ability to reflect critically, logically and speculatively on significant topics and ideas and to express reflection clearly and concisely. The area of exploration varies with individual instructors.

This course assumes that students entering it will have already achieved some understanding of principles of grammar, syntax, and mechanics. To provide help for students who show significant deficiencies in these areas, the Academic Support Center will provide individualized instruction for any student needing and requesting help in developing writing skills.

Students who present a score of 30 on the ACT-English exam qualify for a waiver of this component of the core.

2. Mathematics (3 hours)

Rationale and Objectives

In a society which depends ever more heavily on quantitative definition and analysis of issues and problems, basic mathematical skills are clearly necessary if a person is to function effectively. The aim of the mathematics requirement is to help the student achieve this facility in using quantitative symbols and methods. All courses eligible for fulfilling the requirement should help students understand better the nature and structure of mathematics.

Course Pattern

Since students enter college with significant differences in their mathematical skills, and since their vocational directions may require specific mathematical skills, no single course is best for all students. Therefore, a variety of course offerings are provided from which the student may choose. Advisors will assist students in making a wise choice, in light of background and major directions.

Students who present a score of 28 on the ACT-Math exam qualify for a waiver of this component of the core.

THE DEGREE PROGRAM

B. CULTURAL HISTORY AND LANGUAGE — 19 SEMESTER HOURS

Rationale and Objectives

In order for modern persons to live responsibly in a pluralist society, they need to have some sense of the ways in which the thoughts and actions of the past have shaped their present. In a multi-lingual world they need to deepen their understanding of the unique role of language, including those not native to them, in part to develop an appreciation of the cultural contribution of other people. The cultural history requirement introduces students to the chief intellectual developments of the western cultural tradition, by directing their study to significant primary documents and artistic creations in chronological sequence. Second language acquisition enhances the student's ability to gain access to materials not in English and provides a complementary opportunity for the examination of the western cultural tradition from another vantage point.

Course Pattern — Language (7 semester hours)

Four options can be exercised to satisfy this requirement:

- Option 1 — Complete a course number 102 or 172 in the Department of Foreign Languages and Literatures.
- Option 2 — Be placed in Hope's 200-level course on the basis of a placement test administered by the Department of Modern and Classical Languages.
- Option 3 — Present a minimum score of 550 on a CEEB Foreign Language Achievement Test (The Reading-Listening Test, if possible). This test is normally taken during the junior or senior year in high school.
- Option 4 — Complete one semester of concentrated study of a language under the auspices of a foreign study program recognized by the College and approved by the chairperson of the Department of Modern and Classical Languages.

NOTE: A student who is a native speaker of a language other than English is exempted from the language component of the Cultural History and Language requirement.

Course Pattern Cultural History (12 semester hours)

To meet the objectives of these requirements, the student must satisfy two components:

Component 1 — Complete one course from *each* of the following disciplines: English, History, and Philosophy. The student must select from the following approved ancient period courses: English 231, History 130, or Philosophy 219 or from the following approved modern period courses: English 232, History 131, or Philosophy 220.

Component 2 — Complete one additional course from the approved courses listed above *or* complete a 201 or 271 course in the Department of Modern and Classical Languages. Or complete philosophy 218, The History of Science and Technology. If a 201 modern language course is selected, 1 ancient period course is required from the other 9 hours. If a 271 ancient language course is selected, 1 modern period course is required from the other 9 hours.

THE DEGREE PROGRAM

Alternate course Pattern for Both Language and Cultural History

- A. IDS 123, 124 — Two Souls of Germany. An integrated language and culture program focusing on Germany from the age of Goethe to the collapse of the Weimar Republic. Corequisite for IDS 123 is: The completion of German 101, 102; IDS 123, 124; and two additional courses from the cultural history component of the core curriculum (one of which must be English 231, History 130, or Philosophy 219) will fulfill the 19-hour Cultural History and Language component of the core curriculum.
- B. IDS 133-134 — The Golden Age of Greece. Concentrated study of classical Greek language combined with the study of Greek culture and history, concentrating on Athens in the 5th century B.C. This program plus two courses from the cultural history component of the core curriculum (one of which must be English 232, History 131, or Philosophy 220), will fulfill the 19-hour Cultural History and Language component of the core curriculum.

The college is committed to excellence in written expression. Every course fulfilling the Cultural History requirement will include writing and the evaluation of writing.

C. SOCIAL SCIENCE — 6 SEMESTER HOURS

Rationale and Objectives

This requirement helps students understand the structure and functions of the major institutions of society and the major patterns of human behavior. Then students can bring their understandings to bear upon problems they will face and decisions they will make if they are to live effectively and constructively in society.

Course Pattern

One course must be chosen from the core-designated courses in the economics or political science areas — courses currently designated to satisfy this portion of the core are Economics 211 and Political Science 101; and one course must be chosen from the core-designated courses in the communication, psychology, or sociology areas — courses currently designated to satisfy this portion of the core are Communication 101, Psychology 100, Psychology 200, Sociology 101, and Sociology 151.

D. NATURAL SCIENCES — 8 SEMESTER HOURS

Rationale and Objectives

The magnitude of science and technology on today's world is obvious and raises challenges and problems for modern men and women individually and collectively. The purposes of this segment are to deepen the student's understanding of the scientific interpretation of the natural world, to explore the aims, methods, limitations, and moral implications of the scientific enterprise, and to study the influence of science and technology on society and environment.

Course Pattern

To meet these objectives, the student must:

1. EITHER complete a four semester-hour introductory course with laboratory in the natural sciences and complete another four hours of science. For the non-science major, the overall objectives are best met with completion of 2 two credit-hour topical courses in the natural sciences (excluding computer science). At least one of these courses must be taken in a department other than the one in which the laboratory course is taken. Total requirement is 8 hours.

THE DEGREE PROGRAM

2. OR, for students who have good high school preparation in natural science and who present a score of 28 on the ACT-Natural Science exam, complete 6 credit hours of science. At least two departments must be represented in the student's choice. A course in computer science is allowed toward fulfillment of this requirement.

E. PERFORMING & FINE ARTS — 6 SEMESTER HOURS

Rationale and Objectives

A liberally educated person knows, understands, and experiences those creations of humankind which speak of grandeur and misery powerfully in a form generally identified as art.

To develop aesthetic sensibilities and awareness of richness of the arts of the past and present, a student should not only be introduced to the artistic reactions of others, but also be involved in the creative process. Part of the arts requirement (three hours) is designed to introduce students to masterpieces and to provide them with the background and skills important for an appreciative understanding. The other part of the requirement is designed to help students explore further, but it especially encourages them to engage actively in the creative and performing process.

Course Pattern

The student may fulfill these objectives by

1. Completing an introductory course in art, music, theatre, or an interdisciplinary course in the arts. Courses designated to fulfill this requirement are Art 161, 162, IDS 101, Music 101, Theatre 101, 105 (Theatre majors), 153.
2. AND, Completing three hours of course work in one or more disciplines other than the one chosen for the introductory course. Another introductory course, performance or studio course, fine arts theory or history may be used to fulfill or partially fulfill this three-hour block.

A student with an extensive fine arts background may apply to the chairpersons of the individual departments for a waiver of either component of this requirement.

F. RELIGION — 6 SEMESTER HOURS

Rationale and Objectives

The Christian faith has had a profound influence on the history of western civilization and is a powerful force shaping the future. The notion that all of life and nature are gifts of God and that mankind is called to be a faithful steward of these gifts makes the study of the Christian religion an essential part of the curriculum. This segment is designed to aid students to develop a mature understanding of the Judeo-Christian tradition, to acquaint them with the methodological tools used in the study of religion, to sharpen their ability to evaluate their own religious commitments, and to assist them in evolving an integrated world view.

Course Pattern

Three hours are to be elected from the Basic Studies in Religion: Religion 111, 121, 131, 141 or 151. The remaining three hours are to be drawn from an appropriate upper-level religion course. For junior and senior transfer students, a total of 3 hours is required.

Students with extensive religious training may apply to the Chairman of the Department of Religion for a waiver of the Basic Studies component of this requirement.

THE DEGREE PROGRAM

G. PHYSICAL EDUCATION — 2 SEMESTER HOURS

Rationale and Objectives

Physical health and fitness have been part of the ideal of the liberally educated person since the time of the ancient Greeks. The purpose of this requirement is to help students understand the principles of proper diet and exercise and establish habits and skills that will enable them to reach and maintain good health and physical fitness for life.

Course Pattern

This requirement is met by completing Phys. Ed. 140, Health Dynamics, a two-credit-hour course.

The first part of this course will focus on the knowledge of diet and exercise as they relate to fitness and health. The second part will deal with the application of the principles established and will involve students in an activity which best suit their physical fitness needs.

Waivers are not granted for this requirement. Transfer students may substitute activity courses for this requirement.

H. SENIOR SEMINAR —3 SEMESTER HOURS

Rationale and Objectives

Hope College is an institution which professes that life is regarded as God's trust to humankind. In this context students are encouraged to discover and develop their individual abilities, and to develop as competent, creative, and compassionate human beings, devoted to serving God in all areas of life. From these arises the Senior Seminar's core requirement was developed.

Through personal assessment of one's education and life view, the Senior Seminar is intended to serve as the capstone of Hope College education. The Seminars are designed to help students 1) consider how the Christian faith can inform a philosophy for living, 2) articulate a philosophy for living in a coherent, disciplined, yet personal way, and 3) to understand secular contemporary values in a Christian perspective.

Course Pattern

Senior Seminars are three-credit-hour courses offered both semesters. Courses should be taken by second-semester junior and seniors unless by special permission. See the Department of Interdisciplinary Studies section for courses approved to fulfill this requirement.

Waivers are not granted for this requirement.

THE MAJOR PROGRAMS

The bachelor degree requires the successful completion of a major program. The Bachelor of Arts degree may be earned in thirty-nine fields of major concentration: ancient civilization, accounting, art, biology, business administration, chemistry, classical languages, communication, computer science, dance, economics, engineering science, English, French, geology, geochemistry, geophysics, German, history, humanities, international studies, language arts, Latin, mathematics, music, philosophy, physical education, physics, political science, psychology, religion, science, social studies, social work, sociology, Spanish, and/or theatre.

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

The Bachelor of Science Degree may be earned in biology, chemistry, computer science, geology, mathematics and physics. The Bachelor of Science degree requires

THE DEGREE PROGRAM

a minimum of 36 credit hours in the major and a minimum of 60 credit hours in the natural sciences division.

Nursing majors may elect either a Bachelor of Arts degree or the Bachelor of Science in Nursing (B.S.N.) degree.

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

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

1. The Department Major

The departmental major is the most common means by which Hope's students engage in an intensive study in one field of knowledge. Upon the decision of a major and after consultation with the academic advisor, a student makes formal declaration of a major to the Department Chairperson on the appropriate form from the Registrar's Office. The Department Chairperson assigns a new advisor. The student and the new advisor then work out the academic program in line with all the specific requirements of the major program as stated in the course listing section of the catalog. The student should become familiar with all the departmental requirements in order to graduate from the College. The Department Chairperson will certify to the Registrar that all the criteria for the major have been met, including the 2.00 gpa required in the major area course work.

2. The Composite Major

The composite major is an alternative to the departmental major. While the composite major seeks to fulfill the same objectives as the departmental major, namely, the ability to engage in intensive, in-depth scholarly inquiry, the composite major allows for special alignment of courses from several departments to fulfill a particular academic or vocational objective. The composite major is just as rigorous as a department major, but it allows the tailoring of an academic program to a field or topic of inquiry other than a departmental field. Some composite majors have been formally established and are listed on page 103-105 of the catalog.

Guidelines for the Composite Major — The following guidelines are established for those contemplating a composite major and for those responsible for approving such a major:

1. Applicants must present a rationale for their composite major. This must include a definition of the field of inquiry. This field must be more specific than a random collection of courses from several departments in the same division.
2. The composite major should consist of at least 36 credit hours of course work aimed at providing depth in the defined field of inquiry.
3. Of these hours, at least half should be in courses that are not elementary but upperlevel courses (normally courses numbered over 300).
4. As for all applications for majors, the request for a composite major should be made at the close of the sophomore year and certainly no later than three semesters prior to graduation. Upon acceptance the student will be assigned a major advisor who, in consultation with the student, has responsibility for determining the specific course sequence that must be followed to complete

THE DEGREE PROGRAM

the major, and who certifies to the Registrar that the major has been completed.

Students interested in pursuing a composite major should consult with the Registrar about application procedures.

5. The Composite Major Committee shall consist of the Registrar, advisitional dean, and two *ad hoc* faculty members invited to review a particular application. One of the *ad hoc* faculty members may serve as the student's academic advisor when the application is approved.

THE COMPOSITE MAJOR FOR THE ELEMENTARY EDUCATION STUDENT

— Education students planning to seek certification in Elementary Education and not intending to major in one department should plan to follow one of the composite programs already approved. Such a student should consult with the Department of Education by the end of the sophomore year. The composite major leading to certification in Elementary Education consists of a minimum of 36 hours in related academic fields and requires a concentration of at least 18 hours in one academic field. At present, the following composite majors are approved:

Language Arts (Communication, English Language, Foreign Language) Focus is on language as a communicating art.

Humanities (Literature, Art, Music)

Social Studies (History, Political Science, Sociology, Economics, Psychology)

Science (Biology, Chemistry, Geology, Mathematics, Physics)

PSYCHOLOGY-SOCIOLOGY (SOCIAL WORK) MAJOR is designed for students who are intending to enter professions which require intimate contact with humans and affects human welfare. The major builds upon a broad liberal arts base and examines: 1) the philosophies of social welfare and 2) various theoretical perspectives of psychology and sociology.

Requirements include: Psychology 100 or 200, 230, 260, 280 or 330, 370, 380 or 410. Sociology 101, 232, 241, 262, 451, and 242 or Sociology 312.

It is strongly recommended that the student take Mathematics 210 for the College mathematics requirement, and Animal Biology or Human Ecology and Principles of Heredity for part of the requirement in science.

Social Work 443 or 446 is recommended for all students.

Students contemplating this major should consult with Prof. James Piers of the Department of Sociology and Social Work by the end of their sophomore year.

Also see "Social Work" listed under pre-professional programs, pg. 309.

THE GEOLOGY-PHYSICS COMPOSITE MAJOR is an integrated curriculum designed to prepare students who are planning to follow a graduate career in geophysics.

Required Courses:

Geology: 101 (or equivalent), 215, 241, 315 and 441

Mathematics: 131, 132, 231

Physics: 121, 122, 270, 241, 242, 280, 381, 382

Three additional courses are required; at least one in the Geology Department and one in Physics. These courses are:

Geology: 332, 432, 453

Physics: 342, 352, 361, 362

Students contemplating the geophysics major should consult with the Chairpersons of the Geology and the Physics Departments for additional information.

THE DEGREE PROGRAM

THE GEOLOGY-CHEMISTRY COMPOSITE MAJOR is an integrated curriculum designed to prepare students who are planning to follow a graduate career in geochemistry.

Required Courses:

Chemistry: 111, 113, 114, 121, 221, 322, and 343

Geology: 101 (or equivalent), 215, 241, 332, 430, 453

Mathematics: 131, 132, 231, 270

Physics: 121, 122, 141

Students contemplating the geology-chemistry composite major should consult with the Chairpersons of the Geology and Chemistry Departments for further information.

THE COMPOSITE MAJOR IN INTERNATIONAL STUDIES is designed for the student intending to enter a profession in which an international focus is of particular importance. This major will serve as preparation for careers in such fields as International Business, International Economics, Government, International Law, History, Sociology, and the Arts.

In addition to the normal sequence of courses taken to satisfy the general requirements of Hope College, 18 hours of required courses, and a modern language successfully completed through the second year level or demonstrated equivalency, plus 18-19 credit hours with an economic-political science focus, or 18 credit hours with a cultural-historical focus, are needed to complete the International Studies Composite Major.

Furthermore, it is strongly recommended that students participate in an international, off-campus program for at least a semester and preferably for a full year. Credits earned in such programs for parallel courses may be substituted for requirement or elective courses at the discretion of the Registrar.

Requirements for all international studies majors include:

Economics 211 (also applies to college core)

History 355

Political Science 251

Sociology 151 (also applies to college core)

One history *and* one political science course from among the following Africa, Asia, and Latin America courses:

History 260, 268, 271, 280, 310, 312

Political Science 262, 270, 301, 302, 304

One foreign language with successful completion through the second year level.

Option A: Economics Political Science Focus:

Economics 311 or 312 or Political Science 263 or 378

Economics 401 or Political Science 342

Economics 402 or 404*

Political Science 352

Two additional courses from among the following:

Economics 318

Political Science 300

Sociology 311, 312

or from any of those options not taken under required Option A.

*Students who have not taken Economics 311 or 312 and who wish to take Economics 404 must obtain the permission of the instructor.

THE DEGREE PROGRAM

Option B: Cultural/Historical Focus:

Six courses from those listed below with at least one course each in the arts, history, religion. Additionally, it is required that three (and recommended that four) of these six courses be area-specific to Africa, Asia, Europe or Latin America. Other areas are also possible through specialized reading courses.

The Arts: Art history courses numbered 300 (except 366, 368); Theatre history courses numbered 300 (except 306).

History: Any non-U.S. history course numbered 200 or higher

Religion: 141 (core), 221, 241, 243, 343

Modern Languages: Any literature or civilization course numbered 300 or higher.

THE COMMUNICATION/ENGLISH COMPOSITE MAJOR is designed to equip students with speaking, reading, listening, and writing skills, as well as a background in communication theory, familiarity with a range of literature, and practical experience in media.

ALL-COLLEGE REQUIREMENTS:

English 113

English 231

Communication 101

COMMUNICATION AND ENGLISH REQUIREMENTS:

Communication 140 or 160

Communication 151

Communication 220 or 210

Communication 460 or 365

English 245

Twelve hours of literature courses, at least nine in courses numbered 295 and above

Five or six hours of writing to be chosen from:

English 213, English 214, English 215, English 254, English 255, English 256, English 313, English 454, English 493, Communication 255, and Communication 356

ELECTIVE COURSES (5 or 6 hours required, more recommended):

English 359 or Communication 395

Additional writing courses in English and/or Communication

Communication 251 and/or other broadcasting courses

Additional literature courses

CO-CURRICULAR PROGRAMS:

Students electing the Communication-English Composite Major are required to have two semesters experience working on one or more of the campus media the *anchor*, *Opus*, *Milestone*, *Inklings* and *WTHS*.

SEMESTER HOURS AND QUALITY POINTS

To be eligible for graduation, students must pass all college required courses and must present a minimum of one hundred twenty-six (126) credit hours of college work. The grade average of all course work must be 2.0 or higher.

RESIDENCE REQUIREMENTS

Under normal circumstances, the final 30 semester hours of the Hope College degree program must be completed at Hope College or in an off-campus program

THE DEGREE PROGRAM

sponsored by Hope College. This latter category would include the Great Lakes Colleges Association programs, and those of the Institute for European Studies. In certain individual cases, an exception may be granted through the following procedure:

1. The Registrar, in consultation with the student's department chairman, may approve the taking of a maximum of 15 semester hours of the final 30 at another educational institution.
2. If a student seeks permission to complete the entire senior year at another educational institution, approval must be given by both the Student Standing and Appeals Committee and the Registrar. Such requests should be submitted to the Registrar who will forward each request to the appropriate persons.
3. In both of the above exceptions, approval must be granted in advance of the student's enrollment in the other institution and all Hope College academic requirements must be completed by the graduation date. No student will be graduated from Hope College who has not spent a minimum of one full academic year as a full-time student on the Hope College home campus during the period in which the student has junior or senior standing.

MINORS

While minors are not required for the degree, concentrations of course work in a department may qualify students to have this minor listed on their permanent record. Consult the departmental listings for approved minor programs. Minor declaration forms are available at the Registrar's Office.

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

III. THE CONTRACT CURRICULUM

The curricular design for the A.B. degree at Hope College, as previously outlined, may not be appropriate for all students. The Contract Curriculum is an alternative program for achieving the educational objectives of the College. The Contract Curriculum may replace both the general college requirements and the requirements for the major.

The Contract Curriculum rests on several assumptions. First, there are some students who are not only capable of, but also eager for more self-determination in their education. Second, the current presupposition that students ought to learn broadly at first and then proceed to greater and greater specialization is not necessarily valid for all students. In fact, the inverse of that academic pyramid might be more productive for some students. For some, concentrated studies in the sophomore year in one academic area might be a better approach to the ultimate achievement of the College's educational objectives. Because of the new horizons opened by concentration, intensive study may serve as a more effective tool than the present "Introduction to —" courses in creating the desire for investigation of other areas. Finally, the Contract Curriculum is not to be considered as an honors program. No minimum grade point average shall be established as a prerequisite for the acceptance into the contract curriculum.

To implement this Contract Curriculum proposal, the following guidelines are required to be followed by students and faculty:

1. In order to be admitted into the Contract Curriculum program, students must have completed two semesters of full-time study (minimally 24 hours) at Hope College. However, students may apply and complete all preliminary steps for

THE DEGREE PROGRAM

admission to the program at any time after the midterm point of the semester in which they will complete a minimum of 24 semester hours taken at Hope College. (Action on applications will be deferred until students have completed the 24 hour requirement.)

2. It will be the responsibility of the students to provide concrete evidence that they are able and both sufficiently responsible and motivated to pursue such an independent program. (The evidence shall include past academic record, letters of recommendation, an interview, and other appropriate support.) Students entering the Contract Curriculum must accept the contract as their full-time academic program for that semester.
3. Students must seek out one faculty member who will act as mentor for a period normally not to exceed two semesters. The student and the mentor will propose a contract which outlines the course of study.
4. The writing of the contract is of crucial importance and care must be taken to make it as comprehensive as possible. The contract shall state the education objectives and means for carrying them out, provide criteria for evaluation, acknowledge educational risks involved, and make provisions for "Statements of Progress" to the Faculty Contract Committee which may include oral examinations and/or the presentation of papers or special projects.
5. The written contract shall be submitted to the Registrar who will convene a Faculty Contract Committee composed of a divisional dean, one faculty member appointed by the Registrar who will serve as chairman of the committee, and two faculty members selected by the student and the mentor. The Faculty Contract Committee will evaluate the contract in light of the educational objectives stated above in item 4 and grant approval based upon additional criteria designed to maximize the possibility of the student's successful completion of the contract.
6. Academic credit for students involved in the Contract Curriculum will be recorded on the student's transcript in any of the three following ways:
 - a. As independent study in an existing department;
 - b. As an IDS course specifically designated to cover contract curriculum programs;
 - c. As a course already in existence in the *Catalog*.

In the last instance, the student may arrange with the instructor to fulfill the objectives of the course on an individualized or independent basis. This crediting procedure is not an implicit recommendation that the Contract Curriculum be designed only as a realignment or novel juggling of existing courses. Rather, it is intended to provide a means for recording and assessing the student's effort and, at the same time, translate the student's program into terms meaningful to other institutions who evaluate Hope's transcripts. Provided the student thoroughly understands the risks involved, any or all of the credits may be recorded as Pass or Fail if the Contract Committee so agrees. However, students under the Contract Curriculum may request conventional grades in some or all aspects of their program. The Chairperson of the Faculty Contract Committee shall designate the faculty members (or others) who will assign grades for the student's permanent record.

7. The Faculty Contract Committee, having periodically evaluated the student's progress, will certify the fulfillment of the contract according to the terms proposed therein.

THE DEGREE PROGRAM

8. The period of the contract shall be no less than a semester in duration and may extend to the time of graduation. If the contract shall extend to the time of graduation, which could be as long as three years, the Faculty Contract Committee will have full power and responsibility to determine whether the student's work fulfills the requirements of the Bachelor's degree and whether the student has adequately reached the objectives to receive that degree.
 9. Should a student decide to terminate the contract before the time of its fulfillment or at the end of any semester prior to graduation, the Faculty Contract Committee will have the final decision as to how many credit hours of work have been completed and where they shall be applied to the curriculum, after consulting with the chairpersons of the appropriate departments.
 10. Faculty members volunteering to serve as mentors will be expected to do so as a part of their normal responsibilities. Faculty members will consult with their chairman and with their Divisional Dean on the matter of faculty work load.
 11. Special contract applications, registration and credit evaluation forms shall be provided by the Registrar's Office.
- Students registered for the Contract Curriculum are assessed regular tuition.

GENERAL ACADEMIC REGULATIONS



SYSTEMS OF GRADING

Each student receives a grade in his/her courses at the middle and at the close of the semester. The midsemester grades, designed to give the student an indication of his/her progress, do not appear on a student's transcript.

The system of grades is as follows:

<i>Grade</i>	<i>Significance</i>	<i>Quality Points</i>
A	Superior	4.0 per sem. hr.
A-	Superior	3.7 per sem. hr.
B+	Good	3.3 per sem. hr.
B	Good	3.0 per sem. hr.
B-	Good	2.7 per sem. hr.
C+	Adequate	2.3 per sem. hr.
C	Adequate	2.0 per sem. hr.
C-	Adequate	1.7 per sem. hr.
D+	Weak but passing	1.3 per sem. hr.
D	Weak but passing	1.0 per sem. hr.
D-	Weak but passing	0.7 per sem. hr.
F	Failure	0.0 or nothing
P	Pass (Pass/Fail Option)	0.0 or nothing
I	Incomplete	
W	Withdrawal	
IP	In progress	

Quality points, the numerical equivalent of the letter grade, are used to determine the student's rank in class, academic honors, and academic warning, probation, or suspension. By way of example, a student receiving an A, B, C, D, or F in a three-semester hour course earns 12, 9, 6, 3, or 0 quality points respectively. The number of earned quality points divided by the number of semester hours attempted (excluding "Pass" hours and "W" grades) establishes the quality point average (GPA) of a student. A quality (or grade) point average of 2.0 shall be required for graduation from Hope College.

GRADE REPORTS

Grades are reported by the Registrar both at midterm and at the conclusion of the semester. Final grades become part of the official record of the student. Copies of midterm grades are issued to the student at the college; final grades are mailed to the student at his/her home address.

INCOMPLETES

An incomplete (I) is given only when unusual circumstances beyond the control of the student prevent giving a specific grade. The "I" grade must be removed within six weeks after the close of the session in which the incomplete was given. If not removed within this time, the incomplete (I) becomes a failure (F). Degrees are not awarded to those students who have incomplete (I) grades. A degree candidate whose record shows an incomplete (I) grade(s) at the time of his/her requested degree date will be moved to the next degree date.

GENERAL ACADEMIC REGULATIONS

CODE FOR ACADEMIC INTEGRITY

PREAMBLE

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

A. EXPECTATIONS

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

1. Give, offer, or receive aid on examination other than that specifically allowed by the professor.
2. Do course work in a manner that is inconsistent with the standards of conduct set forth by the professor.
3. Knowingly represent the work of others as his/her own. This includes, but is not limited to, plagiarism. Plagiarism is defined on page 577 of The St. Martins Handbook (the official writing handbook of the College.)
4. Falsify or fabricate data. This has particular application to laboratory work and research.
5. Engage in conduct that destroys another person's work or hinders another in her/his academic endeavors. This has particular application to computer files, library resources, and laboratory or studio work.

B. VIOLATIONS

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

1. If a faculty member observes an apparent violation of academic integrity, the faculty member should arrange an informal, private meeting with the student within one week. At that meeting, the faculty member will discuss his/her suspicion with the student and inform the student of the options below, and of the student's right to appeal any action taken by the faculty member.
 - a) If the student has an explanation which is acceptable to the faculty member, the case may be closed with no written record or further action.
 - b) If the matter is not resolved, the instructor may impose a sanction. The penalty imposed should reflect the seriousness of the violation. In the case of major violations, the faculty member may assign a failing grade in the event (test, paper, performance, etc.) or for the course. Sanctions for minor violations may include downgrading the work or assigning additional work to replace the work in question. The faculty member may also recommend to the Provost that additional non-grade sanctions be imposed. In the event that any sanction is imposed by the faculty member, the incident and action taken must be reported in writing to the Provost (with a copy to the student) within one week of the informal meeting.
 - c) If a sanction has been imposed, the student has the right to file a written appeal to the Provost (with a copy to the instructor). This appeal must be

GENERAL ACADEMIC REGULATIONS

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

ACADEMIC STANDING

DEAN'S LIST: Full-time, degree-seeking students who have earned a semester grade point average of 3.5 are placed on the Dean's List. This list is compiled at the end of each semester. Notice of this award is sent to the student, to the student's parents or guardian, and the student's hometown newspaper.

PROBATION: The College requires that its degree students attain a minimum 2.0 cumulative grade point average for the awarding of the A.B., B.S., B.S.N. or B.Mus. degree. A student whose cumulative grade point average indicates that the

GENERAL ACADEMIC REGULATIONS

accomplishment of the degree objective is in jeopardy is placed on academic probation. The following schedule applies:

0-32 sem. hrs. attempted	— below 1.6	cum. gpa	— probation
33-50 sem. hrs. attempted	— below 1.7	cum. gpa	— probation
51-65 sem. hrs. attempted	— below 1.8	cum. gpa	— probation
66-79 sem. hrs. attempted	— below 1.9	cum. gpa	— probation
80-95 sem. hrs. attempted	— below 1.95	cum. gpa	— probation
96 + sem. hrs. attempted	— below 2.0	cum. gpa	— probation

The student is informed by letter of his/her being placed on academic probation and a copy of this letter is sent to the student's faculty advisor and the student's parents or guardian.

DISMISSAL: A student may be dismissed from the degree program for academic reasons if, in the judgment of the College, such action is felt to be in the best interest of the student. Such action is possible for a student if he or she has been on probation for two succeeding semesters, his/her cumulative grade point average is significantly below the guidelines above, and his/her academic record shows no trend toward the improvement of his/her grade point average. A letter informing the student of his/her dismissal is sent by the Registrar and a copy of this letter is sent to the student's faculty advisor and to the student's parents or guardian. The decision to dismiss a student for academic reasons may be appealed, if done so within ten days of receipt of the letter from the Registrar, to the Student Standing and Appeals Committee.

If a student is dismissed from the degree program for academic reasons, the earliest he/she may apply for readmission to the degree program is one academic year from the date of his/her dismissal. At the time of his/her application for readmission, the student must present convincing evidence of his/her ability and desire to complete Hope's degree program. Opportunity may be given the student to demonstrate this ability and desire to complete the degree program by allowing him/her to enroll at Hope as a non-degree student.

A student experiencing academic difficulty is encouraged to seek help from his/her faculty advisor or from the College's staff. The College desires to aid the student in every way possible to attain his/her degree objective. Questions relative to academic standing may be addressed to the Registrar.

CERTIFICATION OF VETERANS

Students receiving benefits from the Veterans Administration should be aware of the following: 1) Benefits are discontinued if a student is on academic probation for more than two successive semesters. The schedule on page 109 of the catalog applies. 2) Benefits are paid only for courses which directly apply to the student's authorized program and for the degree requirements for that program. 3) Benefits are paid only for courses for which credit is earned. Withdrawing from a course may affect the student's benefits. Courses taken on an audit basis do not count toward benefit hours. Incomplete grades must be resolved within six weeks. 4) Any changes in a student's program must be authorized by the Veterans Administration. 5) Veterans need to follow standards of progress toward the degree for which they are enrolled. A student who is on academic probation so defined above for two consecutive semesters and/or summer terms either as a full-time or part-time student will not be certified by the college for continuation of VA benefits. The Veterans Administration will be notified of such action. In order to be once again eligible for certification for VA benefits, a student must raise his/her grade point average to an acceptable level.

GENERAL ACADEMIC REGULATIONS

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

WITHDRAWAL FROM COLLEGE

In order to assure himself/herself of an honorable dismissal from college, a student withdrawing from college any time during an academic term must obtain a withdrawal form from the Registrar's Office and have it signed by the Dean of Students, Student Accounts Office Manager, and the Registrar. No refund will be given to a student until the above form is processed.

NON-RETURNING STUDENTS

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

REPEATING A COURSE

No grade may be removed from the student's permanent record but if a student wishes to raise his/her mark in a course, he/she may repeat any course at Hope. In computing the student's cumulative grade point average, the original course mark will be replaced by the grade in the repeated course and the record of the original attempt will remain part of the student's record for information purposes only. If the course to be repeated is required for graduation or for a major, it should be repeated the next time the course is offered. A Hope College course may not be repeated for credit at another college or university.

CHANGE OF COURSES

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

ADDING AND DROPPING OF COURSES — Students may add and drop courses without academic penalty during the first week of classes. Drop/Add forms can be obtained in the Registrar's Office in the DeWitt Center.

WITHDRAWAL FROM COURSES — A student may withdraw from a course after consultation with his instructor and advisor within the first ten (10) weeks of the semester. After the end of the first week in the semester, the notation "W" will appear on his/her record. Courses withdrawn from after the ten-week period will ordinarily be recorded as failures.

PASS/FAIL OPTION

Each junior and senior, as a part of his/her regular quota of courses, is permitted to elect and designate in each semester one course for which he/she will be granted the usual academic credit but will have the grade of this course recorded on his permanent record as a "P" or an "F." This procedure has the following provisions:

1. A student must be enrolled as a full-time student (12 hours or more) in order to qualify for the pass-fail option.

GENERAL ACADEMIC REGULATIONS

2. The course designated must lie outside the student's major or minor field. It may not be a required course, either by the department of the student's major or minor or by the College. Because of this requirement, a student should have declared his/her major or minor prior to requesting that a course be designated pass/fail.
3. The student should perform the work, and otherwise fulfill all the regular requirements of the course to the satisfaction of the instructor. Having done this, he/she will receive a "P" for pass, if not, an "F" for fail.
4. Any student wishing to elect a course under the pass-fail plan should complete the normal registration procedures and, within ten weeks following the completion of registration, should obtain a special pass-fail form from the Registrar's Office. The student will indicate the course which he/she wishes to elect on a pass-fail plan and have it approved by his/her academic advisor, who will be responsible for seeing that the course is not an all-college requirement. This form will then be returned to the Registrar's Office where change in designation of this single course from a grade to a pass-fail plan will be made. A student may not change a course either to or from a pass-fail designation at any time other than the period allowed for electing the pass-fail option.
5. The student will, during the semester, receive grades for his/her work in the course, but at the end, will receive on his/her record a "P" or an "F." Failures will be computed into the student's cumulative grade point average.
6. The Professor will not be informed of the student's election of the pass-fail grading system for his/her particular course, but this information will be available to the Professor at his/her request from the Registrar. The Professor will submit a letter grade for the student to the Registrar's Office where it will be translated to either the "P" or "F" designation.
7. Students seeking admission to some Graduate Schools and some Professional Schools should ascertain the maximum number of P-F courses which schools will accept.

AUDITING A COURSE

Any student may register to take any Hope course on an audit, non-credit basis. Students who desire to audit a course must indicate their intent to the Registrar within the first week of the semester. Changes from credit to audit and vice versa will not be allowed after the first week of the semester has ended. The fee for courses taken on an audit basis is the same as for those taken on a credit basis.

TRANSFER CREDIT WHILE ENROLLED AT HOPE

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

The credits for courses with grades of "C" or better will automatically transfer if advanced approval has been obtained. Credit in courses with grades of "C-" or below will transfer only if the student's cumulative grade point average at the institution issuing the credit is 2.0 or above.

GENERAL ACADEMIC REGULATIONS

Credits awarded are posted on the student's permanent record; however, the grade point average is not computed with the Hope cumulative grade point average. Credit only toward the degree will be awarded.

If prior approval for courses taken at other institutions is not obtained, the College reserves the right to deny credit for any course taken at another institution. Responsibility for forwarding transcripts to the Hope College Registrar lies solely with the student.

HONORS INDEPENDENT STUDY OR RESEARCH

Senior students with a cumulative grade point average of 3.0 or better may make application to their major departments to do an independent study or research project of exceptionally high quality. The project, depending upon its nature, may culminate in a meritorious report, essay, thesis, or public performance. Criteria for permission to pursue the project and criteria for the evaluation of the completed project will vary by department. If the department decides that the completed project warrants honors distinction, the course will be listed on the student's permanent record as Independent Study or Research-Honors. Interested, qualified students should make application to their respective departments prior to registration for the project.

STUDENT LOAD

The normal student load is sixteen hours per semester. Regularly enrolled students must carry a minimum of twelve semester hours of course work each semester to maintain full-time status. Veteran students under the G.I. Bill must carry a minimum of twelve hours to be considered full-time students and to receive maximum benefits. Foreign students, in order to maintain their visa status, need to maintain a minimum load of twelve semester hours.

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

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

CLASSIFICATION OF CLASSES — Eligibility

FRESHMAN — Less than 24 hours of credit

SOPHOMORE — Student must have 24-57 hours of credit

JUNIOR — Student must have 58-89 hours of credit

SENIOR — Student must have 90 hours of credit

CLASS ATTENDANCE

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

GENERAL ACADEMIC REGULATIONS

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

APPEALS AND REQUEST FOR ACADEMIC WAIVERS

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

APPEAL OF FINAL GRADE

If a student disputes a final course grade given by an instructor, the following procedure should be followed: 1) If the instructor is not a department chairperson, the student may appeal to the department chairperson, who will act as mediator. 2) If a chairperson's final grade is in dispute, the senior member of his/her department shall act as the mediator. The instructor whose grade has been questioned has the final decision in the matter.

CORRESPONDENCE CREDIT

Credit for correspondence work is accepted by Hope College provided that these courses are offered by an accredited institution and are approximate equivalents to Hope College courses.

CREDIT BY EXAMINATION WHILE ENROLLED AT HOPE

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

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

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

GENERAL ACADEMIC REGULATIONS

CLEP Exam	Score For Credit	Sem. Hrs.	Hope Equivalent Course
Accounting, Introductory	47	6	Bus. Ad. 221, 222
American Government	47	3	Pol. Sci 101
Am. History I; Early-1877	46	3	None - Elective
Am. History II; 1865-Present	46	3	None - Elective
American Literature	46	6	None - Elective
Analysis & Interp. of Lit.	49	6	English 245, 246, 247
Biology, General	46	6	Biology 100, or 110, or 111, 112
Business Law, Introductory	51	3	Bus. Ad. 341
Chemistry, General	47	6	Chemistry 101, 102
*College French — First Year	41	6	French 101, 102
— Second Year	53	6	French 201, 202
*College German — First Year	40	6	German 101, 102
— Second Year	48	6	German 210, 202
*College Spanish — First Year	41	6	Spanish 101, 102
— Second Year	50	6	Spanish 201, 202
Computer & Data Processing	47	3	None/Elective Credit
Educational Psychology	46	3	Education 220
English Literature	46	6	None - Elective
Human Growth & Development	45	3	Psychology 230
Literature, Analysis & Interp.	49	6	English 245, 246, 247
Macroeconomics, Introductory	48	3	Econ 211
Microeconomics, Introductory	47	3	Econ 212
Management, Introductory	47	3	Bus. Ad. 351
Marketing, Introductory	48	3	Bus. Ad. 331
Psychology, General	47	3	Psychology 100
Sociology, Introductory	47	3	Sociology 101, 102
Western Civilization (Ancient)	50	3	History 130
Western Civilization (Modern)	50	3	History 131

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

Hope has been established as a CLEP Limited Test Center which makes it possible for currently enrolled and prospective students to take the CLEP examinations on campus. Although General Examinations are not given credit, the General Examinations are also available at the CLEP Test Center, Registrar's Office, DeWitt Center.

DEPARTMENTAL EXAMS: Where CLEP tests are not available or are not acceptable, departmentally prepared and administered examinations can be arranged.

Contact the Registrar to make such arrangements.

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

1. Examination credit will be awarded only if the student has not previously registered for the course in question at Hope or in another institution.
2. None of the credit by examination programs approved by Hope may be used to make up failures or replace grades already earned.
3. Credits earned by examination will be listed on the student's record with the note that the credit was earned by examination. Grades and honor points will not be recorded. The credits, while counting toward graduation, will not be used in the computation of cumulative grade point averages.

GENERAL ACADEMIC REGULATIONS

4. Transfer students with examination credits will be required to submit test scores for all examination credit awarded at another institution. These scores will then be evaluated according to Hope College standards.
5. In keeping with the senior residency requirement, the last entries on a student's permanent academic record must be credits earned in residence and can not be by examinations taken after a student's departure.
6. The maximum amount of credit by examination which can be applied toward the 126 hours required for graduation is 32 hours, 8 of which can be in the major area of concentration.

For further information about either the CLEP or departmental testing programs, contact the Registrar.

WRITING HANDBOOK

The faculty has chosen **St. Martin's Handbook** to be the official writing handbook for students. The faculty will use the rules of grammar, mechanics, as presented in the handbook as the standard in grading written work submitted by students. Some departments may on occasion, however, require specific style variations that are required by their disciplines. The handbook is available in the College bookstore and must be purchased by all students enrolled in degree programs.

SOPHOMORE COMPETENCY IN WRITING

Hope College is committed to high standards in writing. Every faculty member shares the responsibility to identify student writing problems and to make formal referrals to the Academic Support Center for remedial work. When such a referral has been made, the student concerned is obligated to sit for a competency examination in writing administered at the Academic Support Center. **NO MAJOR MAY BE DECLARED UNTIL THE COMPETENCY EXAMINATION HAS BEEN PASSED.** The examination will normally be taken in the second semester of the sophomore year.

APPLICATION FOR DEGREE/AWARDING DEGREES

The College awards degrees in December (at the conclusion of the first semester), in May (at the conclusion of the second semester), and in July or August (at the conclusion of the final summer session). Degree candidates must inform the Registrar of their intention to graduate at the student's final registration with the College. Students completing degree requirements in the May Term, June Term, or Summer Session will be considered to be July/August graduates. All degree candidates for degree dates above are expected and encouraged to participate in the May commencement. Degrees are not awarded to those students who have incomplete (I) grades. A degree candidate whose record shows an incomplete (I) grade(s) at the time of his/her requested degree date will be moved to the next degree date.

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

ACADEMIC RECORDS OF TRANSFER STUDENTS

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

GENERAL ACADEMIC REGULATIONS

The grade point earned at Hope College is that which is provided the student upon graduation. For all ensuing official purposes, the record of the student shall be that which he obtains at Hope College.

STUDENT RECORDS: STATEMENT OF POLICY

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

NAME CHANGES ON ACADEMIC RECORDS

Name changes are only processed for currently registered students.

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

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

TRANSCRIPT OF ACADEMIC RECORDS

Transcripts of the student's academic record are available from the Registrar's Office. Currently enrolled students are assessed \$2.00 per copy. The charge for multiple copies requested at the same time is \$2.00 for the first copy plus \$1.00 each for the additional copies for official transcripts bearing the signature of the Registrar and the seal of the College. Unofficial copies for student use are available at a nominal fee. For students who are not currently enrolled in the College the charge is \$3.00 per official transcript. The charge for multiple copies requested at the same time is \$3.00 for the first copy plus \$1.50 each for the additional copies. Payment is due in advance.

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

In order to insure the confidentiality of its student records, transcripts will be released only upon the written request of the student. Upon receipt of a written request for a transcript, the transcript will normally be sent within 48 hours of the request.

GRADUATION HONORS

Graduation honors will be conferred according to the following regulations:

The degree of Bachelor of Arts, Summa Cum Laude, will be conferred upon such as have met all the requirements and attained an average grade of 3.87 quality points.

The degree of Bachelor of Arts, Magna Cum Laude, will be conferred upon such as have met all the requirements and attained an average grade of 3.6 quality points.

The degree of Bachelor of Arts, Cum Laude, will be conferred upon such as have met all the requirements and have attained an average of 3.3 quality points.

In no case will an honor degree be awarded to any student who has not taken at least the equivalent of two years of full-time course work in residence at Hope.

GENERAL ACADEMIC REGULATIONS

ACCREDITATION

Hope College is accredited by the North Central Association of Colleges and Schools, and has professional accreditation from the American Chemical Society, the National Association of Schools of Art and Design, the National Association of Schools of Dance, the National Association of Schools of Music, the National Association of Schools of Theatre, and the National League of Nursing.

ACADEMIC SESSIONS



THE REGULAR SESSION

The majority of the curricular offerings are given in the two-semester regular session, beginning late in August and ending in May. Classes are held Monday through Friday throughout the day, the first class beginning at 8:00 a.m. and the last (ninth) period ending at 5:20 p.m., with some evening offerings available. The College calendar is listed on page 392 of this catalog. Consult the Registrar for a list of course offerings.

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

MAY TERM — JUNE TERM

Students may spend the last three weeks of May or the first three weeks of June by enrolling in one course for three hours credit. This concentrated approach allows for innovation in the nature of the course and the mode of instruction. A few of the College's regular and traditional courses are offered along with several novel courses that can only be approached in this manner. Some of the courses taught are off-campus or made up of one, two or three-day-long field trips. College facilities are available for dining and housing. By enrolling in May Term, June Term, and the regular Summer Session, a student can accumulate nearly an entire semester's credit at Hope College. For further information about these sessions, contact the Registrar.

THE SUMMER SESSION

Hope College offers a program of summer school study on its campus for Hope students and those from other colleges. The session extends for six weeks, from the end of June to the beginning of August.

The courses are undergraduate credit courses which can be applied toward the A.B. degree at Hope or transferred to other universities or colleges. Students regularly enrolled at another college should secure advance permission from the Academic Dean or Registrar of that college if they wish credit transfer for summer study taken at the Hope summer school. Veterans may apply for full privileges under the G.I. Bill. A few courses are offered which may be acceptable at universities for graduate credit. Enrollment in the summer session does not assure admission as a degree candidate. Admission is flexible and open to high school seniors.

For full details on the regular summer course program, write to the Registrar.

AUGUST SEMINARS

The August Seminar program is a series of one-week intensive courses from a variety of academic departments. Held during the first full week of August, these courses are attractive to regularly enrolled students and to Holland-area residents. Participants may receive 1 or 2 undergraduate semester hours or 1 graduate credit. These courses are also open to those who wish to audit.



OFF-CAMPUS STUDY OPPORTUNITIES

Hope College has long recognized the value of offering its students a wide range of off-campus study opportunities, both domestic and international. These are available to qualified students through the College's membership in a number of consortiums, including the Great Lakes Colleges Association (GLCA), which cooperates with the Associated Colleges of the Midwest (ACM) to sponsor additional programs, and for other overseas programs, the Institute of European Studies (IES), the Institute of Asian Studies (IAS), and the Council on International Education Exchange (CIEE). Semester and year-long opportunities for off-campus study are available in virtually every part of the globe. May and June terms and summer school programs offer short term options.

All off-campus programs, independent of length, subject matter, or location, fall into one of the following two categories:

1. Official Hope College Programs

Hope College exercises direct or indirect academic and administrative control over these programs. Students who participate in these are screened by the Off-Campus Programs Admissions Committee and they remain on the rolls of Hope College. It is the responsibility of students to demonstrate to the Off Campus Programs Admissions Committee that they have made prior arrangement with the campus administrator and/or the academic departments concerned for the awarding of credit. Once the student is off-campus, it is the continuing responsibility of the student to communicate any program changes to the chairperson of the department from which credit is expected. Students in these official programs continue to receive administrative support and will be regarded as regular Hope College students in all respects. They are entitled to retain financial aid and to have grades and credit earned recorded on the Hope College transcript.

2. Non-Official Programs

Students may, of course, enroll in other programs over which Hope College does not exercise administrative or academic control. In the case of overseas programs, the International Education Office is ready to provide information. It is important to note that students enrolling in one of these programs are, in practical terms, withdrawing from the College. This means that they do not need the permission of the Off-Campus Programs Admissions Committee in order to participate. However, they also lose the right to use Hope College financial aid awards and any credit earned will be treated as transfer credit. Students considering participation in one of these programs should consult their departmental advisor in order to determine whether or not transfer credit is likely to be accepted. Upon completion of such a program, students who intend to return to Hope College need to apply for readmission.

The programs described below and on the following pages are currently included in the first category of official programs.

OVERSEAS STUDY OPPORTUNITIES

As part of the overall program in International Education at Hope College, the International Education Office offers information and assistance to all students interested in study abroad. Applications and detailed descriptions of the programs outlined below are available from the International Education Office which is located in the Paul G. Fried International Center.

SPECIAL ACADEMIC PROGRAMS

SEMESTER AND YEAR PROGRAMS

The affiliation between Hope College and the Institute of European Studies (IES) provides for preferred enrollment of qualified Hope College students in universities and study centers which the Institute maintains in Austria, France, Germany, Italy, Spain, Russia, Ukraine, and the United Kingdom. Through affiliation with the Institute of Asian Studies (IAS) qualified students can study at centers and universities in Australia, Indonesia, Japan, the People's Republic of China, Singapore, Taiwan and Thailand. Membership in the Great Lakes Colleges Association (GLCA) and cooperation with the Associated Colleges of the Midwest (ACM) make available to Hope College students another set of overseas study programs in Africa, Asia and Europe. Membership in the Council on International Educational Exchange (CIEE) adds to the College's broad range of options with overseas programs in such diverse locations as Chile, the Dominican Republic, Indonesia and Vietnam, and cooperation with Central College and Dordt College adds programs in the Netherlands.

STUDY ABROAD PROGRAMS

AFRICA

Dakar, Senegal (GLCA at the Universite Cheikh Anta Diop-Dakar)

- courses in social sciences, humanities
- full integration into the University
- instruction in French
- juniors and seniors are eligible
- two years of college-level French or equivalent required
- housing in college-rented apartments
- year program

Freetown, Sierra Leone (GLCA at Fourah Bay University College)

- courses in liberal arts
- full integration into the University
- instruction in English
- juniors and seniors are eligible
- housing in college dormitories
- year program

Nairobi, Kenya (GLCA at the University of Nairobi)

- courses in liberal arts
- full integration into the University
- instruction in English
- juniors and seniors are eligible
- housing in YMCA or YWCA
- year program

Swaziland (GLCA at the University of Swaziland)

- full range of courses
- several excursions, including environmental and community development study
- instruction in English
- sophomores, juniors and seniors are eligible
- housing in dormitories in singles or with Swazi roommates
- semester or year program

SPECIAL ACADEMIC PROGRAMS

Zimbabwe (ACM)

- study of language and the process of nation
- building
- students design and complete an independent field project of choice
- instruction in English
- juniors, seniors and 2nd semester sophomores eligible
- housing in dormitories and with host families
- spring semester program

ASIA

Hong Kong (GLCA at the Chinese University of Hong Kong)

- courses in Chinese language and area studies
- partial integration into the University
- instruction in English
- juniors and seniors with minimum 3.0 GPA are eligible
- housing in university dormitories
- year program

Beijing, China (IAS)

- intensive Mandarin Chinese language study and area studies
- instruction in English
- juniors and seniors are eligible
- minimum of one year college
- level Mandarin Chinese required
- housing is in university residence halls
- semester or year program

Nanjing, China (GLCA) at Nanjing University

- courses in Chinese language (Mandarin) and area studies
- partial integration into the university
- instruction in English
- juniors and seniors with minimum 3.0 GPA eligible
- housing in university dormitories
- fall or spring semester program

Pune, India (GLCA)

- courses in Indian language and culture
- instruction in English
- sophomores and juniors are eligible
- housing in Indian homes
- year program

Malang, Java, Indonesia (CIEE)

- courses in Indonesian language, humanities, performing and fine arts
- instruction in English
- students with minimum GPA 2.75 and one course completed in Asian studies are eligible
- housing with families
- fall or spring semester program

Nagoya, Japan (IAS at Nanzan University)

- courses in Japanese language, arts, humanities, social sciences
- instruction in English
- juniors and seniors are eligible
- one year of Japanese required (for spring semester only)

SPECIAL ACADEMIC PROGRAMS

- housing in Japanese homes, dormitories or apartments
- fall or spring semester program

Tokyo, Japan (IAS at Sophia University)

- courses in Japanese language and a variety of university courses; over 100 classes taught in English
- field trips in Japan and China
- instruction in English
- juniors and seniors with a minimum 3.0 GPA are eligible
- housing in residence halls or Japanese homes
- semester or year program

Tokyo, Japan (IAS at Tokyo International University)

- Japanese language study and area studies
- business internship opportunities for full year students
- instruction in English
- previous Japanese language study encouraged but not required
- juniors and seniors are eligible
- housing in Japanese homes or residence halls
- semester or year program

Tokyo, Japan (Meiji Gakuin University)

- advanced Japanese language study and international courses
- full integration into the University
- instruction in Japanese
- tuition scholarship
- seniors with good Japanese language ability are encouraged to apply
- housing in apartments
- year program

Tokyo, Japan (GLCA/ACM at Waseda University)

- courses in Japanese language, arts, humanities, social sciences
- full integration into the university
- instruction in English
- students with minimum 3.0 GPA and one semester of Japanese language are eligible
- housing in Japanese homes
- year program

Yokohama, Japan (Ferris University)

- full integration into the University
- instruction in Japanese; Japanese language proficiency required
- admission restricted to female students
- housing with Japanese students
- semester or year program

Singapore (IES at the National University of Singapore)

- full range of university courses available
- full integration into the University
- instruction in English
- juniors and seniors are eligible
- housing in university dormitories
- year program

SPECIAL ACADEMIC PROGRAMS

Southeast Asia (IAS)

- courses in language study (Thai or Bahasa Indonesian), Asian area studies
- ten weeks of study in Singapore and five weeks in Thailand (fall) or Indonesia (spring)
- instruction in English
- juniors and seniors are eligible
- housing in university residence halls, pensions and with families
- semester program

Taipei, Taiwan (IAS)

- courses in intensive Mandarin Chinese and humanities
- partial integration into the University
- instruction in Mandarin Chinese and English
- juniors and seniors are eligible
- minimum of one semester college
- level Mandarin Chinese or equivalent required
- semester or year program

Hanoi, Vietnam (CIEE)

- courses in Vietnamese language, culture and history
- partial integration into the university
- instruction in English
- students with 2.75 GPA and one Asian studies course are eligible
- housing in guest houses or foreign student dormitories
- fall or spring semester program

AUSTRALIA

Adelaide, Australia (IAS)

- courses in over 60 disciplines available
- full integration into the university
- instruction in English
- juniors and seniors are eligible
- housing in residential colleges or Australian homes
- semester or year program

Canberra, Australia (IAS)

- courses in humanities, social sciences, natural sciences and Asian studies
- full integration into the university
- instruction in English
- juniors and seniors are eligible
- housing in residence halls
- semester or year program

Perth, Australia (IAS)

- courses in sciences, humanities, social sciences, fine arts and Asian studies
- full integration into the university
- instruction in English
- students with a minimum 2.75 GPA are eligible
- housing in university residences or off
- campus apartment
- semester program

SPECIAL ACADEMIC PROGRAMS

EUROPE

Vienna, Austria (IES)

- courses in German language, arts, humanities, social sciences
- juniors and seniors are eligible
- instruction in English
- housing in Austrian homes
- semester or year program

Olomouc, Czechoslovakia (GLCA/ACM)

- courses in the social sciences
- sophomores and juniors are eligible
- instruction in English
- housing in homes or in dormitories
- fall semester program

Durham, England (IES at the University of Durham)

- full range of university courses including natural sciences
- full integration into the university
- instruction in English
- juniors and seniors are eligible
- housing in university dormitories
- year program

London, England (IES)

- courses in arts, humanities, social sciences
- internship opportunities available
- instruction in English
- juniors and seniors are eligible
- housing in apartments
- semester or year program

London University and Fine Arts Program (IES)

- classes in humanities and fine arts
- opportunities for study at Queen Mary-Westfield College, The School of Oriental and African Studies, the Slade School of Fine Arts, The Courtauld Institute of Art History, the Royal College of Music, and London Academy of Music and Dramatic Arts
- instruction in English
- juniors and seniors with a minimum 3.0 GPA are eligible for partial university integration; minimum 3.5 GPA required for full university integration
- housing in apartments
- semester or year program

European Community, Germany (IES)

- courses in the economic, political and historic developments of the European Community
- instruction in English
- juniors and seniors are eligible
- housing in small dormitories
- semester program

SPECIAL ACADEMIC PROGRAMS

Berlin, Germany (IES)

- courses in German language, humanities, and social sciences
- instruction in German
- juniors and seniors are eligible
- minimum of five semesters of college level German required
- housing in German homes and apartments
- semester or year program

European Urban Term (GLCA)

- multi-disciplinary introduction to the social, political, historical, and economic aspects of selected cities in Germany, Poland, and Great Britain
- independent comparative research project completed during the term
- instruction in English
- juniors and seniors are eligible
- housing in various accommodations during the program
- fall semester program

Dijon, France (IES)

- courses with emphasis on European business, economics, French language
- optional integration into Ecole Superieure de Commerce De Dijon
- instruction in English
- juniors and seniors are eligible
- minimum of two semesters college level French or equivalent are required
- housing in French homes or apartments
- semester program

Nantes, France (IES)

- courses in French language, arts, humanities and social sciences
- optional integration into l'Universite de Nantes
- instruction in French
- juniors and seniors are eligible
- two year of college level French or equivalent required
- housing in French homes
- semester or year programs

Paris, France (IES)

- courses in French language, arts, humanities and social sciences
- optional integration into l'Universite de Paris - Sorbonne, l'Institut d'Etudes Politiques, and l'Institut Catholique
- instruction in French
- juniors and seniors are eligible
- two years of college level French or equivalent required
- housing in French homes
- semester or year program

Freiburg, Germany (IES)

- full range of university courses available
- optional integration into the University of Freiburg
- instruction in German
- juniors and seniors are eligible
- two years of college level German or equivalent required
- housing in university dormitories
- semester or year program

SPECIAL ACADEMIC PROGRAMS

Milan, Italy (IES)

- courses in Italian language, arts, humanities, social sciences
- optional integration into the Università Cattolica
- instruction in Italian and English
- juniors and seniors are eligible
- housing in university dormitories
- semester or year program

Amsterdam, The Netherlands (Dordt College)

- courses in Dutch language, arts, humanities, social sciences
- instruction in English and Dutch
- juniors and seniors are eligible
- one semester of college level Dutch or equivalent required
- housing in apartment with a Dutch family
- spring semester program

Leiden, The Netherlands (Central College)

- courses in Dutch language, arts, history, economics
- instruction in English and Dutch
- sophomores, juniors and seniors are eligible
- housing in apartments and homestays
- semester or year program

Kiev, Ukraine (IES)

- intensive Russian/Ukrainian language study, courses in humanities (taught in English)
- instruction in Russian and English
- juniors and seniors eligible
- minimum of four semesters of college level Russian required
- housing in university residence halls
- semester or year program

Moscow, Russia (IES)

- advanced Russian language study and area studies
- opportunities for weekends and holidays with Russian families
- instruction in Russian
- juniors and seniors are eligible
- three years of college level Russian with minimum B+ average required
- housing in university residence halls
- semester or year program

Krasnodar, Russia (GLCA/ACM)

- courses in Russian language, Soviet culture and society
- instruction in Russian and English
- sophomores, juniors and seniors are eligible
- two years of Russian required
- housing in dormitory or hotel
- fall semester program

Aberdeen, Scotland (GLCA at the University of Aberdeen)

- full range of university courses including natural sciences
- full integration in the university
- instruction in English
- juniors and seniors are eligible
- housing in university dormitories and apartments
- year program

SPECIAL ACADEMIC PROGRAMS

Madrid, Spain (IES)

- courses in Spanish language, arts, humanities, social sciences
- optional integration into the Universidad Complutense de Madrid
- instructions in Spanish
- juniors and seniors are eligible
- two years of college level Spanish or equivalent required
- housing in Spanish homes
- semester or year program

Salamanca, Spain (IES)

- courses in Spanish language, arts, humanities, social sciences
- optional integration into the Universidad de Salamanca
- instruction in Spanish
- juniors and seniors are eligible
- four to five semesters of college level Spanish or equivalent required
- housing in Spanish homes
- semester or year program

LATIN AMERICA

Chile (CIEE)

- full range of courses at two different universities are available
- full integration into the university
- instruction in Spanish
- students with a minimum 2.75 GPA and three semesters of college level Spanish are eligible
- housing with Chilean families
- semester or year program

Dominican Republic (CIEE)

- courses in Spanish language, Caribbean and Latin American studies
- opportunity for internships within the community
- instruction in English
- overall 2.75 GPA is required
- four to five semesters of college level Spanish required
- housing with families
- semester or year program

San Jose, Costa Rica (ACM)

- courses in Spanish language, natural and social sciences
- independent study research project
- sophomores, juniors and seniors eligible
- one year college level Spanish or equivalent required
- instruction in English and Spanish
- housing in Costa Rican homes
- spring semester program

SPECIAL ACADEMIC PROGRAMS

MIDDLE EAST

Jerusalem (Hope College)

- courses in history, politics, sociology and religion as background to Israeli-Palestinian relations
- study includes extensive field trips and work camp experiences
- instruction in English
- sophomores, juniors and seniors are eligible
- housing in hotels
- fall semester program

MAY, JUNE AND SUMMER STUDY ABROAD OPPORTUNITIES

Short term study abroad programs are available during the three week May and three week June terms and the six week summer session. The three programs listed below are offered annually along with a number of other options that have in the past included courses in Jerusalem (Religion), England (Art, Education), Greece (Classics), Economics (Poland), and Senior Seminar (Mexico). Off-campus May and June term courses are generally announced toward the end of fall semester with registration and program deposits required early in the spring semester. Students should consult with the Registrar's office for further information about these sessions.

280. Contemporary Issues in Japan — A seminar introducing students to Japanese language, culture, and history as well as to major social and economic issues confronting modern Japan. The seminar is organized cooperatively with Meiji Gakuin University in Tokyo. Classroom lectures are supplemented with field trips to relevant business, academic, historical, and social service sites. Housing is in hotels, and includes home a stay with a Japanese family.

Three to six hours of credit are given for this five-week stay during May and June each year. There are no prerequisite courses; however, students applying for this course follow the standard application procedure for overseas courses.

Faculty leaders for this program will be drawn from throughout the disciplines.

Three to Six Hours May-June Term

358. Management in the British Economy — This interdisciplinary course explores the culture, politics, and economy of the British along with their values and attitudes toward business. Special attention is paid to unique forms of management and business organizations. Seminars with leaders of business, labor and government are conducted in London and various locations in England.

Three Hours Heisler, Muiderman May Term

THE HOPE COLLEGE VIENNA SUMMER SCHOOL

Established in 1956 as one of the first American programs in Austria, the Hope College Vienna Summer School annually offers a regular summer session in Europe designed specifically to meet the needs of Hope College students, but open also to qualified applicants from other institutions. The Vienna Summer School offers students opportunity for new experiences in the various phases of the program.

Academic Work in Vienna: The academic program consists of two consecutive three-week sessions which offer a choice of work in Art, Economics, History, Literature and Music, taught in English, as well as courses in German language and literature, taught in German. (A Senior Seminar course is also offered.) European instructors in the program emphasize those aspects of their respective fields which can best be studied in the European location. Attendance at concerts, visits to

SPECIAL ACADEMIC PROGRAMS

museums, and field trips are included in the various course requirements. Students receive Hope College transcripts and credits for work completed in Vienna.

Residence in Austrian Homes: While in Vienna students are housed with Austrian families, most of whom live in city apartments. Students are free to plan their leisure time and to participate in planned weekend excursions to places such as Salzburg, Venice, Budapest, Prague and the Austrian Alps.

Independent Travel: Students are free to make their own transatlantic travel arrangements allowing them to include free time both before and after the academic sessions in Vienna.

OTHER INTERNATIONAL INSTITUTIONAL LINKAGES

MEIJI GAKUIN UNIVERSITY

For over twenty-five years Hope College and Japan's Meiji Gakuin University have been associated in a plan for international cooperation in education through mutual exchange of students and faculty. Founded in 1877 by the Presbyterian and Reformed Church missions of the United States, Meiji Gakuin University has a student body numbering approximately 14,000 at its Tokyo and Yokohama campuses. Through a summer program established in 1965, over 500 Japanese students have come to the U.S. to study "Contemporary America." Beginning in 1980 this program has since evolved into a bilateral exchange through which Hope students study at Meiji Gakuin University in Tokyo and Japanese students study at Hope College.

FERRIS UNIVERSITY

Since 1989, students from Ferris University spend a study-abroad year at Hope College and opportunities exist for Hope students with significant Japanese language skills to study at Ferris University in Yokohama, Japan.

DOMESTIC STUDY OPPORTUNITIES

CRITICAL LANGUAGE SUMMER FELLOWSHIPS

Hope's membership in the Great Lakes Colleges Association, the Program for Inter-institutional Collaboration in Area Studies (PICAS), and the Consortium for Institutional Collaboration in African and Latin American Studies (CICALS) enable Hope students to apply for fellowships for intensive summer training in critical languages. Courses, which generally include beginning, intermediate and advanced study in Arabic, Japanese, Mandarin and Russian, are available at the University of Michigan and Beloit College and in Portuguese, Amharic, Shona and Swahili at Michigan State University. Fellowships include summer tuition, fees and a stipend.

THE NEWBERRY LIBRARY PROGRAM IN THE HUMANITIES

The Newberry Library Program in the Humanities enables students and faculty to tap the extraordinarily rich resources of the Newberry Library in a semester-length fall seminar, several month-long seminars in winter and spring independent study at any time after December, and occasional internships. The Newberry Library, founded in 1887, is a privately endowed research library located on Chicago's Near North side. Over one million volumes and six million manuscripts comprise its strong general collection of Western history and the humanities from the Middle Ages to the early twentieth century. Special collections concentrate on linguistics, the American Indian, Chicago history and culture, the Renaissance, the

SPECIAL ACADEMIC PROGRAMS

history of cartography and printing, and the history and theory of music. The Humanities program is jointly sponsored by the GLCA and ACM. Recent seminar topics have included Herman Melville; American Dissent from 1870 to Present; The Concept of Revolution; Cultural Ideals and Realities in History and Literature; and Play and Society in Literature and History. For further information, consult Professor Charles Huttar.

THE ARTS PROGRAM IN NEW YORK

The Great Lakes Colleges Association provides in its New York Arts Semester rich opportunities for the student seriously interested in art, music, dance, communications, English or theatre. The Program gives the student ready access to vast numbers of original works of art, to a variety of dramatic and musical events, and to special collections of research materials. Students participate, through apprenticeships or less formal means, in the milieu of the professional artist to better understand the intentions, the problems, and the means of the arts.

The more imaginative the student's research project, the more likely it is to engage the attention of those responsible for rare archival holdings. Those with special interest in turn-of-the-century architecture can, for example, profitably study carvings and architectural fragments being collected by the Anonymous Art Society as more and more of the City's brownstones are destroyed. Or a history or economics major working on the Depression can, for instance, utilize photographic documents of the era in the collection of the Museum of Modern Art. Interested students should consult Professor Stuart Sharp in the Department of Music.

THE OAK RIDGE SCIENCE SEMESTER

The Great Lakes Colleges Association sponsors this program which allows qualified majors in natural sciences, social sciences, mathematics, or computer science to spend one semester at one of the world's major research centers, Oak Ridge National Laboratory in Tennessee. The students spend 40 hours per week in research as an assistant to an Oak Ridge scientist, take one senior level course, and participate in an interdisciplinary seminar. The courses and the seminar are led by GLCA faculty. Each student receives sixteen hours of credit under Interdisciplinary Studies for participation in this program which provides an opportunity to work with outstanding scientists and sophisticated equipment on important energy-related research. For further information, consult Professors Elliot Tanis or Robert Gentenaar.

THE PHILADELPHIA CENTER

One semester only, offered fall and spring. The Philadelphia Center is a liberal arts program designed to promote intellectual and professional development for students while living in the City and learning in an experienced-based as well as a traditional academic context. Students use the City and all its resources as a "classroom for learning." Students take courses in such subject areas as: Architecture, Ethics, Finance, Literature, Management, Marketing; Organizational Cultures, Power and Authority in Texts, Psychology, Social Justice, Urban Political and Social Issues and Urban Economics. Students identify areas of personal, professional, and academic interest, and, with the help of faculty, select from over 500 available internship sites for a semester term placement. The Learning Plan, a document that students design and modify during the semester, provides a structure for integrating work experience with educational, social and professional development goals.

SPECIAL ACADEMIC PROGRAMS

Approximately 75-100 students participate each semester. It is the largest and most comprehensive of the GLCA off-campus opportunities. For more information, please see Jon Huisken, Registrar, or faculty representatives — Tony Muiderman, Economics and Business Administration Department, Joe Mac Doniels, Communication Department.

SEMESTER AT THE CHICAGO METROPOLITAN CENTER

The Chicago Metropolitan Center offers students a distinctive opportunity to work in a large metropolitan city and to study problems and issues of metropolitan life in a fully accredited, supervised educational program. The staff of the Metropolitan Center consists of people who combine academic training and experience with years of living and working in the metropolitan environment. The result is an unusual concern for college students and the metropolitan city.

Up to 16 hours of academic credit can be earned through the program. A large number of internships are available to students through the Chicago Metropolitan Center. Students with almost any major interest can find work placements that are suitable to their vocational plans. The range of possibilities covers art centers, banks, churches, drama groups, ecology labs, social work, accounting firms, physical therapy, library work, museums, zoos, urban renewal and planning, youth recreation and x-ray technology. Work internships are supervised on the job and by Metropolitan Center staff members.

The Values Seminar fulfills the Hope College Senior Seminar requirement. All other courses are electives and do not fulfill core or departmental requirements unless special arrangements are made with specific departments.

For further information, consult Professor Sander De Haan, German Department.

WASHINGTON HONORS SEMESTER PROGRAM

The Washington Honors Semester Program enables superior students from all disciplines to study in Washington, D.C., and to apply knowledge of their area as it relates to government and politics. Select junior and senior students will take a seminar on American government and politics, participate in group interviews with congressmen and legislative staff, executives, lobbyists, political party officials, and journalists, intern for two six-week periods in Congress, the executive branch, or with political interest groups, and prepare extensive research papers upon their semester's work. For further information contact Professors Robert Elder, Jack Holmes, or James Zoetewey.

ON-CAMPUS STUDY OPPORTUNITIES

OPPORTUNITIES FOR TALENTED STUDENTS

Students who come to Hope with exceptional academic backgrounds and/or exceptional high school academic performance may wish to consult with their advisors about ways in which their academic potential may be developed to the fullest extent. Credit by examination via AP, CLEP, or departmental exams or waivers of core courses or introductory-level courses can be gained in order to avoid repetitive learning and in order to insure placement at the proper course level in fields where they may have advanced standing. Further, independent study and

SPECIAL ACADEMIC PROGRAMS

research, both at the underclass and upperclass level, may be pursued to develop fully a student's interest in a particular topic. In many departments, completely individualized study or upperlevel tutorials are open to superior students in either the junior or senior year.

In several departments, notably biology, chemistry, geology, mathematics, physics, and psychology, opportunity is provided for talented upperclass majors to participate in summer research carried on by staff members. Students chosen take part in important research and under foundation research grants receive stipends for this work.

Students with excellent academic records and an interest in college teaching as a career may apply for entrance into the Michigan Scholars in College Teaching Program at the close of the sophomore year. Selected seniors in this program participate in a colloquium, "Explorations in College Teaching," and receive several scholarly privileges and opportunities that help them move toward this career.

THE PRESIDENTIAL SCHOLARS PROGRAM

The Presidential Scholars Program was established to give academically gifted students who also demonstrate strong leadership potential an opportunity to broaden their educational program while at Hope College.

The students are invited into this program at the beginning of their freshman year. To continue to be designated as a Presidential Scholar, a student must maintain high scholastic standing. He or she is encouraged to participate in the seminar for freshman Presidential Scholars and in individual study programs as upperclassmen. In addition, the Presidential Scholars are invited to special sessions with faculty and distinguished campus guests to participate in special forums and off campus field trips.

The goal of this program is to create opportunities for intellectual exploration and to assist students in finding challenging educational roles.

The Presidential Scholars program is under the direction of the Provost of the College.

UPWARD BOUND PROGRAM

Upward Bound is an educational program designed to assist 70 high school students from the AlleganOttawa-Van Buren Counties area. To be admitted, students must meet the limited-income or first generation criterion established by the Federal Government and have the potential — even though their grades may not reflect it — to undertake a college education. The main purpose of the program is to assist these students to successfully pursue a postsecondary education.

This year-round program consists of two phases:

1. Residential Summer Session

An intensive six-week academic session offering two different programs:

a. Non-bridge Program

Includes students who have completed grades 9-11. Emphasizes the mastery of basic skills in mathematics, English, and science for students with deficiencies in those areas; however, advanced courses are available in the same areas for better prepared students. The above courses are complemented by electives in social sciences such as U.S. History, arts and crafts, photography, and modern languages. High school credit is recommended. Approximately 50 students are admitted to this program.

SPECIAL ACADEMIC PROGRAMS

b. Bridge Program

Designed for students who have completed 12th grade. Up to seven college credits may be earned by each student. English 113 (Expository Writing I) is required for all the students who may complement their schedule with any other course from the summer offerings at Hope College. An average of 20 students can be admitted to this program each year.

2. Academic Year Session

During the school year, students in grades 8-12 attend evening tutorials twice a week, two and one-half hours each night, for help in their current academic classes. Saturday sessions are held every month to foster the cultural and social development of the students along with their vocational education; speakers, study-tours, films, and group communication skills workshops are among the activities featured at these sessions. College testing, placement assistance (admission to college and financial aid) is provided to all the 11th and 12th grade students and their parents. Recreational activities are also part of the program.

Eligible students may participate at no cost; the Upward Bound Program is funded by the United States Office of Education, Hope College, and other local private sources.



COURSE NUMBER GUIDE

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

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

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

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

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

GLOSSARY OF TERMS

CREDIT HOURS — The number of hours a course meets each week determines its worth in credit hours. Courses usually run 2, 3, or 4 credit hours a semester, which means classes meet two or three times a week. Since each credit hour of class work requires a minimum of two hours of preparation out of class, two or three hours of laboratory work, requiring no outside preparation, are generally equivalent to one class credit hour.

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

MAJOR — An area of concentration in one particular subject in which the student earns a fairly large amount of required credit hours.

MINOR — The fulfillment of a specified number of credit hours in fields of study related to the student's minor. Particularly applicable to those students concerned with teacher certification, but all students may declare minor programs which will become part of the student's record.

PREREQUISITE — The course(s) a student must have taken before he can take the course in question.

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

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



Faculty: Mr. Mayer, Chairperson; Ms. Mahsun, Mr. McCombs, Mr. Michel, Ms. Hillman, Mr. Wilson.

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

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

The Department of Art offers assistantships to qualified upper classmen. Students majoring in art at Hope College participate in a wide variety of activities:

- apprenticeships in New York City, Chicago and Philadelphia
- contacts with visiting artists and lecturers of national importance
- field trips to museums such as those in Chicago, Detroit and Toledo
- exhibition experience in the DePree Gallery
- entrance in competitive shows
- varied contacts with other college art departments
- Graduates of this department have gone into the following areas:
- graduate work in studio and art history
- practicing fine artists, sculptors, painters, printmakers, and photographers
- teaching on the college, secondary, and elementary levels
- graphic design in industry
- furniture design in industry
- art gallery management
- museum work

MAJOR: A major consists of at least 42 credit hours of art in either of the following two programs:

A. ART MAJOR — STUDIO CONCENTRATION

The studio major consists of a broad selection of studio courses, including Art 103, 104, 111, 131, 141 and 121. The studio major is also required to have a concentration (at least 9 additional hours above the basic course) in either painting, printmaking, drawing, sculpture, ceramics, or Photography (may be taken in Special Problems Studio-Photography). In addition to the above studio courses, the student is required to take Introduction to Art and Art History I and II (Art 161, 162) and two additional courses in art history. Art 365 and 369 are strongly recommended. A major with a studio concentration must present a comprehensive portfolio and an exhibition of their work at the end of the senior year. The expected ratio of the studio students' clock hour involvement, in class and/or outside of class, to each credit hour is 3 clock hours of work to one credit hour.

B. ART MAJOR — ART HISTORY CONCENTRATION

Majors with an area of concentration in art history must fulfill course work in art to be divided as follows: 27 hours in art history, including Art 161 and 162; 3 hours of directed studies undertaken in a special problem area leading toward a Senior Art History paper; 6 hours in studio to be taken from the 100 level (Art 201 may be included); one additional course in either studio or art history. If graduate work is contemplated, a reading knowledge of two foreign languages is recommended.

ART

A major in art is expected to take related course work in such areas as history, literature, music, and theatre. Art students are expected to visit museum collections and special exhibitions regularly. If at all possible, foreign study and travel are strongly recommended during the student's stay at Hope.

MINOR: A minor with a studio concentration consists of 21 credit hours in Art, including 3 credits above the 100 level and 15 credit hours selected as follows: Art 161, 162 or 365, and Art 103, 104, 141, and Art 111.

A minor with an art history concentration consists of 21 credit hours in Art, including 3 credit hours in studio and 18 credit hours of Art History.

The History of Art

161. Introduction to the History of Art I. This is an introductory survey of art history from Pre-Historic art to the Renaissance. Major cultural and period styles will be examined chronologically with regular reference to the Renaissance and Western and Modern art. Goals are: a heightened visual perception; an awareness of fundamental ideas and cultural values embodied in art; a critical approach to the work of art via formal and stylistic analysis, iconographical analysis. No prerequisite required. *Wilson, Mahsun*

162. Introduction to the History of Art II. This is an introductory survey of art history from the Renaissance to the present. Major cultural and period styles will be examined chronologically. Goals are: a heightened visual perception; an awareness of fundamental ideas and cultural values embodied in art; a critical approach to the work of art via formal and stylistic analysis; iconographical analysis. No prerequisite required. *Wilson, Mahsun*

295. Special Studies — Studies and research in areas of art history or studio not covered in regular course listings. Course topics to be announced. Prerequisite: written permission of professor. *Three Hours Staff Both Semesters*

360. Ancient Art — A study of the development of the arts from the early Mediterranean cultures to late antiquity. Pre-historic, Near Eastern, Egyptian, Aegean, Greek, Etruscan and Roman art and architecture will be surveyed with special attention to Greece and Rome. Prerequisite: Art 161, 162 or written permission of professor. *Three Hours Wilson When Feasible*

361. Medieval Art — A study of the development of the arts and architecture of the Early Christian, Byzantine, Islamic, Barbarian, Carolingian, Ottonian, Romanesque and Gothic periods. Prerequisite: Art 161, 162 or written permission of professor. *Three Hours Wilson When Feasible*

362. Renaissance Art — A study of the art and architecture of the 14th, 15th and 16th centuries in northern and southern Europe. Prerequisite: Art 161, 162 or written permission of professor. *Three Hours Staff When Feasible*

363. Baroque and Rococo Art — A study of the features of the art and architecture of Europe in the 17th and 18th centuries. Special focus is placed on the Dutch Baroque tradition. Prerequisite: Art 161, 162 or written permission of professor. *Three Hours Wilson When Feasible*

374. 19th Century Painting and Sculpture — This is an advanced survey of nineteenth century painting and sculpture in Europe. In-depth treatment is given to the philosophical ideas and aesthetic values underlying the art movements, e.g. Neo-Classicism, Romanticism, Realism, Impressionism, which comprise the early Modern period. Connections with cultural, political and social developments of the

ART

period and the methodology of the discipline are emphasized. Prerequisite: 161, 162 or written permission of professor. *Mahsun*

365. Introduction to the History of Modern Art — This course undertakes a selective treatment of an important and popular subject: 19th and 20th century tendencies in European art up to WW II. Consideration will be given to aspects of Romanticism, Realism, Impressionism, Post-Impressionism, Symbolist and Fantasy art of the turn of the century, Fauvism, Expressionism, Cubism, Dada and Surrealism. Prerequisite: Art 161, 162 or written permission of professor. Studio majors are strongly advised to take this course early in their art program.

Three Hours Mahsun Yearly

369. Contemporary Art Movements (1900-Present) — A course in the development of current movements involving research and readings in Pop Art, Minimal Art, Kinetic Art, Happenings, Earthworks and Conceptual Art, with specific references to Dadaism, Surrealism and Abstract Expressionism. Prerequisite: Art 161, 162 or written permission of professor. Studio majors are strongly advised to take this course early in their art program.

Three Hours Mahsun When Feasible

364. History of Modern Architecture — The development of modern architectural forms in the nineteenth and twentieth centuries. Emphasis is given to evolution in Europe and the United States. Prerequisite: Art 161, 162 or written permission of professor.

Three Hours Wilson When Feasible

366. History of American Art — The history and development of the painting and sculpture of America from the seventeenth to the twentieth century. Special emphasis is given to historical, sociological, and cultural factors which have influenced the character and development of American art forms. Prerequisite: Art 161, 162 or written permission of professor.

Three Hours Wilson When Feasible

367. Non-Western Art — A brief survey of the Arts of India, China and Japan. Prerequisite: Art 161, 162 or written permission of professor.

Three Hours Staff When Feasible

378. African Art — A survey of the major art producing groups of sub-Saharan West Africa. Prerequisite: Art 161, 162 or written permission of professor.

Three Hours Staff When Feasible

Studio Courses in Art

103. Basic Painting — A study of the elements of design through applied problems in painting. The course investigates two-dimensional design concepts. No prerequisite.

Three Hours Michel Both Semesters

104. Basic Sculpture — A study of the elements of design through applied three-dimensional problems in sculpture. The course investigates three-dimensional design concepts. No prerequisite.

Three Hours Mayer Both Semesters

108. Introduction to Environmental Design — This course is concerned with developing an awareness of the importance of design in everyday life and exploring the basic design principles as they relate to artificial environments. Various disciplines, such as interior design, architecture, graphic design and industrial design will be explored through slide lectures, studio problems and field trips. No prerequisite.

Three Hours Hillman Both Semesters

ART

111. Basic Printmaking — A study of the techniques and procedures involved in using certain graphic media, such as etching, drypoint, and woodcut. Prerequisite: Art 141 or written permission of instructor.

Three Hours McCombs Both Semesters

121. Painting II — Experimentation with various painting media leading to the development of painting skills. Students work in a variety of concepts. Prerequisite: Art 103, Art 141 or written permission of instructor.

Three Hours Michel Both Semesters

131. Sculpture II — An exploration of various sculpture materials and processes including direct metal, wood construction and mixed media. Specific assignments may vary from semester to semester. Prerequisite: Art 104 or written permission of instructor.

Three Hours Mayer Both Semesters

141. Basic Drawing — A study of various drawing media and techniques such as pencil, pen and ink, charcoal and wash. The course investigates a variety of drawing approaches including the study of the structure and movements of the human figure. No prerequisite.

Three Hours Hillman, McCombs Both Semesters

151. Basic Ceramics — Introduction to *Ceramic* processes; coil, slab and wheel work are focused on in utilitarian and sculptural modes. Raku, stoneware glazing and firing are explored. No prerequisite.

Three Hours Staff Both Semesters

181. Watercolor — Traditional and contemporary approaches to water soluble painting exploring fundamental techniques and color theory through work with still lifes, figure studies, outdoor assignments, slide lectures and demonstrations. No prerequisite.

Three Hours McCombs Yearly

201. Fundamentals of Photographic Art — Using the camera as a visual instrument, this course examines the still-photographic medium as an expressive art form through the creation and critical study of black and white photographic form, structure and content. Camera required. Prerequisite: Art 141 or written permission of instructor.

Three Hours Nelson Both Semesters

301. Developing Visual Awareness — Designed for the prospective art teacher, this course investigates the many facets of creative development from childhood to adulthood. Materials and techniques suitable for teaching and supervising art as a major subject are emphasized and methods of guiding and motivating creative expression K-12 are observed, discussed and practiced. Not open to students who have taken Art 340. No prerequisite.

Three Hours Staff When Feasible

311. Printmaking II — Continuation of Art 111. May be repeated for credit with permission of instructor. Prerequisite: Art 111.

Three Hours McCombs Both Semesters

321. Painting III — Continuation of Art 121. May be repeated for credit with written permission of the instructor. Prerequisite Art 121.

Three Hours Michel Both Semesters

331. Sculpture III — Individual experimentation in all sculptural media including oxyacetylene and arc welding, M.I.G. and T.I.G. welding and metal casting. May be repeated for credit with permission of instructor. Prerequisite: Art 131.

Three Hours Mayer Both Semesters

340. Art for Elementary Education Students — The purpose of this course is to aid students in elementary education in developing a practical knowledge of art and exploring basic art principles and problems through creative studio work. Same as Education 340. No prerequisite.

Two Hours Staff When Feasible

ART

341. Drawing II — Continuation of Art 141. Experimentation in a wide variety of media is encouraged. May be repeated for credit with permission of the instructor. Prerequisite: Art 141. *Three Hours McCombs Both Semesters*

351. Ceramics II — Continuation of Art 151. Includes work in both sculptural and utilitarian directions, elementary chemistry of glazes, and oxidation and reduction firing techniques. May be repeated for credit with permission of the instructor. Prerequisite: Art 151. *Three Hours Staff Both Semesters*

389. GLCA Arts Program — The Great Lakes Colleges Association Arts Program, presently based in New York City, involves the student in a full semester study and involvement in the arts. At the discretion of the department, a portion of the credits earned in this semester may be applied toward the student's major requirements. Otherwise, the credits will be understood to constitute elective hours within the department. *Sixteen Hours (Maximum) Either Semester*

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

491. Independent Study in Art History — Independent study for advanced students with considerable background in art history, and who wish to study a particular aspect of the discipline. Independent research is emphasized. Under special circumstances, the course may be repeated for credit, subject to the approval of the department chairperson. Prerequisite: advanced standing and written permission of the instructor. *Two or Three Hours Wilson, Mahsun Any Semester*



Faculty: Mr. Blankespoor, Chairperson; Mr. Barney, Mr. Brady, Mr. Cronkite, Ms. Dorn, Mr. Gentile, Ms. Isola, Mr. Murray, Mr. Netzly, Mr. Nieuwkoop, Ms. Oswald, Mr. Van Faasen, Ms. Winnett-Murray.

Biology is actually a broad range of different approaches to the study of life, from the biochemical and molecular to the ecological. The Department of Biology offers all students at Hope College an opportunity to participate in Biology, either in depth as majors or at some appropriate level as non-majors. Majors leave Hope College well prepared to pursue any of a number of different careers. Most go on to earn either a Master's or Ph.D. degree in the biological sciences or pursue careers in medicine or dentistry. Our success at placing students both in graduate school and in medical and dental school is outstanding. Other careers selected by biology majors include the allied-health professions, industrial research and laboratory positions and secondary education.

One reason our majors are so well prepared for careers in biology is our approach to biological education. We give students the chance to learn about biology through well-taught courses in a diverse curriculum, but we also provide the opportunity for being biologists by participation in research projects with our faculty. This happens throughout the regular semesters and in the summer when stipends are usually available to give selected students the experience of full-time research. More than 50 papers co-authored by students have been presented or published during the past five years. The range of different kinds of research projects undertaken by students and faculty reflects the diversity available in the departments:

- ecologists are studying the coevolution of plants and fruit eating birds, the behavioral ecology of tropical birds and the effect of habitat on diversity in spiders.
- botanists are investigating corolla color changes and chemical defense mechanisms as well as the systematics of asters.
- physiologists are studying water relationships in animals by looking at temperature regulation and thirst in rats, kidney function in wild rodents and volume regulation by cells of ciliated protozoa.
- geneticists are looking at environmental mutagenesis and carcinogenesis due to pesticides and other agricultural chemicals, the molecular biology of nitrogen fixation in bacteria, and the genetic control of amino acid metabolism in cells.
- zoologists are investigating the systematics of spiders, host-parasite relationships of trematodes, and the contractile vacuole system of protozoa.

The department has excellent facilities both for teaching and research and a well-supplied library of books and current journals. Recently acquired additions to our capabilities include electronic physiological recording instruments, some of which are interfaced with computers, a diodarray spectrophotometer, a gamma counter, a video image analysis system, a molecular biology laboratory and facilities for plant tissue culture.

Qualified students can spend a semester at the Oak Ridge National Laboratory, at a university abroad, or in an internship while pursuing their other studies at Hope College.

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

BIOLOGY

Basic major requirements: A B.A. in Biology requires at least 25 hours of biology, distributed in a set of required areas, and 1 year of chemistry. A B.S. in Biology requires at least 36 hours of Biology, distributed in the set of required areas, and at least 60 hours in the natural sciences, of which 8 hours must be in chemistry

Required areas: Biology majors desiring either a B.A. or a B.S. must take Biology 111, 112, 115 and 116. In addition, they must complete a course in **each** of 4 broad areas of biology.

Area A. Zoology:	Biology 232, 234, 237, 251, 372
Area B. Botany:	Biology 241, 320, 340, 343
Area C. Molecules and Physiology	Biology 221, 348, 355, 356, 442
Area D. Ecology and Evolution	Biology 315, 421

Important Considerations:

1. Biology 111, 112, 115, 116 should be taken in the first year of college if possible.
2. The year of chemistry must include laboratory each semester. For most students the preferable chemistry sequence for the minimal requirement is Chemistry 111, 113, 114 and 121. Chemistry 101 and 102 will satisfy the chemistry requirement for some, but these are terminal courses and do not prepare a student for additional chemistry.
3. Students planning to attend graduate, medical or dental schools, or to pursue other biology careers that require rigorous training should take Mathematics 131, 132, Physics 121, 122, 141 and 142, and Chemistry 111, 113, 114, 121, 221, 231, 255 and 256. Biochemistry, statistics, and computer programming are desirable for many biological careers.
4. Students planning to teach biology in secondary school must take at least 30 hours of biology.

BIOLOGY MINOR: The minimum requirement for a biology minor is 20 hours of Biology including 111, 112, 115, 116 and one course from any 3 of the 4 areas: Zoology, Botany, Molecules and Physiology, and Ecology and Evolution. Courses that meet each of these areas are listed above.

NON-SCIENCE MAJORS: The Department of Biology offers courses that are designed primarily for students who wish to satisfy the college science requirement with biology.

Courses designed primarily for non-science majors:

100. General Biology — A human-oriented course in which principles of life and the human position in and relationship to the world are the main focus. Three lectures and one 2-hour laboratory per week.

Four Hours Staff Both Semesters

215. Plants and Civilization — This course deals with the origin of agriculture, the impact of specific crops on the course of history and the development of cultures, and the interaction of plants with modern day life. Two lectures per week. Alternate years 1990-91.

Two Hours Van Faasen Fall Semester

217. Heredity and Evolution — This course considers the mechanisms of inheritance of genetic traits and their evolutionary implications. Emphasis is upon Mendelian and human genetics. Two lectures per week.

Two Hours Brady Spring Semester

BIOLOGY

218. Human Ecology — This course focuses on humans and their environment. Basic ecological principles, environmental problems, and human populations and resources will be examined. *Staff*

230. Plant Growth — This course covers the basics of plant growth. Topics include plant structure and function, effects of hormones, propagation of house plants, soils and plant nutrition, plant distribution, and agriculture. Two lectures per week. Alternate years, 1991-92. *Two Hours Van Faasen Fall Semester*

245. Biology for Elementary Teachers — A course designed to introduce the prospective elementary teacher to concepts of biology. Topics include structure and function of plants and animals and the identification, natural history, and handling of common plants and animals in the laboratory and field. Prerequisite: none. Offered along with Physics 245. This course is open to prospective elementary teachers, and they are expected to take this course as a part of their college science requirement unless excused by the chairman of the Education Department. Two lectures and one 2-hour laboratory per week.

Two and One-Half Hours Blankespoor Fall Semester

Courses designed for science majors:

111. Principles of Biology I — An introductory course emphasizing animal and plant structure, function, diversity, development and physiology. Three lectures per week. Persons in this course must also enroll in Biology 115.

Three Hours Staff Fall Semester

112. Principles of Biology II — An introductory course emphasizing molecular biology, cell structure and function, genetics, ecology and evolution. Three lectures per week. Persons in this course must also enroll in Biology 116.

Three Hours Staff Spring Semester

115. Laboratory: Biological Principles I — The laboratory course to accompany Biology 111. Three hours per week.

One Hour Staff Fall Semester

116. Laboratory: Biological Principals II — The Laboratory course to accompany Biology 112. Three hours per week.

One Hour Staff Spring Semester

221. Human Physiology — A study of the function and interactions of the various organ systems of the human body. Three lectures and one 3-hour laboratory period per week. Not recommended for biology majors, premedical or pre dental students, or for students intending to pursue advanced degrees in biology. Not open to students who have taken Biology 442. Prerequisite: Biology 112 or permission of the instructor.

Four Hours Barney Fall Semester

222. Human Anatomy — A course covering the histological and gross structure of the human body to provide students with a solid foundation for understanding its function, and for further study in health-related fields. Three lectures and one 3-hour laboratory period per week. Can be applied toward area requirement A for biology minors but not for biology majors. Not recommended for biology majors, premedical or pre dental students or for students intending to pursue advanced degrees in biology.

Four Hours Oswald Fall Semester

231. Biology of Microorganisms — Study of the relationship of microorganisms and disease. Special emphasis will be placed upon medically significant bacteria, viruses and fungi. Three lectures and two 2-hour laboratories per week. Not recommended for biology majors who have taken Biology 111, premedical and pre dental students or for students intending to pursue advanced degrees in biology.

BIOLOGY

Prerequisite: Biology 112, Chemistry 101, Chemistry 102 or permission of the instructor. *Four Hours Staff Spring Semester*

232. Comparative Anatomy of Vertebrates — An analysis of vertebrate form and function from the perspectives of evolution and biomechanics. The diversity of vertebrate form is studied through a detailed anatomical analysis of several vertebrates. The continuity of vertebrate form is studied through the synthetic perspective of evolutionary history and the physical principles governing animal locomotion. Three lectures and one three-hour laboratory period per week. Prerequisite: Biology 111. *Four Hours Oswald Spring Semester*

234. Invertebrate Zoology — The biology of selected invertebrate animals will be studied with emphasis upon their ecology, systematics, and behavior. Laboratory includes field studies with weekend trip to southern Indiana. Two lectures and two 3-hour laboratories per week. Prerequisite: Biology 111. *Four Hours Brady Spring Semester*

237. Vertebrate Zoology — Vertebrate examples are used to investigate a broad range of biological topics including evolution, speciation, historical and modern zoogeography, energetics, behavior, ecology and conservation. Laboratory exercises include several field trips and focus on the taxonomy, external morphology, natural history and field identification of local vertebrates. Three lectures and one 3-hour laboratory per week. Prerequisite: Biology 111 and 112. *Four Hours Murray, Winnett-Murray Spring Semester*

241. Plant Morphology — A comparative morphological study of the major plant groups from the algae through the vascular plants. Three lectures and two 2-hour laboratories per week. Prerequisite: Biology 111. Alternate years. *Four Hours Staff Fall Semester*

251. Biology of Insects — The course will consist of an introduction to the identification, structure, life cycle and behavior of insects. Field aspects will be stressed. Three lectures and two 2-hour laboratories per week. Prerequisites: Biology 111 and 112. Alternate years with Biology 370. *Four Hours Blankespoor Fall Semester*

290. Independent Study of Biology — A special course to allow students to study an area of biology not included in the regular curriculum or an in-depth study of a selected biological topic. *One, Two, or Three Hours Staff Both Semesters*

295. Studies in Biology — A lecture, laboratory or seminar class in a special topic of biology.

301. General Microbiology — Selected viruses, bacteria, fungi, and algae will be used to introduce microbial techniques. Special emphasis will be given to physiology, genetic systems, and pathogenicity. Three lectures and two 2-hour laboratories per week. Prerequisites: Biology 111, 112, and two years of chemistry. *Four Hours Staff Fall Semester*

315. Principles of Ecology — The basic concepts of the interrelation of living organisms and their environment are studied. Three lecture periods and one 3-hour laboratory per week. Prerequisites: Biology 111, 112, and one year of chemistry. *Four Hours Murray, Winnett-Murray Fall Semester*

320. Plant Physiology — A study of the physical processes, nutrition, metabolism, biochemistry, and growth and development of plants and how these functions are affected by changes in the environment and in responses to other organisms. These plant functions will be examined at the molecular, cellular and organismal levels.

BIOLOGY

Three lectures and one 3-hour laboratory per week. Prerequisites: Biology 111 and one year of chemistry. Alternate years *Four Hours Netzly Spring Semester*

340. Plant Anatomy — A study of plant cells and tissues, especially those of flowering plants. Laboratory includes tissue processing and microscope slide preparation. Two lectures and two 2-hour labs per week. Alternate years. Prerequisite: Biology 111. *Four Hours Van Faasen Spring Semester*

343. Vascular Plant Systematics — A study of the biology and evolutionary relationships of selected families of vascular plants; and the principles of plant classification. The laboratory will involve field work and concentrate on the local flora. Three lectures and one 3-hour lab per week. Alternate years, 1990-91. Prerequisite: Biology 111. *Four Hours Van Faasen Fall Semester*

348. Cell Biology — A study of cells at the molecular level. Topics covered include: structure and function of cell organelles, exchange of materials across the cell membrane, control of enzyme activity and biosynthesis, mechanisms of metabolic interconversions and energy conversions, response to radiations, and current concepts in the regulation of cell growth and differentiation. Three lectures and one 3-hour laboratory per week. Prerequisites: One year of Biology and Chemistry 221, or permission of instructor. *Four Hours Staff Spring Semester*

355. Embryology — A study of the processes involved in the development of animal embryos, including regeneration and metamorphosis. The course integrates the descriptive, comparative and molecular approaches to the study of development. Three lectures and two 3-hour laboratories per week. Prerequisites: Biology 111, 112, and one year of chemistry, or permission of instructor. *Five Hours Cronkite Fall Semester*

356. Genetics — A course presenting the fundamentals of genetics in relation to general biological problems. Three lectures per week. The laboratory (1 credit hour) is optional and may be taken concurrent with the lecture portion or after the lecture portion is completed. Prerequisites: Biology 111, 112, and one year of chemistry, or permission of instructor. *Three Hours Nieuwkoop Fall Semester*

357. Genetics Laboratory — The laboratory is optional and must be taken concurrently with the lecture portion or after the lecture portion is completed. Prerequisites: Biology 111, 112, 356, and one year of chemistry. Biology 356 may be taken concurrently. *One hour Nieuwkoop Fall Semester*

366. Molecular Biology — An advanced course which emphasizes basic molecular processes such as the synthesis of DNA, RNA and proteins as well as genetic phenomena in both prokaryotic and eukaryotic cells. Three lectures per week. The laboratory is optional and may be taken concurrently or after the lecture portion is completed. Prerequisite(s): Biology 356 or permission of the instructor. *Three Hours Nieuwkoop Spring Semester*

367. Molecular Biology Laboratory — This laboratory course introduces basic molecular biology experiments, including purification and characterization of recombinant DNA. Techniques include in vitro gene manipulation, mutagenesis of DNA, gel electrophoresis and Southern transfer and hybridization. Laboratory 3 hours twice a week. Discussion session 1 hour per week. Prerequisite(s): Chemistry 315 or permission of instructor. *One Hour Nieuwkoop Spring Semester (Second Half)*

372. Biology of Animal Parasites — An introduction to identification, classification, structure, life cycles, pathogenicity and adaptations of animal parasites, especially those affecting humans and domestic animals. Two lectures and two

BIOLOGY

3-hour laboratories per week. Prerequisite: One year of biology. Alternate years with Biology 251. *Four Hours Blankespoor Fall Semester*

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

Variable Credit 1-3 Hours Staff May Session

385. Environmental Genetic Toxicology — This course deals with the biological consequences to humans of the chemical contamination of the environment. Topics cover principles and practices of toxicology and mutagenicity of a variety of chemicals such as drugs, heavy metals, pesticides and food additives. Alternate years. Prerequisite: Biology 356, or Chemistry 311, or permission of instructor.

Three Hours Gentile May Term

421. Evolutionary Biology — A study of current theories concerning the process of evolution and its mechanisms involving both micro and macro evolution. Current theories concerning human evolution are explored. Three lectures per week. Prerequisite: One year of biology.

Three Hours Brady Fall Semester

442. Vertebrate Physiology — A study of the various organ systems of vertebrates (e.g. nervous, cardiovascular, digestive, excretory, endocrine, respiratory) with particular emphasis on their integration to maintain homeostasis under different physiological conditions. Three lectures and two 3-hour laboratories per week. Prerequisites: Five semesters of biology or permission of instructor. Not open to students who have taken Biology 221.

Five Hours Barney Spring Semester

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

Credit by Arrangement Staff Both Semesters

495. Advanced Topics in Biology

499. Internship — An opportunity to gain practical experience in the work place. Prerequisite: Permission of the Department Chairman

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

Biology Laboratory Assistant — Qualified students are invited to apply for laboratory assistant positions. Selection will be made by the department. Not for credit. Assistants receive an hourly wage.



Faculty: Mr. Brink, Chairperson; Mr. Boyer, Mr. Jekel, Mr. Mungall, Mr. Polik, Mr. Seymour, Mr. Silver*, Ms. Stewart, Mr. Taylor**, Mr. Williams. **Adjunct Faculty:** Mrs. Jekel

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

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

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

- storage and transport of biological iron
- synthesis of temperature stable polymers
- stereoselective reactions
- measurement of atmospheric trace gases
- preparation of mixed transition metal clusters
- siloxane reactions
- reactions of enolates with epoxides
- synthesis of soluble ceramic precursors
- laser spectroscopy of polyatomic molecules

The chemistry major includes sequences of both lecture and laboratory courses designed to establish a fundamental understanding of the major areas of the discipline. Students can elect to complete a chemistry major for a B.A. degree or a more extensive major for a B.S. degree. Students planning to do graduate work in the field or to enter industry should fulfill the requirements of the American Chemical Society's (A.C.S.) Certified Major Program which generally requires one course beyond the B.S. degree in chemistry. An A.C.S. certified B.S. Degree Program in Chemistry with Biochemistry Emphasis is available for students who have interests in chemistry and biology. Students who intend to enter medical or dental schools or plan a career in secondary education may design their major program according to their specific goals. Since students planning a chemistry major have a number of options, it is essential that they discuss their plans with the chair of the department or a chemistry advisor early in their academic program.

*On Sabbatical leave, Spring Semester 1993

**On Sabbatical leave, Fall Semester 1992

CHEMISTRY/BIOCHEMISTRY

CHEMISTRY MAJOR PROGRAMS

BACHELOR OF ARTS DEGREE — The minimum requirements for a chemistry major are twenty-five (25) credit hours of science major oriented chemistry courses, two semesters of General Physics with laboratory, and Calculus I and II. The chemistry courses must include: Chemistry 111, 121, 221, 231; six (6) credit hours of laboratory courses (e.g., Chemistry 113, 114, 255, and 256); and two courses selected from Chemistry 311, 322, 331 and 332, or 343. (Chemistry 331 and 332 must be taken together and are considered one course.)

BACHELOR OF SCIENCE DEGREE AND THE A.C.S. CERTIFIED MAJOR IN CHEMISTRY — The B.S. degree in chemistry requires thirty-six (36) credit hours of major chemistry courses and a total of sixty (60) credit hours in the natural sciences. Both the B.S. degree and the A.C.S. certified major in chemistry require the same basic courses in chemistry, physics, and mathematics. Dependent on the student's background in Mathematics, Physics 121 may be taken concurrently with Chemistry 111 in the freshman year or taken no later than the first semester of the sophomore year. The basic courses for the B.S. degree and the A.C.S. certified major are listed below:

The basic Chemistry, Mathematics, and Physics courses required for the B.S. degree and for the A.C.S. Certified Chemistry Major Required Courses:

Chem 111 (3) General Chem I	Math 131 Calc
Chem 113 (1) Gen Chem Lab I	Math 132 Calc II
Chem 121 (3) General Chem II	Phys 121 Gen Phys I
Chem 114 (1) Gen Chem Lab II	Phys 141 Phys Lab I
Chem 221 (3) Organic Chem I	Phys 122 Gen Phys II
Chem 255 (2) Org Chem Lab I	Phys 142 Phys Lab II

Chem 231 (3) Organic Chem II
Chem 256 (2) Org Chem Lab II
Chem 322 (3) Inorganic Chem
Chem 331 (2) Analytical Chem
Chem 332 (2) Analyt Chem Lab
Chem 343 (3) Physical Chem I
Chem 345 (2) Phys Chem Lab I
Chem 344 (3) Physical Chem II
Chem 346 (2) Phys Chem Lab II

Strongly Recommended Courses:
Math 231 Multivariable Calculus
Math 270 Differential Equations

In addition, for the B.S. degree, a student must complete one (1) additional credit hour of chemistry courses at the 300 or 400 level. Suggested advanced level courses are listed below.

For the A.C.S. Certified Chemistry Major with a B.S. degree, a student must complete six (6) additional credit hours of 300 or 400 level chemistry lecture courses and additional laboratory experience which must include either (a) Chem 315 and Chem 452, or (b) Chem 490. With approval of the Chairman of the Chemistry Department, a chemistry-related, advanced level course from another natural science department may be substituted for one advanced level chemistry course in the A.C.S. Certified Chemistry Major Program.

Advanced level Chemistry courses for the B.S. and A.C.S. Certified Chemistry Major include:

Chem 311 (3) Biochemistry I	Struct. Dynam & Syn II
Chem 314 (3) Biochemistry II	Chem 452 (3) Chem Instrumentation
Chem 315 (1) Biochem Lab	Chem 490 (1) Research
Chem 421 (3) Struct. Dynam. & Syn I	

CHEMISTRY/BIOCHEMISTRY

For students planning to go to graduate school in chemistry it is essential to take Mathematics 231 and 270. Additional courses in mathematics and physics, such as Physics 241, 242, 270, Mathematics 240, and courses in statistics and computer science, are highly recommended.

Premedical, pre dental and preveterinary students are advised to take the following courses in Chemistry: 111, 113, 114, 121, 221, 231, 255, 256, and 311. To qualify for a chemistry major, health profession oriented students must meet the department's minimum requirements. These students design their chemistry major according to the specific requirement of their intended profession. Suggested courses for medicine are given on page 313.

Students who wish to major in chemistry for teaching in secondary school must complete the 30 hour certification requirement. Courses should include Chemistry 322, 331, 332, 343 and additional advanced-level chemistry courses. Chemistry 105 may also count toward the 30 hour requirement.

Students interested in chemical engineering should consult with the chair of the Department of Chemistry or the pre-engineering advisor early in their undergraduate program. Several cooperative programs with engineering schools are available. See page 313 for further details.

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

A.C.S. CERTIFIED BACHELOR OF SCIENCE DEGREE IN CHEMISTRY WITH BIOCHEMISTRY EMPHASIS — The A.C.S. certified B.S. degree with biochemistry emphasis consists of two components: (a) thirty credit hours of core courses in chemistry that includes general, organic, physical and analytical (see list above for B.S. in chemistry; Note that Chemistry 322, Inorganic, and Chem 346, Phys. Chem. Lab II are not required for the biochemistry degree) and (b) fourteen hours in biology/biochemistry courses including 1 semester of general biology, 2 semesters of biochemistry with laboratory and one semester of advanced biology. The advanced biology course may be Biology 356 (Genetics), 366 (Molecular Biology) or Biochemical Research. The foundation courses in math and physics listed above for the B.S. degree also are required.

CHEMISTRY MINOR

The requirement for a chemistry minor is twenty-one (21) credit hours of chemistry courses including: Chemistry 111, 113, 114, 121, 221, 255, 322, and five (5) additional credit hours of science major chemistry courses.

BIOCHEMISTRY MINOR

The requirement for a biochemistry minor is twenty-two (22) credit hours of chemistry courses including: Chemistry 111, 113, 114, 121, 221, 231, 255, 311 and 314.

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

101. Principals of Chemistry — This course aims to develop an understanding of fundamental chemical principles and introductory descriptive inorganic chemistry. The course is designed for pre-nursing, pre-physical therapy, and all students who are not majoring in one of the sciences. It does not count toward a chemistry major. Lecture 3 hours, laboratory 3 hours, per week. *Four Hours Williams Fall Semester*

CHEMISTRY/BIOCHEMISTRY

102. Introductory Organic Biochemistry — This course is a continuation of Chemistry 101. Introductory organic chemistry and biochemistry are emphasized. Lecture, 3 hours per week; Laboratory, 3 hours per week. Prerequisite: Chemistry 101 or equivalent.
Four Hours Staff Spring Semester

105. Contemporary Chemistry — This course is intended to provide an understanding of the nature and scope of chemistry. It treats the development of chemical technology and the accompanying benefits and problems, including pollution, drugs, consumer products, and nuclear chemistry. Lecture, 2 hours per week.
Two Hours Staff Any Semester

246. Chemistry for Elementary Teachers — This course is designed to introduce the prospective elementary school teacher to chemical sciences appropriate to elementary education. An understanding of the properties of materials and the nature of chemical change in terms of atomic and molecular behavior is stressed. Laboratory involves experiments that are applicable for teaching elementary pupils. This course is open only to prospective elementary teachers who have attained at least sophomore standing. Students preparing to teach in elementary school are expected to fulfill their college science requirement with this course unless excused by the chairman of the Education Department. Lecture, 2 hours; laboratory, 2 hours per week.
Two and One-Half Hours Seymour Spring Semester

COURSES DESIGNED PRIMARILY FOR SCIENCE MAJORS:

111. General Chemistry I — This first course in chemistry is for all students who wish to major in science. Topics include stoichiometry, states of matter, periodicity, inorganic reactions, atomic structure, chemical bonding, geometry of molecules, chemistry of non-metals, solutions, chemical kinetics and chemical equilibrium. Three lectures per week.
Three Hours Jekel, Stewart, Silver Fall Semester

113. Laboratory of General and Analytical Chemistry I — This course provides an introduction to techniques and laboratory procedures in preparing compounds and performing gravimetric and titrimetric determinations. Laboratory, 3 hours per week including time for discussion of experiments. Corequisite: Chemistry 111.
One Hour Jekel, Staff Fall Semester

114. Laboratory of General and Analytical Chemistry II — This is a continuation of Chemistry 113 including qualitative and quantitative measurements and the use of spectrophotometers to study reaction rate. Laboratory, 3 hours per week including time for discussion of experiments. Corequisite: Chemistry 121.

121. General Chemistry II — This course consists of a continuation of the basic principles of chemistry including chemical energy, electrochemistry, acids and bases, and ionic equilibria with an emphasis on inorganic reactions and the chemistry of metals. Lecture, 3 hours per week. Prerequisite: Chemistry 111.
Three Hours Jekel, Brink Spring Semester

221. Organic Chemistry I — The basic principles of organic chemistry are introduced through studies of the structures and reactions of carbon compounds. The mechanistic treatment of aliphatic and aromatic chemistry is stressed. Lecture, 3 hours per week. Prerequisite: Chemistry 121.
Three Hours Mungall Fall Semester

231. Organic Chemistry II — This is a continuation of Chemistry 221 with emphasis on complex molecules, including those found in biological systems. Lecture, 3 hours per week. Prerequisites: Chemistry 221 and 255.
Three Hours Taylor Spring Semester

CHEMISTRY/BIOCHEMISTRY

255. Organic Chemistry Laboratory I — This laboratory course stresses modern techniques for analyses of organic compounds and studies of the mechanisms of organic reactions. Infrared spectral analyses and chromatographic separations are introduced. Laboratory, 5 hours per week; lecture session, 1 hour per week. Corequisite: Chem 221. Prerequisite: Chemistry 121.

Two Hours Boyer, Mungall, Silver Fall Semester

256. Organic Chemistry Laboratory II — This is a continuation of Chemistry 255 with emphasis on use of the chemical literature in organic syntheses and qualitative organic analysis. Nuclear magnetic resonance spectroscopy and mass spectroscopy are introduced. Laboratory, 5 hours per week; lecture session, 1 hour per week. Corequisite: Chem 231. Prerequisites: Chemistry 221 and 255.

Two Hours Mungall, Taylor, Boyer Spring Semester

295. Studies in Chemistry — A lecture and/or laboratory course in a chemical area of current interest.

Three Hours Staff Any Semester

311. Biochemistry I — The biochemistry of proteins, carbohydrates, lipids, enzymes, coenzymes, and nucleic acids is discussed together with the important metabolic pathways. Lecture, 3 hours per week. Prerequisite: Chemistry 231.

Three Hours Boyer Fall Semester

314. Biochemistry II — The course is a continuation of Chemistry 311 with emphasis on biosynthetic pathways, regulatory processes, transfer of genetic information, and recombinant DNA. Lecture, 3 hours per week. Prerequisite: Chemistry 311.

Three Hours Boyer, Staff Spring Semester

315. Biochemistry Laboratory — This laboratory course introduces general biochemistry molecular experiments including characterization of amino acids, carbohydrates, proteins, nucleic acids, and lipids; N-terminal analysis of proteins; enzyme kinetics, and purification and characterization of DNA; and lipid analysis. Techniques include chromatography, electrophoresis and spectrophotometry. Laboratory, 5 hours per week. Discussion session, 1 hour per week. Prerequisite: Chemistry 311.

One Hour Boyer Spring Semester

322. Inorganic Chemistry — A detailed examination of covalent and ionic inorganic substances, Lewis acid-base concepts, thermodynamic aspects, coordination chemistry, chemistry of metals and nonmetals, inorganic aspects of aqueous and nonaqueous solvents. Lecture, 3 hours per week. Prerequisite: Chemistry 231.

Three Hours Stewart Spring Semester

331. Analytical Chemistry Lecture — Lecture topics include statistics, sampling, chemical equilibrium titrimetric procedures, spectroscopy, separations and electrochemistry as well as an introduction to modern analytical instrumentation. Lecture, 2 hours per week. Prerequisites: Chemistry 114, 121, and Physics 122 or 132. Corequisite: Chemistry 332.

Two Hours Seymour Fall Semester

332. Analytical Chemistry Laboratory — Laboratory experiments apply the total analytical process to real samples, and include taking representative samples, chemical workup, wet chemical and instrumental analysis, and data handling. Methods of analysis include gravimetric, volumetric, UV/VIS spectroscopy, atomic absorption, ion selective electrodes and HPLC with extensive data handling using the mainframe computer. Laboratory, 6 hours per week. Co-requisite: Chemistry 331. Chemistry 331 and 332 must be taken during the same semester.

Two Hours Seymour, Stewart Fall Semester

343. Physical Chemistry I — Emphasis is placed on a study of the thermal properties of matter. The way in which temperature, pressure, volume and chemical

CHEMISTRY/BIOCHEMISTRY

composition determine the state of chemical equilibrium, and the rate at which equilibrium is attained are studied. An understanding of these effects in terms of molecular behavior is stressed. Lecture, 3 hours per week. Prerequisites: Chemistry 121, Mathematics 132 and Physics 122. Mathematics 231 is strongly recommended.

Three Hours Brink Fall Semester

344. Physical Chemistry II — The quantum description of matter is investigated with particular emphasis on the theoretical concepts and the implications of those concepts for chemical systems. Lecture, 3 hours per week. Prerequisites or corequisites: Chemistry 121, Mathematics 132, and Physics 122. Mathematics 231 and 270 are strongly recommended.

Three Hours Polik Spring Semester

345. Physical Chemistry Laboratory I — Laboratory experiments provide an introduction to modern laboratory techniques used in physical chemistry. The work stresses the use of instrumentation, vacuum techniques, glass blowing, kinetics, and thermochemistry in obtaining accurate data from chemical systems. Laboratory, 3 hours per week; discussion session, 1 hour per week. Corequisite: Chemistry 343.

Two Hours Brink, Polik Fall Semester

346. Physical Chemistry Laboratory II — Molecular structure and interactions are studied using nuclear magnetic resonance, Fourier transform infrared, ultraviolet-visible, fluorescence, and laser spectroscopy. Laboratory, 3 hours per week; discussion session, 1 hour per week. Corequisite: Chemistry 344.

Two Hours Brink, Polik Spring Semester

421. Structure, Dynamics, and Synthesis I — 421 This course provides an integrated discussion of advanced topics in chemistry. Topics include physical organic chemistry, statistical mechanics, chemical kinetics and computer applications. Lecture 3 hours per week. Prerequisites: Chemistry 231, 322 and 344.

Three Hours Polik Fall Semester

422. Structure, Dynamics and Synthesis II — Lectures cover organometallic chemistry, organic syntheses, and selected topics in advanced inorganic chemistry. Lecture 3 hours per week. Prerequisite: Chemistry 231 and 344.

Three Hours Taylor, Stewart Spring Semester

452. Chemical Instrumentation — Selected instrumental techniques useful in chemistry are discussed in terms of the general principles that guide the present rapid development in chemical instrumentation. Topics include separation techniques, electrochemical methods, optical and X-ray spectroscopy, mass spectroscopy, and nuclear magnetic resonance spectroscopy, as well as discussion of papers from the current literature. Lecture, 2 hours; laboratory, 3 hours per week. Prerequisites: Chemistry 231, 331, 332, and 345.

Three Hours Seymour Spring Semester

490. Independent Research in Chemistry — This course provides chemistry majors an opportunity to do research in a field in which students and faculty have special interests. Students should contact faculty or department chair to arrange for research with a faculty member.

One, Two or Three Hours Staff Each Semester

700. Recent Advances in Chemistry — Stresses recent developments and modern techniques in various areas of chemistry. For local area chemists. Course not open to undergraduate students at Hope College.

Six Hours (Maximum) Staff

CHEMISTRY/BIOCHEMISTRY

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

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

Teaching of Science — See Education 331 (page 184).



Faculty: Mr. MacDoniels, Chairperson; Ms. Alspach, Mr. Herrick, Mr. Nielsen, Mr. Renner

In 1981, the Hope College Department of Communication was recognized as one of three "Programs of Excellence" by the Central States Communication Association for the quality of the curricular program. In 1991, the Department was again named a "Program of Excellence" in recognition of the content and structure of the introductory course, Comm 101. The Department seeks students interested in improving their communication knowledge and effectiveness.

Communication knowledge and skill are essential for success and full participation in a democratic, complex, and rapidly changing society. Communication competence is crucial to several of the learning goals in management education cited by Robert Hahn (1982) in the "National Report for Training and Development":

- ability to interact easily and productively with others;
- ability to think critically;
- ability to communicate ideas;
- ability to balance conflicting viewpoints; and,
- tolerance and trust in relations with others.

Historically, communication theory and practice have been central to education in the liberal arts tradition. In keeping with this tradition, the Department of Communication offers a curriculum designed to enhance understanding of the communication process and refine communication skills. Courses focus on major perspectives for studying communication, and on applying communication knowledge to various contexts, including interpersonal relationships, small group interaction, face-to-face persuasive presentations, and print (including journalism and public relations) and electronically mediated mass contexts.

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

SOCIAL SCIENCE REQUIREMENT — Communication 101 — The Communication Process satisfies three hours of the core curriculum social science requirement. The course satisfies this requirement by helping the student understand the societal influences on the human communication process and by sensitizing the student to major patterns of behavior recognizable in diverse communication contexts. (Performance oriented communication activities help students apply the understandings in making more effective communication choices.)

COMMUNICATION MAJOR — The communication major curriculum is designed to provide a balanced education emphasizing theoretic understanding skill development across all significant communication contexts. A student most likely enter the program through any one of four introductory course (140, 151, 160). It is assumed that majors will progress through the course in somewhat chronological fashion, with exceptions where skill and understanding warrant departure from prescribed course sequencing.

A communication major may be obtained by completing 33 hours in the Communication Department according to the following criteria:

COMMUNICATION

	Hours
Required: Introduction to the Communication Process (101)	3
Public Presentations (140)	3
Introduction to Mass Communication (151)	3
Analytic Skills in Communication (160)	3
One course from among:	
Interpersonal Communication (210)	
Task Group Leadership (220)	
Advanced Analytic Skills in Communication (261)	3
One course from among:	
Methods of Social Research (SOC 262)	
Research Methods (PSY 200)	
Introductory Statistics (MTH 210)	3
One additional three-hour course at COM 200 level (COM 204-COM 299)	
Electives: 12 hours with at least 9 hours above the 304 level and at least 3 hours from among 451, 460 or 463	12
Colloquia: Majors must be continuously enrolled in communication colloquia throughout their junior and senior years (all semesters). Three semesters of satisfactory participation are required for the major.	
Total	33

COMMUNICATION MINOR — A minor in communication may be obtained by taking at least 21 hours of communication courses in one of several areas: Business/Organizational Communication, Communication and Mass Media, Communication and Social Influence (recommended for preseminary and prelaw students) and Communication in Interpersonal Relations. Minors are defined by these options:

OPTION A — BUSINESS/ORGANIZATIONAL COMMUNICATION

The Communication Process (101)
Analytic Skills in Communication (160)
Task Group Leadership (220)
Public Presentation (140)
Print Media I (255) or Media Production I (251)
Small Group Communication (320)
Organizational Communication (330)

OPTION B — COMMUNICATION IN MASS MEDIA

The Communication Process (101)
Introduction to Mass Communication (151)
Analytic Skills in Communication (160)
Media Production I (251)
Print Media I (255) or Media Production II (352)
Media Production III (353) or Print Media II (356)
Mass Communication Theory and Criticism (451)

OPTION C — COMMUNICATION AND SOCIAL INFLUENCE

(recommended for preseminary and prelaw students)
The Communication Process (101)
Public Presentations (140)
Analytic Skills In Communication (160)
Task Group Leadership (220)

COMMUNICATION

Advanced Analytic Skills in Communication (261)
Theory and Criticism of Rhetoric (463)
Plus three elective hours

OPTION D — COMMUNICATION IN INTERPERSONAL RELATIONS

The Communication Process (101)
Introduction to Mass Communication (151)
Analytic Skills in Communication (160)
Interpersonal Communication (210)
Task Group Leadership (220)
Small Group Communication (320)
Organizational Communication (330) or Communication
Theory (460)

OPTION E — COMMUNICATION FOR SECONDARY TEACHING CERTIFICATION

To be recommended for approval for student teaching in speech communication, a student must have at least a 2.25 overall GPA and at least a 2.50 GPA in the following courses.

Before the student can teach in a speech communication placement, or any combination placement in which speech communication is a part, she/he must have completed all of the required coursework listed below. It is strongly recommended that the student have participated in at least two of the activities listed below before student teaching.

Coursework: (23 hours)

Comm 101	Communication Process
Comm 140	Public Presentations
Comm 151	Introduction to Mass Communication
Comm 160	Analytic Skills in Communication
Comm 210	Interpersonal Communication
Comm 220	Task Group Leadership
Comm 388	Teaching Methods in Speech Communication

One of the Following:

Comm 251	Media Production I (Radio and Television)
Comm 255	Print Media I (Journalism)
Thea 101	Introduction to the Theatre
Thea 105	Introduction the Theatre Practice
Thea 130	Oral Interpretation of Literature

*A student may replace Comm 140 with Comm 241 (Advanced Public Presentations) upon demonstration of understanding and skill in public speaking. This option is encouraged for students who have had high school and/or college forensics and/or debate experience. Activities: Before graduation, the student must complete at least one semester's experience in *three* of the following activities:

journalism: the *anchor*, The Milestone, Opus, Inklings, or Print Media II (Comm 356)

forensics: The Hope College Forensic Association (debate or speech)

media: WTHS, TV media production (Media Production II, Comm 352, or Media Production III, Comm 353)

theatre: performance or technical theatre

050. Communication Majors Colloquium — Meetings scheduled each semester for all majors to conduct departmental business and to hear speakers on professional topics, vocational or career matters. *O Hours Staff Each Semester*

COMMUNICATION

101. The Communication Process — This course introduces three major research perspectives on human communication: rhetorical, scientific, and interpretive. Historical and theoretical connections among the three perspectives are explored. Readings, exercises, and assignments are designed to assist a fuller understanding of the complex communication process.

Three Hours MacDoniels, Herrick, Alspach Each Semester

140. Public Presentations — This course introduces the student to the theory and practice of public speaking. Topics covered include methods of organizing a speech, delivery, the types and uses of evidence, and the effective use of visual aids. Students prepare and deliver several speeches including an informative speech, a persuasive speech and occasional speech, and a career simulation.

Three Hours DeWitt-Brinks, Pocock Each Semester

151. Introduction to Mass Communication — An analysis of the forms and purposes of mass communication. The course focuses on the organization, structure, management and unique characteristics of the broadcast, print and film media.

Three Hours Nielsen, Renner Each Semester

160. Analytic Skills in Communication — This course covers the types of reasoning commonly employed in argumentative discourse. The student learns how to identify these types, employ them in argument, and the refutations to which each is susceptible. Analysis of sample arguments is stressed.

Three Hours Herrick Each Semester

210. Communication in Interpersonal Relations — A systematic analysis of the process of communication in the development and maintenance of interpersonal relationships. The developing and ongoing interpersonal relations of members of the class will be considered through theories of interpersonal communication. Prerequisite: Communication 101.

Three Hours MacDoniels, Staff Occasionally

220. Task Group Leadership — This course will focus on the small task group with particular attention given to the communication skills of successful leaders. Problem-solving methods and communication skills related to productive input and task efforts, skills necessary to plan, chair and manage the activities of the task group along with training in parliamentary skills will be emphasized. Prerequisite: Communication 101 recommended.

Three Hours MacDoniels Fall Semester

241. Advanced Presentations — This course is designed for students who wish to continue their study and practice of public oral presentation. Students will prepare and present extended informative, persuasive and analytical speeches on contemporary topics, grounded in rhetorical theory and research. Students will study and practice impromptu speaking skill development. A major unit of the course will involve study and practice of argumentation within the context of an academic debate structure.

Three Hours Alspach Each Semester

242. Forensics Laboratory — This course is designed to recognize the academic demands of preparing for intercollegiate competition and community demonstrations in public address, interpretation and debate. Students select, research, prepare and polish speeches, readings and debates. Students meet weekly with the instructor to prepare and practice their events. To earn credit, students must compete in at least one intercollegiate event or community demonstration.

One Hour Alspach Each Semester

COMMUNICATION

251. Media Production I: Radio and Television — Investigation, participation and criticism of the production process in Radio and Television Broadcasting (Commercial, Educational and Instructional). This course is a first taste of the process of communication by the electronic media, designed to be relevant for those utilizing sound and picture for professional purposes as well as for those interested in media as an adjunct to other interest areas. Course structure includes lecture/discussion plus individual production labs. *Three Hours Nielsen Each Semester*

255. Print Media I (Journalism) — Students will learn why print media messages are prepared in specific ways for both journalistic and public relations purposes. Practice in the forms of simple news stories and news collection and copy processing techniques. Prerequisite: English 113 recommended. *Three Hours Renner Fall Semester*

257. Communication for Public Relations — An introduction to communication between corporations, smaller business, non-profit organizations and government and human service agencies and their internal and external publics, with particular attention to the uses of media. The course simulates public relations and management situations using case studies. *Three Hours Renner Once a Year*

259. Media Projects — Under faculty direction, the student will develop and apply publishing/production methods in preparation of newspapers, newsletters brochures, print advertisements, audio or video materials or other print or electronic media projects. *One Hour Renner, Nielsen Each Semester*

261. Advanced Analytic Skills in Communication — This course is designed to follow Communication 160, Analytic Skills in Communication. Construction and presentation of arguments in persuasive messages is emphasized. The theory of argumentation is also developed by studying theorists such as Stephen Toulmin and Chaim Perelman. Prerequisites: Communication 140 and Communication 160. *Three Hours Herrick Spring Semester*

295. Topics in Communication (Applied Theory) — A lecture or seminar class in a special topic of the discipline offered at the sophomore level. Prerequisite: Communication 101, or permission of the instructor. *One, Two or Three Hours Alspach, Renner Any Semester*

320. Small Group Communication — An investigation of the principles and methods of small group communication. The course emphasizes problem solving, leadership and group structure, group interaction dynamics and approaches to effective group methods. Prerequisites: Communication 220 or permission of instructor. *Three Hours MacDoniels Spring Semester*

330. Organizational Communication — This course is designed to provide students with an understanding of communication processes within the context of a complex planned, deliberately structured, goal directed and culturally unique social system. Simulating the experience of a trainee in an organized communication consulting firm and using case studies, students will discover how communication patterns define organizational structures and how organizational members use communication processes to achieve both personal goals and the goals of the organization. Students will practice, in client-centered group projects, several methods of describing communication processes in organizations including survey, interview and content analysis. Prerequisites: Communication 101, Communication 220, the department research requirement or permission of the instructor. *Three Hours Alspach Fall Semester*

COMMUNICATION

350. Issues in Mass Media — An examination of the relative effects of the several communication media on society. Study focuses on the relevant controversies surrounding the print and broadcast media, the formation of individual attitudes and public opinion, and the research evidence reflecting the degree of media influence. Students will engage in individual research projects. Prerequisite: Two prior courses in mass communication or permission of instructor.

Three Hours Renner Fall Semester

352. Media Production II — Advanced experiences in studio television production broadcast, closed-circuit instructional and cable. Focus will be on the creation of media formats in the student's interest area, techniques of television program direction and analysis and critique of current commercial and educational programming forms. Emphasis is given to the importance of viable content development prior to integration with media communication processes. Class members will produce programming for MOSAIC television series. Prerequisite: Communication 251, or permission of instructor.

Three Hours Nielsen Spring Semester

353. Media Production III — Advanced experiences in electronic field production/film technique for broadcast, closed-circuit and cable television. Focus on location/studio shooting and editing of video tape film materials. Class members will function as producers/directors/camera operators/editors for projects. Prerequisite: Communication 251, or permission of instructor.

Three Hours Nielsen Fall Semester

356. Print Media II (Journalism) — Advanced study of the process of communicating via print media by participating in the development and publication of complex stories, including features. Electronic publishing methods will introduce page design and photo-editing. Students will be encouraged to develop a speciality like sports, science or cultural reporting, public relations, or community journalism. Prerequisite: Communication 255, or equivalent.

Three Hours Renner Spring Semester

359. Print Media III — Students will learn the editor's role in relation to clients, writers, art directors, photographers, readers and publishers in order to manage the computer-assisted production process for print media. Design, copy-editing and photo-editing principles and legal and ethical responsibilities will be studied.

Three Hours Renner Occasionally

388. The Teaching of Speech-Communication — An explanation of the materials, methods and procedures essential in planning, structuring, and conducting curricular and co-curricular speech-communication activities in the school. Emphasis is focused on text evaluation, innovative classroom methods, assignment preparation and evaluative criteria. Same as Education 388. Should be taken concurrently with Education 360, Secondary Principles and Methods. Prerequisite: A major or minor in communication.

Three Hours Alspach Occasionally

390. Advanced Studies in Communication — A lecture, seminar or intern program in a special topic of the discipline offered for majors in the department.

One to Three Hours Staff Any semester

395. Communication Internship — Student interns are assigned to organizations, agencies or communication media industries to observe, assist, assume regular duties, or engage in special projects under the supervision of skilled professionals. Students are generally not paid and are expected to maintain approximately thirty hours of placement for each hour of credit. Prerequisite: Permission of instructor.

One, Two or Three Hours (may be repeated up to six hours)

MacDoniels Any Semester

COMMUNICATION

451. Mass Communication Theory and Criticism — This seminar examines theories of mass communication and explores implications for criticism of media performance, including ethical, humanistic and scientific approaches. Prerequisite: two prior courses in mass communication or permission of the instructor.

Three Hours Renner Fall Semester

460. Communication Theory — This course integrates the major theoretical contributions to the communication discipline. In tracing the development of the field, attention is paid to diverse philosophical, scientific, social scientific, and humanistic influences in the development of communication theory. Among the influences considered are structural system theories and interpretive theories. Then, students select a topic area and prepare a review of research in that area, with particular attention to the philosophical assumptions that underlie research methods. Prerequisite: Communication 101, 160 and research requirement.

Four Hours Alspach Spring Semester

463. Theory and Criticism of Rhetoric — This course surveys the major theories of rhetoric from ancient times to the present. The critical implications of the theories are explored, with oral and written criticism of persuasive communication providing opportunities to put these implications to work. Among the rhetorical theories covered are those of Plato, Aristotle, George Campbell, Kenneth Burke, I. A. Richards, Michael Billig and Michel Foucault. Prerequisite: Communication 160, 261 or permission of instructor.

Three Hours Herrick Fall Semester

490. Independent Studies in Communication — A program permitting advanced students in Communication an opportunity to broaden their perspectives or intensify study in a communication area of unique interest. Eligibility requirements for the program are: senior standing (or approval), approved topic area, written proposal following format prescribed by department and presented at time of registration to chairperson and instructor, and final departmental approval of proposal. Prerequisite: approval.

One, Two or Three Hours Staff Any Semester

495. Advanced Studies in Communication — A lecture, seminar or intern program in a special topic of the discipline offered for majors in the department.

One, Two or Three Hours Staff Any Semester



Faculty: Mr. Dershem, Chairperson; Mr. Jipping, Mr. Stegink, Ms. Browne.

Computer science is a dynamically growing discipline. In recognition of this fact, the Department of Computer Science is committed to providing students with a program which includes the basic fundamentals of the field and which allows them the flexibility to pursue in depth many of the diverse areas into which computer science is expanding. This is accomplished by providing both instruction in the theoretical principles and experience with a diverse collection of modern hardware and software technologies. The faculty and students of the department cooperatively carry out research in the areas of computer graphics, computational geometry, concurrent systems, programming languages, artificial intelligence, networking, and data communications.

COMPUTER RESOURCES — The computing facilities at Hope College give the student an opportunity to obtain a rich variety of experiences. The Department of Computer Science supports a network of powerful Sun workstations for classroom and research work. These systems provide a Unix environment, a window-based user interface, high-resolution graphics, and high-speed computation. The Hope College DEC VAX 4000 computer supports a wide variety of software features and provide a contemporary environment for computer science education. More than 100 terminals and more than 90 microcomputers are available for use by students and faculty.

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

COMPUTER SCIENCE MAJOR REQUIREMENTS — The requirement for an A.B. degree in Computer Science is a plan of study approved by the department which includes at least 30 hours of credit in Computer Science courses, not including 110 or 140. These 30 hours must include Computer Science 220, 283, 286, 480, and 488. Mathematics 131 and 132, are required in addition to the 30 hour Computer Science requirement.

The requirement for the B.S. degree in Computer Science is a plan of study approved by the department which includes at least 36 hours of credit in Computer Science courses, not including 110 or 140. These 36 hours must include Computer Science 220, 283, 286, 380, 383, 480, and 488. Physics 241 and 242 may be counted toward the 36 hour requirement. Mathematics 131, 132, and 310 are required in addition to the 36 hour Computer Science requirement. A total of 60 hours of classes in the natural sciences must be completed. Mathematics and Computer Science courses count toward this 60 hour requirement.

The requirement for a Computer Science major for education certification is at least 30 hours of Computer Science including 110, 120, 220, 283, 286, 380 and 700.

COMPUTER SCIENCE

COMPUTER SCIENCE MINOR — A minor in Computer Science consists of a minimum of 18 hours of Computer Science credit, six hours of which must be numbered 300 or higher.

The requirements for a Computer Science minor for education certification include the following: a minimum of 21 hours of Computer Science credit, including 110, 120, 220, 283, 286, 380, and 700.

110. Introduction to Computer Information Systems — This course is designed to expose the student to sufficient computing to become an effective computer user. It is intended for the student who will take no further Computer Science. Topics include: components and functions of a computer, file organizations, data communications, database management systems, systems analysis, comparison of programming languages, word processing, office automation, desktop publishing, and electronic spreadsheets.
Three Hours Staff

120. Introduction to Computer Science — This is an introductory course and serves as a prerequisite for all other computer science offerings. Emphasis is placed on problem solving techniques, programming skills, and program style and design. Students in this class gain extensive experience in programming in Pascal.
Three Hours Staff

140. Business Computing — This course introduces students to the computing skills needed in the completion of the Business Administration major at Hope College and to become a successful computer user in a business career. Students learn the fundamentals of operating systems, spreadsheet processing in Lotus 1-2-3, data communications, statistical packages and database processing. Students who have completed CSCI 110 are not eligible to register for this course. This course may not be counted toward a Computer Science major.
Three Hours Staff

160. Scientific Computer Programming — An introduction to computers, FORTRAN programming, and methods of scientific problem solving and data reduction under timesharing and batch modes of operation. Techniques in least squares fitting, sorting, transcendental equations solving, and the Monte Carlo method will be introduced. Features of the operating system, utility processors, and file management will be included. Corequisite: Mathematics 131. This course is the same as Physics 160.
Three Hours Brockmeier Fall Semester

220. Computer Science II — Advanced features of the Pascal programming language are introduced and an overview of computer science is emphasized. Particular attention is given to the design and implementation of large systems and the development of useful software tools. Analysis of algorithms for string processing, sorting, and searching is introduced. Dynamic data structures, including linked lists, stacks, queues, and trees, are studied and implemented. Recursion and recursive algorithms are introduced. Students are required to write several very extensive programs. Prerequisite: Computer Science 120.
Three Hours Staff

283. Introduction to Computer Systems — Computer structure and machine language. Assembly language. Addressing techniques. Macros. Program segmentation and linkage. Assembler construction, linkers, and loaders. Interpretive routines. Prerequisite: Computer Science 220.
Three Hours Staff Fall Semester

286. Introduction to Data Structures — Data structures and their representations; data abstraction, internal representation, sets, stacks, queues, trees, graphs, and their applications. Prerequisite: Computer Science 220.

Three Hours Staff Spring Semester

COMPUTER SCIENCE

- 295. Studies in Computer Science** — A course offered in response to student interest and need. Deals with topics in computer science which are not included in regular courses. *One, Two or Three Hours Staff*
- 320. Business Information Systems** — Top-down design of business information systems. Structured analysis and design. System refinement. Data flow diagrams. Human factors. Business data communications. Essential characteristics of information systems are developed through the use of case histories. Computer Assisted Software Engineering (CASE) tools are utilized throughout the course. Alternate years, 1992-93. Prerequisite: C.S. 120. *Three Hours Staff Fall Semester*
- 331. Process Control I** — (Same as Physics 331) A study of the control of linear systems. Mathematical models of physical systems are examined using Laplace a z-Transform methods. The behavior of control algorithms constructed under differing assumptions is explored. The practical and theoretical problems inherent in the implementation of feedback control is discussed thoroughly. Corequisite: Mathematics 270: Differential Equations. Same as Physics 331. *Three Hours Van Putten Fall Semester*
- 332. Process Control II** — (Same as Physics 332) The course consists of two lectures per week plus a three hour laboratory. The control methods developed in Physics 331 are applied to actual systems. Mathematical models of the systems are developed. From the models and test data appropriate control algorithms are constructed. The control of the systems is implemented on industrial VAX computers in the concurrent language EPASCAL. The problems of data acquisition using analog to digital converters and digital interfaces are explored. Host-target communication and control is used extensively. Prerequisite: Process Control I. *One Hour Van Putten Spring Semester*
- 340. Computer Graphics** — An introduction to the concepts, techniques, algorithms, and data structures used in computer graphics and their implementation in programming. Topics include graphics hardware, transformations, clipping, windowing, polygon filling, perspective, hidden lines and surfaces, color, shading, and ray tracing. Projects involve a wide variety of application areas. Programming is done in C on color graphics workstations using the GKS graphics standard. Prerequisite: Computer Science 220. Alternate years, 1993-94. *Three Hours Stegink Spring Semester*
- 352. Hardware/Software Systems** — Overview of operating systems. Operating system functions. Support functions for the operating system. Overview of hardware organization. Microprogramming. Multiprocessor systems. System considerations for reliability, availability, and serviceability. Prerequisite: Computer Science 283. Alternate years, 1992-93. *Three Hours Jipping Spring Semester*
- 380. Advanced File Structures** — Analysis and implementation of algorithms using files. File structures, organizations, and access methods. Cobol programming. Interfaces to Database Management Systems. Prerequisite: Computer Science 286. Alternate years, 1993-94. *Three Hours Stegink Fall Semester*
- 383. Programming Languages** — Survey of programming languages. Programming language syntax. Theory of computation. Control Structures. Recursion. Language extensibility. Application languages. Applicative languages. Object-oriented languages. Experience programming in Ada. Prerequisite: Computer Science 220. Alternate years, 1992-93. *Three Hours Jipping Fall Semester*
- 384. Compiler Construction** — Introduction to compiling techniques including scanning and parsing algorithms, semantic processing, and optimization. Students

COMPUTER SCIENCE

implement a compiler for a substantial programming language using a compiler generating system. Prerequisite: Computer Science 383. Alternate years, 1992-93.

Three Hours Staff Spring Semester

386. Algorithms — Analysis and implementation of algorithms. Study of algorithms for arithmetic, sorting, string processing, geometry and graphics. Other topics include algorithm machines, dynamic programming, and NP-completeness. Prerequisite: Computer Science 286. Alternate years, 1993-94.

Three Hours Dershem Fall Semester

390. Database Management Systems — Detailed study of the fundamentals of database technology to establish the vocabulary and processing methods of the subject. Practical database models. Applications of database systems in business organizations. Management considerations for effective implementation of database systems. Case studies, written reports, and programming exercises will be employed to develop relevant knowledge. Prerequisite: Computer Science 380. Alternate years, 1993-94.

Three Hours Browne Spring Semester

480. Senior Project Seminar — Principles of software engineering and project design. Presentation of advanced topics in computer science literature. Each student will also complete a major software or research project, either individually or as a part of a team. This course is required of all Computer Science majors. Prerequisite: Permission of the instructor.

Three Hours Staff Fall Semester

488. Theoretical Computer Science — Basic theoretical principles of Computer Science including automata, context free grammars, Turing machines, Church's Thesis, and unsolvability. A mathematical approach will be taken including proofs and derivations. Prerequisite: Computer Science 283 and 286.

Three Hours Browne Spring Semester

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

491. Internship in Computer Science — This program offers the student an opportunity to work on a project or an experience approved by the department as being of significance in computer science. This is usually done off campus and the student will have a qualified supervisor at the site of this experience in addition to a faculty advisor. This course is normally open only to senior computer science majors. Prerequisite: Permission of the chairman of the department or the director of internships.

Three Hours Stegink

495. Advanced Studies in Computer Science — A course designated for junior and senior computer science majors which covers an advanced topic in computer science. Recent offerings have been parallel programming, object-oriented programming and artificial intelligence. This course is offered at least once each year and may be repeated for additional credit with a different topic. Prerequisite: Permission of the chairman of the department.

Three Hours Staff

700. Computers in Education — Use and implementation of instructional computer software. LOGO programming language. Computer literacy. Survey of available resources for instructional use of computers. Survey of appropriate computer equipment.

Three Hours Staff

DANCE



Faculty: Mrs. DeBruyn, Chairperson; Mrs. Graham-Fallon, Mr. Retter, Mr. Tepper, Mr. Rivera, Mr. Iannacone. **Assisting Faculty:** Mr. Aschbrenner, Ms. Bombe, Ms. Irwin, Mr. Landes, Mr. Smith, and Guest Faculty

The dance program follows Hope's philosophy of liberal arts education by providing opportunities for students' intellectual, artistic, and physical development. Hope's diverse resident and guest faculty, fine studios and performance facilities, performance and teaching opportunities and curriculum, divided between modern, ballet, jazz and tap technique and dance theory contribute to the department's goal of developing well-rounded dancers who are prepared for careers in dance performance, production, education, and related fields.

- Graduates of the program are currently:
 - dance teachers at colleges and universities
 - dance teachers in public and private school programs K-12
 - professional dancers in New York City
 - students in professional company schools in New York City
 - managers for dance companies
 - directors of dance for recreational and fitness centers
 - a dance therapist
 - a dance historian

Freshmen considering a dance major should meet with the department chairperson early in the year in order to plan their curriculum. All freshmen considering a dance major are encouraged to complete as much of the core requirement as possible during their freshman year.

Please note that all level II and III technique courses may be repeated for credit.

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

CORE COURSES: The following core courses are recommended for all dance students:

Biology 112 depending on placement and Physical Education 140 as prerequisites
Theatre 101 for fulfillment of Fine Arts requirement

3 hours of Dance I and II or any 3 credit courses will fulfill the Arts Performance requirement

DANCE MAJOR — The dance major prepares students for careers in dance performance/theory and dance education. Students majoring in dance education must contact the Education Department and the Dance Department for counseling.

Adjudication by resident faculty in the spring of the sophomore year is required of all students intending to major in dance. At this time the department will assess the student's academic, creative, and technical ability in the areas of performance and dance education. Students will be advised as to their potential success as a dance major; faculty will counsel dancers regarding their strengths, weaknesses, and future career opportunities. Prior to their scheduled adjudication, students must submit a written application to the department chairperson. Further information concerning adjudication is available from the department chairperson.

All students who have been accepted into the major program are required to participate in one musical theatre production, two annual dance concerts, and perform in or produce at least two student-choreographed concerts. One teaching assistantship in a Technique I class as a junior or senior is also required.

DANCE

DANCE MINOR — The dance minor consists of a minimum of 20 hours divided between technique and theory.

Recommended Technique Courses: Modern I and II (106/126), Jazz I and II (116/117). Ballet I (203), Folk, Square, and Social Dance (110) and Period Dance (114).

Recommended Theory Courses: Eurhythmics (201), Anatomical Kinesiology (221), Improvisation (300), Composition (305). Teaching of Dance (315), and Dance History Survey (316).

Recommended Electives: Dance 118, 215, 223, 224, 301 and 310. The minimum expectation is that the dance minor will participate in college dance activities for at least two semesters including auditions of performances and a mini-teaching assignment.

Teacher Certification of dance minors. Certified K-12 since 1975. Students must meet all requirements of the Education Department.

DANCE THERAPY is a preparatory program for graduate school and a career. It is available to students through a composite major, biology/psychology and a dance minor. Provisions are made through the Registrar and the Dance Department Chairperson.

Technique

106. Modern Dance I Beginning — Education in body movement through dance techniques designed to teach an understanding of rhythm and relaxation and a presentation of basic movement problems. *One Hour DeBruyn Both Semesters*

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

One Hour DeBruyn Both Semesters

110. Folk, Square, and Social Dance — An introduction to folk, square, and social dance techniques. Special emphasis will be placed on the cultural aspects of the development of these types of dance. *One Hour Booker Spring Semester*

114. Period Dance — Research and execution of representative social dances from historical periods to present time. No prerequisites.

Two Hours Graham-Fallon Fall Semester Even Years

116A. Jazz I Beginning — A study of jazz techniques, free style movement, floor and barre work, and combinations designed for the student with no training in any dance form. The purpose of this course is to introduce the beginning student to a wide range of movement and provide a creative means of expression for theatre dance.

One Hour Tepper Both Semesters

116B. Jazz I Advanced — A continuation of Jazz I Beginning; designed for the student with at least one semester of jazz. The purpose of this course is to develop understanding of basic principles and technique, and introduce the student to more complex dynamics, styles, and combinations.

One Hour Graham-Fallon Both Semesters

117A. Jazz II Beginning — A continuation of Jazz I Advanced; designed to prepare the student for dance composition and improvisation, with emphasis on improvement of technique, style, and performance.

One Hour Tepper Both Semesters

DANCE

117B. Jazz II Advanced — A continuation of Jazz II Beginning; intermediate-advanced level; designed to further develop the student for dance composition and improvisation. Emphasis is placed on technique and the importance of rhythms, dynamics, special awareness and projection as means of creating variety in dance.
One Hour Graham-Fallon Both Semesters

118A. Tap I Beginning — An introduction to tap dance techniques, emphasizing the use of this dance form in theatrical performance.
One Hour Retter Both Semesters

118B. Tap I Advanced — A continuation of Tap I Beginning with a more in-depth study of tap exercises. The exercises are designed to loosen the ankle/foot and to develop beginning combinations.
One Hour Retter Both Semesters

119. Tap II — A continuation of Tap I Advanced, with emphasis on performance technique. Intermediate tap, barre, and center work, and a consideration of basic tap choreography. Course may be repeated for credit.
One Hour Retter Both Semesters

126A. Modern Dance II Beginning — A continuation of beginning modern dance including improvisation to stimulate the imagination and allow for individual exploration of movement expression. Course may be repeated for credit.
One Hour Iannacone, Rivera Both Semesters

126B. Modern Dance II Advanced — A continuation of Modern II Beginning, emphasis is placed on technique and repertory. Course may be repeated for credit.
One Hour Iannacone, Rivera Both Semesters

201. Eurhythmics I — The aim of eurhythmics is to aid the student in discovering that rhythm is experienced physically as well as mathematically conceived. Linear and contrapuntal rhythm within the various metric forms is studied through physical motion to acquire the feel of rhythm. Time in its relationship to space and energy is the basis for the study of rhythm as it functions in the motion of music.
One Hour Aschbrenner Fall Semester

203A. Ballet I Beginning — A study of basic foot, arm, and body positions in ballet. Designed for the student with no previous training in any dance form. The student is introduced to the barre for fundamental ballet exercises, followed by center work and combinations of dance steps.
One Hour Graham-Fallon Both Semesters

203B. Ballet I Advanced — A continuation of Ballet I Beginning, designed for the student with at least one semester of ballet. Purpose of this course is to develop understanding of basic technique and principles.
One Hour Graham-Fallon Both Semesters

204A. Ballet II Beginning — A continuation of Ballet I Advanced; intermediate technique with barre and center work. Some consideration of anatomy and dance history as these subjects relate to ballet performance.
One Hour Iannacone, Graham-Fallon Both Semesters

204B. Ballet II Advanced — A continuation of Ballet II Beginning; intermediate and advanced technique; designed to further develop performance skills. Emphasis is placed on technique and the importance of rhythm, dynamics, spiral awareness, and projection as means of creating variety in dance.
One Hour Graham-Fallon Both Semesters

215. History and Technique of Theatrical Makeup — Study of the principles of makeup and hair fashion for the stage. Training in skills and techniques needed for

DANCE

understanding the design and application of straight, character, and fantasy makeup. Emphasis will be on facial anatomy, physiognomy, corrective makeup, skin textures, materials, modeling, analysis, special structures, ventilation of hair-pieces, historical hairstyles, and wigmaking.

Three Hours Bombe Spring Semester

221. Anatomical Kinesiology — The muscle-skeletal system and its action, with special reference to the field of dance and physical education, is studied in detail.

Three Hours Irwin Spring Semester

223. Lighting Design — A study of the tools, technology, and artistic considerations of theatrical lighting. Course attempts to deal with the aesthetic problems of lighting design as the artistic effort of an individual working within a producing group. Prerequisite: Theatre 121, or permission of the instructor.

Three Hours Landes Fall Semester Odd Years

224. Costume Design — An introduction to the role of the costume designer in the theatre. Consideration of the designer's responsibilities as a visual artist, based on analysis of the script and of the production concepts. Study of fashions in dress from the ancient Greeks to 1940. Development of the techniques of period dress making, pattern drafting, costume construction, shop organization, and rendering.

Three Hours Bombe Fall Semester Odd Years

300. Dance Improvisation — This course is concerned with the development of the ability to create spontaneously through words, sketches, and sounds. The goal for the student will be the use of improvisation as a tool for developing sensitivity and a means of discovering the body's natural movement style, as a prelude to Dance Composition. Prerequisites: Dance 106, 116, 117, 126.

One Hour DeBruyn Spring Semester

301. Dance Repertory — Emphasis is on learning new techniques from guest artists through combined movement phrases and by learning dances and/or sections of dances. Prerequisite: Permission of chairperson.

Two Hours Rivera Spring Semester Odd Years

305. Dance Composition — An introductory course in the rhythmic structure of dance, including problems in line, design, dynamics, theme, and group choreography. Prerequisites: See department chair.

Two Hours DeBruyn Spring Semester Even Years

310. Creative Dance For Children — An introduction to creative dance for children. Teaching methods will focus on grades K-6. Prerequisite: Two credits in dance technique; None for students in teacher education.

Two Hours DeBruyn Fall Semester Odd Years

312. Dance Technique III — Advanced technique in the areas of ballet, modern, and jazz including an introduction to repertory. Prerequisite: Two of the following: Modern II, Ballet II, Jazz II. *Three Hours Rivera Spring Semester Odd Years*

315. Teaching Of Dance — Methods, principles and techniques in the teaching of dance, climaxed by a mini-assignment in the public schools, K-12. Open to majors and minors only.

Two Hours DeBruyn Spring Semester Odd Years

316. Dance History Survey — A survey of the development of humankind through dance from primitive times to the twentieth century, with a special focus on ballet and dance in America.

Three Hours DeBruyn Fall Semester Even Years

320. 20th Century Dance History and Criticism — Perspectives on dance in the 20th century including its relation to society, the other arts, criticism and its future

DANCE

directions. Focus will be on ballet, modern, pastmodern and social dance trends. Prerequisite: Dance History Survey or permission of the instructor.

Three Hours DeBruyn Fall Semester Odd Years

330. Accompaniment For Dance — An introduction to musical accompaniment for dance including music theory, sound production techniques and experience in accompanying dance classes. Prerequisite: Eurhythmics.

One Hour Graham-Fallon Spring Semester Even Years

350. Sacred Dance — An introduction to dance as a means of Christian expression. Historical and scriptural backgrounds will be studied as well as contemporary dance in the church. Prerequisite: Permission of instructor.

One Hour DeBruyn Spring Semester Even Years

360. Dance Therapy — An introductory course in dance therapy exploring methods, concepts and techniques used by therapists today.

Three Hours Leventhal Spring Semester Even Years

370. Laban Movement Analysis — The basic language of effort/shape will be presented as the means to record and interpret movement quality. Students will explore and gain an understanding of concepts through observation and participation, thereby expanding their intellectual and kinetic understanding of movement. Prerequisite: Majors and minors by permission.

Two Hours Eddy Spring Semester Even Years

372. Labanotation — The elementary principles of dance notation will be taught through their immediate application to dance repertory. Fundamentals of the system will be covered: stepping, arm and leg gestures, jumping, turning, circling, floor plans, and repeat signs. Prerequisite: Laban Movement Analysis; majors only and minors with permission.

Two Hours Guest May Term Even Years

410. Dance Technique IV — An advanced course in technique. Prerequisite: Majors only.

Two Hours Rivera Spring Semester Even Years

412. Adagio — An introduction to partnering techniques including lifts, turns, and sustained adagio work. Prerequisite: By permission of instructor only.

One Hour Iannacone Fall Semester Even Years

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

Two Hours Graham-Fallon May Term Even Years

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

Three Hours Iannacone Fall Semester

490. Independent Study — Advanced Choreography. Prerequisite: Dance Composition.

Two-Three Hours Staff Both Semesters

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

One-Three Hours DeBruyn Both Semesters

ECONOMICS AND BUSINESS ADMINISTRATION



Faculty: Mr. Heisler, Chairperson; Ms. Boyd, Mr. Gibson*, Mr. Gentenaar, Ms. Hendrix, Mr. Japinga**, Ms. Klay, Mr. Lunn, Mr. Martin, Mr. Muiderman, Mr. Steen, Mr. Zajicek. **Assisting Faculty:** Mr. Iverson, Mr. Zessin.

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

Students majoring in the department actively participate in off-campus programs in Philadelphia, Chicago, Washington, D.C. and London, internships with local business firms, and independent research projects. They meet frequently with distinguished business executives and economists.

A great deal of emphasis is placed on applying theory to practice. For example, students in recent years have:

1. held management internships with a variety of firms.
2. produced market research and benefit/cost studies.
3. prepared employee personnel handbooks.
4. participated in a business consulting program with the local Chamber of Commerce.
5. prepared econometric forecasts for local businesses.

Courses in investments and business law are taught by assisting faculty members, who are full-time specialists in their respective fields.

Computer applications and simulations, role-playing, management, business, accounting and economics case studies enliven the classroom work.

Hope College is the only college in the state of Michigan, and one of thirty-three in the country, to have received a George F. Baker Foundation Grant. This grant provides special enrichment and growth opportunities to students who show promise of being exceptional business leaders.

The department offers an accounting major which includes all those accounting courses required for taking the Michigan C.P.A. examination. Hope College graduates are passing the exam at a rate far exceeding the national percentage.

Approximately 30

of the graduates in this department go on to graduate or professional schools in the fields of law, public administration, business administration, and economics. Those who choose to begin their careers upon graduation pursue employment opportunities in both the public and private sectors.

ECONOMICS MAJOR — A major in economics requires a minimum of thirty hours. The following courses are required: Principles of Macroeconomics (Economics 211), Principles of Microeconomics (Economics 212), Macroeconomics

*On Sabbatical leave, Spring Semester 1993

**On Sabbatical leave, Fall Semester 1992

ECONOMICS AND BUSINESS ADMINISTRATION

(Economics 311), Microeconomics (Economics 312), History of Economic Thought (Economics 401), Econometrics (Economics 460), Senior Research Project (Economics 480), and 9 hours of electives in economics. It is also required that students take one semester of calculus and Mathematics 110. Students considering graduate work are strongly encouraged to take additional courses in mathematics. Courses in accounting and computer science are strongly recommended.

BUSINESS ADMINISTRATION MAJOR — A major in business administration consists of thirty hours in the department including nine hours of economics (Economics 211, 212 and either 311 or 312), Financial Accounting (Business 221), Managerial Accounting (Business 222), Principles of Management (Business 351), Principles of Finance (Business 371), Principles of Marketing (Business 331), a departmental seminar (Business 431, 441, 452, or 460), and three hours of department electives. In addition, Finite Mathematics (Mathematics 110) and one of the following communication skill courses are required: Communications 101, 140, 160, Theatre 161, 130, English 213, 214, 254, 255, or 256.

Students considering graduate work should take calculus. Work in computer science and advanced mathematics is strongly encouraged.

ECONOMICS/BUSINESS ADMINISTRATION DOUBLE MAJOR — The double major in Economics and Business Administration consists of forty-five hours in the department, eight hours of mathematics and two to three hours of communications skills. The following departmental courses are required: Principles of Macroeconomics (Economics 211), Principles of Microeconomics (Economics 212), Macroeconomics (Economics 311), Microeconomics (Economics 312), History of Economic Thought (Economics 401), Econometrics (Economics 460), Senior Economics Research Project (Economics 480), six hours of economics electives, Financial Accounting (Business 221), Managerial Accounting (Business 222), Principles of Marketing (Business 331), Principles of Management (Business 351), Principles of Finance (Business 371), and a departmental business seminar (Business 431, 441, 452 or 460). In addition, Finite Mathematics (Mathematics 110), one semester of calculus and one of the following communication skills courses are required: Communications 101, 140, 160, Theatre 161, 130, English 213, 214, 254, 255, 256. Work in computer science and advanced mathematics is strongly encouraged.

ACCOUNTING MAJOR — Students who wish to major in the area of professional accounting should contact a member of the accounting staff early in their careers, since this program requires a special sequence of courses. A major in accounting consists of fifty-one hours in the department including nine hours of economics (Economics 211 and 212 and either 311 or 312), Principles of Marketing (Business 331), Business Law I (Business 341), Principles of Management (Business 351), Principles of Finance (Business 371), and the following thirty hours of accounting courses: Financial Accounting (Business 221), Managerial Accounting (Business 222), Intermediate Accounting I and II (Business 321 and 322), Accounting Information Systems (Business 333), Cost Accounting (Business 375), Auditing (Business 423), Federal Tax Accounting (Business 425), Advanced Accounting (Business 427) and Accounting Theory (Business 441). In addition, Finite Mathematics (Mathematics 110) and one of the following communication skills courses is required: Communications 101, 140, 160, Theatre 116, 130, 216, English 213, 214, 254, 255 or 256.

ECONOMICS AND BUSINESS ADMINISTRATION

BUSINESS ADMINISTRATION MINOR — The minor requirements for Business Administration consist of twenty-one hours of course work. Courses required are: Principles of Macroeconomics (Economics 211), Principles of Microeconomics (Economics 212), Principles of Management (Business 351), Principles of Marketing (Business 331), Principles of Finance (Business 371), Financial Accounting (Business 221), and an additional three-hour course in Business Administration.

ECONOMICS MINOR — The minor requirements for Economics consist of twenty-one hours of course work. Courses required are: Principles of Macroeconomics (Economics 211), Principles of Microeconomics (Economics 212), Macroeconomics (Economics 311), Microeconomics (Economics 312), and three additional three-hour courses in Economics.

PROGRAM FOR NON-MAJORS — Students who are non-majors and have a desire to take a few courses that will enable them to understand the business process are encouraged to enroll in the following courses: Principles of Macroeconomics (Economics 211), Principles of Microeconomics (Economics 212), Financial Accounting (Business 221), Principles of Marketing (Business 331), and Principles of Finance (Business 371).

INTERNSHIPS — Internship programs which place students into professional relationships with managers in organizations (profit making firms as well as not-for-profit organizations) are available in major metropolitan centers in the U.S. as well as in the local western Michigan area. These internships are supervised and yield academic credit.

INTERNSHIPS IN SOCIAL RESPONSIBILITY — The objective of this program is to enable Accounting, Business Administration and Economics students to explore and strengthen their knowledge about the ways they can apply their skills in organizations that are serving human needs. Generally, a student works in the business department of a medical, educational, agricultural, developmental or religious organization. The locations typically would be Africa, the Middle East or Asia.

ADVISING PROCEDURES — Upon declaration of a major and approval by the chairperson, the student will be assigned an advisor from the department. Together, they will work out a tentative program for the student to complete the major.

A — Course Offerings — Economics

211. Principles of Macroeconomics — An introduction to economic principles and concepts, designed to fulfill the objectives of the College social science requirement and to prepare students for additional work in economics, business administration, and accounting. The course deals with such topics as supply and demand, markets, money, the determination of national income, employment and the price level, and international trade. The government's role in the economy is examined throughout.

Three Hours Staff Both Semesters

212. Principles of Microeconomics — An introduction to economic analysis at the microeconomic level which focuses on individual and firm decision-making in a market environment. This course deals with such topics as consumer demand, costs of production and supply, resource allocation, the role of competition in markets,

ECONOMICS AND BUSINESS ADMINISTRATION

labor and resource markets and the economics of the environment. Prerequisite: Economics 211 *Three Hours Staff Spring Semester*

295. Studies In Economics — A lecture or seminar class on a special topic of economics for majors and non-majors in the discipline.

One, Two or Three Hours Staff Any Semester

311. Macroeconomics — This course examines the important concepts and theories concerning levels of income, employment, interest rates and prices. It enables the student to understand the causes of changes in these levels, and to understand the effectiveness of government policies in affecting them. Prerequisite: Economics 211 and 212.

Three Hours Gentenaar Fall And Spring Semesters

312. Microeconomics — Intermediate-level treatment of microeconomics concerned primarily with resource allocation decisions under various product and resource market conditions. Implications for business and public policy are emphasized. Prerequisite: Economics 211 and 212.

Three Hours Heisler Fall And Spring Semesters

318. International Economics — This course presents a survey of the fields of international trade and finance with attention given to fundamental theory and present policy and practice. Prerequisites: Economics 211, 212, and Economics 311.

Three Hours Klay

320. Monetary Economics — A study of the role of money, credit, and financial institutions, and the impact of these areas on the general level of output, income and employment. Prerequisite: Economics 301.

Three Hours Gentenaar

401. History of Economic Thought — An introduction to, and critical survey of, the important people and ideas in economic theory. Attention is given to the interaction of economic ideas with the times in which they arose, and the evolution of significant economic doctrines. Prerequisites: Economics 211, Economics 212, 311, Economics 312. For economics majors only except by permission of instructor.

Three Hours Klay Fall Semester

402. Comparative Economic Systems — Every economy has to accomplish certain basic tasks: determine what, where, how and how much is to be produced; allocate the aggregate amount of goods and services produced, distribute its material benefits among the members of society; and maintain economic relations with the outside world. The set of institutions established in any society to accomplish these tasks is its economic system. A comparison of these institutions comprises this course.

Three Hours Heisler

404. Economic Growth and Development — A study of the factors that influence the growth and development of modern economies with particular emphasis on the "underdeveloped nations." Attention will be given to theoretical models and to the interplay of social, political and cultural phenomena. Prerequisites: Economics 211 and 212 and either 311 or 312, or permission of instructor.

Three Hours Klay Spring Semester

405. Managerial Economics — The application of microeconomic theory and quantitative methods to business decision-making problems. Topics covered in the course include demand estimation, empirical cost analysis, pricing policies, linear programming and optimization and decision-making in the presence of risk. Prerequisite: Economics 312.

Three Hours Staff

410. Public Finance — Study of the role of government in a market economy. The theory and practice of taxation, expenditure analysis and government regulation

ECONOMICS AND BUSINESS ADMINISTRATION

are examined in terms of their impact on economic efficiency and income redistribution. Topics include benefit-cost analysis, environmental pollution, tax reform, healthcare economics, income transfer programs and intergovernmental grants. Prerequisite: Economics 312 or permission of instructor. *Three Hours Staff*

420. Industrial Organization — A theoretical and empirical study of how the organization of markets affects the conduct and performance of firms in those markets. Topics include the determinants of market structure, the impact of market power on pricing, product differentiation, technological change, and profit, and the nature and effect of government intervention in and regulation of markets. Several specific U.S. industries will be studied. Prerequisite: Economics 312.

Three Hours Zajicek

430. Labor Economics — Study of the institutional and economic forces which determine wages and employment in labor markets. Economic theory is used to analyze the impact of various policies on the distribution of income. Topics include the economic effects of unions, minimum wage legislation, investment in human capital, discrimination in labor markets, poverty and transfer programs, and the disincentive effects of taxation. Prerequisite: Economics 312 or permission of the instructor. This course may be taken in partial fulfillment of the Women's Studies minor.

Three Hours Steen Spring Semester

460. Econometrics — An introduction to the mathematical and statistical tools used in constructing and estimating economic models. Focuses on applications of multivariate regression analysis in the areas of economic forecasting and hypotheses testing. Extensive use of the computer. Prerequisites: Economics 312 and Mathematics 110, 210 or equivalent.

Three Hours Zajicek Spring Semester

480. Senior Research Project — A capstone course required of all economics majors designed to develop advanced skills in economic research and writing. Assigned readings and seminar discussions provide an opportunity for enhanced understanding of the nature of economic analysis as a part of social scientific thinking and research. A major research paper is prepared in conjunction with a Departmental faculty member. Prerequisite: Economics 460 or permission of instructor.

Three Hours Staff Fall Semester

490. Independent Studies in Economics — Independent studies in advanced economics under the supervision of a designated staff member. Prerequisite: advanced standing in the department and approval of the chairperson.

One, Two or Three Hours Staff Any Semester

495. Advanced Studies in Economics — A lecture or seminar in a special topic in advanced economics. Prerequisite: advanced standing in the department and approval of the chairperson.

One, Two or Three Hours Staff Any Semester

B — Business Administration

220. Quantitative Management — Decision-making techniques developed in the context of an information decision system. Examination of quantitative methods used to develop decision models applicable to situations which lend themselves to numerical analysis. Prerequisite: Mathematics 110 or Mathematics 210.

Three Hours Zajicek

221. Financial Accounting — An introduction to the financial accounting model for business enterprises intended for potential accounting majors, business majors, and others who wish to read, understand, and analyze financial statements. Three hours of lecture and discussion.

Three Hours Boyd, Hendrix Fall Semester

ECONOMICS AND BUSINESS ADMINISTRATION

222. Managerial Accounting — The study of accounting information as used to assist in managerial decision making. Topics include break-even analysis, manufacturing cost control, product pricing, cost-volume-profit analysis, and other uses of accounting data internally by managers in directing and controlling organizations. Three hours of lecture and discussion. Enrollment is limited to those receiving a passing grade in Business 221.

Three Hours Hendrix, Martin Spring Semester

295. Studies in Business — A lecture or seminar class in a special topic of business for majors and non-majors in business. For example, management of human resources, accounting for managers and real estate have been offered under this topic number.

One, Two or Three Hours Staff Any Semester

321, 322. Intermediate Accounting — A continuation of the study of financial accounting theory and practice at the intermediate level. It examines the development of accounting standards, the presentation of income and retained earnings, the balance sheet and the statement of cash flows, asset and liability recognition and measurement problems, and accounting for owners' equity. Prerequisites: Business 221 and Business 222. Enrollment in 322 is limited to those receiving a passing grade in 321. (321, Fall only; 322, Spring only). *Six Hours Boyd, Hendrix*

331. Principles of Marketing — The application of contemporary theories of social psychology, management and managerial economics to the marketing of products and ideas. Prerequisite: Economics 211 and 212.

Three Hours Gibson, Japinga Both Semesters

332. Marketing Communications — Theories and practices of advertising sales management, promotion and public relations as they relate to the overall marketing program. Findings in communication theory: broad policy and strategy. Prerequisite: Business 331.

Three Hours Staff

333. Accounting Information Systems — A study of the basics of contemporary information systems in both manual and computerized environments. It includes the role of information in the management of business organizations. Prerequisite: Business 222.

Three Hours Martin Fall Semester

341. Business Law — A survey of business law, stressing contracts and including an introduction to sales, agency, negotiable instruments, and partnerships and corporations. Prerequisite: Economics 211 and 212.

Three Hours Zessin Fall And Spring Semesters

351. Principles of Management — Study of modern managerial principles and processes as usually associated with business but important also in the conduct of church, school and other organizations. Prerequisite: Economics 211 and 212, or consent of instructor.

Three Hours Muiderman Fall And Spring Semesters

352. Human Resource Management — The analytical and applied approach to human resource management for potential human resource professionals, line management, or employees. Traditional personnel and labor relations topics are presented such as job analysis, recruiting, selection, training and evaluation. The diagnosis, evaluation, design, and implementation of personnel practices is included. Prerequisite: Business 351.

Three Hours Gibson Spring Semester

355. Investment Fundamentals — Analysis and appraisal of investment alternatives as found in real estate, bonds, and preferred and common stock with emphasis on arrangements and programs meeting needs of individual investors. Prerequisites: Economics 211 and 212 and Business 221 and 222.

Three Hours Iverson Fall and Spring Semesters

ECONOMICS AND BUSINESS ADMINISTRATION

358. Management in the British Economy — This interdisciplinary course explores the culture, politics, and economy of the British along with their values and attitudes toward business. Special attention is paid to unique forms of management and business organizations. Seminars with leaders of business, labor, and government are conducted in London and various locations in England.

Three Hours Heisler, Muiderman May Term

371. Principles of Finance — Analysis of principles underlying sound financial policy and procedure; financial planning and control; sources of short-term and long-term funds; management of assets; and problems of valuation, combination, dissolution, and liquidation. Prerequisite: Business 221.

Three Hours Staff Fall And Spring Semesters

375. Cost Accounting — Continuation of the study of cost accounting theory and practice with particular attention given to cost information systems, cost control, planning of profits and costs, and cost and profit analysis. Prerequisite: Business 222.

Three Hours Boyd, Martin Spring Semester

423. Auditing — An introduction to basic auditing techniques, audit evidence, statistical sampling in auditing, auditing through and around the computer, and audit reports and opinions. Prerequisite: Business 333.

Three Hours Hendrix Spring Semester

425. Federal Tax Accounting — An introduction to federal tax accounting as it relates to income tax for individuals, partnerships, and corporations, as well as federal estate and gift taxes. Completion of Business Administration 322 is recommended, but not required.

Three Hours Martin Fall Semester

427. Advanced Accounting — Advanced studies in the theory and practice of accounting for business organization with particular emphasis on corporate combinations, partnerships, governmental accounting, earnings per share computations, and foreign operations. Prerequisites: Business 221, 222, 321. Corequisite: Business 322.

Three Hours Boyd Spring Semester

431. Marketing Strategy — This course develops decision-making skills in marketing. Case studies describing actual marketing problems provide an opportunity for the student to develop an appreciation for the types of problems which exist in the real world of marketing; and to develop the skills of analysis and decision-making necessary for success in marketing and other areas of business. Topics include marketing opportunity analysis, market segmentation, product promotion, channels of distribution, pricing strategies, and the analysis of complete marketing programs. Prerequisite: Business 222, 331, 351 and 371.

Three Hours Japinga

441. Accounting Theory — A participative seminar style course covering areas of financial accounting theory which are controversial and subject to differences of opinion within the academic community. A major paper and class presentation are both required. Prerequisite: Business 322.

Three Hours Martin Fall Semester

452. Management Problems — Advanced case-method study of significant problems arising in the business administration field, integrating subject matter of lower level courses. Special lectures and business simulation techniques are utilized as supplements to case work. Prerequisites: Business 222, 331, 351 and 371. For seniors only.

Three Hours Muiderman

460. Business Policy — This course is a challenging capstone departmental seminar for the business student. The material covered is concerned with strategic management and the causes of success and/or failure. The course is integrative in that it builds on the knowledge gained in other business courses such as management,

ECONOMICS AND BUSINESS ADMINISTRATION

marketing finance, and accounting. Information is also obtained and applied through the reading of journal articles, discussion, and case analysis of company situations. Prerequisites: Business 222, 331, 351, 371.

Three Hours Gibson Fall and Spring Semesters

490. Independent Studies in Business — Independent studies in advanced business under the supervision of a designated staff member. Prerequisite: advanced standing in the department and approval of the chairperson.

One, Two or Three Hours Staff Any Semester

495. Advanced Studies in Business — A lecture or seminar in a special topic in advanced business or accounting. Prerequisite: Approval of the chairperson.

One, Two or Three Hours Staff Any Semester

499. Management Internships — This course is a practical experience for students. It enables them to make use of their classroom knowledge of business and accounting in an organizational setting. Interns are supervised by organizational managers. Placements are made in the Holland-Zeeland area.

Three Hours Japinga



Faculty: Mr. Schackow, Chairperson; Mr. Bultman, Mrs. Cherup, Mrs. Cook, Mr. Donk, Mrs. Miller, Mr. Paul, Mrs. Wessman, Mr. Wolthuis, Mr. Zwart.

The Education Department prepares students to teach in the elementary and secondary schools of our nation. To fulfill the requirements for graduation and certification, each student planning on a professional teaching career must complete a major and a minor in an academic field and the professional education sequence. This sequence introduces the student to the theoretical foundations of creative and responsible teaching and simultaneously assists the prospective teacher in acquiring those teaching skills that make for effective teaching. An integrated field-theory approach to teacher preparation permeates the entire professional education sequence. Students become progressively more involved in field experiences and participate in increasingly more complex teaching styles as they proceed through the program. This preparation model has been replicated with enthusiasm throughout the country.

Many students go on to graduate schools and focus their attention in special areas of education such as reading, curriculum development, administration, and counseling.

In addition to classroom teaching, post-graduates from the Education Department are currently serving as:

- personnel directors in public and private educational systems
- superintendents of local school systems
- counselors at high schools
- curriculum development consultants for major industrial firms
- teachers in "innovative" schools
- special education coordinators and supervisors

ELEMENTARY AND SECONDARY PROGRAMS — Students planning to teach in the elementary and secondary schools must be formally admitted to the teacher education program. Application for admission to the teacher education program should be made during the sophomore year and materials submitted by March 15. The following procedures must be completed:

1. Complete application form
2. Distribute three rating sheets to faculty members
3. Complete major/minor declaration form
4. Complete or be in the process of completing ED220, Educational Psychology
5. Take and pass the Michigan Test of Basic Skills.
6. Submit a current negative TB test to the Education Department
7. Special Education majors are also required to submit an essay on "Why I Want to Major in L.D. or E.I." They must also complete or be in the process of completing ED225, Exceptional Child.

Criterion for admission includes the above-mentioned procedures and compilation of a cumulative G.P.A. of 2.5/4.0 scale based on all work attempted.

Teacher education graduates will qualify for a teaching certificate from the State of Michigan. Although teaching requirements vary among states, the Michigan certificate through reciprocal certification agreements is valid in many other states. Students desiring to teach outside of Michigan should confer with the Education Department's Director of Certification for specific requirements.

EDUCATION

In fulfilling the requirements for a teaching certificate in the State of Michigan, the Hope College student must do the following:*

1. Secure formal admission to the Teacher Education Program
2. Complete the Professional Education Sequence which has been established:
 - a. Elementary — Complete Education 220, 225, 280, 305, 310, 315, 470, 500.
 - b. Secondary — Complete Education 220, 225, 285, 360, 480 or 485, 500, and a special methods course in the major or minor field.
 - c. A cumulative and a major G.P.A. of 2.5 is required for approval for student teaching.
3. Complete the minimum requirements for the major and minor sequences.
 - a. Elementary: Selected majors of 30 hours or a composite major of 36 hours and a substantive minor of 20 hours, a regular academic minor of 20 hours, or a composite minor of 24 hours.
 - b. Secondary: A major of 30 hours and a minor of 20 hours or a composite minor of 24 hours. Composite minors may be obtained in Natural Science and Social Science only. The 24 hours must be in no more than 3 disciplines with a 12 hour core in one discipline.
4. Satisfy the general requirements for the A.B., B.M., or the B.S. degree at Hope College.

Students are urged to plan their programs carefully and should begin that process early in their college career. It is suggested that students enroll in Education 220 during their freshmen or sophomore year and reserve one semester of the senior year for the professional semester program during which they will take specified education courses including student teaching. Requests for student teaching must be made in the junior year. No student will be allowed to student teach who has not been admitted to the Teacher Education Program**. Arrangements for student teaching have been made with the school systems in western Michigan. All students seriously considering teaching in the elementary school should enroll in the special science program for elementary teachers. This program includes the following four courses: Biology 245 — Biology for the Elementary Teacher, Physics 245 — Physics for the Elementary Teacher, Chemistry 246 — Chemistry for the Elementary Teacher, Geology 246 — Geology for the Elementary Teacher. These courses fulfill the science requirement for graduation. Students should also enroll in the math program for elementary teachers, Math 205 and 206. These courses fulfill the math requirement for graduation. Fewer conflicts occur if both previously-mentioned science and math courses are taken in the freshman or sophomore year.

Students have an opportunity to fulfill their student teaching experience in urban situations, in suburban areas, in rural places, or in overseas assignments. Some students fulfill this requirement in the Philadelphia Program or through the Chicago Metropolitan Center semester.

SPECIAL EDUCATION: The Education Department offers majors in the areas of the Emotionally Impaired and Learning Disabled for Elementary Certification. These are highly intensive programs and students must receive favorable course and field evaluations to be allowed to enter the program.

*State of Michigan requirements are subject to periodic change. Students must meet State of Michigan and Education Department requirements for teacher certification in effect at the time application is made for certification.

**In addition applicants must pass the Michigan Competency Test in both their major and minor academic areas prior to student teaching.

EDUCATION

K-12 TEACHING SPECIALISTS: In the areas of Art, Music, and Physical Education, Hope College offers K-12 programs for teaching specialists. Students are asked to follow the secondary professional education sequence for such majors.

The Education Department provides each student desiring certification a comprehensive *Handbook* which outlines all program sequences and pertinent teacher education program information from the initial application to the Department through certification.

Students desiring additional program information should contact Hope's Education Department Office.

PLACEMENT — Special efforts are made by the Placement Office to help teacher candidates secure teaching positions but the college does not guarantee the placement of students in positions. Credentials must be completed during the semester in which the student does student teaching. They are then placed on file in the Placement Office.

ACCREDITATION — Hope College maintains membership in the American Association of Colleges for Teacher Education and the Michigan Association of Colleges for Teacher Education. Its teacher education programs are approved by the Michigan Department of Education.

220. Educational Psychology — The growth and development of children in all phases, but with special emphasis on social, emotional, and intellectual development. Careful study of the learning process with implications for teaching and guidance. A required lab experience and an optional mentor program provide opportunities for practical application of attained skills.

Four Hours Schackow, Wessman, Staff Both Semesters

225. The Exceptional Child — A study of the child who deviates markedly from the norm mentally, physically, or socially, so as to create a special problem in regard to his/her education, development, or behavior. Special attention is directed toward the following groups of exceptional children: emotionally impaired, gifted, hearing impaired, learning disabled, mentally impaired, physically or otherwise health impaired, speech and language impaired, and visually impaired. A field placement component is required. Prerequisite: Psychology 100, or Education 220. Same as Psychology 330.

Three Hours Cherup, Cook Both Semesters

241. Introduction to Emotionally Impaired — An introduction to historic, philosophical, etiological, and current instructional perspectives in educating emotionally impaired students. Current national, state, and local programming alternatives and issues will be explored and evaluated. Prevalent research, theoretical perspectives, legislation provisions and concerns will be examined. Implications for effective programming will be stressed. Prerequisite: Education 225.

Three Hours Wolthuis Spring Semester

242. Field Experience: Elementary and Middle School Emotionally Impaired One-half day per week placement in a classroom for students in a program for emotionally impaired students. This experience will provide opportunities for individual and small group instruction, management, and observation. A regularly scheduled seminar will be provided to integrate the placement experience with appropriate theoretical and conceptual models. To be taken concurrently with Education 241.

One Hour Wolthuis Spring Semester

253. Introduction to Learning Disabilities — Legal and working definitions of a learning disability will be presented and key issues affecting the field will be studied.

EDUCATION

Historical and current theories and their implications in the classroom setting will be discussed. *Three Hours Cherup, Cook Fall Semester*

280. Teaching of Reading — A study of the approaches used in the teaching of reading on an individual, small group, and classroom basis. Included will be a study of the principles involved in establishing a developmental reading program, the equipment and materials available for use in the classroom, and the tools used to make instructional decisions based on student needs.

Three Hours Staff Both Semesters, May Term

285. Teaching Reading in Content Areas — This course is designed to examine elements of secondary reading instruction with the focus on reading in the content areas. It includes an examination of reading approaches and materials, an analysis of problems students encounter in reading in content areas, and an opportunity to participate in demonstrations and activities to meet the wide range of reading levels found in the secondary classroom. Prerequisite: Admission to Teacher Education program or by consent of chairperson of the Education Department.

Three Hours Staff Both Semesters, May Term

295. Studies in Education — This course is designed to allow students at the Sophomore and Junior level to become involved in studies in special interest areas.

One, Two or Three Hours Staff Any Semester

300. Elementary Music Methods — A practical presentation of how to teach music to school children using simple instruments, functional piano playing, demonstration of methods and materials. Designed for the classroom teacher. Class piano or note reading ability strongly recommended prerequisite.

Three Hours Frederickson Both Semesters

301. Developing Visual Awareness — Designed for the art major, this course investigates the many facets of creative development from childhood to adulthood. Materials and techniques suitable for teaching and supervising art as a major subject are emphasized and methods of guiding and motivating creative expression K-12 are observed, discussed and practiced. Not open to students who have taken Art 340. No prerequisites.

Three Hours Staff Either Semester

305. Language Arts for the Elementary Teacher — A study of the many components of an integrated, comprehensive language arts program in the elementary school (among them vocabulary, grammar usage, spelling, sentence structure, creative writing, handwriting). Emphasis is on the content of each area, related research, and appropriate methodology. Prerequisite: Admission to the Teacher Education program or by consent of the chairperson of the Education Department.

Two Hours Staff Both Semesters

310. Elementary Curriculum and Methods (Math, Science, Social Studies) — An examination of the modern elementary school curriculum —its philosophy, structure, organization, and methods. Includes general principles and practices that are applicable to all areas of the curriculum, as well as specific principles and practices for the teaching of social studies, arithmetic, and science. Students spend approximately 18 hours of the semester in elementary classrooms, teaching self-prepared units in these subject areas. Since this course is generic in its methodology there is some benefit to taking it prior to the reading and language arts series of courses which are more specific in nature. Recommended for the junior year. Prerequisite: Admission to the Teacher Education program or by consent of the chairperson of the Education Department.

Six Hours Paul Both Semesters

EDUCATION

315. The Diagnosis and Treatment of Reading Problems — This course is designed to provide experience in planning and implementing of reading instruction based on unique needs of individual children as diagnosed through a variety of formal and informal assessment techniques. The course includes a five-week field placement. Prerequisite: Admission to the Teacher Education program or by consent of the chairperson of the Education Department. Must be taken after or concurrently with Education 280. *Three Hours Staff Both Semesters, June Term*

321. Teaching of Social Studies in the Secondary School — Methods and materials used in teaching the social studies at the junior and senior high school levels. Studies of procedures, teaching aids, trends, preparation of resource teaching units, evaluation, etc. Alternate years 1991-92. Prerequisite: Admission to the Teacher Education program or by consent of the chairperson of the Education Department.

Two Hours Bultman Fall Semester

323. Teaching of Mathematics in the Secondary School — Methods of teaching mathematics with emphasis on new approaches, curriculum changes, trends in modern mathematics, and history of mathematics. Same as Math 323. Prerequisite: Admission to the Teacher Education program or by consent of the chairperson of the Education Department.

Two Hours DeYoung Spring Semester

331. Teaching of Science in the Secondary School — Methods of teaching science at the secondary school level. Emphasis is placed on materials and techniques for the teaching of Biology, Chemistry, Geology, and Physics. Alternate years 1992-93. Prerequisite: Admission to the Teacher Education program or by consent of the chairperson of the Education Department.

Two Hours Staff Fall Semester

335. Creative Drama Techniques — Emphasis is on techniques such as improvisation, playmaking, story dramatization, role-playing, creative movement, and creative speech to be used by prospective elementary and secondary teachers and recreation or drama leaders. Course includes observation sessions, studio participation, evaluated practicum experience, a survey of literature in the field, and dramatic education seminars. Recommended for education, theatre, and physical education majors especially. No prerequisites in theatre or education. May be taken as a special methods course in education.

Two Hours Staff Both Semesters

340. Art Education for Elementary Education Students — A study of the child's creative and mental growth through art education. Acquaints the student with the means by which the child's development might be stimulated and achieved. The student participates both in creative studio work and in discussions of the basic principles and techniques of art education. Prerequisite: Art 101, or permission.

Two Hours Staff When Feasible

345. Teaching Physical Education and Recreation in the Elementary School — Acquaints the student with the games, rhythms, story-plays, and other physical activities suitable for each of the elementary grades. Attention is given to objectives and methods of organization. Each student is required to do practice teaching in these activities as part of the class work. Elective for prospective elementary teachers.

Three Hours Van Wieren Fall Semester

343, 344, 347, 348. Special methods courses for the secondary and K-12 physical education major. See the Physical Education and Recreation section of this catalog for course descriptions.

EDUCATION

351. Introduction to Assessment — Investigation and application of appropriate assessment procedures and techniques for special needs students. Norm and criterion referenced procedures are examined and evaluated. Current research and literature resources are reviewed. *Two Hours Wolthuis Fall Semester*

352. Assessment, Prescription and Remediation: Special Education — Knowledge and classroom application of various diagnostic-evaluative instruments are emphasized. Students will demonstrate competency in informal and formal evaluation tools, analysis and diagnosis, as well as program planning and development at the elementary and middle school levels. Remediation methods and materials appropriate for emotionally impaired and learning disabled students in academic, social, and motor areas are examined and incorporated into the field study experience. Must be taken concurrently with Education 354 and Education 359. Prerequisites: Admission to the Teacher Education Program.

Three Hours Staff Spring Semester

354-01. Field Experience: Elementary and Middle School - Learning Disabilities — An opportunity to apply information covered in Education 352 and Education 359. Emphasis will be on practical application of assessment, prescription, lesson design and remediation techniques. Must be taken concurrently with Education 352 and Education 359. Prerequisite: Must be admitted to the Teacher Education Program.

Three Hours Cherup, Cook Spring Semester

354-02. Field Experience: Elementary and Middle School - Emotionally Impaired — An opportunity to apply information covered in Education 352 and Education 359. Emphasis will be on practical application of assessment, prescription, lesson design and remediation techniques. Must be taken concurrently with Education 352 and Education 359. Prerequisite: Must be admitted to Teacher Education Program.

Three Hours Cherup, Cook Spring Semester

355. Audio-Visual Communications — Problems of production and usage are considered together with the communication impact of media presentations. This is basically a media production class in which the students will make such things as transparencies, filmstrips, laminations, demonstration boards, slides, etc.

Three Hours Paul May Term

359. Instructional Design: Elementary and Middle School L.D. — Curricular methods and materials appropriate for instruction of learning disabled and emotionally impaired students will be studied. Emphasis will be placed upon development of programming based on specific objectives for the individual student. Focus will include oral language, reading, written language, mathematics and social behavior related to teaching strategies. Prerequisite: Education 253 and admission to the Teacher Education program. Recommended for the junior year. Must be taken concurrently with Education 352 and Education 354-01 or 02.

Four Hours Cook Spring Semester

360. Secondary Principles and Methods — A study of secondary schools, their origins, purposes, curriculum, principles, and general methods and materials of teaching. The course is designed, along with special methods courses in several academic areas, to prepare students for teaching in junior or senior high schools. This class includes 40-50 hours teaching placement in local, secondary schools. When possible, students should schedule their special methods course concurrently with 360. Prerequisite: Admission to the Teacher Education program or by consent of the chairperson of the Education Department.

Four Hours Bultman Both Semesters

EDUCATION

- 370. Secondary Instrumental Methods and Administration** — Problems peculiar to the teaching of instrumental music in both class and private instruction. Sections will be devoted to the selection of text and music, the selection, care, and repair of orchestral instruments, and the marching band. The requirements for the first two years as a music major are advisable as a prerequisite. Alternate years, 1991-91. *Three Hours Staff Fall Semester*
- 375. Middle School Music Methods** — Observation, teaching techniques in the general music class and chorus. Study of materials, administration. Junior and Senior Music majors only, others by permission; recommended prerequisite; Music 300. Alternate years, 1991-92. *Two Hours Staff Spring Semester*
- 376. Secondary Choral Methods** — The development and observation of teaching procedures in the Junior and Senior high school choral program with emphasis on vocal literature, choral style and rehearsal techniques. Music majors only; others by permission of instructor. Offered alternate years, 1992-93. *Two Hours Staff Fall Semester*
- 380. Teaching of English in the Secondary Schools** — A study of and experience in applying methods of teaching grammar, literature, and composition in the secondary schools. Same as English 380. Prerequisite: Admission to the Teacher Education program or by consent of the chairperson of the Education Department. *Three Hours Moreau Fall Semester*
- 381. Teaching Religion in Secondary Schools** — Methods of teaching the academic study of religion at the secondary level. Emphasis is placed on legality, curriculum, methods, and materials of instruction. Prerequisite: Admission to the Teacher Education program or by consent of the chairperson of the Education Department. *Two Hours Staff Any Semester*
- 383. Teaching English as a Second or Foreign Language** — A survey of procedures and materials for teaching English as a second or foreign language. Recommended for majors in English, Communication, or Language Arts who plan to teach in inner city schools. Students enrolled in Education 383 serve a tutoring internship. Tutorials provide a laboratory experience for the collection and analysis of data as well as for the application of knowledge and methodology gained in the course. Following completion of the course students are eligible for employment as ESL tutors. Same as English 383. Prerequisite: Any one of the following: Education 220, Education 310, Education 360, English 356, Linguistics 364, or Psychology 220. *Three Hours Dwyer Fall Semester*
- 384. Teaching of Foreign Languages** — Methods of teaching French, Spanish, German, and Latin at the elementary school, high school, or college levels. Required of those planning to teach these languages in the secondary school. Alternate years 1992-93. *Two Hours Staff Fall Semester*
- 388. The Teaching of Speech/Communication** — Procedures, materials, and methods for conducting the varied activities required of a speech teacher such as conducting classes, directing dramatics and forensics, evaluation of texts, assignments, and types of examination. Offered alternate years, 1992-93 Prerequisite: A major or minor in Communication. *Two Hours Staff Fall Semester*
- 395. March to Hope** — A week-long, multicultural backpacking/survival experience. Each participant is paired one-on-one with youth from an inner-city or rural environment. A challenging environment aids in the development of meaningful individual and group relationships. Includes course requirements prior to and after the March. *Two Hours Staff Summer*

EDUCATION

451. Classroom and Behavior Management: L.D./E.I. — An in-depth overview of classroom and behavior management systems used with learning disabled and emotionally impaired students. Emphasis upon current legal and ethical concerns which relate to various management systems. Group and individual management systems will be compared and contrasted. Prerequisite: Admission to the Teacher Education Program and have completed Education 351, 352, 354. To be taken concurrently with Education 451, 453, 454 and 460, 465, or 470.

Two Hours Cherup Fall Semester

453. Computers and Technology: Special Education — An overview of the technology development appropriate to the high incidence, special education populations. Emphasis will be given to the exploration of computer related hardware and software systems for students and teachers. An overview of non-computer technological resources appropriate for handicapped students will be covered. Prerequisite: Admission to the Teacher Education Program and have completed Education 351, 352, 354. To be taken concurrently with Education 451, 454, and 460, 465, or 470.

Two Hours Wolthuis Fall Semester

454. Current Issues and Trends: Special Education — A discussion of issues affecting the field of special education as well as an overview of current techniques and programs will be presented. Prerequisite: Admission to the Teacher Education Program and have completed Education 351, 352, 354. To be taken concurrently with Education 451, 453, 460, 465 or 470. Must be admitted to Teacher Education program.

Two Hours Staff Fall Semester

460. Student Teaching, Learning Disabilities* — This field-based learning experience, supervised by the Education Department, is done in cooperation with area school systems. The student will be placed in a learning disabilities classroom for the purpose of making application of previously acquired knowledge. A Tuesday evening student teaching seminar is required. Prerequisite: Admission to the Teacher Education program or by consent of the chairperson of the Education Department.

Ten Hours Zwart Both Semesters

465. Student Teaching of Emotionally Impaired* — Student teaching, supervised by the Education Department, is done in cooperation with school systems in western Michigan. To provide a field-based learning experience and a vehicle for application of previously acquired knowledge, the student will be placed in a classroom for emotionally impaired children. A Tuesday evening student teaching seminar is required. Prerequisite: Admission to the Teacher Education program or by consent of the chairperson of the Education Department.

Ten Hours Zwart Both Semesters

470. Student Teaching in the Elementary School* — Student Teaching, supervised by the Education Department, is done in cooperation with school systems in western Michigan. A Tuesday evening student teaching seminar is required. Prerequisite: Admission to the Teacher Education program or by consent of the chairperson of the Education Department.

Ten Hours Zwart Both Semesters, May, June, Summer

480. Student Teaching in the Secondary School* — Student Teaching, supervised by the Education Department, is done in cooperation with school systems in

*For courses related to urban teaching see Philadelphia Center program, page 209. Opportunities for May, June, and Summer sessions are very, very limited and a candidate for any of these times should check in advance with the Director of Student Teaching.

EDUCATION

western Michigan. A Tuesday evening student teaching seminar is required. Prerequisite: Admission to the Teacher Education program or by consent of the chairperson of the Education Department.

Ten Hours Zwart Both Semesters, May, June, Summer

485. Student Teaching in the Elementary and Secondary Schools (K-12)* — Student teaching, supervised by the Education Department, is done in cooperation with school systems in western Michigan. Experience is provided at both the elementary and secondary level enabling students majoring in art, music, and physical education to obtain K-12 certification. A Tuesday evening student teaching seminar is required. Prerequisite: Admission to the Teacher Education program or by consent of the chairperson of the Education Department.

Ten Hours Zwart Both Semesters, Summer

488. Rural Education — A study of rural community attitudes and characteristics which affect the local school with actual teaching in rural Northern Michigan. Another section of this course is conducted in Texas in which the school systems of the Rio Grande Valley are studied and teaching experiences in the local schools are provided.

Three Hours Schackow, Cherup May Term

490. Independent Studies in Education — For prospective teachers who wish to do advanced study in a special interest field. This course should not be taken as a replacement for any regular course but rather should be limited to students who are seriously interested in doing some independent research study. Approval for study must be given by the department chairperson prior to registration.

One, Two or Three Hours Schackow Any Semester

495. Seminar in Education — A course designed to allow a professor to instruct upperclass students in an area of his/her special interest or research. Students will engage in extensive reading and/or research on a specific topic or problem. Prerequisite: Consent of instructor.

One, Two or Three Hours Staff Any Semester

500. Perspectives in Education — A study of the organizational and operational aspects of American education. Current educational practices, issues and problems will be examined in historical, sociological, and philosophical perspectives. Prerequisite: Senior status and admission to the Teacher Education program or by consent of chairperson of the Education Department.

Three Hours Schackow, Bultman, Zwart Both Semesters, May Term

*For courses related to urban teaching see Philadelphia Center program, page 209. Opportunities for May, June, and Summer sessions are very, very limited and a candidate for any of these times should check in advance with the Director of Student Teaching.

ENGLISH



Faculty: Mr. Reynolds, Chairperson: Ms. Bach, Mr. Cox**, Mr. Fiedler, Mr. Fike, Mr. Fong, Mr. Hemenway*, Mr. Huttar, Mr. Jellema, Ms. Jellema, Ms. Mezeske, Ms. Nicodemus, Mr. Ridl, Mr. Schakel, Ms. Verduin. **Assisting Faculty:** Ms. Bartley, Ms. Dwyer, Ms. Fiedler, Mr. Huisken, Mr. James, Mr. Moreau, Ms. Portfleet, Mr. Pott, Ms. Ridl, Mr. Smith

The program of the Department of English is designed to meet the needs of the student who wishes to pursue the study of English language and literature in depth or the student who wishes to develop special skills in the art of writing, either for their intrinsic worth or in preparation for a specific career. The major programs reflect these different objectives.

The department is, first, a department of literature. Literature presents, with beauty and power, perennial human situations and issues — problems of identity, purpose, relationship, and meaning. It enables one imaginatively to enter and share the experiences of other persons: to feel what was felt by people in earlier eras, distant lands, entirely other patterns of life and to juxtapose those feelings with one's own.

It is also a department of language: of the study of the English language and of language as used in writing. Understanding the history and nature of language is basic to effective verbal communication and to good verbal artistry. The courses in expository and creative writing begin with and build on a knowledge of language and lead to increased skill in using language effectively.

While the curriculum provides those who wish to teach or attend graduate school the specialized courses they need, it also seeks to meet the needs of students pursuing the broad aims of a liberal education. By helping develop students' abilities to read, to think, and to express themselves logically and coherently, it helps prepare them for careers in fields like government service, law, business, librarianship, and the ministry which emphasize such skills.

Students required to take a course in composition register for English 113; those needing a course or courses in literature as part of the general degree requirements register for English 231 and/or English 232; those considering a major or minor in English should take English 245, 246, or 247 as early in their college careers as possible. English 113 or the equivalent is prerequisite to all other writing courses.

MAJORS: The basic major is supplemented by elective courses within and outside the department to fit the individual student's interests and needs. See "Guidelines" below, and inquire at English office for career information.

The basic major is a minimum of 33 credit hours of English courses numbered 200 or above. Intermediate level proficiency in a foreign language is valuable for all English majors and is essential for those proceeding to graduate study in the field. Classical Mythology (Classics 250) and courses in philosophy and in American and English history are strongly recommended to all English majors and minors as cognate courses. Individual students will find that off-campus study and/or internships will play important roles in their programs. The major must include the following:

1. The Nature of Poetry (245)
2. The Nature of Fiction (246) or The Nature of Drama (247)
3. World Literature I (231)
4. American Literature, Bradford to Cooper (306) or American Literature, Hawthorne to James (307)

*On Sabbatical leave, Fall Semester 1992

**On Sabbatical leave, Spring Semester 1993

ENGLISH

5. British Literature, Beowulf to Spenser (315) or British Literature, Donne to Milton (316)
6. British Literature, Dryden to Austen (317) or British Literature, Blake to Keats (318) or British Literature, Carlyle to Hardy (319)
7. One additional course from 4 or 5 or 6
8. Modern British and American Poetry (321) or Modern British and American Fiction (322) or Modern British and American Drama (323)
9. A course focusing on a major author (364, or a 395 or 495 course focused on the works of a single author and specifically designated by the department as meeting this requirement)
10. A course on the English language (356)
11. Five additional credit hours in English above 200

GUIDELINES FOR THE ENGLISH MAJOR WITH SPECIAL PROFESSIONAL GOALS:

Certain courses are particularly recommended as part of the preparation for specific goals. Variation from these guidelines should be discussed with the major advisor.

- A. **Elementary Teaching:** 1. 245; 2. 246 or 247; 3. 231; 4. 306 or 307; 5. 2 courses from 315, 316, 317, 318, 319; 6. 1 course from 321, 322, 323; 7. 325; 8. 356; 9. 364; 10. 5 additional credit hours in English above 200; an additional course in writing is strongly recommended. Students are strongly urged to have two semesters' experience working on the *anchor*, *Opus*, *Milestone*, or *Inklings*.
- B. **Secondary Teaching:** 1. 245, 246 and 247 (Theatre 101 may be substituted for English 247); 2. 231; 3. 213; 4. 306 or 307; 5. 315 or 316; 6. 317 or 318 or 319; 7. 321 or 322 or 323; 8. 356; 9. 364; 10. 200 and/or 300 level electives to bring the total number of hours of English to at least 33. Students seeking an English major with Secondary Certification are also required to take English 380 which may not be counted among the elective courses, unless it is taken as a second methods course. Students are strongly urged to have two semesters' experience working on the *anchor*, *Opus*, *Inklings* or *Milestone*.
- C. **Graduate Study in English:** Students should take the basic major, including Shakespeare (English 364), and at least one advanced studies course (490 or 495). Students should elect additional upper-level courses so that their majors will total at least 42-45 hours. For further details students should consult the department chair, Professor Reynolds, as early in their college careers as possible.
- D. **Writing and Editing:** Students considering careers in these fields should consult the department chair, Professor Reynolds, as early in their college careers as possible to begin planning for the internships (frequently taken off campus) that will play an important part in their academic programs. Students should make themselves familiar with all the options available to them: A major in English and/or Communication; a minor in English and/or Communication and/or Writing; and the Communication/English Composite Major. Students with particular academic or vocational objectives not served by the established programs are urged to consult the catalog for information on the Contract Curriculum (pp. 106-108) or on the composite major (p.105). Suggested guidelines for a composite major are available from the department chair, Professor Reynolds.

ENGLISH

For other kinds of professional preparation (e.g. business and industry, prelaw, preseminary, foreign service, librarianship) the specific recommendations in English are less prescriptive and the students should, with their advisors' help, tailor a program to their own needs.

Internship programs are also available for English majors having specific career interests such as librarianship and business. The student may devote part-time or full-time for a semester to such programs, either in Holland or off campus. For information, inquire at the departmental office.

For students planning to apply for a secondary teaching certificate with an English minor, the department offers an advising program to guide them in course selection. At the time of declaring a major they should also declare an English minor on forms available at both the English and Registrar's offices.

Proposals are invited from interested students or groups of students for 295, 395, and 495 topics.

MINORS IN ENGLISH:

- A. **The general minor** (21-22 hours) consists of: 1. 245; 2. 246 or 247; 3. 231 4. 213 or 254 or 255 or 256; 5. 12 hours of literature courses numbered above 295. World Literature II (232) can be substituted for 3 of the 12 hours numbered above 295. Minor declaration forms are available from the English Department or from the Registrar's Office. For further details consult the advisor for English minors, Professor Nicodemus.
- B. **The teaching minor** consists of 24-26 hours, including 113 and 231 (both core requirements). In addition, a student should take: 1. 245; 2. 246 or 247; 3. 356; 4. 307; 5. 317 or 318 or 319; 6. 213 or 254 or 255 or 256; 7. an elective. Methods of Teaching English (English 380) is required if English is the field chosen for student teaching and (if student teaching is in another field) English 380 —or 381 —is suggested as an elective. English 380 is not credited toward an English minor unless taken as a second methods course. Minor declaration forms are available from the English Department or from the Registrar's Office. For further details, consult the advisor for English minors, Professor Nicodemus.
- C. **The writing minor** consists of 18 hours of courses on writing, not including English 113. Since many options exist, students are strongly urged not to take writing courses whose subject matter does not interest them simply in order to accumulate hours toward the writing minor. In addition to taking English Department writing courses numbered 200 or above, students may count hours taken as English 359 (Internship in English), English 389 (GLCA Arts Program), and English 493 (Individual Writing Project). Students should also be aware that English 313, 454, and 493 may be repeated for credit when their subject matter changes. If arrangements are made in advance, credit toward the writing minor can also be given for courses and internships which involve a significant amount of writing in addition to the work (e.g. research or hours of service) for which credit is given in other departments.

Because of the importance of directed experience in writing, students pursuing this minor are strongly encouraged to write for campus publications, take part in the visiting writers series, and/or work on the staff of the Academic Support Center. Minor declaration forms are available from the English Department and the Registrar's office. Further details and advice about course selection, particularly arrangements for securing English credit for work to be done in other departments, may be obtained from the advisor for English minors, Professor Nicodemus.

ENGLISH

Students may not count the same courses for an English major, an English minor, or an English-Communication Composite major and for a writing minor, and should be aware that the writing minor is not approved for teacher certification by the state.

HONORS PROGRAM:

The departmental Honors Program is intended to challenge majors to go beyond the minimum requirements for the major, in terms of extra courses, reading, and thinking about literature. In addition, the Honors Program is intended to foster intellectual exchange among students and faculty. A central objective of this program is extensive reading from the list included in the English Department Handbook. Detailed information and application forms are available from the department chair, Professor Reynolds. Early application, even in the freshman year, is encouraged.

Academic Support Center

A full description of this no-fee service is given on page 59.

010. Academic Support Center — Individual assistance is offered daily at scheduled times to help students improve writing skills, study skills, and reading rate and comprehension. Students may seek these services voluntarily, be referred to the Center by one of their teachers, or even be required for a particular course to do work in the Center. In the last instance, students register formally for English 010. *Non-Credit*

English for Non-Native Speakers

101. English for Non-Native Speakers I — A special course for students who need improvement in English language proficiency. Emphasis is placed on improvement in speaking, comprehension, reading, and writing. Normally required of foreign students before taking English 113 or a full academic load. Hours count as foreign language credit. Three lectures, three drills, and two laboratories per week: lectures focus on reading, writing, and grammar; laboratories on aural-oral skills. Hours may be increased upon consultation with the Chair of the English Department and the Instructor. *Four Hours Fall Semester*

102. English for Non-Native Speakers II — For advanced ESL students in the Fall. A continuation of English 101 in the Spring. A course designed to increase a student's English proficiency in all skill areas. Hours count as foreign language credit. Three lectures, two laboratories per week. Hours may be increased upon consultation with the Chair of the English Department and the Instructor. Prerequisite: English 101, equivalent, or placement. *Three Hours Both Semesters*

Writing

113. Expository Writing I — The course encourages students to explore ideas through reading, discussion, and writing. The emphasis is on development of writing abilities. The area of exploration varies with individual instructors. Consult department for current list. Typical topics include Points of View, Critical Thinking About the Future, Writing Workshop, Crime and Punishment, The Liberated Mind, Sports, What Our Words Reveal, C.S. Lewis, Medicine and Literature, and Writing About Ideas. May be repeated for additional credit, with a different subject matter. Not counted toward an English major. *Four Hours Both Semesters*

ENGLISH

213. Expository Writing II — A course designed to further the student's ability to write effective expository prose. For students in any discipline. Prerequisite: English 113 or waiver of English 113 requirement. *Two Hours Both Semesters*

214. Applied Expository Writing — A course designed to further the student's ability to write the types of expository prose appropriate to business, business administration, and technical fields. Prerequisite: English 113 or waiver of English 113 requirement. *Two Hours Both Semesters*

215. Legal Writing — A course designed to further the student's ability to write the types of expository prose appropriate to law school and the legal profession. Prerequisite: English 113 or waiver of English 113 requirement. *Two Hours Spring Semester*

254. Creative Writing: Stories — For students who wish to practice writing stories. *Three Hours Both Semesters*

255. Creative Writing: Poems — For students who wish to practice writing poems. *Three Hours Both Semesters*

256. Creative Writing: Plays — Practice in the art of writing for the stage through work on selected special problems of the playwright. Whenever possible, provision will be made for reading performances of work-in-progress; in cases of exceptional merit, arrangements may be made for public performance of a finished script. Course offered jointly with the Department of Theatre. Offered alternate years, 1993. *Three Hours Fall Semester*

313. Expository Writing III — A course in particular forms of expository writing. Announced topics will reflect the interest of students and instructors. May be repeated for additional credit, with a different subject matter. Prerequisite: English 213, 214, or 215, or demonstrated writing ability. Not limited to English majors or minors. Fall 1992: Writing True Things; Spring 1993: Writing True Things. *Two Hours Both Semesters*

359. Internship In English — IDS 359, Internship in English, may be awarded up to eight hours of English credit at the discretion of the department. This course may be taken as part of the Chicago, Philadelphia, or Washington Semester Program, or by individual arrangement through the department with a local host company or agency. At the discretion of the department, a portion of the credits earned in this semester may be applied toward the student's major requirements. Otherwise, the credits will constitute elective hours within the department. *Eight Hours (Maximum) Either Semester*

389. GLCA Arts Program — The Great Lakes Colleges Association Arts Program, presently based in New York City, involves the student in a full semester study of and involvement in the arts. At the discretion of the department, a portion of the credits earned in this semester may be applied toward the student's major requirements. Otherwise, the credits will constitute elective hours within the department. *Sixteen Hours (Maximum) Either Semester*

454. Advanced Creative Writing — A seminar for those who wish to continue writing. Each student will work on a major project. May be repeated for additional credit, with a different subject matter. Prerequisite: English 254 or 255 or 256. Spring 1993: Poems, Stories. *Three Hours*

493. Individual Writing Project — An independent, student-designed writing project culminating in a significant and complete body of creative or expository

ENGLISH

writing. May be repeated for additional credit with a different project. Prerequisite: departmental acceptance of application (forms available in departmental office).

Two or Three Hours Both Semesters

Literature

231. Literature of the Western World I — Masterpieces of Western literature through the Renaissance. Meets part of the Cultural Heritage requirement.

Three Hours Both Semesters

232. Literature of the Western World II — Masterpieces of Western literature since the Renaissance. Meets part of Cultural Heritage requirement. 231 is not a prerequisite.

Three Hours Both Semesters

245. The Nature of Poetry — Reading, enjoying, analyzing, discussing, and writing about poetry. Required of all English majors and minors; recommended also for those not specializing in English. May be taken before or at the same time as English 231 or 232.

Two Hours Both Semesters

246. The Nature of Fiction — Reading, enjoying, analyzing, discussing, and writing about the short story and short novel. A basic course in the English major and minor; recommended also for those not specializing in English. May be taken before or at the same time as English 231 or 232.

Two Hours Both Semesters

247. The Nature of Drama — Reading, enjoying, analyzing, discussing, and writing about drama as literature. A basic course in the English major and minor; recommended also for those not specializing in English. May be taken before or at the same time as English 231 or 232.

Two Hours Both Semesters

295. Special Topics — A topic in literature, writing, or language not covered in the regular course listings and intended particularly for the general liberal arts student. May be repeated for additional credit in a different field of study. Recent offerings include The Dutch in American Literature; Detective Fiction; Creative Writing; Satire. Spring 1993: 20th-Century African Literature.

Two or Three Hours

306. American Literature, Bradford To Cooper — Puritanism, eighteenth-century literature, and the rise of fiction, 1620-1830, with attention to Bradford, Taylor, Edwards, Franklin, Irving, and Cooper; selections from Hawthorne or Emerson included as a retrospective look at the American past.

Three Hours Fall Semester

307. American Literature, Hawthorne To James — Romanticism, Realism, and Naturalism, 1830-1900, with attention to Hawthorne, Poe, Emerson, Thoreau, Melville, Whitman, Dickinson, Twain, James, and Crane.

Three Hours Both Semesters

315. British Literature, Beowulf To Spenser — The Old and Middle English periods and the earlier Renaissance, with emphasis on Chaucer and Spenser.

Three Hours Fall Semester

316. British Literature, Donne to Milton — Representative prose, poetry, and drama of the seventeenth century through the Restoration, 1600-1660, with emphasis on Donne, Jonson, Herbert, and Milton.

Three Hours Spring Semester

317. British Literature, Dryden To Austen — The "neo-classical" period, 1660-1798, with emphasis on Restoration comedy, the rise of the novel, and satires of Dryden, Swift, Pope, and Johnson.

Three Hours Fall Semester

ENGLISH

- 318. British Literature, Blake To Keats** — Poetry, prose, and fiction of the Romantic period, 1783-1832, with emphasis on the poetry of Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. Offered alternate years, 1994.
Three Hours Spring Semester
- 319. British Literature, Carlyle To Hardy** — Poetry, prose, and fiction of the Victorian period, 1832-1901, in light of the social and intellectual background of the age, emphasis on Dickens, Tennyson, Browning, Arnold, Hopkins, and Hardy. Offered alternate years, 1993.
Three Hours Spring Semester
- 321. Modern British And American Poetry, Yeats to the Present** — Major poets of twentieth-century England, Wales, Ireland, and America.
Three Hours Spring Semester
- 322. Modern British and American Fiction, Conrad to the Present** — Representative novelists and short story writers of twentieth-century Britain and America: Joyce, Lawrence, Carey, Orwell, Golding, Greene, Anderson, Hemingway, Faulkner, Salinger, O'Connor, Porter, Updike.
Three Hours Fall Semester
- 323. Modern British and American Drama, Shaw to the Present** — Representative English, Irish, and American dramatists of the twentieth century; emphasis on Shaw, O'Casey, O'Neill, Hellman, Williams, Miller, Beckett, Albee, Pinter, Stoppard, Shaffer, and Shepard.
Three Hours Spring Semester
- 325. Literature for Children And Adolescents** — Traditional and modern authors and illustrators of children's literature and adolescent literature. Required of majors planning on elementary teaching.
Three Hours Both Semesters
- 331. African-American Literature** — Prose, poetry, and drama of black American authors, such as Washington, Toomer, Hurston, Hughes, Wright, Brooks, Ellison, Baldwin, Baraka, Walker, Morrison, and Shange. Recommended also for students not specializing in literature.
Three Hours Spring Semester
- 334. The Modern European Novel** — The nineteenth and twentieth-century influences on the novel from Balzac to Camus. Ordinarily offered only in the Vienna Summer School program.
Three Hours Summer
- 339. The Novel Tradition To 1900** — British, American, or European novels, or a combination of the three, to be determined by the instructor. Not offered 1992-93.
Three Hours
- 364. Shakespeare's Plays** — Selected plays in chronological order to show the evolution of Shakespeare as a dramatist.
Three Hours Both Semesters
- 395. Studies in English** — An author or authors, genre, or special topic, usually in British or American literature. May be repeated for additional credit in a different field of study. Recent offerings include Contemporary American Poetry; American Women Writers; Modern Irish Literature; Spring 1993: Introduction to Literary Theory. *Two or Three Hours (One or Two Hours During August Term)*

Language

356. History of the English Language — Study of the principles and phenomena of language change through an examination of changing forms and meanings in English from the earliest times to the present day. *Three Hours Fall Semester*

Linguistics 364 may be substituted to fulfill the major requirement of a course on the English language, but will not count toward the 33 hours in the major field.

ENGLISH

Teaching

380. Teaching of Secondary School English — A study of and experience in applying methods of teaching grammar, discussion, literature, and composition in the secondary school. Required for Secondary Certification. Not credited toward English major or minor, unless taken as a second methods course. Should be taken after or concurrently with Education 360, and before student teaching.

Three Hours Fall Semester

381. Teaching Writing in All Disciplines — For prospective and practicing elementary and secondary teachers in all the disciplines. A survey of the most recent theories about writing and practices in the teaching of writing across the curriculum assignments will allow students to apply theory to actual practice in creating assignments, inventing sequences of activities, using writing to personalize learning, and responding to student writing.

One Hour Spring Semester

383. Teaching English as a Second or Foreign Language — See listing under Education 383. Not credited toward English major or minor.

Three Hours Fall Semester

385. Summer Seminars: Teaching — A one-week study of methods of teaching primary or secondary English in one of these areas: grammar, discussion, literature, composition. Intended for prospective and practicing teachers. Available for one or two hours credit. This workshop is not a substitute for English 380, Teaching of Secondary School English. Individual course titles will be announced by mid-April of each year.

One or Two Hours Summer Only

Readings and Research

382. Bibliography and Methods of Research — Taken concurrently with a course in which a research paper is to be written, this course provides reflection on the nature and aims of research and instruction on shaping a topic and thesis and using bibliographical tools to find supportive data. Not offered 1992-93.

One Hour

490. Individual Study — An individual research project, investigating some topic in depth and culminating in a paper that demonstrates literary scholarship and independent thought. May be repeated for additional credit, with a different project. Not limited to the senior level. Prerequisite: departmental acceptance of application (forms available in department office).

Two or Three Hours Both Semesters

495. Advanced Studies — A seminar in a field designated by the instructor. Preparation and presentation of research papers are central to the course. Prerequisite: previous work in or related to the topic of the seminar; students are urged to consult the instructor if they are doubtful about the nature and quality of their previous work. May be repeated for additional credit in a different field of study. Recent offerings include James Joyce; Faulkner; G. B. Shaw; Contemporary Poetry by Women; Early English Drama Exclusive of Shakespeare. Fall 1993: C.S. Lewis.

Three Hours

499. Readings In Literature — Designed to fill in gaps in knowledge of important authors and works and of major trends and patterns. Readings under tutorial supervision of an instructor assigned by department chairperson. May be repeated for additional credit in a different field of study. Prerequisite: departmental acceptance of application (forms available in department office).

Two or Three Hours Both Semesters



Faculty: Mr. Attoh, Mr. Hansen, Mr. Tharin.

Because of shortages of natural resources, continuing environmental problems, and a renaissance in thinking about the way the Earth works the geological sciences are in a "Golden Age." Today geoscientists are making important contributions to human knowledge in oceanography, planetology, environmental geology, geochemistry, geophysics, plate tectonics, and paleontology.

At Hope College student-faculty research comprises an important part of the geology program. In recent years, students and faculty have been engaged in research projects such as:

- thermal and tectonic history of the 2 billion year old mountain belt in northern Michigan,
- structure of 600 million year old mountains in West Africa,
- studies of the chemistry and sediments of Lake Michigan,
- studies of fluid inclusions in ancient rocks from India, Michigan, Adirondacks and northern and coast ranges of California,
- mapping glacial deposits in the Holland area
- field work in the coast ranges of California
- disposal of dredge materials

Traditionally, the training of geologists has included a large measure of field experience. Hope College is ideally situated to study glacial geology, sedimentology, geomorphology, and limnology, but to broaden the spectrum of field experience, longer trips are commonly taken to examine the geology of other areas such as the Colorado Rockies, and the Virgin Islands. In addition to these trips, the annual spring Regional Geology trip gives students the opportunity to investigate the geology of the Appalachians, the Gulf Coast, the Black Hills, the Grand Canyon, the Florida Keys, the Ozarks, Ouachitas, California, and other areas.

We are well-equipped for teaching and research. In addition to an ample number of student and research petrographic microscopes, the department has a heating and cooling stage, x-ray diffraction and fluorescence apparatus, thin section preparation laboratory, a large stream table and sedimentation tank, and equipment for seismic exploration and soil resistivity testing.

Because the study of the Earth is an eclectic science, the geologist must be competent in the other natural sciences and in mathematics. Accordingly, strong minors in other sciences and composite majors are encouraged.

The Department of Geology has an established reputation of excellence. In recent years, graduating seniors have been accepted at California Institute of Technology, University of Chicago, Harvard, Yale, Stanford, Princeton, and other prestigious graduate schools.

MAJOR: The geology program is designed (1) to prepare students with either the Bachelor of Arts or Bachelor of Science degrees for a career or for graduate study in the geological or environmental sciences; (2) to give students who do not wish a career in geology a deeper understanding of the processes which change the earth's surface. The geology curriculum provides several options for students to achieve these objectives. Students can:

1. obtain the B.S. or B.A. Degrees with emphasis either in Geology or in Environmental Geology;
2. obtain a minor in either category listed above, or;
3. satisfy a portion of the core requirement by taking Physical Geology, Oceanography, Environmental Geology, Planetology

GEOLOGY

Because geologists thoroughly trained in chemistry, physics or mathematics are at the forefront of exciting research in the earth sciences, and as they are aggressively recruited by graduate schools, geology-physics and geologychemistry composite majors (see below) have been developed for students with interests in geochemistry or geophysics.

GEOLOGY OPTION

Students who wish a geology major enter the program by taking either Physical Geology, Oceanography, Geology in the Field and Laboratory, or Environmental Geology. In addition, all geology majors must take the geology core consisting of Geologic Map Interpretation, Mineralogy, Historical Geology and Regional Field Geology.

BACHELOR OF ARTS DEGREE IN GEOLOGY: Students will take 1) an entry-level course, 2) the core, and 2 advanced courses numbered 300 or above. One year of ancillary science and a year of mathematics are required.

BACHELOR OF SCIENCE DEGREE IN GEOLOGY: Students will take 1) an entry level course in geology, 2) the geology core including 6 credits in Geology 341, Regional Field Study, 3) Geology 315, 332, 453, and 4) two courses numbered 300 or above. For this major students are required to take 3 credits of Research, Geology 490, in their junior or senior years. Additionally, one year of chemistry, one year of mathematics and either one year of physics or biology is required. With the concurrence of the chairman, one or more advanced courses in the ancillary sciences, computer science or mathematics may be substituted for one or two of the advanced courses in geology.

ENVIRONMENTAL GEOLOGY OPTION

BACHELOR OF ARTS DEGREE IN GEOLOGY with an Environmental Emphasis: This major requires 1) an entry level course; 1) the geology core, and two or more of the following courses: 301, 430, 450, or 453. One year of ancillary science and one year of mathematics are required.

BACHELOR OF SCIENCE DEGREE IN GEOLOGY with an Environmental Emphasis: This major requires 1) an entry level course; 2) the geology core including two spring field trips, 3) Geology 301, 430, 450, and 453, plus one additional geology course numbered 300 or above. For this major students must take 3 hours of Research (Geology 490) in their junior or senior years. Additionally, one year of chemistry, one year of mathematics and one year of either physics or biology is required for the degree. Under certain circumstances, with the concurrence of the chairman, advanced courses in non-science departments may be substituted for one or more of the advanced courses in geology.

GEOLOGY MINORS A geology minor will be comprised of at least 16 credit hours not more than one half of which can be numbered 201 or below.

MINOR WITH EMPHASIS IN GEOLOGY: This minor includes the following courses: Geology 101, 120, 203, 215, 241. Geology 341 (Regional Field Geology) is strongly recommended for students minoring in geology.

GEOLOGY

MINOR IN GEOLOGY WITH ENVIRONMENTAL EMPHASIS (new): This minor includes the following courses: Geology 101, 108/109, 121, 215, 241. Geology 341 is strongly recommended.

GEOLOGY-CHEMISTRY COMPOSITE MAJOR: For additional information, please refer to page 104 and see below.

GEOLOGY-PHYSICS COMPOSITE MAJOR: This was the first composite major established in the sciences at Hope College. Both the geology-chemistry and geology-physics majors have been very successful. Students who graduate with the composite major are in great demand and have been accepted in the top graduate schools in the United States. For additional information, please turn to page 103.

EARTH SCIENCE TEACHERS: The Michigan Certification Code requires that prospective high school teachers elect 30 or more hours of courses in geology and a minor of 20 hours in a discipline or 24 hours in an area. An area minor including courses in biology, physics, and chemistry, is recommended and will be developed on an individual basis with each student.

Courses Designed Primarily for Non-Science Majors

120. An Introduction to Planetology — A course, emphasizing geological processes and broad concepts of planetary development, which introduces the student to the processes which have shaped the planets in our solar system. Topics include the early solar nebula, formation of the planets and meteorites, planetary atmospheres, the internal structures and surface geologies of Mercury, Venus, the moon, Mars, Jupiter, Saturn and the moons of Jupiter and Saturn. Two hours of lecture per week, one hour discussion section every other week. No Prerequisites.

Two Hours Hansen Fall Semester

121. Climate Changes — An introduction to the processes that have shaped Earth's climate in the past in order to predict its possible future evolution. Topics will include geological record of Earth's climate, greenhouse warming, ozone depletion and El Nino/La Nina phenomena.

Two Hours Attoh

205. Geology in the West Indies — An introductory course designed to acquaint students with the processes which occur in island arcs and in the oceans. One week on campus and two weeks in the Virgin Islands aboard a 47' sloop. The campus segment will introduce the student to rocks and minerals, maps, charts, navigation techniques and equipment, including the sextant. In the islands, the day will consist of 1.5-2 hours of lecture and another 2 hours examining the geology of the islands, the ocean floor, or the reef. Not only will geology, oceanography, and plate tectonics be stressed, but students will be introduced to the nautical skills required to sail a large yacht. No prerequisites. Meets laboratory requirements.

Three Hours Tharin May Term

246. Geology for Elementary Teachers — A course designed to introduce the prospective elementary school teacher to geological science appropriate to elementary education. Topics include materials of the earth, processes which act to change the earth's surface, and an examination of the atmosphere and weather. This course is open only to prospective elementary teachers and they are expected to elect this course to fulfill a portion of their college science requirement unless excused by the chairman of the Education Department. Lecture 2 hours and one 2 hour laboratory per week. Prerequisite: None.

Two and a Half Hours Staff Spring Semester

GEOLOGY

Courses Designed Both for Science and Non-Science Majors:

108. Environmental Geology — A study of the relationship between man and his geological habitat. Problems that society faces in using the earth will be examined. For example, earth processes (earthquakes, floods, land slides, volcanism) earth resources (metals, water, hydrocarbons), engineering properties of geological materials and land use in urban development will be stressed. May be taken without the laboratory.

Three Hours Tharin Spring Semester

109. Environmental Geology Laboratory — A course designed to accompany Geology 108 and to familiarize the student with contemporary problems in the environment using the tools of the geologist. Several laboratories may be held in the field examining problems and collecting data and materials for analysis. Prerequisite: Geology 108 (may be taken concurrently).

One Hour Tharin Spring Semester

110. Geology in the Field and Laboratory — This course is designed as a "hands-on" alternative to the traditional introductory survey course. Its goal is to give students direct experience with the processes by which scientists ask and answer questions about the Earth. Most of the class time will be spent in the field or laboratory where students will be trained to make and record observations, develop hypotheses, and test ideas while studying the materials and processes which shape the surface of the planet. One lecture and one 5 hour laboratory per week. No prerequisites.

Three Hours Hansen

116. Oceanology and Limnology — An introduction to the natural processes in oceans and large lakes. Waves, currents, chemical and physical characteristics of water masses, biological productivity, geology and sedimentary activity will be studied. A portion of the course will be devoted to the natural history and geography of the Great Lakes. May be taken without the laboratory.

Three Hours Tharin Fall Semester

117. Oceanology and Limnology Laboratory — A course designed to accompany Geology 116 and to familiarize the student with the processes active in large bodies of water. Several laboratories will be held on Lakes Macatawa and Michigan and along their shores. Prerequisite: Geology 116 (may be taken concurrently).

One Hour Tharin Fall Semester

Courses Designed Primarily for Science Majors:

203. Historical Geology — An introduction to the physical and biological development of the Earth during the last 4.5 billion years. Topics include the formation of the Earth, history of the major features of the crust, and the origin and evolution of life. Three lectures and one three-hour laboratory each week. One or more Saturday field trips will be required.

Four Hours Hansen Spring Semester

215. Geological Map Interpretation — An introduction to geologic maps and field techniques; the course will acquaint majors with maps as sources of geological information and as means of recording geologic data in a concise form. Topics covered include: interpretation of landforms on topographic maps; recognition of elementary geologic structures; interpretation of remote spectral data including aerial photographs and satellite images. Fieldwork will cover elementary surveying techniques and field measurements of geological structures. One lecture and two 2-hour laboratory sessions per week, in addition to 2 Saturdays for fieldwork/field trip. Prerequisites are any of the following: Geology 101, 109, 116, 201 or permis-

GEOLOGY

sion of instructor. The course is strongly recommended to be taken in the 2nd year of the geology program before Geology 315 (structural geology).

Three Hours Attoh Fall Semester

241. Mineralogy — An introduction to the crystallography and crystal chemistry of minerals with emphasis on the rock forming silicates. Laboratory periods will be devoted to the study of minerals in hand samples. Three lectures and one 3 hour laboratory per week. One weekend field trip will be required. Prerequisite: One semester of introductory chemistry (may be taken concurrently) or consent of instructor.

Four Hours Hansen Fall Semester

301. Surficial Geology — An introduction to surficial processes with major emphasis on the processes shaping earth's surface. Among other topics, landform and soil development, soil mechanics, the influence of running water on Earth's surface and man's interaction with surficial geology will be stressed. Three lectures and 1 three hour laboratory each week. Weekend field trips may be required. Prerequisites: geology core or consent of instructor.

Four Hours Tharin

315. Structural Geology — The study of rock deformation stressing: geometrical techniques and the concept of strain used in structural and tectonic studies. Three hours of lecture and one three-hour laboratory each week. One or more weekend field trips are required. Prerequisites: Geology 215 and Mathematics 131. Offered alternate years, 1988-89. Not offered spring 1990.

Four Hours Attoh

332. Igneous and Metamorphic Petrology — A course about mineralogical, chemical and textural characteristics of igneous and metamorphic rocks. Their occurrence and petrogenesis will be discussed in terms of rock associations and relevant petrologic phase diagrams. Laboratory sessions will be devoted to petrography description, identification and interpretation of rocks in hand samples and thin sections. Three 1-hour lectures and one 3-hour laboratory per week. Prerequisite is Geology 241.

Four Hours Attoh, Hansen

341. Regional Field Study — An investigation in the field of the general geology of an area selected by the instructor. One or more hours of lecture will be held each week prior to study in the field. Entire spring vacation or an extended period in the spring or summer will be spent in the field. Prerequisites: Geology 101 and consent of instructor. It is strongly recommended that geology 341 be taken two times by all geology majors.

Three Hours Staff Spring Semester

351. Invertebrate Paleontology — The study of the history of invertebrate life as determined from fossils. Topics include changes in diversity during the Phanerozoic, tempo and mode of evolution, functional morphology, systematics, and paleoecology of the major invertebrate phyla. Three lectures and one 3-hour laboratory per week. One or more weekend field trips will be required. Prerequisite: consent of instructor.

Four Hours Staff As Available

401. Readings in Geology — The aim is to achieve an overview of the earth sciences. The emphasis will be on acquisition of factual knowledge and integration of materials covered in several courses in the undergraduate program. The format will be weekly 30-minute tests on assigned readings in selected texts followed by discussion. Prerequisite: Minimum of 25 hours of geology courses. It is strongly recommended for seniors.

One Hour Staff Fall

430. Environmental Geochemistry — The principles of physical and inorganic chemistry will be applied to geochemical systems of environmental interest. Element recycling and evaluation of anthropogenic perturbations on the geochemical cycles will be examined. Topics will include: equilibria calculations in aqueous

GEOLOGY

systems near Earth's surface; chemical weathering and redistribution of the chemical elements in the natural environment; pathways of selected toxic elements in soils, lakes and oceans. Laboratory exercises will include problem sets alternating with quantitative analyses using atomic absorption and X-ray fluorescence. Three lectures and one 3 hour laboratory each week. Prerequisites: Chemistry 111, 113 114, 121. *Four Hours Attoh*

450. Geohydrology — A study of the geological aspects of the water cycle emphasizing the environmental problems associated with groundwater. Topics include groundwater flow, geology of aquifers, water resource management, groundwater chemistry and contamination. The course is intended for students with a strong interest in environmental geology. Two lectures and one laboratory per week. Prerequisite: consent of instructor. *Three Hours Hansen*

453. Sedimentology — Study of the mineralogy, petrology, petrography, occurrence and association of the sedimentary rocks. Thin section examination and textural analysis of sedimentary rocks and unconsolidated sediments will be performed in laboratory. Three lectures and one three-hour laboratory or field trip each week. Weekend field trip may be required. Prerequisite: Geology 332, or consent of instructor. Alternate years. *Four Hours Tharin Spring Semester*

490. Special Problems — A course designed to introduce the student to research. A research problem in an area of special interest will be nominated by the student, receive consent of instructor and be approved by the Geology Department before research begins. *One to Three Hours Staff Any Semester*

495. Studies in Geology — A course designed to allow a professor to instruct upperclass students in a special area of interest or research. Students will engage in extensive reading and/or research in the topic of study. *One to Three Hours Staff Any Semester*

Geology Seminar — A program designed to give geology faculty and students an opportunity to participate in seminars and topics in all areas of geology. Lecturers are from industry, government and the academic world. Not for credit. Geology majors are expected to attend.

HISTORY



Faculty: Mr. Curry, Chairperson; Mr. Baer, Mr. Bell, Mr. Cohen, Mr. Penrose*, Mr. Sobania.

History is the study of the human past. It is the foundation for understanding how we came to be what we are. Because the record is often crowded and contradictory, history is a discipline that depends upon critical thinking and careful evaluation of evidence. These are skills that lie at the heart of liberal arts education and that are vitally important to students preparing for careers in such fields as law, government, journalism, and education.

For the student concerned with developing an in-depth knowledge of the past, and especially for the student who wants to become a professional historian or teacher, the department offers a traditional, full HISTORY MAJOR. For the student whose interests involve several major areas, we offer the COMPOSITE MAJOR IN HISTORICAL STUDIES. Both of these majors are described in detail below.

History staff members bring varied backgrounds to their teaching. All have sustained their research interests through work in numerous foreign and domestic manuscript repositories such as the National Archives and the public records office. Extended stays in the Soviet Union, Ireland, England, Germany, Ethiopia and Kenya help to assure both currency in scholarship and vitality in the classroom.

History majors have been involved in the following activities:

- editor of the "anchor," the student newspaper
- participation in several of the off campus programs-
Great Lakes Jerusalem Program
summer and semester study program in Vienna
the Philadelphia semester of study and work in the inner city
honors semester in Washington, D.C.
Newberry Library Program in the Humanities
year of study in Japan
- a variety of local and oral history projects that afford income-earning opportunities.

History majors in past years have gone on to graduate schools, and into careers as professional historians both as writers and teachers. Many have gone into law and the political arena. Some have entered the ministry. The interesting careers of recent graduates of the department include:

- law practice
- curator of museums and archives
- administrative assistant to a U.S. Senator who is now Vice President
- free lance feature writer, with articles in *Harpers* and *New York Times*
- historian for the U.S. Marine Corps
- editorial staff, the international beat, for a metropolitan newspaper
- bureau chief for *Time* magazine
- career foreign service officer
- managing editor of newspaper
- Rhodes Scholar
- mayor of Holland

To accommodate the broad range of interests and career goals of its majors and other interested students, the History Department offers two possible majors and a minor program.

*On leave of absence, Fall 1992

HISTORY

I. HISTORY MAJOR: A minimum of thirty semester hours in history is required for a major. The distribution requirement for the thirty hours in history is as follows: one history course focused mainly on the period before 1500; two courses in American history; two courses in European history; one course in non-Western history; and a seminar in history. Students who plan to do graduate work in history are urged to take at least thirty-six hours of course work in history and to attain reading proficiency in two foreign languages. Majors planning to study mainly the history of areas other than the United States are strongly urged to spend a summer, semester, or year of study in the geographic area of their concentration. A major in Ancient Civilization combining work in History, Classical Languages, Art and Philosophy courses is available. Please see requirements under the Department of Classics.

II. COMPOSITE MAJOR IN HISTORICAL STUDIES: For the student who does not plan to become a professional historian or a teacher, and who needs a program with greater disciplinary breadth than the regular major program offers, the History Department provides a composite major. In this program a minimum of 36 credits is required, 18 credits in history and 18 in other disciplines that correspond to the student's particular needs and interests. At least 18 of the total 36 credits must be earned in courses at the 300 level or above. Credits earned in introductory courses and in courses used to fulfill the college core requirement, excepting the introductory history courses, cannot be applied to the major program. The 18 credits in history must be distributed as follows: 3 credits in American history, 3 credits in European history and 3 credits in either a history seminar or an independent study course in which a major research paper is required. The remaining 9 credits and the 18 non-history credits will be determined by the individual needs of the student after consultation. To take full advantage of this individual approach to the program, it is in the best interest of the student to apply for acceptance as a major by the end of the sophomore year.

III. HISTORY MINOR: The department offers a twenty-one hour minor. The minimum distribution requirement is as follows: one course dealing with a period before 1500, two courses in American history, two courses in European history, one course in non-Western history, and one additional history course of the student's choosing.

130. Introduction to Ancient Civilization — The course will focus on significant developments in history from its Greek origins through the Renaissance. It is designed to introduce the student to the discipline of history and can be used to fulfill part of the cultural heritage requirement.

Three Hours Staff Both Semesters

131. Introduction to Modern European History — The course will focus on significant developments in modern European history from the Renaissance to our own time. It is designed to introduce the student to the discipline of history and can be used to fulfill part of the cultural heritage requirement.

Three Hours Staff Both Semesters

Africa and Asia

280. Colonizers and Colonized: Perspectives on Modern Imperialism — The rise and fall of the British Empire provides the focus of this course. British colonial experience is set in a larger context, which traces European, and to a lesser degree, world imperialism from origins to the contemporary era. The purpose of the course

HISTORY

is to examine modern imperialism simultaneously from the perspective of the colonizer and colonized, and to evaluate the impact of imperialism on European and Third World societies. Primary focus will be on the experience of Africa and India. *Three Hours Baer, Sobania Fall Semester, 1993*

310. History of Southern Africa — This course will focus on the history of southern Africa from the growth and expansion of indigenous civilizations, through the European intrusion, to the current social, political and economic developments of the present day. Special emphasis will be placed on the forging of the Zulu nation, the rise of Afrikaner nationalism, the roots of apartheid and the role of theology, the migrant labor factor, and the dynamics of African opposition to colonialism and apartheid. *Three Hours Sobania Spring Semester*

312. Myth and Culture in Pre-Colonial Africa — This course is designed to introduce students to the pre-colonial African past, principally through the study of primary and orally transmitted sources. The use of these sources and their interpretation will be given special emphasis as will the use of biography. Case studies of political change in the 19th century provide a focus for looking at issues such as state formation, the role of technology, the spread of Islam, slavery and European intrusion. *Three Hours Sobania Alternate years, Fall Semester*

370. Modern Middle East — A course focusing on historical explanations for the tensions that periodically erupt into war and violence in the Middle East. Concentrations on Islam and the Arabs, Zionism and the Israelis, and the deep American involvement in the disputes. *Three Hours Penrose Spring Semester*

Americas

252. Early American History, 1607-1789 — This course deals with the process by which the European colonists transformed themselves into a nation of Americans. It focuses upon the way the interaction between the European heritage and the American environment produced a new people. It also focuses on the growth of American nationalism. Topics to be covered include: Puritanism, establishment of the American colonies, relations with the mother country, the Revolution, and Constitution. Alternate years, 1993-94. *Three Hours Cohen Spring Semester*

253. Slavery and Race in American History, 1619-present — This course argues that slavery and race have played major roles in shaping the course of American History. It begins by showing how slavery is rooted in the history of western culture and why it seemed natural to establish it here. It shows how the institution of slavery shaped the lives of masters, slaves and of all the generations that came after including our own. *Three Hours Cohen Fall Semester*

254. The Middle Period in American History, 1789-1877 — Beginning with the Federalist Era, this course traces U.S. history through the era of the Civil War and Reconstruction. Major themes include: the rise of the "common man," the tension between nationalism and sectionalism, expansionism and the frontier, reform, industrialization, and the impact of race on American life. Alternate years, 1992-93. *Three Hours Cohen Spring Semester*

255. The Emergence of Modern America — A study of American politics, society, economics from 1877 to America's entrance into World War I. Special emphasis will be placed on industrialization, urbanization, the Progressive reform movement, America's increased involvement in foreign affairs, and conflicts in ideologies. Alternate years, 1988-89. *Three Hours Curry Offered When Feasible*

HISTORY

256. Recent America — This course examines the intellectual and political response by 20th century America to the ravages and rewards of industrialization and to the older agonies of racism and poverty. To develop this analysis there will be a detailed study of the following topics: the intellectual disillusionment and political reaction of the 1920's; the radical thought and pragmatic reforms of the New Deal; the sources of anxiety and consensus politics in the post World War II era; and the challenge to the American liberal tradition in the 1960's and 70's.

Three Hours Curry Spring Semester

260. History of Latin America — The aim of this course is to survey the intellectual, social and political traditions of the twenty nations of this hemisphere south of the Rio Grande. From this review it is hoped that the student might acquire an appreciation for a rich and colorful cultural tradition that is poorly understood and too often neglected by North Americans. A further and related purpose is to acquaint the student with the historical development of the political culture of Latin American societies and attempt to explain the causes of social and political instability in this area. History majors seeking to fulfill the department requirements for majors may count this course as either European or American history.

Three Hours Curry Offered When Feasible

354. American Constitutional History, 1787-Present — This course traces the historical development of the United States Constitution from its inception to the present. Emphasis will be placed on the interrelationship between the evolution of the Constitution and the changing needs of American society. Alternate years, 1992-93.

Three Hours Cohen Spring Semester

355. United States Foreign Policy — This course traces the development of United States foreign policy from the Spanish-American War to the present. It is in this period that the United States emerged as a great world power and moved to center stage during World War II. The aim of this course is to explain how this new framework in which diplomacy was conducted reshaped the American response to the traditional forces influencing its foreign policy. As national power increased, so too did responsibility for the international order. A central problem confronting American policy-makers in the 20th century has been to determine if and to what extent American power had to be directly employed in the several crises that have threatened the nation's interest and security and impeded the realization of its ideals.

Three Hours Curry Fall Semester

357. American Intellectual History, 1865-Present — This course will examine the interplay of ideas and American life from the Civil War to the present. Political, religious, scientific, philosophical, and literary thought will be considered. Special emphasis will be placed on the 20th century. Alternate years, 1992-93.

Three Hours Curry Fall Semester

Ancient World

210. Greek World — Historical development and civilization of Greece from prehistoric through classical and Hellenistic times. The recent unfolding of Greek beginnings, the artistic brilliance of Minoans, Homeric warfare, explosion of reason and culture, development of the polis, Athenian democracy and imperialism, threat of hybris, "oecumena" of Alexander the Great. Alternate years, 1991-92.

Three Hours Bell Spring Semester

215. The Roman World — The course follows the expansion of Rome from a small village to ruler of an enormous empire. It considers the growth of Roman institutions and culture during the Republic and Empire periods and speculates on the

HISTORY

causes and significance of the disintegration of the greatest empire the ancient world had known. Alternate years. *Three Hours Bell Spring Semester*

Eastern Europe and Russia

232. History of Russia From Kiev Through Catherine II — This course traces the development of the Russian state from its Kievan origins through the reforms of Peter the Great and the enlightened despotism of Catherine the Great. Emphasis is placed on geographic, economic, and political factors in the growth of the Russian empire. Alternate years. *Three Hours Penrose Fall Semester*

335. History of the Soviet Union — The revolutionary origins of the Soviet state to the USSR in the modern world. Emphasis on three areas of inquiry: the revolutionary movement until 1917, the Soviet Union in world affairs and the evolution of the former USSR into independent states. *Three Hours Penrose Spring Semester*

Europe

205. History of England, Stonehenge to 1688 — An introduction to English civilization and history from the Celts to the late seventeenth century. Focuses upon the development of the English legal system, monarchy and parliament, the role of religion in English society, England's relationship with Europe, and the major features of social, economic and cultural life with special attention to art and architecture. Alternate years, 1992-93. *Three Hours Baer Fall Semester, 1992*

206. History of England, 1688 to the Present — An introduction to English civilization and history from the Glorious Revolution to the fall of Thatcher. Explores some of the implications behind England's rise as a world power and subsequent decline. Particular stress will be placed upon constitutional and international problems before 1815, the empire, culture (especially art and architecture) and politics during the Victorian era, and upon economic problems, the world wars, and social changes in the 20th century. Alternate years, 1992-93. *Three Hours Baer Spring Semester, 1993*

242. Twentieth Century Europe — This course examines the changing political, economic, social and intellectual climate from the late nineteenth century to the present. *Three Hours Staff*

248. Europe in the Age of Reformation — Transformation of Europe from the crisis of late medieval society to 1660. Emphasis on religious, political, social and economic dimensions of European life in the 16th and 17th centuries, and the response of men and women, rulers and social groups, states and institutions to the new theological and spiritual challenges wrought by the Reformation. *Three Hours Baer Fall Semester, 1992*

280. Colonizers and Colonized: Perspectives on Modern Imperialism — The rise and fall of the British Empire provides the focus of this course. British colonial experience is set in a larger context, which traces European, and to a lesser degree, world imperialism from origins to the contemporary era. The purpose of the course is to examine modern imperialism simultaneously from the perspective of the colonizer and colonized, and to evaluate the impact of imperialism on European and Third World Societies. Primary focus will be on the experience of Africa and India. *Three Hours Baer, Sobania Fall Semester, 1993*

320. Victorian Britain — A study of Britain from about 1780 to the late nineteenth century. How this society became the world's first modern industrial, urban society

HISTORY

and yet avoided political revolution. Focus on such topics as aristocrats, the city, work, women and the family, cultural and political change, and the Celtic regions. Alternate years, 1992-93. *Three Hours Baer Fall Semester, 1993*

321. Twentieth Century Britain — A case study in the decline of an advanced industrial society and military giant in 1900 to a minor European state by the contemporary era. Focuses on pressures of war, economic changes, and the changing relationship with the United States, but with primary emphasis on social history including discussion of women, the family, popular politics, and the rise of social class and Celtic nationalism. Alternate years, 1992-93.

Three Hours Baer Spring Semester 1994

Special Courses

295. Studies in European, American, or Non-Western History — These courses are designed to allow students to study geographic areas, historical periods, or particular issues not normally covered in the formal course offered in the history department. In each course a professor will present lectures in his area of particular interest and students will engage in guided reading and research under his supervision. *One, Two or Three Hours Staff Both Semesters*

490. Independent Studies in History — Designed to provide students majoring in history and others, with an opportunity to do advanced work in a field in which they have a special interest. Prerequisite: Formal application and departmental approval of proposed study. This designation, with appropriate descriptive title, may be used for Washington Honors Semester hours and internships bearing history credit and for internships approved by the department. *Variable Hours Staff Any Semester*

495. Seminar in History — This course is required of all history majors and is also open to nonmajors with a serious interest in learning how to do scholarly research. The course is designed to help students develop advanced skills in historical research and writing. Major emphasis is given to the development of sound research methods and to the use of primary source materials. Each student will be expected to produce a lengthy research paper of scholarly merit and literary quality. *Three Hours Cohen Fall Semester*

499. History Internships — This course is a practical experience for students. It enables them to apply the knowledge, research methods, and writing skills acquired in the academically oriented setting to concrete projects such as the Joint Archives, the Holland Historical Trust or an oral history undertaking. Application is made to the chairperson of the History Department. Supervision and the number of credits earned are determined by the nature of the project. *Staff Any Semester*



Faculty: Mr. Cox, General Director, Mr. Sharp, Director, New York Arts Program, Mr. Muiderman, Director, Philadelphia Semester, Mr. DeHaan, Director, Chicago Metropolitan Semester

Interdisciplinary courses provide a meeting place for the several academic disciplines. Integrated efforts can be directed to the perennial human questions, especially as these are affected by present discoveries and concerns. These courses deal with methods or content that go beyond what is usually dealt with in a single department. IDS courses, then, provide faculty and students with an opportunity for dialogue or research across departmental boundaries.

101. Encounter With the Arts — An intradivisional course designed to expose the student to the fine and performing arts in contemporary practice. An understanding of the various arts will be facilitated through performances and exhibits, guest lectures, demonstrations, and critique sessions. The arts faculty, visiting guest artists and events sponsored by the Cultural Affairs Committee contribute extensively to the program. Students are required to attend a designated number of evening performances and to maintain a journal recording and analyzing their experiences in the course.
Three Hours Staff Both Semesters

123-124. Two Souls of Germany — See listing under German, page 234.

133-134. The Golden Age of Greece — See listing under Greek, page 227.

280. Contemporary Issues in Japan — See listing under May, June and Summer Study Abroad Programs, page 237.

295. Special Topics — Study of an area of Interdisciplinary Studies not covered in the regular course listings. Offered as student and teacher interest requires and scheduling permits.
Two to Four Hours Staff

Internship Programs

The Philadelphia Center: Great Lakes Colleges Association Liberal Arts Program For Professional Development and Field Study

The Philadelphia Center: Great Lakes Colleges Association Liberal Arts Program for Professional Development and Field Study is designed to introduce students to life in the city: as a challenging intellectual field for study and as a place to examine and apply concepts and values they have learned in their liberal education on campus. The program provides opportunities to blend theory and experience in a professional, academic, and stimulating environment; to acquire understanding of various fields of work, and to identify and develop skills in those fields; to investigate and analyze a city as a system of human interaction; and to develop intellectually, personally, socially, and responsibly in an urban environment.

Students must be full-time participants for 16 semester hours.

351. Field Placement — Students work four days a week with professionals in well-supervised placements in social agencies, businesses, schools, community groups and other programs. Placements are available in profit and non-profit, public and private, large and small organizations. Students work and learn in law offices, arts organizations, programs for children with various disabilities, large corporations, television stations, medical research projects, advertising agencies. With over 500 placements on file and a vast network of resources, special field placement requests can be satisfied. Further information is available from the Philadelphia Center liaison on campus, Off-Campus Study/Extended Study Office, Career/Professional Development Office/Center, and from the program directly.

INTERDISCIPLINARY STUDIES

352. City Seminar — Students examine life and patterns of interaction in four separate transdisciplinary courses. They focus on such areas as: humanistic psychology, systems analysis, and management science; inter/intrapersonal relations, organization theory, and the philosophy of experience; aesthetic development and visual literacy; literary theory and folklore; socio-economic, historical, and cultural anthropology and community development; political science, sociology, and urban politics. Each uses a variety of learning resources, including arts, humanities, social science, and physical science theories and methods, perceptual analysis, students' research, and analysis of personal experience.

Ethics in Professional Life: Current Controversies over Freedom and Fairness — After decades of "solitary confinement" in philosophy departments, ethics is now the focus of many university courses -from business to biology —and in increasing number of firms and professional associations have instituted "ethics committees" to review ethical challenges that arise in the workplace. Participants in this seminar will familiarize themselves with basic concepts in ethical theory and will explore and attempt to resolve ethical issues in a variety of fields.

Organizational Cultures — This seminar offers the student the opportunity to complement the field placement by identifying, observing, analyzing and judging how the organization in which they are working displays its personality. Students will develop an understanding of the importance and impact an organization's traits have on its ability to achieve its goal or mission.

Power and Authority in Texts and Institutions — Ways of knowing, perceiving and doing, and textual practices are tied to institutional and corporate authorities and arrangements. Often, what underlies these practices is discourse. This course will be organized around the six different discourses, highlighting specific topics such as AIDS, computers, fundamentalism, liberal arts, education, race and rape, from the perspectives of scholars, researchers, critics, theorists, fiction and non-fiction writers and essayists.

Urban Political and Social Issues — This course offers an opportunity to examine critically a variety of urban systems, with a concentration on criminal justice and social issues. The approach is pragmatic, encouraging an experiential understanding of some problematic aspects of society. Students explore how certain factors affect major urban policies and programs, their histories, trends, conflicts, controversies, current problems and prospects.

360. Study of Urban Issues — These transdisciplinary elective courses concentrate on the aesthetic, psychological, sociological, scientific, economic, and political aspects of urban life. They are taught by academics/practitioners in relevant fields. Topics vary; some of those offered recently have been:

Electives

Architecture of Cities — The object of this course is to develop an understanding for the process of the design and planning of cities. The course traces the architecture of cities from their earliest village form to their post industrial, high-rise development.

Interface Between Psychology and the Law — This course serves as an introduction to the growing overlap area between psychology and the law. Course topics include: involuntary civil commitment; the dangerous patient; rights of patients; child abuse; juvenile proceedings; legal insanity and criminal law issues. Real-life case studies will be utilized to illustrate various topics and principles.

INTERDISCIPLINARY STUDIES

Management and Productivity — This course examines the fundamental concepts in the management process of planning, organizing, leading and controlling the Human Resources of an organization. The course links management topics to improving organizational behavior, leadership and motivation.

Marketing Management — This course explores the dynamics of the marketing momentum that organizations develop as they reach out to consumers. The course deals with the positive and negative impact marketing has in our lives and society.

Politics of Representation in Literature: Writers' and Readers' Construction of Gender, Race and Class — This literature/women's studies course will examine how men and women are depicted, represented and constructed in texts by writers and readers. The course will examine ways in which configuration of gender, race and class operate in/around/through power relationships.

Principles of Finance — This course is designed to provide the essential elements for understanding financial management and the decision making that it requires. Topics include: valuation techniques, capital budgeting, capital structure theory, cost of capital, dividend policy, leverage, risk, and the time value of money.

Principles of Investment and Financial Instruments — The objective of this course is to develop an understanding of the principles of investment as well as achieve a working knowledge of the various types of financial instruments available in today's increasingly complex markets. Discussions on financial instruments such as stocks, bonds and options will focus on the different types, how they are priced, where and how they are traded, the risks and rewards involved in owning them and their roles in corporate finance.

PR'isms' of Difference: Exploring the Politics of Identity — This is a multi disciplinary course examining individual, collective, and political identities of difference, how difference becomes institutionalized and how it impacts our behaviors and our perceptions and attitudes.

Social Justice — This course explores a number of areas which may be defined within the broad heading "Justice." Students take realistic and critical looks at the legal, social, psychological, and political effects of the justice system on people and cities.

Theory and Practice of Psychotherapy — This course explores approaches, theories and techniques used in psychotherapy and counseling professions.

Directed Study — The three most common reasons for GLCA students electing to do a directed study are 1) they are working on a research project on campus and wish to continue it in Philadelphia; 2) they wish to study a subject that is unavailable for study on campus; 3) they have particular interests in course requirements that are not satisfied by our offerings (i.e., Social Research Methodology). Usually, only two or three students elect this option each semester.

Students must present a directed study plan which includes the subject or topic to be studied, the method for study (including the name of GLCA faculty mentor), and the criteria for evaluation. The Executive Director must approve all plans prior to their execution. The deadline for approval is the third week of the semester.

Urban Teaching Internships

Educ. 470U. Student Teaching in the Urban Elementary School — Student teaching, supervised by faculty members of the Philadelphia Center, is done in

INTERDISCIPLINARY STUDIES

cooperation with several school systems in Philadelphia. Students must apply for student teaching during the second semester of their junior year. *Ten Hours*

Educ. 480U. Student Teaching in the Urban Secondary School — Student teaching, supervised by faculty members of the Philadelphia Center, is done in cooperation with several school systems in Philadelphia. Students must apply for student teaching during the second semester of the junior year.

Eight Hours (Maximum)

Educ. 485U. Student Teaching in Elementary and Secondary Schools — Student teaching, supervised by faculty members of the Philadelphia Center, is done in cooperation with several school systems in the city in Philadelphia. Experience is provided in both the elementary and secondary level, enabling students majoring in art, music, and physical education to obtain K-12 certification. Students must apply for student teaching during the second semester of their junior year.

Ten Hours (Maximum)

None of the above courses is intended to replace either departmental or core requirements, but may do so by special arrangement (e.g., student teaching).

Educ. 500U. Perspectives in Education — A study of the organizational and operational aspects of American education. Current educational practices, issues and problems will be examined in historical, sociological and philosophical perspectives. Taken in conjunction with Student Teaching.

Four Hours

The Chicago Metropolitan Semester Program

The Chicago Metropolitan Center offers students a distinctive opportunity to work in a large metropolitan city and to study problems and issues of metropolitan life in a fully accredited, supervised educational program.

Students spend four days a week in an internship related to their academic major and career interest; they also participate in seminars one day per week at CMC's Loop Center.

Sixteen hours of academic credit can be earned through the CMC Program. To achieve this number of credits, students must take the internship course plus two of the three seminars offered.

Over 350 different internships are available to students who participate on the CMC Program. Students with almost any major interest can find work placements suitable to their vocational plans. The range of possibilities include art centers, banks, churches, drama groups, ecology labs, accounting firms, hospitals, libraries, museums, zoos, financial institutions, futures markets, recreational facilities, and health clubs to name a few. Work internships are supervised by supervisors at the job site and by Chicago Metropolitan Center staff.

The following is a description of the seminars offered at the Center:

Fine Arts Seminar — An investigation of urban cultural life as reflected in the arts of Chicago. Data for exploration is gathered by attendance at plays, concerts, movies, and art galleries. This primary information is processed through readings, lectures, and classroom discussion. Major emphasis is on the question, "What is art?" The seminar operates on the premise that art mirrors the ideas and values held by a particular society or civilization and that students can be helped to read this cultural mirror more effectively.

Metropolitan Seminar — A broad survey of the major issues in the life of the metropolitan community of Chicago. The seminar explores the economic, educational, political, and social welfare systems of the city through field trips, readings and lectures. The seminar examines the meaning of living in an urban environment,

INTERDISCIPLINARY STUDIES

the nature of the relationship between the city and the suburbs, and the relation of national priorities to the quality of life in urban centers.

Vocations Seminar — This seminar builds on student experience. Course content centers on the nature of work in today's society. Through lectures and readings, students study changes in the marketplace, and the impact these changes have had on the dignity and meaning of labor. Included in this study is a vision of work which serves not only the individual but the social needs of communities of people.

Values Module — The Values Module is a three week course that is required for all participants on the CMC Program. The content of the module centers on value theory; its aim is to enable students to discuss with clarity value related questions which arise naturally on a program emphasizing urban issues.

The New York Arts Program

Hope College students may take a semester in New York as part of the Great Lakes Colleges Association Arts Program. New York City's unique resources — for instance, its museums, the Lincoln Center of Performing Arts, professional theaters, lecture series, etc. — make possible an experience of the legacy of American art as well as its dynamic present.

389. This program is designed to provide those students seriously interested in the performing, visual and communication arts with an opportunity to experience the world of the established professional artists in New York City. A qualified student spends one semester or term living in New York as an apprentice to a producing artist or with an organization in the arts. At the same time, students participate in a specially designed program of seminars conducted by professionals, including GLCA staff members, in various areas of the arts. Applicants must consider themselves as beginning professionals and must have a mature, responsible attitude toward their art. Applicants should plan to visit New York City for an interview. Resident GLCA staff members assist students in finding both apprenticeships and housing. The program has two main goals: To provide advanced experience and knowledge in highly focused art areas (primarily through the apprenticeships), and to provide a broadened knowledge of all the arts as currently practiced in New York (Primarily through the seminars). The means of achieving these goals are adapted to the requirements of the individual participants.

Approval by the department is required prior to the student's registering for the program, and the department must approve the student's individual program before credit will be granted. The GLCA Arts Program should preferably be taken in the junior year or first semester of the senior year, although it is open to a few qualified sophomores. The registrant must be accepted into the program by the Director of the Program.

See also: Art 389, English 389, and Theatre 389.

The Washington Semester Program

This program introduces students who have excelled in a variety of disciplines to the process of national government and politics in the setting of the nation's capital. Twelve students, selected from superior departmental majors, will attend biweekly seminars; take interviews with lobbyists and members of the legislature, executive, and judicial branches of government; and participate in internships of several kinds, in an effort to build skills related to future vocations for which their majors have prepared them. For further information, see page 134.

INTERDISCIPLINARY STUDIES

359. May be used as a module in the program which is tailored to each student's vocational interests.

The Senior Seminars

The Hope College catalogue introduces the college as an institution where life is regarded as God's trust to humankind. In this context students are helped to discover their individual abilities and to develop as competent, creative, and compassionate human beings, devoted to serving God in all areas of life. From these aims the Senior Seminar's core requirement was developed.

Stressing personal assessment of one's education and life view, the Senior Seminar is intended to serve as the capstone to an education at Hope College. The Seminars are designed to help the student 1) consider how the Christian faith can form a philosophy for living, 2) articulate his or her philosophy for living in a coherent, disciplined, yet personal way, 3) provide an opportunity to understand secular contemporary values in Christian perspective.

Senior Seminars are three-hour courses offered both semesters. Students may elect from the following courses to fulfill the requirement. Courses should be taken by second-semester juniors and seniors unless by special permission from the Director of Interdisciplinary Studies.

400. Religious Perspectives in the Drama — An examination of the ways in which various religious perspectives, value systems, and world-views are reflected in drama, primarily of the modern period but with attention given also to the Greek, classical, and medieval theatre. Christian and non-Christian perspectives in drama will be considered and compared. Students will read selected plays, be responsible for oral presentations, and prepare a lifeview paper attempting to clarify and organize their own perspectives and values. *Three Hours Ralph*

401. Christianity and Contemporary Culture — An exploration of what it means to be a Christian in the modern world through reflection on the problem of Christ and culture in general and on such specific contemporary issues as Wealth and Poverty, Male and Female, War and Peace, Crime and Punishment. The goal is to connect biblical and theological thinking with the society in which we live and, conversely, to evaluate our culture from an authentically Christian perspective. *Three Hours Staff*

402. Christianity and Literature — Through an examination of a variety of literary statements — in poems, plays, films, novels, etc. — this course focuses on a major problem confronting the Christian and Christianity in the contemporary world. Representative variants: "The Human Image," "Crises and Correlations," "The Search for Meaning." *Three Hours Staff*

411. Autobiography — Students will write interpretive autobiographical accounts of their life and experiences with the help of some integrating principles or "controlling images" of their own personal choice. Reading and discussion will focus upon contemporary literary, psychological and theological sources as well as biblical materials. *Three Hours Huttar*

413. Existence and the Christian Faith — An inquiry into the Christian interpretation of the human situation through the study of existentialists such as Sartre, Camus, and Heidegger, and such Christian thinkers as Kierkegaard, Niebuhr, and Tillich. *Three Hours Staff*

INTERDISCIPLINARY STUDIES

414. Ethics in Modern Society — A course in the practice of ethics. Each student explores a contemporary ethical question in light of the historic Christian faith. The subject areas are War and Peace, Justice, Sex and Love, Death and Life.

Three Hours Boulton

417. Issues in White Collar Crime — An exploration of the definition and impact of white collar crime in American society. Through the use of case studies students will be challenged to examine their values and beliefs concerning crime. Christian notions of justice are explored in discussions of topics regarding law, the regulation of business and professional activities, whistleblowing and punishment.

Three Hours Juth

421. Science and Human Values — An exploration of the ramifications of human actions in the physical world, this course exists to heighten awareness of western humankind's involvement in nature, detailing the role of science and technology in creating problems and attempting solutions.

Three Hours Barney, Brink, Cronkite, Oswald, Williams

438. Models of Christian Spirituality — This course examines the way in which Christian views of life formed in the context of lived human experience. Special attention will be given to the many different ways Christians can articulate their understanding of their experience.

Three Hours Everts

452. Education and Christian Ways of Living — An examination of how Christians think they ought to live, how and why they think they ought to live that way, and how Christian ways of living can and should affect teachers, teaching and learning. Special attention is given to the influence teachers have on the values of their students.

Three Hours Staff

454. Medicine and Morals — The course poses questions raised by new advances in medical science and technology, examines some basic options for dealing with them, and helps students formulate an ethical perspective which is appropriate both to these new problems and to the Christian tradition.

Three Hours Verhey, Engelhard

457. Christian Thought and the Spiritual Life — A study of speculative mysticism and the Christian spiritual traditions with the aim of encouraging reflection on the relation between Christian thought and the life of prayer and contemplation.

Three Hours Perovich

458. Christian Values in Conflict: Northern Ireland — This course will examine the conflict in Northern Ireland between Catholic nationalists loyal to the cause of a united Ireland and Protestant unionists who wish to remain a part of the United Kingdom. The conflict has political, economic and social dimensions. But religious labels define the place of each in society and are potent symbols that rally the adversaries to their respective causes. A study of this conflict affords the opportunity to examine two communities who employ violence against each other in the service of conflicting ideals and ambitions. The course poses the question: Can values rooted in a Christian heritage shared by these communities be put to work on behalf of an enlightened resolution of the conflict? Along the way, this study ought to inform and clarify our own values respecting the use of violence as a means to an end.

Three Hours Curry

462. Christian Argument — This course traces major trends in efforts to attack and defend the Christian faith by means of public argument during the last three centuries. Authors considered include David Hume, Thomas Sherlock, Robert

INTERDISCIPLINARY STUDIES

Ingersoll, Bertrand Russell, G. K. Chesterton, C. S. Lewis, and C. Stephen Evans.
Three Hours Herrick

465. Issues in Science and Religion — A course that considers from a brief historical perspective the issues between modern science and Christianity, particularly as they relate to the issue of origins. We will survey our current understanding of the origin of the universe, including our galaxy and solar system, by considering the most recent big bang theories and our knowledge of the evolution and formation of stars and the origin of life. On the other hand, we will develop an approach to the Scriptures and examine how they inform us on the creation of the cosmos.

Three Hours Gonthier

Readings and Research

490. Individual Study — An individual research project, investigating some topic in depth and culminating in a paper that demonstrates interdisciplinary scholarship and independent thought. Students who meet the Honors Project eligibility and present a paper that meets the standards established will have the course recorded as an Honors Project. May be repeated for additional credit, with a different project. Not limited to the senior level. Prerequisite: departmental acceptance of application (forms available in department office).

Three to Four Hours Staff Both Semesters

491. Contract Curriculum — This course is specifically designated to cover Contract Curriculum programs. See pages 106-108.

495. Unassigned Senior Seminar — Topics of varying content, considered from a Christian perspective, and requiring a capstone position paper. An approved Senior Seminar to which no other specific catalog listing has been assigned. Recent examples include Christianity and the Market Place, God and Caesar, Stress and Society.

Three Hours Staff



Faculty: Mr. Sobania, Director

The Composite Major in International Studies is designed for the student intending to enter a profession in which an international focus is of particular importance. This major will serve as preparation for careers in such fields as International Business, International Economics, Government, International Law, History, Sociology and the Arts.

In addition to the normal sequence of courses taken to satisfy the general requirements of Hope College, 18 hours of required courses and a modern language successfully completed through the second year level or demonstrated equivalency, plus 18 -19 credit hours with an economic-political science focus, or 18 credit hours with a cultural/historical focus are needed to complete the International Studies Composite Major.

Furthermore, it is strongly recommended that students participate in an international, off-campus program for at least a semester and preferably for a full year. Credits earned in such programs for parallel courses may be substituted for requirement or elective courses at the discretion of the major's advisor. Students contemplating the International Studies major should consult with Dr. Neal Sobania, the Director of International Education.

MAJOR CORE COURSES

Economics 201	Principles of Economics
History 355	History of US Foreign Policy
Political Science 251	International Relations
Sociology 151	Introduction to Cultural Anthropology

One history and one political science course from the following Africa, Asia and Latin America courses:

History 260, 268, 271, 280, 310, 312

Political Science 262, 270, 301, 302, 304

A modern language successfully completed through the second year level or demonstrated equivalency

STRONGLY RECOMMENDED: an overseas study-abroad program

OPTION A: Economics/Political Science Focus

Economics 301 or 303 (Macro/Microeconomics) or
Political Science 263 or 378 (Comparative Government
World/American Foreign Policy)

Economics 401 (History of Economic Thought) or
Political Science 342 (Modern Political Thought)

Economics 402 (Comparative Economic Systems) or
Economics 404 (Economic Growth and Development)

Political Science 352 (International Law, Organization and
Systems)

2 additional courses from among the following:

Economics 308	International Economics
Political Science 300	Government & Politics of USSR
Sociology 311	Population Studies
Sociology 312	Urban Sociology

or from any of those options not taken under Option A

INTERNATIONAL STUDIES

OPTION B: Cultural/Historical Focus

Six (6) courses from those listed below with at least one each in the arts, history and religion. Additionally it is required that 3 (and recommended that 4) of these 6 courses be area specific to Africa, Asia, Europe or Latin America. Other regional areas are sometimes possible through specialized readings courses.

The Arts: Art History courses numbered 300 (except 366), Theatre History courses numbered 300 (except 306).

History: Any non-US history course numbered 200+

Modern Languages: Any literature or civilization course numbered 300+

Religion: 141, 221, 241, 243, 343

MATHEMATICS



Faculty: Mr. Carothers, Chairperson; Ms. Andersen, Ms. DeYoung, Ms. Hart, Mr. Pennings, Mr. Sherburne, Mr. Stoughton, Mr. Tanis, Mr. Vandervelde, Mr. Van Iwaarden*

Mathematics is the study of patterns, which may be quantitative or spatial. The mathematics department offers courses which serve as a fundamental part of liberal education and as a basis for work in other disciplines. In addition, the department offers a complete major program providing opportunities for a deeper study of mathematics. Mathematics majors pursue a wide range of career options, including work in teaching, business, industry and government service. Many mathematics majors choose to continue their studies with graduate work in mathematics, statistics, computer science or other fields which require significant mathematical background, such as economics, management or science.

The department also provides opportunities for independent study and research. Recent research projects have been conducted by students with faculty members in the areas of:

- mathematical modeling
- data analysis
- dynamical systems
- statistics
- topology
- real analysis
- algebra
- number theory
- computer graphics
- combinatorics
- plane (symmetry groups) and graphical representation

Any course may be counted toward the three semester-hour graduation requirement in mathematics.

MATHEMATICS MAJOR: The requirements for an A.B. degree in mathematics is a plan of study designed in consultation with a departmental advisor and approved by the department. Each plan of study must include:

- a) MA 131, 132, 231, 240, 331, 341, and 399.
- b) At least two courses stressing applications, selected from MA 260, 270, 310, 361, 372, 375, or an appropriate topics course.
- c) One of the following sequences: MA 331-332, 341-342, or 361-362 (Mathematics Education majors may substitute MA 351 for this requirement if the sequence is difficult to schedule).
- d) A minimum of four 3-credit hour courses numbered 300 or above.

The following mathematics courses may not be counted toward the major: 100, 110, 121, 130, 205, 206, 210, 212, 323. All majors must complete Computer Science 120 or its equivalent.

B.S. DEGREE IN MATHEMATICS: The requirements for a B.S. degree in mathematics is a plan of study designed in consultation with a departmental advisor and approved by the department. Each plan of study must include:

- a) All the courses listed in the definition of the mathematics major.
- b) Two of the following sequences: MA 331-332, 341-342, or 361-362.
- c) A minimum of six 3 credit mathematics courses numbered above 300.

*On Sabbatical leave, Spring Semester 1993

MATHEMATICS

- d) A minimum of 60 hours of courses from the natural sciences division are required. Mathematics and Computer Science courses count toward this 60 hour requirement.

MATHEMATICS EDUCATION MAJOR: The mathematics education major is intended only for students seeking elementary and/or secondary teaching certification. The requirements for the major in mathematics education are the same as those for the mathematics major. It is recommended that math education majors include in their program Mathematics 351 and 321 and must include Mathematics 323.

MATHEMATICS MINOR: A minor in mathematics consists of Mathematics 131, 132, 231, 240, and at least one of Math 260 or Math 270, plus an additional three hours from courses numbered above 300. Also, Computer Science 120 or its equivalent is required.

Mathematics Courses

100. The Nature Of Mathematics — A study of mathematics intended for students in the arts and humanities. Topics studied may include number theory, combinatorics, probability and statistics, and geometry. *Three Hours Both Semesters*

110. Finite Mathematics — Algebra, matrix theory, linear equations, linear programming, and selected topics in probability and statistics. Applications to problems in business, economics, and the social and life sciences. Prerequisites: Two years of high school algebra. *Four Hours Both Semesters*

121. Survey of Calculus — Differentiation and integration for functions of one and several variables. Applications to problems in social and life sciences and business. Prerequisites: Mathematics 110 or appropriate high school preparation for college calculus. *Four Hours Spring Semester*

130. Precalculus Mathematics — A study of functions including algebraic, exponential, logarithmic, and trigonometric functions and their inverses. Analytical geometry of the straight line, conics, and curve tracing. Binomial Theorem. Solution of inequalities. Prerequisites: 2nd year algebra and plane geometry in high school. *Four Hours Both Semesters*

131. Calculus I — Functions, limits, continuity. Differentiation and Integration. Applications of the derivative and integral. Prerequisite: mathematics 130 or satisfactory placement examination score. *Four Hours Staff Both Semesters*

132. Calculus II — Transcendental functions. Techniques of integration. Improper integrals. Polar coordinates. Convergence of sequence and series. Power series and Taylor series. Prerequisite: Completion of MA 131 with a grade of C or better. *Four Hours Both Semesters*

205. Mathematics for Elementary Teachers — A course designed to cover the content and theory of elementary school mathematics. Topics discussed will include the language of sets, origin of numbered systems, operations and properties of whole numbers, integers and rational numbers. For prospective elementary teachers only. *Three Hours Fall Semester*

206. Mathematics for Elementary Teachers II — A continuation of Math 205. Topics discussed will include measurement geometry, probability and statistics. For prospective elementary teachers only. *Three Hours Spring Semester*

MATHEMATICS

210. Introductory Statistics — A general introduction to the area of statistics for students majoring in other departments. Includes study of the binomial and normal distributions with application of estimation and testing of hypotheses, non-parametric methods, regression and correlation, and analysis of variance.

Three Hours Both Semesters

212. Laboratory For Introductory Statistics — The computer is used as a tool to aid in the learning and understanding of statistics. Experience given in the use of statistical analysis packages. Prerequisite or corequisite, Mathematics 210.

One Hour Spring Semester

231. Multivariable Calculus — Functions of Several Variables. Partial derivatives. Multiple integrals. Cylindrical and Spherical Coordinates. Line integrals. Green's Theorem and Stokes' Theorem. Prerequisite: Completion of MA 132 with a grade of C or better.

Four Hours Both Semesters

240. Vectors And Matrices — Set theory, functions, matrices and linear systems, vector spaces, determinants, linear transformations, linear programming, eigenvalues and eigenvectors. Prerequisite: Mathematics 132, or permission of department chairperson.

Three Hours Both Semesters

242. Applications Of Vectors And Matrices — While some applications will be studied in Mathematics 240, this course is intended to supplement that material with a more in-depth study of applications in economics, biology, chemistry, physics and engineering. Corequisite: Mathematics 240.

One Hour Both Semesters

260. Discrete Structures — A survey of discrete mathematical concepts which are applicable to all of the Natural Sciences. Topics include sets, logic, relations, combinatorics, Boolean Algebra, mathematical induction, and graph theory.

Three Hours Spring Semester

270. Differential Equations — First order and higher order ordinary differential equations and introduction to Laplace Transforms. Numerical techniques including graphing for first and higher order equations using the computer. Prerequisites or corequisites: Mathematics 231.

Three Hours Both Semesters

295. Studies In Mathematics — A course offered in response to student interest and need. Deals with particular mathematical topics which are not included in regular courses. Prerequisite: Permission of instructor, or department chairperson.

One, Two or Three Hour Any Semester

310. Statistics For Scientists — An introduction to the area of statistics for students majoring in natural or social sciences. The probability distributions studied include the normal (Gaussian), binomial, Poisson, Student's T, chi-square and F. Statistical topics include estimation, tests of statistical hypotheses, non-parametric methods, regression and correlation, analysis of variance. Data collected by students and/or professors in the sciences form an integral part of this course. A student may not receive credit for both Mathematics 310 and Mathematics 361. Prerequisite: Math 132.

Three Hours Both Semesters

321. History Of Mathematics — This course is designed to give mathematics students in secondary education an opportunity to study the various periods of mathematical development. Attention will be given to the early Egyptian-Babylonian period, the geometry of Greek mathematicians, the Hindu and Arabian contribution, the evolution of analytical geometry since Descartes, the development of calculus by Newton and Leibniz, and non-Euclidean geometry. Some attention will be given to the methods and symbolisms used in problem solving

MATHEMATICS

during various periods of time. Alternate years, 1990-91.

One Hour Spring Semester

323. Teaching of Mathematics In The High School — Methods of teaching mathematics with emphasis on varied approaches, classroom materials, curriculum changes, and trends in mathematics education. Same as EDUC 323. Not counted towards a mathematics major or minor.

Two Hours Spring Semester

331. Advanced Calculus I — The real number system, sequences, functions, continuity, uniform continuity, differentiation. Theory of integration. Prerequisites: Math 231.

Three Hours Fall Semester

332. Advanced Calculus II — Functions of several variables, series, uniform convergence, Fourier Series. Prerequisite: Math 331.

Three Hours Spring Semester

334. Complex Analysis — Algebra and geometry of complex numbers, analytic functions, complex integration, series, conformal mapping. Prerequisite: Mathematics 231, or consent of department chairperson. Alternate years, 1991-92.

Three Hours Spring Semester

341. Algebraic Structures I — An introduction to algebraic systems including a study of groups, rings, and integral domains. Prerequisite: Mathematics 240, or equivalent.

Three Hours Fall Semester

342. Algebraic Structures II — A continuation of Mathematics 341 including a study of topics in fields, Galois theory, advanced linear algebra. Prerequisite: Mathematics 341.

Three Hours Spring Semester

345. Linear Algebra — Abstract vector spaces, matrices and linear transformations, determinants, canonical forms, the Hamilton-Cayley theorem, inner product spaces. Prerequisites: Mathematics 231 and 240.

Three Hours Fall Semester

351. College Geometry — A modern approach to geometry for students with some background in calculus and an interest in secondary teaching. Attention is given to the role of axioms in elementary geometry and in the development of other geometries. Prerequisites: Mathematics 131 and junior standing, or permission of department chairperson. Alternate years, 1990-91.

Three Hours Fall Semester

361. Mathematical Probability And Statistics I — Concepts of probability, probability as relative frequency, random variables, probability density functions, cumulative distribution functions, mathematical expectation, mean, variance, confidence intervals. Prerequisites: Mathematics 132. A student may not receive credit for both Mathematics 310 and Mathematics 361.

Three Hours Fall Semester

362. Mathematical Probability And Statistics II — Continuation of Mathematics 361 emphasizing statistics. Estimation, testing of statistical hypotheses, regression and correlation, analysis of variance. Prerequisite: Mathematics 361.

Three Hours Spring Semester

363. Laboratory For Mathematical Probability And Statistical — The computer is used to aid in the learning and understanding of probability. Two hours per week. Corequisite: Math 361. Prerequisite: Computer Science 110 or 120.

One Hour Fall Semester

364. Laboratory For Mathematical Probability And Statistical II — The computer is used to aid in the learning of statistical concepts. Two hours per week. Corequisite: Math 362. Prerequisite: Computer Science 110 or 120.

One Hour Spring Semester

MATHEMATICS

372. Numerical Analysis — The source and analysis of computational error. Finding the solution of an equation. Systems of linear equations. Interpolation and approximation. Numerical integration. Prerequisites: Computer Science 120, and Mathematics 231. Strongly recommended: Math 240, Math 270. Alternate years, 1990-91.
Three Hours Spring Semester

375. Operations Research — Decision making using mathematical modeling and optimization. Linear programming. Network analysis. Dynamic programming. Game theory. Queuing theory. Computer programs may be written to implement these techniques. Prerequisites: Computer Science 120, Mathematics 231, 240, and either 310 361. Alternate years, 1991-92.
Three Hours Spring Semester

399. Mathematics Seminar — A weekly series of colloquia featuring mathematics faculty, mathematics students, and guests as speakers. All mathematics majors are expected to attend. Those enrolled for credit will attend class meetings for one semester to discuss topics in mathematics and to prepare a seminar talk and will attend the department colloquia for at least two semesters.
One Hour Fall Semester

434. Elementary Topology — A systematic survey of the standard topics of general topology with emphasis on the space of real numbers. Includes set theory, topological spaces, metric spaces, compactness, connectedness, and product spaces. Prerequisite or corequisite: Mathematics 332.
Three Hours Spring Semester

490. Independent Study And Research — Course provides opportunity for a junior or senior mathematics major to engage in an independent study project or a research project in an area of mathematics in which the student has special interest. Prerequisite: Permission of the chairperson of the department.
One, Two or Three Hours Both Semesters

495. Advanced Studies In Mathematics — Offered as needed to cover topics not usually included in the other mathematics courses. A student may enroll for either or both semesters. Prerequisite: Permission of the chairperson of the department.
One, Two or Three Hours Any Semester

MODERN AND CLASSICAL LANGUAGES



Faculty: Ms. Motiff, Chairperson; Mr. Agheana, Ms. Alvarez-Ruf, Mr. Bell*, Mr. Forester, Mr. De Haan, Ms. Helm, Ms. Larsen, Mr. Larson, Mr. Nyenhuis, Mr. Osborne, Ms. Reynolds, Ms. Strand, Mr. Weller. **Assisting Faculty:** Ms. Kallemeyn, Ms. Lucar, Mr. Williams

The Department of Modern and Classical Languages seeks to provide undergraduate students communicative competence in a second language, greater understanding of and appreciation for other cultures, insight into the human experience of other peoples, intellectual development through enhanced cognitive and analytical skills, and the integration of these experiences with liberal arts into a world view which encompasses the historic Christian faith. Instruction is offered in Dutch, French, German, Greek, Japanese, Latin, Russian and Spanish. Some courses are primarily designed to increase fluency in speaking, reading and writing. Others stress the patterns of life and thought and the great works of literature written in that language.

Since appreciation of other cultures and fluency in the use of another language is greatly enhanced by maximum immersion in the culture and constant challenge to use the language, the department offers many opportunities in which language students may participate:

- apprentice teachers in beginning language program
- language clubs
- special language tables in the dining halls
- the presence of native speaking assistants in French, German, and Spanish
- French and German language houses in which a native speaking students provide conversational leadership and tutoring
- foreign films
- semester or year abroad or summer programs, such as
 - the French semester or year program in Paris or Nantes
 - the German semester or year program in Vienna, Freiburg or Munich
 - the Spanish semester or year program in Madrid
 - the Spanish semester or year program in Costa Rica
 - the GLCA semester or academic year Spanish/Social Studies program in the Dominican Republic
 - the Hope Vienna summer program
- tutoring opportunities in the college and the community of Holland

All the departmental faculty have traveled and studied abroad. Eight of them are natives of countries other than the United States

Alumni of Hope have integrated their foreign language major or minor into a great variety of careers.

- high school and college teaching of foreign languages and literatures
- teachers of English in countries with the language of their major
- college librarian
- classical archaeologist
- translator
- business secretary for a firm with international accounts
- agent for import-export firm
- foreign missionary
- state level export development officer
- receptionist for foreign consulate
- foreign service officer — U.S. cultural officer

*On Sabbatical leave, Spring Semester, 1992

MODERN AND CLASSICAL LANGUAGES

- editorial assistant for a news magazine
- reporter for community newspaper
- market research analyst with multi-national corporation
- linguistic consultant
- immigration assistant
- lexicographer assistant
- computational linguist

MAJOR AND MINOR PROGRAMS

The department offers majors and academic minors in Classical Studies (Classics, Ancient Civilization, Greek and Latin), French, German, and Spanish. The major programs are designed to meet the needs of students with a wide variety of career interests. Specific requirements for each major and academic minor will be found preceding the listing of the course offerings for the language.

CORE CURRICULUM

All French, German and Spanish courses fulfilling the language component of the Cultural History and Language Requirement are based upon an audio-lingual approach which combines classes taught by the faculty and review and reinforcement sessions conducted by undergraduate apprentice teachers.

Programs which combine concentrated language instruction with the study of cultural history are available to students in German and Greek. These programs, entitled *The Two Souls of Germany* and *The Golden Age of Greece*, will fulfill 13 credit hours of the Cultural History and Language Requirement. For information concerning these two programs, refer to course listings IDS 123-124 (under German) and IDS 133-134 (under Greek).

The course offerings and the descriptions of major and academic minor programs follow under these headings:

Classical Studies (Classics, Greek and Latin), page 226

Dutch, page 229

Education, page 180

English As a Foreign Language, page 186

French, page 230

German, page 233

Japanese, page 237

Linguistics, page 239

Russian, page 239

Spanish, page 240

CLASSICAL STUDIES: Classics, Greek and Latin

Mr. Bell, Ms. Everts, Mr. Nyenhuis, Mr. Osborne, Ms. Reynolds

MAJOR IN CLASSICS: In order to fulfill the requirements for a major in Classics, a student must complete thirty (30) hours of course work in Classics. These thirty hours must include: fifteen (15) hours of Latin or Greek beyond the Latin 172 level, and twelve (12) hours of the other language. A major is expected to acquire some knowledge of related fields, i.e., History and Archaeology. The department will counsel the student regarding source materials available in these fields.

MAJOR IN LATIN: The major is designed to lead students to linguistic competence and a well-rounded knowledge of Latin literature with emphasis upon the skills of language acquisition and the culture in which the language evolved. It is for students preparing for advanced studies in Classics at the graduate level or who

MODERN AND CLASSICAL LANGUAGES

seek employment in primary or secondary education. It also provides a stimulating course of study for those simply interested in the language and culture of ancient Rome.

The academic major consists of 27 credit hours of Latin courses numbered 272 or higher.

Students preparing to teach at the secondary level are advised that the State of Michigan requires both Education 384 and 30 hours of credit in Latin or the equivalent thereof through CLEP, in order to obtain certification.

MAJOR IN ANCIENT CIVILIZATION: A flexible major designed to provide a student with the opportunity to develop a well-coordinated, inter-disciplinary program in Classical Literature, History and Thought. The required thirty (30) hours must include: (a) Twelve (12) hours of college-level work in ancient language; (b) six (6) hours of Ancient History, and (c) twelve (12) hours of courses in Ancient Art, Ancient Religion, Classical Literature in Translation, Mythology, Ancient Philosophy, or Ancient History not used for (b) above. The language component is increased to twenty (20) hours of Latin for those students wishing to use this field for a teaching minor. Electives for such students are reduced to four (4) hours.

A variety of study-abroad programs is available for study in Athens, Rome, or Jerusalem, Overseas programs should be worked out with the Classical Studies Section to insure that full credit is given.

ACADEMIC MINOR IN GREEK: A minor consists of a minimum of 19 credits in Greek and Classical literature in translation. A student may complete a minor by choosing either of the following options;

Option 1: 7 credits of Greek from IDS 133-134 or placement, 9 credits in Greek at or above the 200 level, and 3 credits in Classics 205, 250, or 372.

Option 2: 7 credits in Greek 171 and 172 or placement, 9 credits in Greek at or above the 200 level, and Religion 217 (Gospel Literature) or 218 (Pauline Literature) or 219 (Johannine Literature).

ACADEMIC MINOR IN LATIN: A minor consists of a minimum of 19 credits in Latin and Classics, selected as follows: Latin 171 and 172 or placement (7 credits), 9 credits in Latin at or above the 200 level, and 3 credits in Classics 207 or 250.

MINOR IN ANCIENT CIVILIZATION: A minor can be completed by choosing either of the following options:

Option 1: 13 credits in IDS 133-134 and one additional course in Greek and two 3-credit electives chosen from the requirements for a major.

Option 2: 21 credits of course work, including 9 credits of college-level work in one ancient language, Classics 250 and Classics 205 (for Latin) or 207 (for Greek), History 130, and one 3-credit course selected from the following: Art 160 or 360, Philosophy 219.

Classics

***205. The Greek Experience** — A study of the ideas and contributions of the major writers from preclassical to Hellenistic times, with special attention given to the pertinent historical and archaeological background. A knowledge of Greek not required. Open to all students. *Three Hours Staff Fall Semester*

***207. The Roman Experience** — A study of the ideas and contributions of the major Roman writers from the Republican Period through the second century,

*Courses indicated with an asterisk are offered in English and designed to acquaint the student with a foreign literature or culture.

MODERN AND CLASSICAL LANGUAGES

A.D. with special attention given to the pertinent historical and archaeological background. A knowledge of Latin not required. Open to all students. Not offered 1992.
Three Hours Bell Fall Semester

***250. Classical Mythology** — A study of the myths of Greece and Rome, using both secondary and original sources and stressing the vitality of mythological themes in modern European and American literature. A knowledge of the Latin and Greek languages not required. Open to all students.

Three Hours Bell Spring Semester

***295. Studies in Classical Literatures and Cultures** — This course is designed to allow a professor to teach in an area of special interest and experience. Prerequisite: permission of instructor.

Two or Three Hours Staff Any Semester

***372. Greek Tragedy** — An in-depth study and comparison of the complete works of Aeschylus, Sophocles, and Euripides. A knowledge of Greek or Latin not required.

Three Hours Osborne Spring Semester

***451. Great Issues: Ancient and Modern** — The Greeks and Romans were faced with problems similar to those we face today in such areas as religion, education, domestic and foreign policy. The course will be a seminar in which the students will compare the problems of today with those of the Classical period, analyze the solutions (or attempts) of the ancients, and in light of this, study contemporary solutions from the point of view of a liberally-educated Christian. A knowledge of Greek or Latin not required. Prerequisite: a 200 level course in Classics, Greek, or Latin, or permission of instructor.

Three Hours Staff Fall Semester

***495. Studies in Classical Literatures and Cultures** — This course is designed to allow a professor to teach in an area of special interest and experience. Prerequisite: permission of instructor.

Two or Three Hours Staff Any Semester

499. Internship in Classics — This course provides supervised practical experience in anthropology, archeology, paleography, numismatics and epigraphy. Normally junior status and the completion of at least a Classics, Greek or Latin minor are prerequisites. Although ordinarily taken in conjunction with an existing off-campus program, students working together with faculty may make individual arrangements with a local host institution or organization. Following consultation with the off-campus coordinator, each applicant for this internship is required to submit a proposal describing in detail the program to be pursued, including the materials which will be submitted; a time schedule for submitting evidence; and the criteria for performance evaluation. If possible, proposals should be finalized prior to the semester in which the internship will occur. The number of credits to be determined in consultation with instructor and chairperson. Approval of the chairperson is required.

Any Semester

Greek

IDS 133-134. The Golden Age of Greece — Concentrated introduction to the Greek language integrated with the study of ancient Greek culture, emphasizing fifth-century Athens. This program, plus two courses elected from Block B of the Cultural History requirement, completes the 19-hour Cultural History and Language component of the core curriculum.

Seven-Six Hours/Semester Osborne, Nyenhuis, Jentz, Wilson Fall/Spring Semester

*Courses indicated with an asterisk are offered in English and designed to acquaint the student with a foreign literature or culture.

MODERN AND CLASSICAL LANGUAGES

171. Elementary Greek I — An introduction to the elements of *New Testament* grammar. For students with no previous study of Greek.

Four Hours Everts Fall Semester

172. Elementary Greek II — A continuation of Greek 171. Prerequisite: Greek 171.

Three Hours Everts Spring Semester

201. Classical Greek III — A continuation of Greek I and II which are included in IDS 133-34. Readings from Homer, Herodotus and Sophocles, with continuing reinforcement of grammar. Prerequisite: Greek 172, or IDS 134, or equivalent.

Three Hours Osborne Fall Semester

271. Introductory New Testament Readings — Selected readings from the Gospels and Acts. Prerequisite: Greek 172, IDS 134, or equivalent.

Three Hours Bell/Osborne Fall Semester

272. Advanced New Testament Readings — Selected readings from the Epistles and Revelation. Prerequisite: Greek 271, IDS 134, or equivalent.

Three Hours Osborne Spring Semester

280. Practicum in Greek — Practical experience in the language in various contexts such as teaching Greek at the elementary level. The number of credits granted will be determined by the number of hours involved per week. One hour of credit will be accepted for an academic major or minor in the Department of Modern and Classical Languages. This course may be repeated and subsequent credit granted will be counted as elective credit. Permission of chairperson required. Hours to be arranged.

Any Semester

490. Special Authors — Material covered to vary, depending upon the needs and desires of those who elect the course. Prerequisite: Greek 271, or permission of instructor.

Two or Three Hours Staff Any Semester

495. Studies in Greek Language and Literature — A course designed to allow a professor to teach in an area of special interest and experience. Prerequisite: permission of the instructor.

Two or Three Hours Staff Any Semester

Latin

171. Elementary Latin I — An introduction to the elements of Latin grammar. For students with no previous study of Latin.

Four Hours Bell, Osborne, Reynolds Fall Semester

172. Elementary Latin II — A continuation of Latin 171. Prerequisite: Latin 171.

Three Hours Bell, Osborne, Reynolds Spring Semester

271. Intermediate Latin I — Review of grammar and vocabulary. Reading of some less difficult passages of Latin prose and poetry. Prerequisite: Latin 172, or placement.

Three Hours Bell Fall Semester

272. Intermediate Latin II — Selected readings from classical authors. Prerequisite: Latin 271, placement test, or equivalent.

Three Hours Bell Spring Semester

280. Practicum in Latin — Practical experience in the language in various contexts such as teaching Latin at the elementary level. The number of credits granted will be determined by the number of hours involved per week. One hour of credit will be accepted for an academic major or minor in the Department of Modern and Classical Languages. This course may be repeated and subsequent credit granted will be counted as elective credit. Permission of chairperson required. Hours to be arranged.

Any semester

MODERN AND CLASSICAL LANGUAGES

351. Roman Poetry I — Reading of selected poems of Catullus and Horace. Prerequisites: Latin 271, 272, or permission of instructor.

Three Hours Bell Any Semester

352. Roman Satire — Readings from the satires of Horace and Juvenal. Prerequisites: Latin 271, 272, or permission of instructor.

Three Hours Bell Any Semester

353. Roman Historiography — Selected readings from Caesar, Sallust, Livy, and Tacitus. Prerequisites: Latin 271, 272, or permission of instructor.

Three Hours Bell Any Semester

354. Roman Poetry II — Selections from Lucretius, Vergil, and Ovid. Prerequisite: Latin 271, 272, or permission of instructor.

Three Hours Bell Any Semester

490. Special Authors — Material covered to vary, depending on the needs and desires of those who elect the course. Prerequisite: Latin 271, or permission of instructor.

Two or Three Hours Staff Any Semester

495. Studies in Latin Language and Literature — A course designed to allow a professor to teach in an area of special interest and experience. Prerequisite: permission of instructor.

Two or Three Hours Staff Any Semester

Dutch

Mr. De Haan

101. Dutch I — A course for beginners in Dutch language study. The primary objective is to enable the student to acquire beginning communicative Dutch. An important secondary objective is to help the student develop significant insights into the culture of the Netherlands and other areas of the world where Dutch is spoken. All four language skills — listening, speaking, reading, and writing — are stressed. Students will meet four times per week in a Master Class with a member of the faculty, and three times per week with a student Apprentice Teacher in a Review and Reinforcement Class. Laboratory work is also required. Conducted primarily in Dutch.

Four Hours DeHaan Summer Session

102. Dutch II — Continuation of Dutch I, building upon the communication skills acquired there. The emphases upon learning to understand spoken Dutch and using it actively are continued, while reading and writing skills are stressed somewhat more than in the first semester. Students meet three times per week in the Master Class and once a week in a Review and Reinforcement Class. Prerequisite Dutch I, equivalent, or placement.

Three Hours DeHaan Summer Session

280. Practicum in Dutch — Practical experience in Dutch language in various contexts such as teaching Dutch at the elementary level, translating, or using Dutch skills in business. The number of credits granted will be determined by the number of hours involved per week. One hour of credit will be accepted for an academic major or minor in the Department of Modern and Classical Languages. This course may be repeated and subsequent credit granted will be counted as elective credit. Permission of chairperson required. Hours to be arranged.

Both Semesters.

295. Studies in Dutch Language and Literature — A course designed to allow a professor to teach in an area of special interest and experience. Prerequisite: permission of instructor.

Two or Three Hours Staff Any Semester

490. Special Problems in Dutch — Individual study under the direction of an instructor designated by the chairperson of the department in one of the following

MODERN AND CLASSICAL LANGUAGES

areas: literature, language, civilization or methodology. This course may be repeated once. Prerequisite: permission of department chairperson.

Two or Three Hours Staff Both Semesters

499. Internship in Dutch — This course provides supervised practical experience in international business, media, education or government. Normally junior status and the completion of at least a Dutch minor are prerequisites. Although ordinarily taken in conjunction with an existing off-campus program, students working together with faculty may make individual arrangements with a local host institution or organization. Following consultation with the off-campus coordinator, each applicant for this internship is required to submit a proposal describing in detail the program to be pursued, including materials which will be submitted; a time schedule for submitting evidence; and the criteria for performance evaluation. If possible, proposals should be finalized prior to the semester in which the internship will occur. The number of credits to be determined in consultation with instructor and the chairperson. Approval of the chairperson required. *Both Semesters*

384. Teaching Foreign Languages — Required of French, German, Latin or Spanish majors seeking secondary certification. See Education 384. Alternate years, 1992-93. *Two Hours Motiff Spring Semester*

French

Ms. Helm, Ms. Larsen, Ms. Motiff

MAJOR

A major program designed for the student who wishes to acquire a thorough linguistic preparation combined with an extensive background in French culture and literature. This major will permit the student to prepare for advanced literary studies, for secondary level teaching, or for other forms of employment in which linguistic skills and cultural awareness are useful.

The French Major consists of 24 credit hours of courses numbered 280 or higher and must include one 400 level literature course. In addition, Linguistics 364 is recommended. Students who study in France must take one 400 level course upon their return. A maximum of 16 credit hours in French from off-campus study may be applied toward the major. The major may include a maximum of 6 credit hours of practicum or internship experience (280, 299, 399, 499).

Students preparing to teach at the secondary level are advised that the State of Michigan requires both Education 384 and 30 hours of credit in French, or the equivalent thereof through CLEP, in order to obtain certification. Students are strongly encouraged to include among those 30 hours Linguistics 364. Students wishing to pursue graduate level study in French literature should take FR493 during their senior year.

ACADEMIC MINOR IN FRENCH: A French minor consists of a minimum of 21 credit hours taken at the college level and approved by the chairperson. Of those hours, 9 must be at the 299 level or higher and must include at least one language and one literature course. The French 300 level courses would be selected as follows: French 310 or 330; French 371 or 373; French 299, 352, or 399.

101. French I — A course for beginners of French. The primary objective of this course is to enable the student to acquire beginning communicative skills in French. The secondary objective is to help the student develop insights into the French language world. Emphasis is placed on all four language skills: listening, reading, speaking, and writing. Students meet four times per week in a Master Class and

MODERN AND CLASSICAL LANGUAGES

three times per week in a Review and Reinforcement Class. Laboratory work is also required. Conducted primarily in French.

Four Hours Helm, Motiff, Staff Fall Semester

102. French II — This continuation of French I is designed primarily to continue the development of a comfortable communicative knowledge of French. A secondary objective is to expand the students' insight into important aspects of French culture. Emphasis is placed on all four language skills: listening, reading, speaking, and writing. Students meet three times per week in a Master Class and once a week in Review and Reinforcement Class. Laboratory work is also required. Conducted primarily in French. Prerequisite: French I, equivalent, or placement.

Three Hours Motiff, Helm, Staff Spring Semester

201. French III — Language and Culture — Continuation of French II with added emphasis on reading and writing skills, as well as the study of the culture in greater depth. Students meet three times per week in a Master Class and once per week with a native speaker. Conducted primarily in French. Prerequisite: French II, equivalent, or placement.

Three Hours Larsen Fall Semester

275. Advanced French Language and Culture — This course is designed to continue the development of the students' language skills and cultural knowledge. Emphasis is placed on reading and writing skills, grammar review as well as the study of contemporary French institutions and customs through journalistic as well as short literary selections. Conducted primarily in French. Prerequisite: French 201, placement, or equivalent.

Three Hours Larsen Spring Semester

280. Practicum in French — Practical experience in the French language in various contexts such as teaching French at the elementary level, translating, or using French skills in business. The number of credits granted will be determined by the number of hours involved per week. One hour of credit will be accepted for an academic major or minor in the Department of Modern and Classical Languages. This course may be repeated and subsequent credit granted will be counted as elective credit. Permission of chairperson required.

Hours to be arranged Both Semesters

295. Studies in French Language and Literature — A course designed to allow a professor to teach in an area of special interest and experience. Prerequisite: permission of instructor.

Two or Three Hours Staff Any Semester

299. Apprentice Teaching Internship — A practical and contractual internship in the study and use of the methods and techniques of teaching French 101 French I. In addition to class discussions, each Apprentice Teacher will teach one Review and Reinforcement section of elementary French 101 for one hour a day, three days a week for the entire semester under the supervision of a Master Teacher and the Program Director. Prerequisites: sufficient proficiency in French, participation in the Training Workshop and selection by jury as an Apprentice Teacher. This course may be repeated for additional credit of one to three hours, but a total of three credits only may be counted as part of a French major or minor.

Three Hours Motiff Fall Semester

310. French Grammar and Composition — An introduction to more advanced grammatical concepts and a study of French stylistics. The development of students' writing competency in French is achieved through the analysis of and exercise in expository writing structures. Conducted entirely in French. Prerequisite: French 275, placement, or equivalent.

Three Hours Larsen Fall Semester

MODERN AND CLASSICAL LANGUAGES

330. French Conversation and Phonetics — A course designed to develop aural and oral competency in French. Conducted entirely in French. Prerequisite: French 275, placement, or equivalent. *Three Hours Helm Spring Semester*

352. Contemporary French Culture — A study of aspects of contemporary French life as defined in France's social structures, political institutions, and fine arts. Materials are drawn from newspapers, documents, film, and literary texts. Conducted entirely in French. Prerequisite: French 275, placement, or equivalent.

Three Credits Helm, Larsen Spring Semester

371. Introduction to French Literature: Novel and Short Story — An introduction to methods of literary interpretation of illustrative texts of French prose from the 16th to the 20th century. Works by authors such as Voltaire, Flaubert, Gide or Colette may be studied. Conducted entirely in French. Prerequisites: French 275, placement, or equivalent. French 310 should be taken prior to or concurrently with French 371. Alternate years, 1993-94. *Three Hours Helm, Larsen Fall Semester*

373. Introduction to French Literature: Poetry and Theatre — An introduction to the textual analysis of major works of French poetry and theatre from the 16th to the 20th century. Works by poets, such as Ronsard, Baudelaire and Valery, and dramatists such as Moliere, Racine, Hugo and Dumas may be studied. Conducted entirely in French. Prerequisites: French 275, placement, or equivalent. French 310 should be taken prior to or concurrently with French 373. Alternate years, 1992-93. *Three Hours Helm, Larsen Fall Semester*

399. Apprentice Teaching Internship — A practical and contractual internship in the study and use of the methods and techniques of teaching French 102 French II. In addition to class discussions each Apprentice Teacher will teach two Review and Reinforcement sections of elementary French 102 three days per week for the entire semester under the supervision of a Master Teacher and the Program Director. Prerequisites: sufficient proficiency in French, participation in the Training Workshop and selection by jury as an Apprentice Teacher. This course may be repeated for additional credit of one to three hours, but a total of three credits only may be counted as a part of a French major or minor.

Three Hours Motiff Spring Semester

410. Advanced French Stylistics — An intensive study of texts illustrating a wide variety of styles and genres which will serve as a basis for grammar review, vocabulary building, literary analysis and writing. Conducted entirely in French. Prerequisite: French 310, placement, or equivalent. Alternate years, 1993-94.

Three Hours Helm, Larsen Fall Semester

450. French Civilization: A Thematic Approach — This course includes a chronologically thematic approach to the study of major historical episodes and the contribution of influential men and women, political and economic structures, patterns of behavior and selected artistic media. Topics may include absolutism and its relationship to the centralization of institutions, the role of the salons in the development of French literary and artistic life and the historical foundations of contemporary socio-economic perspectives. Conducted entirely in French. Prerequisites: French 310 and 352, placement, or equivalent. Alternate years 1992-93.

Three Hours Helm, Larsen Fall Semester

472. The Development of the French Novel — A treatment of the evolution of the French novel with emphasis on texts exemplifying various genres such as the epistolary (Laclos), the realist (Balzac, Stendhal), the autobiographical (Proust, Colette), and the existentialist novel (Sartre, Camus). Conducted entirely in

MODERN AND CLASSICAL LANGUAGES

French. Prerequisites: 310 and 371, or permission of instructor. Alternate years, 1993-94. *Three Hours Helm, Larsen Spring Semester*

474. French Theatre — A study of French dramatic art from the Middle Ages to the present. Emphasis will be placed upon classical, romantic and modern theatre. Conducted entirely in French. Prerequisites: 310 and 373, or permission of instructor. Alternate years, 1992-93. *Three Hours Helm, Larsen Spring Semester*

490. Special Problems in French — Individual study under the direction of an instructor designated by the chairperson of the department in one of the following areas: literature, language, civilization, or methodology. This course may be repeated once. Prerequisite: permission of department chairperson. *Two or Three Hours Staff Both Semesters*

493. Special French Studies — Preparation for a comprehensive examination in the major field. Prerequisite: one 400 level course in French and permission of department chairperson. *Three Hours Staff Both Semesters*

495. Studies in French Language and Literature — A course designed to allow a professor to teach in an area of special interest and experience. Prerequisite: permission of instructor. *Two or Three Hours Staff Both Semester*

499. Internship in French — This course provides supervised practical experience in international business, media, education, or government. Normally junior status and the completion of at least a French minor are prerequisites. Although ordinarily taken in conjunction with an existing off-campus program, students working together with faculty may make individual arrangements with a local host institution or organization. Following consultation with the off-campus coordinator, each applicant for this internship is required to submit a proposal describing in detail the program to be pursued, including the materials which will be submitted; a time schedule for submitting evidence; and the criteria for performance evaluation. If possible, proposals should be finalized prior to the semester in which the internship will occur. The number of credits to be determined in consultation with instructor and the chairperson. Approval of the chairperson is required. *Both Semesters*

German

Mr. De Haan, Mr. Forester, Ms. Strand

MAJORS:

The German major is an integrated program of language, literature and culture courses leading to linguistic competence, a basic knowledge of German literature and a high level of cultural awareness. This major is for students considering careers in which German language proficiency and cultural awareness are desired, as well as those seeking employment in secondary education or preparing for advanced literary or linguistic studies at the graduate level. It also provides a stimulating program of study for those simply interested in German language and culture.

The major consists of 24 credit hours of German courses numbered 280 or higher, and must include no less than one 400-level literature course. It is normally comprised of the following: German 310, 330, 351, 371, 372, 410, 452, plus 471 or 472 or 475. The major may include a maximum of 6 credit hours of practicum or internship experience (280, 299, 399, 499). Students planning overseas study should note that only 16 hours of such credit can be included in the major, and students returning from such programs must take at least *one* 400-level course upon their return.

MODERN AND CLASSICAL LANGUAGES

Students preparing to teach at the secondary level are advised that the State of Michigan requires both Education 384 and 30 hours of credit in German or the equivalent thereof through CLEP, in order to obtain certification. Such students are also strongly urged to include Linguistics 364.

ACADEMIC MINOR IN GERMAN: A German minor consists of a minimum of 21 credit hours taken at the college level and approved by the chairperson. Of those hours, 9 must be at the 299 level or higher selected from among the following: German 310, 313, 330, 351, 352, 371, 372 or 399. An alternate German minor consists of IDS 123-124 and German 201-202, and two of the following: 310, 330, 371, 372, 399.

IDS 123-124. Two Souls of Germany — An integrated language and culture program focusing on Germany from the Age of Goethe to the collapse of the Weimar Republic. Enrollment in German 101-102 (or demonstrated 200-level proficiency) is required. This sequence of courses, plus two courses elected from the Cultural History requirement, completes the 19-hour Cultural History and Language component of the core curriculum. As part of a German major, this sequence can replace German 351.

Seven-Six Hours/Semester De Haan, Perovich, Wilson Fall/Spring Semester

101. German I — A course for beginners of German. The primary objective of this course is to enable the student to acquire beginning communicative skills in German. The secondary objective is to help the student develop insights into the German language world. Emphasis is placed on all four language skills: listening, reading, speaking and writing. Students meet four times per week in a Master Class and three times per week in a Review and Reinforcement Class. Laboratory work is also required. Conducted primarily in German.

Four Hours DeHaan, Forester, Strand Fall Semester

102. German II — This continuation of German I is designed primarily to continue the development of a comfortable communicative knowledge of German. A secondary objective is to expand students' insight into important aspects of German culture. Emphasis on all four language skills: listening, reading, speaking and writing. Students meet three times per week in a Master Class and once a week in Review and Reinforcement Class. Laboratory work is also required. Conducted primarily in German. Prerequisite: German I, equivalent or placement.

Three Hours DeHaan, Forester, Strand Spring Semester

201. German III — Continuation of German II with added emphasis on reading and writing skills, as well as the study of the culture in greater depth. Students meet three times per week in a Master Class and once a week in Review and Reinforcement Class. Conducted primarily in German. Prerequisite: German II, equivalent, or placement.

Three Hours Strand Fall Semester

202. German IV — Continuation of German III with added emphasis on reading and writing skills, as well as the study of the culture in greater depth. Students meet three times per week in a Master Class and once a week in Review and Reinforcement Class. Conducted primarily in German. Prerequisite: German 201, placement, or equivalent.

Three Hours Strand Spring Semester

280. Practicum in German — Practical experience in the German language in various contexts such as teaching German at the elementary level, translating, or using German skills in business. The number of credits granted will be determined by the number of hours involved per week. One hour of credit will be accepted for

MODERN AND CLASSICAL LANGUAGES

an academic major or minor in the Department of Modern and Classical Languages. This course may be repeated and subsequent credit granted will be counted as elective credit. Permission of chairperson required.

Hours to be arranged Both Semesters

295. Studies in Germanic Language and Literature — A course designed to allow a professor to teach in an area of special interest and experience. Prerequisite: permission of instructor.

Two or Three Hours Staff Any Semester

299. Apprentice Teaching Internship — A practical and contractual internship in the study and use of the methods and techniques of teaching German I. In addition to class discussions, each Apprentice Teacher will teach one Review and Reinforcement section of elementary German 101 for one hour a day, three days a week for the entire semester under the supervision of a Master Teacher and the Program Director. Prerequisites: sufficient proficiency in German, participation in the Training Workshop and selection by jury as an Apprentice Teacher. This course may be repeated for additional credit of one to three hours, but a total of three credits only may be counted as a part of a German major or minor.

Three Hours DeHaan Fall Semester

310. Advanced Grammar and Composition — (A study of German stylistics) A review of the more sophisticated aspects of German grammar with emphasis on the continued development of writing competence in German through analysis of and exercise in various writing styles. Conducted entirely in German. Prerequisite: 202, placement, or equivalent.

Three Hours Forester Fall Semester

313. German for Business and Science — This course is designed to expand on communicative skills acquired in the audio-lingual sequence of German I-IV, with a focus on improving reading as well as the acquisition of a specialized vocabulary. Conducted largely in German. Prerequisite: German 202, placement, or equivalent. Alternate years, 1992-93.

Three Hours Strand

330. Advanced German Conversation — A course designed to develop aural and oral competence in German. Conducted entirely in German. Prerequisite: German 202, placement, or equivalent.

Three Hours Strand Spring Semester

351. The Development of Germanic Civilization — A study of the origins, development and significance of various aspects of Germanic civilization. Conducted entirely in German. Prerequisite: German 202, 310, 330, or placement, or equivalent. Alternate years, 1993-94.

Three Hours De Haan Spring Semester

371. Introduction to German Literature I — A study of works in German literature from the Middle Ages to the present with a special emphasis on the genre of poetry and drama. Conducted entirely in German. Prerequisite: German 202, placement, or equivalent.

Three Hours DeHaan, Strand Fall Semester

372. Introduction to German Literature II — A continuation of German 371, with special emphasis on the genre of "Novella" and novel. Conducted entirely in German. Prerequisite: German 371, or permission of instructor.

Three Hours De Haan Spring Semester

399. Apprentice Teaching Internship — A practical and contractual internship in the study and use of the methods and techniques of teaching German 102 German II. In addition to class discussions each Apprentice Teacher will teach two Review and Reinforcement sections of elementary German 102 per week for the entire semester under the supervision of a Master Teacher and the Program Director. Prerequisites: sufficient proficiency in German, participation in the Training Workshop and selection by jury as an Apprentice Teacher. This course may be repeated

MODERN AND CLASSICAL LANGUAGES

for additional credit of one to three hours, but a total of three credits only may be counted as a part of a German major or minor.

Three Hours De Haan, Strand Spring Semester

410. Advanced Stylistics — A refinement of skills in written rhetoric. Conducted entirely in German. Prerequisite: German 310 or equivalent, or permission of the instructor. Alternate years, 1993-94. *Three Hours Strand Spring Semester*

452. The Germanic World Today — A study of 20th century German culture including economic, political, sociological, and creative forces and their influence in today's world. Conducted in German. Prerequisite: German 202, 310 and 330, placement, or equivalent. Alternate years, 1992-93.

Three Hours Strand Spring Semester

471. German Literature From the Middle Ages to the Classical Period — A study of German literature from the age of heroic courtly epics, to the Baroque, Enlightenment, and Classic (Lessing, Goethe, Schiller). Prerequisite: German 372, or permission of instructor. Every third year, 1993-94.

Three Hours De Haan Fall Semester

472. German Literature From Romanticism to Expressionism — A study of major works of significant 19th century authors (Novalis, Tieck, Brentano) and German bourgeois realism (Droste-Huelshoff, Moerike, Stifter, Storm, Keller, Meyer, Fontane). Conducted in German. Prerequisite: German 372 or permission of the instructor. Every third year, 1994-95. *Three Hours Strand Fall Semester*

475. German Literature From the Weimar Republic to the Present — A study of representative works by major modern German authors (Brecht, Boell, Grass, Frisch, Duerrenmatt, Zuckmeyer, and writers from East Germany). Prerequisite: German 372, or permission of instructor. Every third year, 1992-93.

Three Hours Strand Fall Semester

490. Special Problems in German — Individual study under the direction of an instructor designated by the chairperson of the department in one of the following areas: literature, language, civilization, or methodology. This course may be repeated once. Prerequisites: one 400 level course in German and permission of department chairperson. *Two or Three Hours Staff Both Semesters*

493. Special German Studies — Preparation for a comprehensive examination in the major field. Prerequisite: Permission of department chairperson.

Three Hours Staff Both Semesters

495. Studies in German Language and Literature — A course designed to allow a professor to teach in an area of special interest and experience. Prerequisite: permission of instructor. *Two or Three Hours Staff Both Semesters*

499. Internship in German — This course provides supervised practical experience in international business, media, education, or government. Normally junior status and the completion of at least a German minor are prerequisites. Although ordinarily taken in conjunction with an existing off-campus program, students working together with faculty may make individual arrangements with a local host institution or organization. Following consultation with the off-campus coordinator, each applicant for this internship is required to submit a proposal describing in detail the program to be pursued, including the materials which will be submitted; a time schedule for submitting evidence; and the criteria for performance evaluation. If possible, proposals should be finalized prior to the semester in which the

MODERN AND CLASSICAL LANGUAGES

internship will occur. The number of credits to be determined in consultation with instructor and the chairperson. Approval of the chairperson is required.

Both Semesters

Japanese

Ms. Kagaya

ACADEMIC MINOR IN JAPANESE: A Japanese minor consists of a minimum of 21 credit hours taken at the college level and approved by the chairperson. Students must take Japanese 101, 102, 201, 301, 302 or equivalent. The remaining hours may be selected from the following: 295, 299, 330, 399 or IDS 280.

101. Japanese I — A course for beginners of Japanese. The primary goal of this course is to acquire the basic skills necessary to begin communicating in Japanese. The secondary goal is to gain insight into the Japanese language world. Emphasis is placed on four language skills: listening, speaking, reading and writing with a primary focus on speaking. Students meet four times per week in a Master Class and three times per week in a Review and Reinforcement Class. Laboratory work is also required. Conducted primarily in Japanese.

Four Hours Kagaya Fall Semester

102. Japanese II — A continuation of Japanese I. A course designed to continue to develop appropriate communicative skills in the Japanese language world. Students meet three times per week in a Master Class and once per week in a Review and Reinforcement Class. Laboratory work is also required. Emphasis on all four language skills: listening, speaking, reading and writing. Conducted primarily in Japanese. Prerequisite: Japanese I, placement or equivalent.

Three Hours Kagaya Spring Semester

201. Japanese III — A continuation of Japanese II. The objective of this course is to further expand communicative skills in Japanese and to acquire insight into important features of Japanese society. Students meet one per week in a Master Class and once per week in a Review and Reinforcement Class. Prerequisite: Japanese II, placement or equivalent.

Three Hours Kagaya Fall Semester

202. Japanese IV — A continuation of Japanese III with added emphasis on reading and writing skills, as well as the study of the culture in greater depth. Students meet three times per week in a Master Class and once per week in a Review and Reinforcement Class. Prerequisite: Japanese III, placement or equivalent. Conducted primarily in Japanese.

Three Hours Kagaya Spring Semester

280. Japanese — Practicum in Japanese — Practical experience in the Japanese language in various contexts such as teaching Japanese culture at the elementary level or using Japanese skills in business. The number of credits granted will be determined by the number of hours involved per week. One hour of credit will be accepted for an academic major or minor in the Department of Modern and Classical Languages. This course may be repeated and subsequent credit granted will be counted as elective credit. Permission of chairperson required. Hours to be arranged.

Both Semesters

295. Intro to Japanese Culture — An overview of Japanese culture from the mythological beginning to modern times. The course consists of lecture and discussion of reading materials and films.

Three Hours Kagaya May Term

299. Apprentice Teaching Internship — A practical and contractual internship in the study and use of the methods of teaching Japanese 101 Japanese I. In addition

MODERN AND CLASSICAL LANGUAGES

to class discussions each Apprentice Teacher will teach one Review and Reinforcement section of Japanese 101 or 201 for one hour, three days a week for the entire semester under the supervision of a Master Teacher and the Program Director. Prerequisites: sufficient proficiency in Japanese, participation in the Training Workshop and selection by jury as an Apprentice Teacher. This course may be repeated for additional credit of one to three hours, but a total of three credits only may be counted as a part of a Japanese major or minor.

Three Hours Kagaya Fall Semester

301. Advanced Japanese I — This course is designed to develop advanced communicative skills with emphasis placed upon the deeper understanding of the culture and language of Japan. Conducted primarily in Japanese. Prerequisites: Japanese 202 or equivalent.

Three Hours Kagaya Fall Semester

302. Advanced Japanese II — Continuation of Advanced Japanese II. This course is designed to expand on the communicative skills acquired in the sequence of Japanese I-IV and Advanced Japanese I with further integration of knowledge into a coherent understanding of culture and language of Japan. Prerequisites: Japanese 301 or equivalent.

Three Hours Kagaya Spring Semester

330. Narration in Japanese — A course designed to develop verbal narrative skills and deepened understanding of Japanese culture. Focus is on extensive oral production. Conducted entirely in Japanese. Prerequisites: Japanese 202 or equivalent. Alternate years 1993-94.

Three Hours Kagaya Fall Semester

399. Apprentice Teaching Internship — A practical and contractual internship in the study and use of the methods and techniques of teaching Japanese 102 Japanese II. In addition to class discussions each Apprentice Teacher will teach one Review and Reinforcement section of Japanese 102 or 201 for the entire semester under the supervision of a Master Teacher and the Program Director. Prerequisites: sufficient proficiency in Japanese, participation in the Training Workshop and selection by jury as an Apprentice Teacher. This course may be repeated for additional credit of one to three hours, but a total of three credits only may be counted as part of a Japanese major or minor.

Three Hours Kagaya Spring Semester

490. Special Problems in Japanese — Individual study under the direction of an instructor designated by the chairperson of the department in one of the following areas: literature, language, civilization or methodology. This course may be repeated once. Prerequisite: permission of the department chairperson.

Three Hours Kagaya Both Semesters

499. Internship in Japanese — This course provides supervised practical experience in international business, media, education or government. Normally junior status and the completion of at least a Japanese minor are prerequisites. Although ordinarily taken in conjunction with an existing off-campus program, students working together with faculty may make individual arrangements with a local host institution of organization. Following consultation with the off-campus coordinator, each applicant for this internship is required to submit a proposal describing in detail this program to be pursued, including the materials which will be submitted; a time schedule for submitting evidence; and the criteria for performance evaluation. If possible, proposals should be finalized prior to the semester in which the internship will occur. The number of credits to be determined in consultation with instructor and the chairperson. Approval of chairperson required. *Both Semesters*

MODERN AND CLASSICAL LANGUAGES

Linguistics

Ms. Alvarez-Ruf

295. and 490. Studies in Linguistics — A course designed to allow a professor to teach in an area of special interest and experience. Prerequisite: permission of instructor. A completed course proposal for 490 must be signed by instructor and approved by department chairperson.

Two or Three Hours Alvarez-Ruf Both Semesters

364. Introduction to Descriptive Linguistics — An introduction to the science of general and descriptive linguistics, with a consideration of problems and methods of the phonemic, morphemic and syntactical analysis of languages. Prerequisite: Junior standing, or permission of the instructor.

Three Hours AlvarezRuf Spring Semester

Russian

Mr. Williams

101. Russian I — An audio-lingual course for beginners of Russian. The primary objective of this course is to enable the student to acquire the basic skills necessary to begin communicating in Russian. The secondary objective is to begin to give the student insight into the Russian language world. Emphasis is placed on all four language skills: listening, speaking, reading, and writing. Students meet four times per week in a Master Class and three times per week in a Review and Reinforcement Class. Laboratory work is also required. Conducted primarily in Russian.

Four Hours Williams Fall Semester

102. Russian II — A continuation of Russian I. An audio-lingual course designed primarily to continue to develop the acquisition of a comfortable communication knowledge of Russian. A secondary objective is to expand the student's insight into important features of Russian society. Emphasis on all four language skills: listening, reading, speaking, and writing. Students meet three times per week in a Master Class and once a week in Review and Reinforcement Class. Laboratory work is also required. Conducted primarily in Russian. Prerequisite: Russian I, placement, or equivalent. Alternate years, 1992-93.

Three Hours Williams Spring Semester

201. Russian III — Continuation of Russian II with greater emphasis on reading. Culture will also be studied in additional depth. Students meet 3 times per week in a Master Class and one hour per week with a native speaker. Prerequisite: Russian II, equivalent, or placement.

Three Hours Williams Fall Semester

202. Russian IV — Continuation of Russian III with greater emphasis on writing. Cultural history will be touched on through the medium of short stories in Russian. Students will meet 3 times per week in a Master Class and once per week with a native speaker. Prerequisite: Russian III, placement, or equivalent.

Three Hours Williams Spring Semester

280. Practicum in Russian — Practical experience in the Russian language in various contexts such as teaching Russian at the elementary level, translating or using Russian skills in business. The number of credits granted will be determined by the number of hours involved per week. One hour of credit will be accepted for an academic major or minor in the Department of Modern and Classical Languages. This course may be repeated and subsequent credit granted will be counted as elective credit. Permission of chairperson required. Hours to be arranged.

Both Semesters

MODERN AND CLASSICAL LANGUAGES

295. Studies in Russian Language and Literature — A course designed to allow a professor to teach in an area of special interest and experience. Prerequisite: permission of instructor. *Two to Three Hours Williams Any Semester*

299. Apprentice Teaching Internship — A practical and contractual internship in the study and use of the methods of teaching Russian I. In addition to class discussions each Apprentice Teacher will teach one Review and Reinforcement sections of elementary Russian 101 for one hour a day, three days a week for the entire semester under the supervision of a Master Teacher and the Program Director. Prerequisites: sufficient proficiency in Russian, participation in the Training Workshop and selection by jury as an Apprentice Teacher. This course may be repeated for additional credit of one to three hours, but a total of three credits only may be counted as a part of a Russian major or minor.

Three Hours Williams Fall Semester

399. Apprentice Teaching Internship — A practical and contractual internship in the study and use of the methods and techniques of teaching Russian II. In addition to class discussions each Apprentice Teacher will teach two Review and Reinforcement sections of elementary Russian 102 per week for the entire semester under the supervision of a Master Teacher and the Program Director. Prerequisites: sufficient proficiency in Russian, participation in the Training Workshop and selection by jury as an Apprentice Teacher. This course may be repeated for additional credit of one to three hours but a total of three credits only may be counted as a part of a Russian major or minor.

Three Hours Williams Spring Semester

490. Special Problems in Russian — Individual study under the direction of an instructor designated by the chairperson of the department in one of the following areas: literature, language, civilization or methodology. This course may be repeated once. Prerequisite: permission of department chairperson.

Three Hours Williams Both Semesters

499. Internship in Russian — This course provides supervised practical experience in international business, media, education or government. Normally junior status and the completion of a least a Russian minor are prerequisites. Although ordinarily taken in conjunction with an existing off-campus program, students working together with faculty may make individual arrangements with a local host institution or organization. Following consultation with the off-campus coordinator, each applicant for this internship is required to submit a proposal describing in detail the program to be pursued, including the materials which will be submitted; a time schedule for submitting evidence; and the criteria for performance evaluation. If possible, proposals should be finalized prior to the semester in which the internship will occur. The number or credits to be determined in consultation with instructor and the chairperson. Approval of the chairperson is required. *Both Semesters*

Spanish

Mr. Agheana, Ms. Alvarez-Ruf, Ms. Kallemeyn, Mr. Larson, Ms. Lucar, Mr. Weller

MAJOR:

This major program is designed for the student who wishes to acquire a thorough linguistic preparation combined with an extensive background in Hispanic literature and culture. This major will permit the student to prepare for advanced literary studies, for secondary level teaching, or for other forms of employment in which a knowledge of Spanish and familiarity with Hispanic culture are required.

MODERN AND CLASSICAL LANGUAGES

The Spanish Major consists of 24 credit hours of courses numbered 280 or higher and must include Spanish 371, 372, and one 400 level literature course. The major may include a maximum of 6 credit hours of practicum or internship experience (280, 299, 399, 499). Students who study in a Spanish-speaking country must take one 400-level course upon their return. A maximum of 16 credit hours in Spanish with a grade of C or better from off-campus study may be applied to the major. In addition, LINGUISTICS 364 is required. Students planning on graduate study in Spanish must complete SPANISH 493 during their senior year. Such students are strongly urged to complete additional hours in literature as well as work in the history of literary criticism.

Students preparing to teach at the secondary level are advised that the State of Michigan requires both EDUCATION 384 and 30 hours of credit in Spanish, or the equivalent thereof through CLEP, in order to obtain certification.

ACADEMIC MINOR IN SPANISH: A Spanish minor consists of a minimum of 21 credit hours taken at the college level and approved by the chairperson. Of these hours, 9 hours must be at the 299 level or higher and must include at least one language and one literature course. The Spanish 300 level courses would be selected as follows: Spanish 310 or 330; Spanish 371 or 372; Spanish 299, 350, 355, or 399.

101. Spanish I — A course for beginners of Spanish. The primary objective of this course is to enable the student to acquire beginning communicative skills in Spanish. The secondary objective is to help the student develop insights into the Spanish language world. Emphasis is placed on all four language skills: listening, reading, speaking and writing. Students meet four times per week in a Master Class and three times per week in a Review and Reinforcement Class. Laboratory work is also required. Conducted primarily in Spanish.

*Four Hours Agheana, Alvarez-Ruf, Kallemeyn, Larson, Lucar, Weller
Fall Semester*

102. Spanish II — This continuation of Spanish is designed primarily to continue the development of a comfortable communicative knowledge of Spanish. A secondary objective is to expand students' insight into important aspects of Spanish culture. Emphasis on all four language skills: listening, reading, speaking and writing. Students meet three times per week in a Master Class and once a week in Review and Reinforcement Class. Laboratory work is also required. Conducted primarily in Spanish. Prerequisite: Spanish I, equivalent or placement.

*Three Hours Agheana, Alvarez-Ruf, Kallemeyn, Larson, Lucar, Weller
Fall and Spring Semesters*

201. Spanish III — Continuation of Spanish II with added emphasis on reading and writing skills, as well as the study of the culture in greater depth. Students meet three times per week in a Master Class and once per week with a native speaker. Conducted primarily in Spanish. Prerequisite: Spanish II, equivalent, or placement.

*Three Hours Agheana, Alvarez-Ruf, Larson, Lucar, Rodriguez
Fall and Spring Semester*

202. Spanish IV — Reading, conversation and composition, with required supplementary readings. Students meet three days per week in a Master Class and one day per week with a native speaker. Prerequisite: Spanish III, placement, or equivalent. Conducted in Spanish.

Three Hours Agheana, Lucar Spring Semester

280. Practicum in Spanish — Practical experience in the Spanish language in various contexts such as teaching Spanish at the elementary level, translating, or using Spanish skills in business. The number of credits granted will be determined

MODERN AND CLASSICAL LANGUAGES

by the number of hours involved per week. One hour of credit will be accepted for an academic major or minor in the Department of Modern and Classical Languages. This course may be repeated and subsequent credit granted will be counted as elective credit. Permission of chairperson required.

Hours to be arranged Both Semesters

295. Studies in Hispanic Language and Literature — A course designed to allow a professor to teach in an area of special interest and experience. Prerequisite: permission of instructor.

Two or Three Hours Staff Any Semester

299. Apprentice Teaching Internship — A practical and contractual internship in the study and use of the methods and techniques of teaching Spanish 101 Spanish I. In addition to class discussions each Apprentice Teacher will teach one Review and Reinforcement section of elementary Spanish 101 for one hour a day, three days a week for the entire semester under the supervision of a Master Teacher and the Program Director. Prerequisites: sufficient proficiency in Spanish, participation in the Training Workshop and selection by jury as an Apprentice Teacher. This course may be repeated for additional credit of one to three hours, but a total of three credits only may be counted as a part of a Spanish major or minor.

Three Hours Kallemeyn Fall Semester

310. Advanced Grammar and Composition — A comprehensive study of Spanish grammar, with extensive work in composition. Conducted in Spanish. Prerequisite: Spanish 202, or placement, or equivalent.

Three Hours Alvarez-Ruf Fall Semester

330. Advanced Spanish Conversation and Phonetics — A course designed to develop aural and oral competency in Spanish. Conducted entirely in Spanish. Prerequisite: Spanish 202, or placement, or equivalent.

Three Hours Lucar Spring Semester

350. The Development of Spanish Civilization — A study of the origins, development and significance of various aspects of Spanish civilization. Conducted entirely in Spanish. Prerequisite: Spanish 202, or placement, or equivalent. Alternate years 1993-94.

Three Hours Alvarez-Ruf Spring Semester

355. The Development of Spanish American Civilization — A study of the origins, development and significance of Spanish American Civilization. Conducted entirely in Spanish. Prerequisite: Spanish 202, or placement, or equivalent. Alternate years, 1992-93.

Three Hours Alvarez-Ruf Spring Semester

371. Survey of Spanish Literature I — A study of Spanish literature from the Middle Ages through the seventeenth century. Conducted entirely in Spanish. Required of Spanish majors. Prerequisite: Spanish 202, or equivalent.

Three Hours Staff Fall Semester

372. Survey of Spanish Literature II — A study of Spanish literature from the eighteenth century to the present time. Conducted entirely in Spanish. Required of Spanish majors. Prerequisite: Spanish 202, or equivalent.

Three Hours Staff Spring Semester

399. Apprentice Teaching Internship — A practical and contractual internship in the study and use of the methods and techniques of teaching Spanish II. In addition to class discussions each Apprentice Teacher will teach two Review and Reinforcement sections of elementary Spanish 102 per week for the entire semester under the supervision of a Master Teacher and the Program Director. Prerequisites: sufficient proficiency in Spanish, Participation in the Training Workshop and selection by jury as an Apprentice Teacher. This course may be repeated for additional credit

MODERN AND CLASSICAL LANGUAGES

of one to three hours, but a total of three credits only may be counted as a part of a Spanish major or minor. *Three Hours Staff, Weller Fall and Spring Semester*

472. Spanish Literature of the Golden Age — Dramatic works of Lope de Vega, Alarcon, Tirso and Calderon; works of the mystics; Fray Luis de Leon, Gongora, Quevedo; selections from the picaresque novel and Cervantes. Conducted in Spanish. Prerequisites: Spanish 310, 371, and 372. Alternate years, 1992-93.

Three Hours Staff Spring Semester

474. 18th and 19th Century Spanish Literature — Neo-Classicism, Romanticism and Realism in prose, poetry and drama. Conducted in Spanish. Prerequisites: Spanish 310, 371, and 372. Alternate years, 1993-94.

Three Hours Agheana Fall Semester

476. Generation of 1898 to Today — The Generation of 1898 and the contemporary essay, novel, drama, and poetry. Conducted in Spanish. Prerequisites: Spanish 310, 371, and 372. Alternate years, 1993-94.

Three Hours Agheana Spring Semester

478. Contemporary Spanish-American Literature — A study of contemporary movements in Spanish-American literature. Conducted in Spanish. Prerequisites: Spanish 310, 371, and 372. Alternate years, 1992-93.

Three Hours Staff Fall Semester

490. Special Problems in Spanish — Individual study under the direction of an instructor designated by the chairperson of the department in one of the following areas: literature, language, civilization, or methodology. This course may be repeated once. Prerequisite: permission of department chairperson.

Two or Three Hours Staff Both Semesters

493. Special Spanish Studies — Preparation for a comprehensive examination in the major field. Prerequisite: one 400 level course in Spanish and permission of department chairperson.

Three Hours Staff Both Semesters

495. Studies in Hispanic Language and Literature — A course designed to allow a professor to teach in an area of special interest and experience. Prerequisite: permission of instructor.

Two or Three Hours Staff Any Semester

499. Internship in Spanish —

This course provides supervised practical experience in international business, media, education, or government. Normally junior status and the completion of at least a Spanish minor are prerequisites. Although ordinarily taken in conjunction with an existing off-campus program, students working together with faculty may make individual arrangements with a local host institution or organization. Following consultation with the off-campus coordinator, each applicant for this internship is required to submit a proposal describing in detail the program to be pursued, including the materials which will be submitted; a time schedule for submitting evidence; and the criteria for performance evaluation. If possible, proposals should be finalized prior to the semester in which the internship will occur. The number of credits to be determined in consultation with instructor and chairperson. Approval of the chairperson is required.

Both Semesters



Faculty: Mr. Ritsema, Chairperson; Mr. Aschbrenner, Ms. Conway, Mr. Craioveahy, Mr. Floyd, Mr. Ferguson, Mr. Lewis,*Ms. Morrison, Mr. Sharp, Mr. Thompson. **Assisting Faculty:** Mrs. Berndt, Ms. Brown, Mr. Erickson, Mrs. Floyd, Mr. Jackson, Mrs. Kraft, Mr. C. Langejans, Mr. T. Langejans, Mr. Malfroid, Ms. Strouf, Mrs. Warnaar, Mr. Working.

The mission of Hope College is to offer, with recognized excellence, academic programs in liberal arts in the setting of a residential, undergraduate, coeducational college, and in the context of the historic Christian faith.

Within this framework the department of music prepares students for careers in music and related fields. Professional training with a strong emphasis on performance is provided in combination with studies in liberal arts, in an atmosphere which stimulates musical growth and the development of personal, spiritual, and leadership qualities.

As part of a liberal arts college, the department is committed to serving the general college community. Students in all academic disciplines are encouraged to develop life-long appreciation for and involvement in the arts through participation in ensembles, classes, applied instruction, and concerts. Non-majors will find ample opportunity to enrich their musical knowledge by enrolling in the Introduction to Music course, in any of the Applied Music courses, or by means of membership in any of the music ensembles. Students majoring in music, if they desire to teach music, can elect either the Bachelor of Music in Instrumental Music Education or the Bachelor of Music in Vocal Music Education degrees, permitting them to teach music from kindergarten through the twelfth grade; the degree will not be awarded until the student has gained Michigan provisional teacher certification; if students desire to be performing artists, they should select the Bachelor of Music in Performance program. All of the above programs are designed as basic toward continued study in graduate schools of music.

Students enrolled in the music program at Hope College engage in a wide variety of experiences outside the classroom:

- many are directing choirs in area churches
- several are teaching private instrumental lessons
- some have organized combos and play in area night spots
- several instrumentalists play in area symphony orchestras

Graduates of the Music Department are currently serving as:

- a teacher of musicology at a major university
- a hornist in the New York Philharmonic Orchestra
- a director of music at a prominent Pennsylvania church
- teachers in various elementary and secondary schools
- a leading baritone in a prominent Eastern opera company
- a soprano in a German operatic company
- a cellist in a French orchestra

MAJOR: Students who wish to major in music, under either the Bachelor of Music or the Bachelor of Arts degree programs, should start work in the department in their Freshman year, following the suggested schedule closely. If possible, students should indicate their preference in the application for admission to Hope College. Formal application for majoring takes place at the close of the sophomore year.

*On Sabbatical leave, Spring Semester 1993

MUSIC

MINOR: The requirements for the optional Music Minor are as follows:

Music 111, 112	6 hours
Music 113, 114	2 hours
Music 197	2 hours
Music 102 or 101	2 or 3 hours
Music 201	1 hour
Choice of one Music Lit Course:	
Music 321, 323	4 hours
Applied Music	6 hours
(Two hours of this may be in ensemble groups)	
TOTAL:	23 or 24 hours

The Music Minor requirements for elementary teacher certification are as follows:

Music 111, 112	6 hours
Music 113, 114	2 hours
Music 102 or 101	2 or 3 hours
Music 197	2 hours
Music 201	1 hour
Music 300	3 hours
Ensemble	2 hours
Applied Music	6 hours
TOTAL:	24 or 25 hours

The Music Minor requirements for secondary teacher certification are as follows:

Music 111, 112	6 hours
Music 113, 114	2 hours
Music 102 or 101	2 or 3 hours
Music 197	2 hours
Music 201	1 hour
Music 370 or 376	2 or 3 hours
Ensemble	2 hours
Applied Music	6 hours
TOTAL:	23 hours

BACHELOR OF MUSIC IN VOCAL MUSIC EDUCATION

Core Curriculum: Expository Writing (4), Mathematics (3), Cultural History (6) divided between A and B components and chosen from the following courses: English 231, 232; History 130, 131; Philosophy 219, 220. Social Science (3). Natural Science (4), Foreign Language (7), Religion (6), Physical Education (2), Senior Seminar (3) **Total: 38 hours**

Basic Musicianship: 102, 111, 112, 113, 114, 197, 201, 211, 212, 213, 214, 297, 311, 321, 323, 491. **Total: 36 hours**

Performance: Applied Major Area (must include at least one semester of vocal study) (14), Ensemble (4) to be distributed over seven semesters. **Total: 18 hours**

Music Education: 300 (3), 333, 336, 339 (3), 344 (2), 375 (2), 376 (2), 377 (2). **Total: 14 hours**

MUSIC

Professional Education: 220 (4), 285 (3), 225 (3), 360 (4), 500 (3), 485 (10)

Total: 27 hours

Grand Total: 133 hours*

BACHELOR OF MUSIC IN INSTRUMENTAL MUSIC EDUCATION

Core Curriculum: Same as program above.

Total: 38 hours

Basic Musicianship: 102, 111, 112, 113, 114, 197, 201, 211, 212, 213, 214, 297, 311, 321, 323, 341, 491

Total: 39 hours

Performance: Applied Major Area (14), Ensemble (must include at least one semester in a vocal ensemble) (4) to be distributed over seven semesters.

Total: 18 hours

Music Education: 300 (3), Instrumental Methods Classes (5), 342 (2), 370 (3).

Total: 13 hours

Professional Education: 220 (4), 285 (3), 225 (3), 360 (4), 500 (3), 485 (10).

Total: 27 hours

Grand Total: 135 hours*

Every student whose major applied instrument is brass, wind or percussion is required to be a member of the wind ensemble or orchestra for a minimum period of three years.

Every student whose major applied instrument is strings is required to be a member of the orchestra for a minimum of three years.

BACHELOR OF MUSIC IN PERFORMANCE

Core Curriculum: Expository Writing (4), Mathematics (3). Cultural History (6) divided between A and B components and chosen from the following courses: English 231, 232; History 130, 131; Philosophy 219, 220. Social Science (3), Natural Science (4), Foreign Language (7), Religion (6), Physical Education (2), Senior Seminar (3).

Total: 38 hours

Basic Musicianship: 102, 111, 112, 113, 114, 197, 201, 211, 212, 213, 214, 297, 311, 315, 321, 323, 341, 342 or 344, 491.

Total: 44 hours

Performance: Applied Major Area (24). Applied Minor Area (8), Ensemble (4), to be distributed over eight semesters, Literature and Pedagogy (3).

Total: 39 hours

Electives: 7 hours

Grand Total: 128 hours*

*May be less based on test results in 111, 197, 113, 114, 213, 214

BACHELOR OF ARTS WITH A MAJOR IN MUSIC

This program is designed for students who wish broad coverage of the field of music rather than heavy concentration on any single segment of the field. The central concern of this degree program is the study of the literature of music and the development of the ability to perform the literature well. Emphasis is placed upon the development of a set of principles and terms that lead to a fuller intellectual grasp of the art. The Bachelor of Arts degree provides a flexible program of study with a broad choice of electives. It is particularly appropriate for students preparing for careers as musicologists, composers, church musicians, and music librarians.

MUSIC

Core Curriculum: Expository Writing (4), Mathematics (3), Cultural History and Languages (19), Social Science (6), Natural Sciences (8), Performing and Fine Arts (6), Religion (6), Physical Education (2), Senior Seminar (3). Total: 57 hours

Electives - non-music (17)

Electives - music or non-music (7)

Total: 24 hours

Basic Musicianship: 102, 111, 112, 113, 114, 197, 201, 321, 323, 491

Total: 23 hours

Electives - Music History and Music Theory

Total: 4 hours

Performance: Applied Music (8), Ensemble (4)

Total: 12 hours

Music electives

Total: 6 hours

Grand Total: 126 hours

General Introductory Courses:

101. Introduction To Music — Development of skills in listening intelligently to music, with emphasis upon the development of music as an art. May be taken in partial fulfillment of the College Fine Arts Requirement. Not for music majors or minors. *Three Hours Staff Both Semesters*

102. Foundations and Perspectives of Music — For music majors and minors. An introduction to the historical development of music and the skills necessary in listening to major works of all periods. *Two Hours Staff Spring Semester*

103. Fundamentals Of Music — A course for the non-music major. It includes principles of music notation, basic keyboard skills (scales and triads) and elementary sight-singing. *Two Hours Staff Both Semesters*

Theoretical Courses:

111. Theory IA — This course is intended for the music major or minor. It begins with a brief review of music theory fundamentals followed by the examination of common practice harmonic principles and writing in up to four voices. Students enrolled in this course are expected to have had prior music theory education. *Three Hours Floyd Fall Semester*

112. Theory IB — A continuation of Music 111 that includes the study of diatonic seventh chords, more detailed voice leading procedures and modulation to nearly related keys. Students harmonize melodies and figured basses. *Three Hours Floyd Spring Semester*

113. Aural Skills IA — Required for music majors and minors, this course is designed to equip students with a systematic method of aural perception. The course includes drills, sight singing and melodic and rhythmic dictation. *One Hour Aschbrenner Fall Semester*

114. Aural Skills IB — A continuation of Music 113, adding dictation in several parts. *One Hour Aschbrenner Spring Semester*

Keyboard Skills is required for all students studying Theory. Placement is by audition.

197-01. Keyboard Skills — Designed for students with little or no previous piano background; beginning repertoire, scales, studies are covered, as well as elementary harmonization, improvisation and other functional skills. *One Hour Kraft Both Semesters*

MUSIC

197-02. Keyboard Skills — Practical piano training for students who evidence a degree of proficiency. Deals with harmonization, improvisation, transposition, and sight reading techniques. *One Hour Aschbrenner Both Semesters*

197-03. Keyboard Skills — Open to students whose major instrument is piano or organ, emphasis on a functional approach to the keyboard. Harmonization, transposition, improvisation, and practical harmonic vocabulary are stressed.

One Hour Conway Both Semesters

201. Eurhythmics — A course designed to aid the student in discovering that rhythm is experienced physically as well as mathematically conceived. Linear and contrapuntal rhythm with the various metric forms is studied through physical motion to acquire the feel of rhythm. Required for all those taking Theory 111 and 112.

One Half Hour Aschbrenner Both Semesters

211. Theory IIA — Prerequisite: C average or better in 112 and first year piano proficiency. This course introduces more advanced harmonic and chromatic elements and includes analysis of short nineteenth century compositions. Harmonization based on figured basses and melodies is continued. Keyboard skills are developed in this course through realizing figured basses, practicing harmonic progressions and reading open vocal scores. *Three Hours Lewis Fall Semester*

212. Theory IIB — A continuation of Music 211 with a survey of twentieth century techniques.

Three Hours Lewis Spring Semester

213. Aural Skills IIA — Prerequisite: Music 114 with C average or better. A continuation of Music 114.

One Hour Aschbrenner Spring Semester

214. Aural Skills IIB — A continuation of Music 213.

One Hour Aschbrenner Spring Semester

215. Composition — The class will involve the writing of exercises, the completion of analytical assignments and free composition. Workshop performances of student compositions will be included. The course may be repeated. Prerequisites: Music 111, 112, or permission of instructor.

Two Hours Floyd Both Semesters

295. Studies In Music — A lecture or seminar class in a special topic offered at the sophomore level.

Two or Three Hours Staff

297-01. Keyboard Skills — Continuation of course 197-01.

One Hour Conway Both Semesters

297-02. Keyboard Skills — Continuation of course 197-02.

One Hour Conway Both Semesters

300. Elementary Music Methods — A practical presentation of how to teach music to school children, using singing, rhythm instruments, fretted instruments, demonstration of methods and materials. Designed for the classroom teacher. Designed for the classroom teacher and the music specialist.

Three Hours Staff Both Semesters

311. Form And Analysis — A practical and analytical course in the structure of music, as well as the harmonic and polyphonic devices employed in representative major works. Prerequisite: Theory I and Theory II.

Three Hours Aschbrenner Spring Semester

315. Counterpoint — A study of the basic techniques of eighteenth century counterpoint using a modified species approach and analysis of contemporary modes.

Three Hours Lewis Fall Semester

MUSIC

- 321. Music Literature Before 1750** — The music from the time of the Greeks through the works of Bach and Handel, with emphasis on the use of illustrative materials and recordings. Prerequisite: Music 101 or 102 or consent of instructor.
Four Hours Sharp Fall Semester
- 323. Music Literature After 1750** — Continues from Music 321 with history and literature after 1750, extending through the twentieth century. Prerequisites: 101 or 102 or consent of the professor.
Four Hours Sharp Spring Semester
- 327. Organ Literature** — A survey of the various periods of organ composition, with emphasis upon the study and performance of representative works.
Two Hours Lewis On Demand
- 328. Music In The Church** — A study of the nature and meaning of Christian worship; the legacy of temple and synagogue worship; early Christian worship; the worship of the Roman Church; Reformation liturgies; a study of hymnology and a survey of the great music of the church, including the development of the anthem and oratorio.
Three Hours Staff Spring Semester
- 330. Piano Methods** — Introduces methods and materials used in teaching elementary and intermediate piano for private and class instruction at all age levels. Students other than majors may register upon consent of the piano staff. Includes supervised student teaching in electronic piano lab.
Two Hours Conway Fall Semester
- 333. String Applied Methods I** — A course in the fundamentals of playing and teaching string instruments. Designed primarily for the major. Alternate years, 1993-94.
One Hour Ritsema Fall Semester
- 334. String Applied Methods II** — Continuation of Course 333. Alternate years, 1993-94.
One Hour Ritsema Spring Semester
- 336. Woodwind Methods I** — A course in the fundamentals of playing and teaching woodwind instruments. Designed primarily for the instrumental music major. Alternate years, 1993-94.
One Hour Floyd, Warnaar Spring Semester
- 337. Vocal Pedagogy And Literature** — A required course for vocal performance majors and strongly recommended for vocal music education majors. The study involves the three main styles of vocal literature and combines contemporary vocal teaching techniques with representative solo material. Alternate years, 1992-93.
Three Hours Morrison Fall Semester
- 338. Diction For Singers** — A course which prepares the voice student to study and to perform songs and operas in the most important languages of music literature.
Two Hours Sharp May Term
- 339. Brass And Percussion Methods** — A course in the fundamentals of playing and teaching brass and percussion instruments. Alternate years, 1993-94.
One Hour Thompson Spring Semester
- 340. Woodwind Methods II** — Continuation of course 336. Alternate years, 1992-93.
One Hour Floyd, Warnaar Spring Semester
- 341. Orchestration** — Principles of scoring and transcription for small and large ensembles based on an understanding of the properties of the instruments of the orchestra. Students will acquire an increased awareness of instrumental timbres through live demonstrations, recordings and work with digitized instrumental samples in the Music Department Electronic Laboratory. Alternate Years, 1992-93.
Three Hours Lewis Spring Semester

MUSIC

342. Instrumental Conducting — A practical study of conducting instrumental music. A study of fundamentals of conducting and experience in conducting a small instrumental ensemble. Alternate years, 1992-93.

Two Hours Ritsema Spring Semester

344. Choral Conducting — A practical study of conducting choral music. The requirements for the first two years of a music major are advisable as a prerequisite. Alternate years, 1993-94.

Two Hours Ferguson Fall Semester

350. Service Playing — Instruction in anthem and oratorio accompaniment, conducting from the console, and improvisation. Prerequisite: 1 1/2 year of organ. Recommended for organ majors.

Two Hours Staff On Demand

361. Jazz Improvisation — A course to develop the student's ability to improvise in the jazz idiom. Includes theoretical concepts (chords, scales, harmony, chord progressions), as well as a stylistic analysis of jazz in an historical context.

Two Hours Thompson Fall On Demand

364. Jazz History — An introduction to the art of jazz through an in-depth study of jazz styles and related historical developments. Emphasis is placed on the cognitive listening skills necessary to better understand and appreciate this American art form.

Three Hours Thompson Spring Semester

370. Secondary Instrumental Methods And Administration — The problems peculiar to the teaching of instrumental music in both class and private instruction. Sections devoted to the selection of texts and music, the selection, care, and repair of orchestral instruments, and the marching band. The requirements for the first two years as a music major are advisable as a prerequisite. Alternate years, 1993-94.

Three Hours C. Langejans Fall Semester

375. Middle School Music Methods — Observation, teaching techniques in the general music class and chorus. Study of materials, administration. Junior and Senior Music majors only, others by permission; recommended prerequisite, Music 300. Alternate years, 1993-94.

Two Hours Staff Spring Semester

376. Secondary Choral Methods — The development and observation of teaching procedures in the Jr. and Sr. high school choral program with emphasis upon vocal literature, choral style, and rehearsal techniques. Alternate years, 1992-93.

Two Hours Staff Fall Semester

377. Folk-Style Guitar Applied Methods — Fundamentals of playing and teaching folk-style guitar using the singing voice to accompany a repertoire suitable for classroom teaching. Required for the Vocal Music Education major, others admitted by permission of the instructor.

Two Hours Malfroid Spring Semester

490. Independent Study — This course is designed to give students majoring in music an opportunity to do research in a field of Music History or Theory in which they have a particular interest. The student will submit a formal application which must be approved by the Music Faculty.

Two or Three Hours Staff Both Semesters

491. Senior Seminar In Music — A required senior music course designed to assist advanced students in the problems of music and to act as an additional survey of theoretical and music literature materials. Includes an oral comprehensive examination, as well as independent study.

Two Hours Sharp Fall Semester

495. Studies In Music — A lecture or class in a special topic for music majors.

Two or Three Hours Staff

MUSIC

APPLIED MUSIC COURSES

Applied Music courses are available to all students, from beginners to advanced. Private or class instruction is by advisement of the faculty, depending upon the student's degree of preparation. All students are required to take a performance jury at the end of each semester.

In partial fulfillment of music major requirements, seniors, majoring in applied music will give a full length evening recital and seniors majoring in music education will share in a joint evening recital. All juniors majoring in performance will give either a partial or full recital, the length to be at the instructor's discretion. Exceptions to recital requirements will be granted only by a decision of the music faculty recital committee.

All private lessons are of 30 or 60 minute duration. Lessons in Applied Music will not be made up unless students notify the instructor a reasonable time in advance of their absence. Private lessons falling on legal and special holidays will not be made up. All Applied Music students are required to fulfill practice time requirements, consisting of at least one hour per day for each weekly piano, organ, or instrumental lesson. Qualified students studying piano privately are required to accompany for a minimum of one lesson per week during course study. Two hour credit courses are open to all students, including non-music majors. Three hour credit courses are open only to performance majors and to other music majors with the recommendation of the faculty. All students studying applied music meet for a performance class each Wednesday from 3:30 to 4:20 p.m.

APPLIED MUSIC — PRIVATE INSTRUCTION

Applied lessons are either one-half hour lesson per week, receiving two hours credit per semester, or one sixty minute lesson per week, receiving three hours credit per semester. Students should audition prior to registration.

APPLIED MUSIC

161 Flute; 162 Oboe; 163 Clarinet; 164 Saxophone; 165 Bassoon; 166 Horn; 167 Trumpet; 168 Trombone; 169 Baritone; 170 Tuba; 171 Percussion; 172 Harp; 173 Violin; 174 Viola; 175 Cello; 176 String Bass; 177 Organ; 178 Harpsichord; 179 Piano; 180 Guitar; 181 Voice; 185 Early Instruments.

APPLIED MUSIC — CLASS INSTRUCTION

186. Guitar Class, Beginning — Open to all students. A classical guitar is required for this course.
Two Hours Malfroid Both Semesters

187. Guitar Class, Intermediate — A continuation of the above.
Two Hours Malfroid Both Semesters

190. Piano Class, Beginning — Open to all students who are beginning piano study, with the exception of piano majors to whom it is closed entirely. Limited to four hours total credit.
Two Hours Kraft Both Semesters

191. Piano Class, Intermediate — A continuation of the above.
Two Hours Kraft Both Semesters

192. Voice Class, Beginning — Open to all students, with a limit of four hours total credit; meets twice weekly. Minimal piano background required.
Two Hours Morrison Both Semesters

193. Voice Class, Intermediate — A continuation of the above; meets twice weekly.
Two Hours Morrison Both Semesters

MUSIC

ENSEMBLES — CHORAL AND INSTRUMENTAL

115. Chapel Choir — Membership of approximately 70 voices determined each Spring by auditions from members of the College Chorus.

One Hour Ferguson Both Semesters

116. College Chorus — Membership open to all interested students.

One-Half Hour Ferguson Both Semesters

120. Orchestra — Offers music majors and non-majors alike the opportunity to perform major works from the standard orchestra repertoire. The 70 member organization gives several concerts throughout the academic year and regularly features renowned faculty and guest soloists.

One Hour Ritsema Both Semesters

130. Wind Ensemble — An ensemble of 60 members which performs standard band literature as well as music utilizing the concept of one player per part. Performs four concerts on campus as well as trips to other cities and schools.

One Hour Floyd Both Semesters

133. Varsity Band — Rehearses marches and popular band literature for performance at athletic games and other campus events.

One-Half Hour Working Both Semesters

135. Jazz Ensemble — Performs standard big band literature as well as newer charts. Improvisation is stressed, but there is often a place for less experienced improvisers. Performs two campus concerts, school concerts, and appears in jazz festivals.

One Hour Thompson Both Semesters

140. Collegium Musicum - Vocal — Study and performance of vocal music of the Medieval, Renaissance, and Baroque eras. Membership determined by audition at the beginning of the first semester.

One-Half Hour Ferguson Both Semesters

141. Collegium Musicum - Instrumental — Study and performance of instrumental music of the Medieval, Renaissance, and Baroque eras.

One-Half Hour Ritsema Both Semesters

150. Symphonette — Membership determined by audition at the beginning of the Fall term.

One-Half Hour Ritsema Both Semesters

155. Opera Workshop — A workshop involving stage movement, acting and singing in the context of opera or operetta literature. All students will participate in scenes or full productions. During one year scenes of some of the great operas will be performed and on the alternate year a full production will be performed. By permission of instructor only.

One Hour Morrison Spring Semester

160. Chamber Ensembles — By arrangement with a faculty member, chamber ensembles can be formed. The literature to be studied will determine the membership of the ensemble.

One-Half Hour Staff Both Semesters

NURSING



Faculty: Ms. Viehl*, Chairperson; Ms. Benner, Ms. Bouwsma*, Ms. Briggs, Ms. Doornbos*, Ms. Etheridge*, Ms. Feenstra*, Ms. Flikkema*, Ms. Gordon, Ms. Mauger, Ms. Niemeyer*, Ms. Timmermans*, Ms. Vandenberg*. **Adjunct Faculty:** Ms. DeGraaf, Ms. Miller, Ms. Mlynarczyk, Ms. Vanderveen.

The Department of Nursing seeks to provide broad educational and professional experiences within the context of a Christian liberal arts education. The program is designed to prepare beginning practitioners of nursing who are capable of integrating their knowledge, skills and attitudes to provide quality nursing care for people of all ages and in a variety of settings.

The baccalaureate nursing program is offered cooperatively with Calvin College in Grand Rapids. One department, known as the Hope-Calvin Department of Nursing, incorporates students from both Hope and Calvin Colleges in junior and senior level nursing courses.

Students enrolled in the nursing program engage in a wide variety of clinical nursing experiences. Butterworth Hospital and Holland Community Hospital serve as Clinical Education Centers, providing opportunities to care for people who need the knowledge and skills of the nursing profession. Pine Rest Christian Hospital provides for learning experiences in psychiatric/mental health nursing and a variety of community agencies offer students an opportunity to care for clients outside of a hospital setting. Students are responsible for providing their own transportation to laboratory and clinical agencies.

Upon completion of all requirements, students receive a Bachelor of Science degree in Nursing (BSN) from Hope College and are eligible to take state licensing examinations to become a registered nurse (RN). Alternatively, it is possible for the student to receive a Bachelor of Arts degree with a major in nursing. Students are encouraged to contact the Nursing Department for further information.

MAJOR

A student who wishes to pursue a degree in nursing should start work on pre-nursing requirements in the freshman year, following the suggested schedule closely. If possible, students should indicate their interest in nursing on the application for admission to Hope College. By January 15 of the sophomore year, students must apply for admission to the Hope-Calvin Department of Nursing. Application forms are available in the department and at the Office of the Registrar. To be eligible for admission to the nursing program a student must have completed the eighteen courses in the pre-nursing program, nine of which must be the required courses in the natural and social sciences. A minimum cumulative grade point average of C+ (2.3) is required and a minimum grade of C- (1.7) is required in each of the natural and social science courses with a minimum grade point average of C (2.0) required for all natural and social science courses. Since enrollment in the final two years — the clinical nursing years — is limited, admission is selective, and completion of the pre-nursing program does not assure acceptance. Information concerning admission criteria and procedures is available in the office of the Nursing Department.

Students desiring to transfer to Hope or Calvin for their junior and senior years, who have completed acceptable pre-nursing course requirements, will be considered for admission to the nursing program after qualified students from Hope and Calvin have been accepted into the program.

*Calvin College Appointment

NURSING

BACHELOR OF SCIENCE IN NURSING:

Pre-Nursing Courses: These 33 hours must be completed prior to beginning nursing coursework.

Biology 112, 116, 221, 222, and 231

Chemistry 101 and 102

Psychology 100 and 230

Sociology 101

Core Curriculum: The 31 hours are specified as follows.

Fundamental Skills:

English 113

Mathematics (one 3-hour course)

Cultural History and Language:

Foreign Language (one 4-hour course)

English 231 or 232

History 130 or 131

Philosophy 219 or 220

(At least one ancient period and one modern period course must be chosen)

Fine Arts: one course selected from:

Art 160, IDS 101, Music 101, or Theatre 101, 105, 153

Religion: one course selected from basic studies in Religion

Religion 111, 121, 131, 141, 151

Physical Education:

P.E. 140

Senior Seminar:

select one course

Electives: Fifteen credit hours selected from areas of interest. At least 3 hours must be chosen from departments offering courses which satisfy the core components of cultural history and language, fine arts, or religion.

Nursing Courses: 315(3), 323(3), 331(4), 354(3), 372(2), 382/432(5), 386/446(5), 384/434(4), 387/447(5), 429(2), 459(2), 476(3), 478(5), 484(2)

315. Pathophysiology — Students will study selected disease conditions related to circulation, respiration, fluid balance, digestion, body defense mechanisms, endocrine and neuro physiological processes. Physiologic changes of pregnancy, labor and delivery will be included. Material will be presented primarily at the organ and system level. This course will serve as a foundation for providing holistic nursing care from a Christian perspective for further courses in nursing care. Prerequisite: acceptance into the nursing program. *Three Hours Fall Semester*

323. Introduction to Nursing Care — Students will be introduced to the theory and practice of professional nursing. Fundamental concepts of caring relationships and Christian nursing care are included with a focus on childbearing families. The course includes an introduction to the nursing process, legal-ethical issues, communication, nutrition and principles of teaching-learning. Prerequisite: acceptance into the nursing program. *Three Hours Fall Semester*

331. Introduction to Nursing Interventions — This course is designed to assist the student in developing basic nursing techniques in health history taking and physical assessment, psychomotor skills, nursing process and communication. The course provides laboratory practice in a simulated hospital environment, focused clinical practice in an acute care hospital and clinical practice in a hospital-based, maternal-child setting. Independent learning activities with audiovisual and computer assisted instruction, are incorporated throughout the course. Prerequisite: acceptance into the nursing program. *Four Hours Fall Semester*

NURSING

354. Caring Relationships for the Helping Professions — This course is designed for the future professional who will be involved with helping others. The course introduces the concepts of a caring relationship from a transcultural perspective. It provides the student with practical strategies for interacting with a variety of clients who may be experiencing illness, anxiety, grief crises, addiction or abuse. Both classroom and off-campus activities are included. This course is open to junior nursing students and other juniors and seniors interested in a helping profession.

Three Hours January Interim

372. Pharmacology — This is a theory course with the focus on nursing pharmacology and common medication groups used to treat acute and chronic medical disorders. It considers the collaborative role of the nurse related to pharmacology and provides a basis for the development of clinical competencies related to medication administration and client management. Prerequisites: Nursing 315, 323, 331, 354.

Two Hours Spring Semester

382. Nursing Care of Adults — This course focuses on the nursing care of adult clients and their families who are adapting to acute and chronic health alterations. Taken in junior year as 382. If taken in senior year Nursing 432 is equivalent. Prerequisites: Nursing, 315, 323, 331, 354.

Five Hours Spring Semester

432. Nursing Care of Adults — This course focuses on the nursing care of adult clients and their families who are adapting to acute and chronic health alterations. Taken in senior year as 432. If taken in junior year Nursing 382 is equivalent. Prerequisites: Nursing 315, 323, 331, 354.

Five Hours Fall Semester

386. Caring Interventions in Adult Nursing — This course will take place in the acute care setting where the student will care for adults with a variety of medical-surgical problems. Learning experiences include laboratory and supervised clinical practice. Taken in junior year as 386. If taken in senior year Nursing 446 is equivalent. Prerequisites: Nursing 315, 323, 331, 354.

Five Hours Spring Semester

446. Caring Intervention in Adult Nursing — This course will take place in the acute care setting where the student will care for adults with a variety of medical-surgical problems. Learning experiences include laboratory and supervised clinical practice. Taken in senior year as 446. If taken in junior year, Nursing 386 is equivalent. Prerequisites: Nursing 315, 323, 331, 354.

Five Hours Fall Semester

384. Nursing Care of Children and Psychiatric Clients — This course focuses on the nursing care of children and psychiatric clients, and their families who are adapting to acute and chronic health alterations. Students will design nursing care strategies that address clients' physiologic, psychosocial, and spiritual needs according to professional nursing standards. Learning activities will focus on caring interactions with children, psychiatric clients and their families to achieve health. Taken in junior year. If taken in senior year Nursing 434 is equivalent. Prerequisites: Nursing 315, 323, 331, 354.

Four Hours Spring Semester

434. Nursing Care of Children and Psychiatric Clients — This course focuses on the nursing care of children and psychiatric clients, and their families who are adapting to acute and chronic health alterations. Students will design nursing care strategies that address clients' physiologic, psychosocial, and spiritual needs according to professional nursing standards. Learning activities will focus on caring interactions with children, psychiatric clients and their families to achieve health. Taken in senior year. If taken in junior year Nursing 386 is equivalent. Prerequisites: Nursing 315, 323, 331, 354.

Four Hours Fall Semester

NURSING

387. Caring Interventions for Children and Psychiatric Clients — This course allows the student to provide holistic nursing care for children and psychiatric clients and their families in the hospital. Learning experiences include laboratory work, supervised clinical and case study analysis. Taken in junior year as Nursing 387. If taken in senior year Nursing 447 is equivalent. Prerequisites: Nursing 315, 323, 331, 354.

Five Hours Spring Semester

447. Caring Interventions for Children and Psychiatric Clients — This course allows the student to provide holistic nursing care for children and psychiatric clients and their families in the hospital. Learning experiences include laboratory work, supervised clinical and case study analysis. Taken in senior year as Nursing 447. If taken in junior year Nursing 387 is equivalent. Prerequisites: Nursing 315, 323, 331, 354.

Five Hours Fall Semester

429. Nursing Research — In this course students will explore the value of research and its relationships to nursing theory and practice. They will identify appropriate problems for nursing research and learn the steps of the research process. Critical analysis and application of the current research findings are included. Emphasis is placed on the development of critical thinking, problem-solving and professional ethics related to the research process. Prerequisites: Nursing 315, 323, 331, 354, Taken concurrently with Nursing 434, 446 434, 447.

Two Hours Fall Semester

459. Nursing Practicum — This course provides students the opportunity to select a clinical area of their choice in which they provide individualized nursing care for clients. Learning experiences include theory and clinical practice with a preceptor, and individualized instruction. All shifts and working days may be used. Prerequisites: Nursing 315, 323, 331, 354, 372, 382/432, 386/446, 384/434, 387/447, 429.

Two Hours January Interim

476. Nursing Care and Management of Clients in the Community — This course focuses on the nursing care and management of clients in a variety of community settings. Nursing strategies for the promotion and maintenance of health for families, groups populations at risk and communities will be emphasized. Prerequisites: Nursing 315, 323, 331, 354, 372, 382/432, 386/446, 384/434, 387/447, 429, 459.

Three Hours Spring Semester

478. Caring Interventions for Clients in the Community — This course is designed for the students to focus on nursing care for clients in the community with an emphasis on health promotion and maintenance. Learning experiences include independent and supervised clinical practice in community health agencies. Students will plan, implement, evaluate and manage care for client. Prerequisites: Nursing 315, 323, 331, 354, 372, 382/432, 386/446, 384/434, 387/447, 429, 459.

Five Hours Spring Semester

484. Perspectives in Professional Nursing — This course will help students expand their understanding of Christian nursing and formulate a philosophy of nursing that will shape their professional lives. The student will be expected to integrate what they have learned from their liberal arts education, their understanding of the history and culture of nursing and their religious faith. Students will reflect on how their education and professional experiences can be used for personal growth and to influence society. Prerequisites: Nursing 315, 323, 331, 354, 372, 382/432, 386/446, 384/434, 387/447, 429, 459.

Two Hours Spring Semester

PHILOSOPHY



Faculty: Mr. Jentz, Chairperson; Mr. Allis, Mr. Perovich, Ms. Simon.

'Philosophy' comes from two Greek words meaning 'love of wisdom.' This may still be the best short definition of philosophy. The trouble with it, of course, is that it expresses an ideal, and an ideal whose meaning is vague. What, after all is 'wisdom;' and in what does wisdom consist? Is wisdom like knowledge? Science? Practical knowledge? Yes —and no. Perhaps the best way to describe this 'love of wisdom' would be to say that it is the desire to find out what is real and true, to understand, and to be better off as a consequence of this. But how shall inquiry proceed? What is it to 'understand?' And how might a human being be really 'better off?' These are themselves among the fundamental questions of philosophy. They lead us to issues in the theory of reality, the theory of knowledge, moral and political philosophy, and aesthetics.

Philosophy is a kind of "calling," a kind of "vocation." It is not primarily a career, a profession, a job. It is a calling to anyone who wishes to take life reflectively and thoughtfully, rather than just acting on prevailing assumptions, habits, and prejudices. This is not to say that in thinking philosophically we need to separate ourselves from worldly activities; rather it is to say that we have the opportunity to bring critical judgment to bear upon the practices of social, political, religious, artistic, and business life with a view toward reform and improvement. But philosophy is first of all a deepening of one's own self.

MAJORS AND NON-MAJORS

Students can pursue their goals through a single course in philosophy or through any number of combinations of courses short of a major. Others will want to make the history of philosophical thought and its special fields of inquiry the core around which their overall education is built and will become majors. Still others will want to combine a philosophy major with a major in some other field. Recent fields combined with philosophy in joint majors include:

- Art, Physics, English, Mathematics, Political Science, Psychology, Religion, Social Work, Chemistry.

Hope College philosophy majors can be found:

- doing graduate work in philosophy at major universities
- pursuing careers in medicine, law, business, and human services
- teaching philosophy
- being president of a theological seminary
- engaging in computer science research
- pastoring churches of various denominations
- serving as an executive of a major ecumenical church organization
- being a city council member

GENERAL REQUIREMENTS FOR THE MAJOR IN PHILOSOPHY

115 — Fundamentals of Philosophy

201 — Logic

219 — Ancient Philosophy

220 — Modern Philosophy

Four Elective Courses in Philosophy

Total Credit Hours Required: 24

GENERAL REQUIREMENTS FOR THE MINOR IN PHILOSOPHY

The four philosophy courses listed above as required for the major, and two additional elective courses in philosophy.

Total Credit Hours Required: 18

PHILOSOPHY

NOTE: The department recommends that students not take all their electives in the same area of philosophy.

MAJORS IN PHILOSOPHY can be organized in such a way as to favor certain area studies in conjunction with the fields of philosophic inquiry: e.g., Philosophy of Religion with courses in the Department of Religion (or even with a major in that Department); the same for Political Philosophy and the Department of Political Science; Philosophy of Science with departments in the Natural or Social Sciences, and so forth, so as to make good sense in a student's vocational perspective. Specific examples include the following:

1. PRESEMINARY STUDENTS

A Philosophy major including:

- 221 — Augustine and Aquinas
- 331 — Philosophy of Religion
- 340 — History of Ethics
- 344 — Recent Moral Philosophy

2. PRELAW STUDENTS

A Philosophy major including:

- 341 — Ancient and Medieval Political Thought
- 342 — Modern Political Thought
- 375 — Philosophy of Law

3. PREMEDICAL STUDENTS

A Philosophy major including:

- 331 — Philosophy of Religion
- 344 — Recent Moral Philosophy
- 360 — Philosophy of Science

4. FUTURE EDUCATORS IN LITERATURE AND THE ARTS

A Philosophy major including:

- 331 — Philosophy of Religion
- 373 — Aesthetics
- 424 — Existential Philosophy

5. FUTURE EDUCATORS IN SOCIAL STUDIES

A Philosophy major including:

- 218 — History of Science and Technology
- 341 — Ancient and Medieval Political Thought
- 342 — Modern Political Thought

NOTE: 300 level courses do not have any special prerequisites.

I. PHILOSOPHIC METHODS AND SKILLS

115. Fundamentals of Philosophy — An introduction to argumentation and concept analysis in application to issues in religion, selfhood, personal identity and freedom, and morality. *Three Hours Simon Fall Semester*

201. Logic — The study of the structure of reasoning. This course will introduce students to techniques for recognizing, formalizing, and evaluating the logical structures of arguments. Students will be taught symbolic languages, how to translate English arguments into those languages, and proof and testing procedures using the languages. The philosophical point of doing all this will also be discussed. The course includes syllogistic and quantificational logic. (Not recommended as an introduction to philosophy but, given its usefulness as a basis for many other courses, it should be taken early by philosophy majors and minors.) *Three Hours Allis Spring Semester*

PHILOSOPHY

II. THE HISTORY OF PHILOSOPHY

218. History of Science and Technology — A study of some of the major scientific theories and technological advances from antiquity through the twentieth century, treating such figures as Aristotle, Galileo, Newton, Darwin, and Einstein. Partial fulfillment of the Cultural History requirement. Not offered 1992-93.
Three Hours Perovich

219. Ancient Philosophy — Western philosophy from its beginning through Socrates, Plato, Aristotle, Plotinus, and St. Augustine, through a study of primary texts. Partial fulfillment of the Cultural History requirement.
Three Hours Staff Both Semesters

220. Modern Philosophy — Western philosophy from the seventeenth century to the present, including such major figures as Descartes, Hume, Kant, Hegel, Ayer, Ryle and Heidegger, through a study of primary texts. Partial fulfillment of the Cultural History requirement.
Three Hours Staff Both Semesters

221. Augustine and Aquinas — A study of the lives and works of the two great Christian thinkers who have formed the philosophic traditions for Christians in the West. This course also provides the historic connection between Ancient (219) and Modern (220) Philosophy. Not offered, 1992-93.
Three Hours Allis

III. FIELDS OF PHILOSOPHY

331. Philosophy of Religion — A study of the nature and theory of religion, including the following topics: God, guilt and suffering; religious experience, knowledge, and proof; religious meaning and symbol; the theory of religions pluralism, faith, death, and life. Not offered 1992-93.
Three Hours Jentz

340. History of Ethics — This course will examine some of the major philosophers of the Western tradition, including Plato, Aristotle, Aquinas, Hume, Kant, and Mill. The course will evaluate what they and others have said concerning the nature and content of ethics. Not offered, 1992-93.
Three Hours Simon

341. Ancient and Medieval Political Thought — We will examine such thinkers as Plato, Cicero, Augustine, Aquinas, Bacon, Descartes, Aristotle and Machiavelli on such issues as: human nature, the good life, the role of government, the relation between the individual and the government, the meaning of freedom, the need for social order. We will also investigate how modern political thought differs from ancient and medieval views (cross listed as Political Science 341). Not offered 1992-93.
Three Hours Allis

342. Modern Political Thought — We will examine such thinkers as Machiavelli, Hobbes, Locke, Burke, Bentham, Mill, Rousseau, Hegel, Marx, and Nietzsche on such issues as: human nature, the good life, the role of government, the relation between the individual and the government, the meaning of freedom, the need for social order. We will also investigate how modern political thought differs from ancient and medieval views.
Three Hours Allis Fall Semester

344. Recent Moral Philosophy — An examination of three main types of ethical theories: duty-based theories, virtue-based theories, and consequence-based theories. Also includes a discussion of the nature and point of ethics, and an examination of what ethical theories have to say about particular ethical issues. Not offered, 1992-93.
Three Hours Simon

PHILOSOPHY

360. Philosophy of Science — An examination of several philosophical issues raised by the physical and biological sciences, their history and the technological developments they generate. Topics include: what science is, whether its development is rational and progressive, how the meaning of scientific concepts is to be understood. Alternate years, 1992-93. *Three Hours Perovich Spring Semester*

373. Aesthetics — An investigation of some of the philosophical issues raised by the arts; What is art? What is beauty? How is art to be understood, appreciated and evaluated? In what way can works of art be said to possess meaning or truth? What is the role for the arts in our lives? Both historical and contemporary views will be studied and an attempt will be made to explore how philosophical ideas apply to productions drawn from many different artistic fields.

Three Hours Perovich Fall Semester, 1993-94

374. Twentieth Century Political Philosophy — The theory of the liberal democratic state in the 20th century. Attention to such central concepts as capitalism, socialism, communism, freedom, equality, justice. Readings from Lenin, Mussolini, Hayek, Rawls, Nozick, Habermas, against the background of Locke and Marx. Not offered, 1992-93.

Three Hours Allis

375. Philosophy of Law — What is law, and what gives law the obligatory force it has? In this course we will investigate such issues as the nature of law, the relation of law to morality, and problems with interpreting and applying the law, especially the Constitution.

Three Hours Allis Fall Semester

IV. THEMES IN CURRENT PHILOSOPHY

424. Existential Philosophy — A study of selected works of Martin Heidegger and Jean-Paul Sartre. Themes include: the question of being and human being; freedom and responsibility; authenticity; anxiety, guilt, and death; truth; technicity; and art.

Three Hours Jentz Fall Semester

425. Analytic Philosophy — Recent perspectives on topics of both current and perennial philosophical interest. Representative areas of inquiry include the philosophy of mind; the philosophy of religion, action theory, and the philosophy of language. Alternate years, 1993-94.

Three Hours Simon Spring Semester

V. SPECIAL STUDIES

295. Studies In Philosophy — A lecture or seminar class in a special topic of philosophy.

Three Hours Staff Either Semester

490. Independent Study — Prerequisite: Departmental approval of a student-proposed project prior to enrollment in the course. Such a project might be an internship; but in any case it would include a significant piece of philosophic writing. (See also under General Academic Regulations, statement about Honors Independent Study or Research.) Members of the philosophy faculty will alternate in offering this course, according to the following schedule: Fall Semester, 1992: Ms. Simon; Spring Semester, 1993: Mr. Allis; Fall Semester 1993: Mr. Jentz; Spring Semester 1994: Mr. Perovich. Students intending to enroll in 490 should *plan ahead* to study with the professor whose expertise and interests most clearly correspond to the student's interests and intentions.

Two, Three or Four Hours Staff Either Semester

495. Topical Seminars — Seminars in topics not ordinarily offered in the department curriculum, focusing upon philosophic writing and the critique of papers in class. Prerequisite: permission of the instructor.

Three Hours Staff When Feasible

PHYSICAL EDUCATION



Faculty: Mr. Kraft, Chairperson; Mr. Allen, Mrs. Eaton, Miss Irwin, Mr. Kreps, Mr. Northuis, Mr. Patnott, Mr. Ray, Mr. Ray Smith, Mr. Steve Smith, Mr. Van Wieren, Ms. Wise, Mrs. Wolters. **Assisting Faculty:** Mrs. Booker, Mr. Bos, Mrs. De Bruyn, Mr. Gugino, Mr. Jipping, Mr. Larsen, Mr. Summers

The curriculum of the Department of Physical Education is designed to provide the undergraduate student a strong liberal arts background in addition to specific areas of expertise within physical education and/or exercise science.

Students currently majoring in the Department of Physical Education also participate in the following activities:

- directing the intramural program at Hope College
- assisting coaches in collegiate sports
- working as assistants to physical therapists in local schools, hospitals, and private practices
- serving as camp counselors in scout camps, camps for the handicapped and church camps
- providing meaningful experience for children in elementary physical education
- serving as athletic trainers
- coaching or serving as assistant coaches in area junior and senior high schools
- working in corporate wellness programs
- teaching aerobics in private health clubs and school settings

Graduates of the Department of Physical Education are currently leading satisfying careers as:

- exercise physiologist and director of campus recreation at a larger state university
- teacher and coach at a Midwest college
- professor of Motor Learning at a major Midwest university
- physical therapist in a large urban hospital in the East
- sports editor of a prominent Midwest newspaper
- teaching and coaching in many elementary and secondary schools around the nation
- director of hospital wellness program
- program director of private health facility
- physiologist of wellness facility
- athletic director of state university
- athletic trainers in colleges, high schools, sports medicine clinics, and the NFL

PROFESSIONAL OPPORTUNITIES: Many students will find courses in the Department of Physical Education helpful in preparation for their future professional vocation. The department has areas of concentration in **athletic training, sport management, teaching/coaching, and exercise science.** See chairperson for particulars. With a major in this department students have the opportunity to become elementary teachers, secondary teachers, college professors after graduate work, coaches, athletic trainers, nutrition advisors, athletic directors, sport announcers, sport journalists, managers of sports facilities, administrators with professional sports teams, physical therapists, occupational therapists, physical education directors, cardiac rehabilitation directors, exercise or health dynamics experts.

PHYSICAL EDUCATION

WORK/INTERNSHIP PROGRAM: Opportunities to apply theories and principles developed in the classroom are available for all students planning to major or minor in physical education. Consult Sue Wise for a copy of the program for your particular area of interest.

REQUIRED PHYSICAL EDUCATION: To be liberally educated, persons must be knowledgeable about their bodies, proper nutrition, and the benefits of lifelong exercise. Additionally, it is essential for each undergraduate to develop skill in carry-over activities. All students are required to take Health Dynamics, P.E. 140, during one of the first two semesters on campus. This is a two credit hour course and fulfills the college core requirement in Physical Education. Students are encouraged to take four additional 100 level activity courses in their remaining years at Hope.

APPLICATION PROCEDURES: Students desiring a major or approved minor are required to consult the department chairperson, preferably during their sophomore year.

PHYSICAL EDUCATION MAJORS: The major in physical education consists of a minimum of thirty hours within the department. Physical education courses 101-199 do not meet this requirement. Required courses within the department are as follows: 201, 205, 301, 321, 322, and 383. Students planning careers that include graduate school in exercise physiology, physical therapy, adult fitness, cardiac rehabilitation, or college teaching in physical education or health should take Physics 101, Chemistry 101, Computer Science 110 and Biology 221. (Courses listed as Physical Education are the only courses that count toward the 30 hour major requirements.)

MAJORS WITH TEACHER CERTIFICATION: Majors seeking teacher certification are required to take P.E. courses as follows: K through 12 take 344, 345, and any two of 343, 347, or 348. Two hours of methods courses meet Education Department requirements and do not count toward the 30 hour major requirement. Secondary only take 344 and any two of 343, 347, or 348.

MINOR: Recommended minor in Physical Education with an emphasis in coaching or teaching (20 hours without teacher certification). When possible, courses should be taken in numerical order (e.g., P.E. 201 Introduction to P.E. should be taken before P.E. 301 Motor Development.) If this procedure is adhered to, the student will progress in a more meaningful sequence of courses.

Certified Minors

EMPHASIS IN COACHING — (Suggested) 22 hours (two used by Education Department for certification requirement) Activity credit — at least 1 or 2 courses beyond P.E. 140 should be taken in sports offered as interscholastic sports in secondary schools: Physical Education courses 101-159, 201, 301, 321, 331, 332, 334, 335, 340, 371, and 383. Participation in intercollegiate and intramural sports is also recommended.

EMPHASIS IN TEACHING PHYSICAL EDUCATION — (Suggested) 22 hours (two hours used for Education Department Certification requirement) Physical Education 201, 221, 301, 321, 322, 344, 345, 383, and any two of 343, 347, or

PHYSICAL EDUCATION

348. Four activity courses in the areas of choice also should be taken. Swimming, tumbling, and dance are strongly recommended. See Department Chairperson for activity course suggestions.

Suggested course sequence material for areas of concentration in physical therapy, health science, sport administration, and athletic training are available in the Physical Education office of the Dow Center.

A student desiring information relative to emphasis in health science, sport administration, physical therapy or athletic training should confer with the chairperson early in his/her academic career at Hope.

DANCE MAJOR AND MINOR: See pages 167-171.

Physical Education Courses

101-199. Physical Education Activities — Courses chosen by upperclassmen, during the last three years of undergraduate work. It is recommended that each student continue to carry out the principles set forth in P.E. 140 and attempt to continue to meet the criterion established for the student. Beginning level (101-139) and intermediate level (150-199) are offered for the student. The activities offered include fencing, bicycling, aerobics, social, square, and folk dance, powerlifting, racquetball, cross country skiing, orienteering, tennis, badminton, karate, gymnastics, modern dance, swimming, jogging, scuba, weight training, conditioning, lifeguard training, tae kwon do-self defense, board sailing, and a number of intermediate level activities.

121. Physical Activity for Injured Students — This course is designed to help students who have been injured in a physical education class rehabilitate from their injuries. It is also available for students who cannot, upon the advice of their physician, be integrated into Health Dynamics. Prerequisite: Permission of instructor.
One Hour Ray Both Semesters

140. Health Dynamics — Course for all freshmen during first year at Hope. This course will establish the knowledge of diet, stress management, and exercise as it relates to fitness and health and will provide opportunity for the student to personally experience those relationships by putting into effect an individualized program appropriate to the student's needs and interests.
Two Hours Staff Both Semesters

201. Introduction to Physical Education — Emphasis is placed on philosophy and history as it has influenced physical education. The student is also oriented to professional work in this field.
Three Hours Wolters Both Semesters

203. Health Education — This course is designed to give the student a contemporary look at American health problems. Such areas as mental health, physical fitness, diet and nutrition, reproduction, morals, stimulants and depressants, communicable diseases, senses, and organic systems will be studied and discussed.
Three Hours R. Smith Spring Semester

205. Safety, First Aid, and C.P.R. — This course provides the student with American Red Cross certification in standard first aid and cardiopulmonary resuscitation. There is a heavy emphasis on "hands-on" laboratory skills. Prerequisite: Permission of instructor.
Two Hours Ray Both Semesters

215. Sports Officiating — The course is designed to familiarize the student with the National High School Federation rules for the sports of basketball and volleyball. The mechanics and techniques of proper officiating are incorporated via game situations.
Two Hours Irwin Fall Semester

PHYSICAL EDUCATION

221. Anatomical Kinesiology — The muscle-skeletal system and its action, with special reference to the fields of dance and physical education, are studied in detail. Same as Dance 221. *Three Hours Irwin Spring Semester*

230. Water Safety Instruction (W.S.I.) Swimming — This course is an intensive theory and method course in swimming. It includes not only teaching methods but biomechanics of swimming, development of swimming skills, information on pool management, and fifteen hours of observation and teaching of swimming. *Two Hours Bos Spring Semester*

298. Internships in Athletic Training — Designed for students in the Student Athletic Trainer Program. These internships will provide the student with practical "on the job" training in care, prevention, and rehabilitation of athletic injuries under the direct supervision of a NATA certified athletic trainer. Internship experiences include work with Hope intercollegiate athletic teams in addition to experience gained in the Training Room. Fifteen hundred contact hours are required for NATA certification. Opportunities also exist for off campus placements in sports medicine and athletic training settings. Prerequisites: Permission of instructor, acceptance in Athletic Training Program. *One-half Hour Ray Both Semesters*

299. Internships in Physical Education — This program presents opportunities for the student to pursue practical work experience in their chosen field of study as it relates to their professional plans. It is expected that the student intern will be a junior or senior with a major or minor in physical education. The department expects the student to have completed coursework necessary to carry out the objectives of the internship as well as possess the habits and motivation to be of benefit to the sponsoring agency. An application for the internship must be completed and approved the semester prior to the experience. Prerequisite: Written permission of instructor. *One-Three Hours Wise, Staff Any Semester or Summer*

301. Motor Development — The purpose of this course is to develop student awareness of how motor behavior is developed as a child grows. Special emphasis is given to the study of the acquisition of fundamental motor skills and physical growth and development across the lifespan. *Three Hours S. Smith Fall Semester*

307. Introduction to Nutrition — The course is designed to develop student awareness of the nutritional implications of food choices. The basics of food nutrients will be studied as well as what nutrients do in and for the body. *Three Hours Eaton Fall Semester*

308. Body Composition, Food, and Performance — This course will provide the student with specific knowledge of how food intake influences body composition and how these factors relate to an individual's health and performance. Prerequisites: P.E. 203, 307. *Three Hours Northuis Fall Semester Odd Years*

315. Teaching of Dance — Methods, principles, and techniques in the teaching of dance, climaxed by a mini-assignment in the public schools, K-12. Open to majors and minors with emphasis in dance. Same as Dance 315. *Two Hours De Bruyn Spring Semester Odd Years*

321. Exercise Physiology — Introduces the specialized knowledge associated with the physiology and biochemistry of exercise and physical conditioning. Additionally, it illustrates the process of the derivation of exercise principles and the application of those principles to health, fitness and/or performance objectives. PE majors and minors must also take PE 322 concurrently. Prerequisite: Biology 111 or 112. *Three Hours Patnott Fall Semester*

PHYSICAL EDUCATION

322. Exercise Physiology Lab — Laboratory experience designed to demonstrate physiological principles learned in Exercise Physiology. Taken concurrently with PE 321. Required for PE majors and minors. *One Hour Patnott Fall Semester*

323. Exercise Science and Health — Designed to familiarize the student with specialized knowledge in Exercise Science with application to health and fitness, advanced level. Prerequisites: Biology 111 or 112, P.E. 321, 322 (Lab). Preferred: Biology 221. *Three Hours Patnott Spring Semester Even Years*

324. Fitness Assessment and Exercise Prescription — The purpose of this class is to provide a wellbalanced, integrated approach to the assessment of physical fitness and the design of exercise programs. Prerequisites: Biology 111 or 112, P.E. 321, 322, 323. *Three Hours Northuis Spring Semester Odd Years*

327. Sport Management: Programs, Personnel, and Facilities — This course covers management techniques for successful operation of sports facilities and programs. *Three Hours Kreps Fall Semester*

331. Coaching Swimming and Track — The fundamentals of these sports and the techniques and theories of coaching them are analyzed.

One & One-Half or Three Hours Patnott, Northuis Fall Semester Odd Years

332. Coaching Football and Baseball — The fundamentals of these sports and the techniques and theories of coaching them are analyzed.

One & One Half or Three Hours Kraft, Allen Fall Semester Even Years

334. Coaching Basketball and Soccer — The fundamentals of these sports and the techniques and theories of coaching them are analyzed.

One & One Half or Three Hours Van Wieren, S.Smith Fall Semester Odd Years

335. Coaching Softball and Volleyball — The purpose of this course is threefold: 1) exploration and analysis of skill techniques; 2) effective game strategies; 3) coaching competencies.

One & One Half or Three Hours Wolters Fall Semester Even Years

340. Prevention and Care of Athletic Injuries — This course provides the student with an introduction to the knowledge and skills essential for the proper prevention and care of athletic injuries. It is designed primarily for students contemplating careers in athletic training, sports medicine, coaching, and exercise science. Prerequisites: P.E. 205.

Three Hours Ray Spring Semester

343. Teaching Physical Education in the Secondary School — Tumbling and Dance — A course designed for physical education majors or minors that emphasizes skill development, methodological strategies, and effective teaching styles for the activities of tumbling and dance. Especially for elementary education majors. Prerequisites: PE 107, 344.

Two Hours Summers, DeBruyn Spring Semester Odd Years

344. Methods of Teaching Physical Education — A course designed for physical education majors or minors. The course emphasizes styles of teaching that can be used in physical education and is an academic component which has practical manifestations in P.E. 343, 347, and 348. This course should be taken before enrolling in other methods of teaching physical education courses.

Two Hours S. Smith Spring Semester

345. Teaching Physical Education in the Elementary School — This course is designed to acquaint the classroom teacher with the total program of physical education in the elementary school. Special emphasis is given to the theoretical

PHYSICAL EDUCATION

basis for physical education and the mastery of elementary skills.

Three Hours Van Wieren Fall Semester

347. Teaching Physical Education in the Secondary School — Badminton, Volleyball, and Softball — A course designed for physical education majors or minors that emphasizes skill development, methodological strategies, and effective teaching for the activities of badminton, volleyball, and softball. Prerequisite: PE 344.

Two Hours Kraft, Wolters Fall Semester Odd Years

348. Teaching Physical Education in the Secondary School — Tennis, Soccer, and Basketball — A course designed for physical education majors or minors that emphasizes skill development, methodological strategies and effective teaching for the activities of tennis, soccer, and basketball. Prerequisite: PE 344.

Two Hours Wise, S. Smith, Van Wieren Fall Semester Even Years

350. Adapted and Therapeutic Physical Education — A course designed to introduce students to methods of teaching children with disabilities. The laws and issues regarding individualizing the educational process in physical education are examined. Practical application is included by placement in an adapted physical education setting one hour each week.

Three Hours S. Smith Spring Semester Odd Years

371. Sport Psychology — The purpose of this course is to gain an understanding of the relationship of human behavior to sport and how sport influences human behavior. Emphasis is given to the theory, research and application in the area of sport psychology. Prerequisite: Psychology 100.

Three Hours Eaton Spring Semester

375. Theoretical and Practical Aspects of Wilderness Skills Programs — The theory and practice of basic wilderness skills are introduced for the development of leadership in outdoor recreational experiences within our society. This course acquaints the student with the knowledge and application of emergency first aid, personal safety, and the ecological impact of outdoor recreational participation.

Three Hours Staff Spring Semester

383. Mechanical Analysis of Human Movement — Basic mechanical principles as they underlie efficient movement are explored and applied to fundamental physical skills and sport. A knowledge of physics will make the course more meaningful, but it is not a prerequisite. The utilization of mathematical formula is limited. In most cases the stress is on the practical application of formula and not on computational procedures.

Three Hours Kraft Spring Semester

400. Advanced Studies in Athletic Training and Sports Medicine — This course builds upon the foundations established in P.E. 340. It is designed primarily for students in the final stages of preparation for the National Athletic Trainers Association Certification Examination. The course emphasizes the skills and knowledge necessary for the entry level certified athletic trainer (prevention, recognition and evaluation, management/treatment/disposition, rehabilitation, administration, education, and counseling). Methods of instruction include lecture, laboratory, student panel presentation and outside speakers. Prerequisites: P.E.340

Three Hours Ray Fall Semester Even Years

490. Independent Study — This course provides opportunity for the pursuit of an independent research study or in-depth reading in a specific area of interest. Prerequisite: Experience in a research methods course is strongly recommended. Departmental approval required prior to registration for this course.

One, Two or Three Hours Staff Both Semesters



Faculty: Mr. van Putten, Chairperson; Mr. Brockmeier, Mr. De Young, Mr. Gonthier, Mr. P. Jolivette, Ms. C. Jolivette, Mr. Luchies, Mr. Rouze

The Department of Physics offers two majors: A Physics Major and an Engineering Major. The physics course structure allows students to tailor their program to their main interests. Opportunities for research participation are available to all physics students at all class levels during both the academic year and the summer. Students are presently engaged in:

- nuclear physics experiments on the Hope accelerator
- atomic physics experiments at Hope
- nuclear physics experiments at national laboratories
- heavy ion physics experiments at national laboratories
- computerized analysis of complex mechanical structures
- computer control of industrial processes
- surface analysis using alpha particle beams from the Hope accelerator
- chemical analysis using proton beams from the Hope accelerator

The undergraduate research programs center around the 2.5 million volt Van de Graaff accelerator, atomic and nuclear laboratories, and the facilities for industrial process control. The accelerator laboratory has a full complement of nuclear particle detectors and electronic instrumentation, and special equipment can be designed and constructed in the fully equipped metal shop and electronics laboratory. Research in atomic physics is performed in a specialized laboratory utilizing an ion accelerator and spectrometers. Such extensive laboratory facilities are rarely found in undergraduate colleges and are comparable to those in the best graduate schools. Research is carried out in the application of minicomputers to the control of industrial machines and processes. Students have the opportunity to help develop systems that are manufactured and put into actual use. Major research programs involving students and faculty are carried out at national laboratories. The department has its own VAX cluster with VAX stations for faculty, students and research.

PHYSICS MAJORS

Physics students are strongly encouraged, as early as possible, to become involved in one of the research projects of the staff members. Summer stipends for such activity are often available.

A. PHYSICS

Program for students interested in post-graduate professional work in physics, astronomy, medicine, biophysics, chemical physics, radiation physics, environmental physics, medical physics.

Bachelor of Arts Degree — A minimum of 27 hours from Physics courses numbered 121 and higher including 8 hours from courses numbered 340 or higher. Courses required are 121 and 122 (or 131 and 132), 141, 142, 160, 270, 280, 282, 381, and 382. Also Physics 080 is required. The mathematics requirement is 131, 132, 231, and 270. An additional laboratory science course, designated for science majors, in Chemistry, Biology or Geology is required.

Bachelor of Science Degree — A minimum of 36 hours in Physics including 121 and 122 (or 131 and 132), 141, 142, 160, 241, 242, 270, 280, 282, 381, and 382. Also 2 semesters of Physics 080, Seminar, preferably in the junior year. Remaining electives are to be chosen from courses numbered 340 or higher. Only 3 hours of research may be included in the 36 hour total. An upperclass Engineering Physics course may be substituted for a Physics elective. In addition, 24 hours of

PHYSICS

courses in mathematics, computer science and science are required including Math 270 and a laboratory science course, designated for science majors, in Chemistry, Biology or Geology.

Typically, freshmen enroll in physics, mathematics and another science course.

COURSE PATTERN FOR PHYSICS MAJORS

The following course pattern is strongly suggested for the Physics major. Most Physics courses build on previous courses. Students wishing to go to graduate school in physics must take the Graduate Record examination in the fall of their senior year. This examination assumes the following course pattern. Students wishing a strong major will take additional courses such as Math 334, Engineering Science 345, and the Physics elective courses.

	FALL	SPRING
First Year:	Physics 121 or 131 Physics 141 Math 131	Physics 122 or 132 Physics 142 Math 132
Second Year:	Physics 241 Physics 270 Math 231	Physics 242 Physics 280 Physics 282 Math 270
Third Year:	Physics 361	Physics 342 Physics 352
Fourth Year:	Physics 381 Physics 372	Physics 382 Physics 362

All Physics and Engineering Physics students are expected to have taken Physics 160, Scientific Programming, by the middle of their second year. Additional courses and electives should be selected in consultation with your Physics Advisor.

B. ENGINEERING PHYSICS

Students wishing to pursue a career in engineering should elect a Bachelor of Science in Engineering Physics. This program is designed to prepare a student for direct enrollment in an engineering graduate school.

Bachelor of Science Degree — An engineering physics major consists of 36 hours of Physics and Engineering Physics courses. Courses required are Physics 121, 122 (or 131, 132), 141, 142, 270, 280, 381 and 382 or Engs 495. The additional 16 hours may be taken from the courses listed under Engineering Courses. Two courses of these 16 hours must be numbered above 300. Two semesters of Physics 080 are required. Physics 381 is required as well as an internship or Physics 382. In addition, 24 hours of courses in mathematics, computer science and science other than Physics or Engineering Physics are required. Mathematics 270 and Physics 160 are required. These required courses are considered a minimum for a major. However, students wishing to enter graduate school should follow the course patterns suggested.

COURSE PATTERN FOR MECHANICAL ENGINEERING EMPHASIS

The following course pattern is strongly suggested for students interested in Mechanical Engineering and who expect to stay at Hope College for four years.

	FALL	SPRING
First Year:	Physics 121 or 131 Physics 141 Math 131	Physics 122 or 132 Physics 142 Math 132

PHYSICS

	FALL	SPRING
Second Year:	Engin Phys 221 Physics 270 Physics 160 Math 231	Engin Phys 222 Physics 280 Physics 282 Math 270
Third Year:	Engin Phys 361 Engin Phys 241 Math 240	Engin Phys 344 Engin Phys 242
Fourth Year:	Engin Phys 345 Engin Phys 331 Physics 381	Engin Phys 346 Engin Phys 332 Physics 382 or Engin Phys 495 (Internship)

All Engineering Physics students are expected to have taken Physics 160, Scientific Programming, by the middle of their second year. Additional courses and electives should be selected in consultation with the Engineering Advisor.

COURSE PATTERN FOR ELECTRICAL ENGINEERING EMPHASIS

The following course pattern is strongly suggested for students interested in Electrical Engineering and who expect to stay at Hope College for four years.

	FALL	SPRING
First Year:	Physics 121 or 131 Physics 141 Math 131	Physics 122 or 132 Physics 142 Math 132
Second Year:	Engin Phys 241 Physics 270 Math 231	Engin Phys 242 Physics 280 Physics 282 Math 270
Third Year:	Engin Phys 331 Engin Phys 221 or 361 Math 240	Engin Phys 332 Engin Phys 222 or 342 Math 334
Fourth Year:	Engin Phys 221 or 361 Physics 381	Math 382 Engin Phys 222 or 342 Phys 372 or Engin Phys 495 (Internship)

All Engineering Physics students are expected to have taken Physics 160, Scientific Programming, by the middle of their second year. Additional courses and electives should be selected in consultation with the Engineering Advisor.

C. DUAL MAJORS

In case of a dual major the physics courses required are those in paragraph A above. The additional mathematics and science requirements shall be established by agreement between the student and the department. Recent dual majors have included physics-math, physics-computer science, physics-geology, physics-chemistry, and physics-philosophy.

D. STUDENTS PREPARING FOR SECONDARY EDUCATION

A physics major will require 30 hours (Certification requirement) in physics and may include Physics 113, 114, and other courses for non-science majors providing departmental approval is obtained.

PHYSICS

E. GEOLOGY-PHYSICS COMPOSITE MAJORS

A program of study in the two departments is included under the Degree Program section of the catalog. The program provides a strong background for students interested in the interdisciplinary area of geo-physics.

PHYSICS MINOR

A minor in Physics consists of 20 hours. Physics 121 or 131, 122 or 132, 141, 142, and 241 are required. The remaining 9 hours, including at least one 300 level course, are to be chosen by the student in consultation with the department chairman. The exact courses will depend upon the intended major program of the student. Approval of the courses by the department chairman is required.

Examples of courses for particular programs.

A. Secondary Education

Required: Physics 270 and one 300 level course.

Electives: All Physics courses numbered 110 or higher.

B. Engineering Emphasis

Electives: Physics 331 and Engineering Physics courses.

C. Physics Emphasis

Required: Physics 270

Electives: All courses numbered 340 or higher.

D. Computer Hardware Emphasis

Required: Physics 242, 270, 331, and 332.

DUAL BACCALAUREATE IN ENGINEERING

Hope College offers a dual baccalaureate program in conjunction with several engineering schools. Under this program students typically transfer to an engineering school after their junior year. Upon completion of two years at the engineering school, the student is awarded a Bachelor of Science from Hope College and a Bachelor of Engineering from the engineering school. This is an alternative program to the Bachelor of Science in Engineering Physics offered by Hope College.

In general, students planning to transfer under the dual baccalaureate program enroll in the same courses that students would who are expecting to earn a degree in Engineering Physics from Hope College. Early discussions with the Engineering Advisor in the Department of Physics is suggested. Details of the dual baccalaureate program can be found on page 313.

Students interested in the field of Chemical Engineering should enroll in Chemistry courses. The Engineering Advisor will help students select a program of Engineering courses that is appropriate. Students interested in Bioengineering should enroll in Biology courses and select a program of Engineering courses in consultation with the Engineering Advisor. Students interested in Civil Engineering should consult with the Engineering Advisor for the appropriate program of courses at Hope College.

All Engineering Physics students are expected to have taken Physics 160, Scientific Programming, by the middle of their second year. Additional courses and electives should be selected in consultation with the Engineering Advisor.

COMPUTER SCIENCE

Computer science majors will find portions of the physics curriculum of unique value because of:

1) the close inter-relationship of the developing technologies of electronics, large scale integration, physical optics, etc. with computer design and operation, and

PHYSICS

2) the high degree to which mathematical concepts are applied to the understanding of solving problems.

The computer is introduced and used in the freshman lab associated with the General Physics sequence Physics 121, 122, 141, 142. Also highly recommended is Physics 241 and 242 for experience in analog and digital electronics, Physics 270 for an understanding of quantum devices such as transistors, and Physics 280 for applied mathematical methods. In addition Physics 331, Process Control, provides experience in using microcomputer systems to control processes and experiments.

PRE-MEDICINE

The sequence Physics 121, 122, 141, and 142 satisfies the entrance requirements for most medical schools. In addition Physics 241 is suggested. The student should consult with the Health Professions Committee. The physics major will give strong undergraduate preparation for certain technical areas of medical research.

Non-Science Major Oriented Courses

101. Introduction to Physics I — The course is designed for non-science majors and students in physical therapy, secondary education, nursing, occupational therapy and medical technology, and for non-professional science students who are not planning to enter graduate school. The first semester includes 1.) Mechanics (vectors, forces, work, momentum, and energy), 2.) Molecular Physics and Heat, 3.) Acoustics. The emphasis in the course is on understanding the physical phenomena which surround us. Students need a background in trigonometry. Students who have taken or are now taking Calculus may not enroll in the course. Specifically excluded are premedical and pre dental students. Physics 141, Physics Laboratory I, should be taken concurrently.

Three Hours C. Jolivette Fall of Odd Numbered Years

102. Introduction to Physics II — A continuation of Physics 101. The course includes the following areas 1.) Electricity and Magnetism, 2.) Light and Color, 3.) Optics, 4.) Atomic and Nuclear Physics. These topics are treated in such a manner as to provide an understanding of the physical phenomena without requiring an extensive mathematical background. Physics 142, Physics Laboratory II, should be taken concurrently. Prerequisite: Physics 101.

Three Hours C. Jolivette Spring of Even Numbered Years

113. Astronomy — A survey of the physical universe; what we know and how we know it. Topics include the telescope, the solar system, our sun, types of stars and their intrinsic properties, the H-R diagram, stellar evolution, quasi-stellar objects, pulsars, black-holes, galaxies, and cosmology. Opportunities for observational work are included. No prerequisites.

Two Hours Brockmeier Spring Semester

114. Physics of Sound and Music — Everyday sound and musical phenomena provide a natural, intuitive introduction to general physical principles which are then used to assess more complex sound phenomena on a physical basis. This pattern is the fundamental method of physical science. The study of common musical instruments and electronic synthesis systems is included. No prerequisites.

Two Hours Staff Spring Semester

116. Energy Today — A survey for non-science majors of current and future energy technologies — nuclear, solar, wind, biomass, transportation, conservation with a treatment of the appropriate physics principles of energy conservation, thermodynamics, electricity, and nuclear reactions. No prerequisites.

Two Hours P. Jolivette Fall Semester

PHYSICS

245. Physics for Elementary Teachers — A course designed to introduce the prospective elementary school teacher to concepts of physics. Topics include mechanics, sound, light, electricity and modern physics. This course is open only to prospective elementary education teachers and they are expected to fulfill their college science requirement with this course unless excused by the chairman of the Education Department. Lecture 2 hours per week and 2 hours of laboratory. Prerequisites: None. *Two and One-Half Hours C. Jolivette Fall Semester*

Science Major Oriented Courses

080. Seminar — All students interested in Physics and Engineering are encouraged to attend departmental seminars. All majors are required to take seminar for one or two semesters, preferably during their junior year. Registered students are required to attend at least 80% of the seminars presented. The purpose of the seminars is two fold. One is the presentation of fields of current interest and questions of concern for researchers so that students can learn the content of and approaches to research. The other is to provide students contemplating further study at the graduate level with opportunities to discuss with speakers the programs at their institutions. In this manner, students can make better informed decisions on the course of their further education. Prerequisite for registration: Junior Standing. *Zero Hours Both Semesters*

121. General Physics I — The course is calculus based and designed for students desiring professional science careers. It provides a rigorous examination of the following physical phenomena and systems: 1) Mechanics (forces, conservation laws, work, potentials, and fields), 2) Molecular Physics and Heat, and 3) Wave Motion. Physics 141 is a corequisite. Mathematics 131, Calculus I, must accompany or precede. *Three Hours De Young Fall Semester*

122. General Physics II — A continuation of General Physics I, Physics 121. The course is calculus based with an accompanying laboratory. It is designed for students desiring professional careers in science. The course provides a rigorous introduction to the following topics: 1) Electricity and Magnetism, 2) Geometric Optics, 3) Light and Color, 4) Atomic and Nuclear Physics. Physics 142 is a corequisite. Math 132 must accompany or precede this course. *Three Hours De Young Spring Semester*

131. General Physics I — The course is calculus based and designed for the more mathematically mature student. Although the topics covered are essentially the same as those in Physics 121, they are explored in a manner that utilizes the power of mathematics more fully. The topics included are: 1) Mechanics (forces, conservation laws, work, potentials, and fields), 2) Molecular Physics and Heat, and 3) Wave Motion. In addition special topics of current, scientific interest are discussed. The emphasis of the course is on establishing a rigorous understanding of physical phenomena. Mathematics 131 and Physics 141 are corequisites. *Three Hours P. Jolivette Fall Semester*

132. General Physics II — A continuation of Physics 131. Additional topics are examined in a rigorous manner. Included are: 1) Electricity and Magnetism, 2) AC and DC circuits, 3) Geometric Optics, 4) Atomic and Nuclear Physics. Areas of current research are discussed. Major emphasis is placed on understanding the physical phenomena of the universe from a conceptual point of view. Physics 142 and Mathematics 132 are corequisites. *Three Hours P. Jolivette Spring Semester*

PHYSICS

141. Physics Laboratory I — The laboratory is designed to accompany Physics 101, 121, and 131. Basic laboratory skills are developed. The use of modern instrumentation in physical measurements are explored. Students gain experience in using computers to analyze scientific measurements. Phenomena such as mechanical systems, sound, and radioactivity, are studied in quantitative terms. Corequisite: Physics 101, 121, or 131. *One Hour Staff Fall Semester*

142. Physics Laboratory II — A continuation of Physics 141, Physics Laboratory I. The laboratory accompanies Physics 102, 122, 132. Physical phenomena are studied and measured on a more advanced level. The topics of optics, electricity and magnetism, resonance, and electrical circuits are explored. In addition, experiments are performed that use the typical measurement techniques of modern physics. A major goal of the course is to develop skills in the measurements of physical phenomena. Prerequisite: Physics 141. *One Hour Staff Spring Semester*

160. Scientific Computer Programming — An introduction to computers, FORTRAN programming, and methods of scientific problem solving and data reduction under timesharing and batch modes of operation. Techniques in least squares fitting, sorting, transcendental equations solving, and the Monte Carlo method will be introduced. Features of the operating system, utility processors, and file management will be included. This course is a substitute for Computer Science 120 and is intended for students majoring in the Physical Sciences. Corequisite: Mathematics 131. This course is the same as Computer Science 160. *Three Hours Brockmeier Both Semesters*

241. Electronics I — An introduction to digital and analog electronics. The use of transistors, integrated circuits, and operational amplifiers in instrumentation is studied. Design techniques are taught. In the accompanying laboratory, random logic circuits are built including scalars, timers, digital to analog converters, and analog to digital converters. Analog amplifiers, summers, and pulse amplifiers are built and studied. Prerequisite: A laboratory course in physics, or previous electronics experience, or permission of instructor. *Three Hours van Putten Fall Semester*

242. Electronics II — Advanced applications of analog and digital electronics. Linear feedback theory is studied, including stability criteria. Circuits using active filters, power amplifiers, phase lock loops, and instrumentation amplifiers are studied and built in the three hour laboratory. The circuitry of digital computers is studied along with the relationship between hardware and assembly language. A digital computer is built and programmed in the laboratory. Prerequisite: Physics 241, or permission of instructor. *Three Hours van Putten Spring Semester*

270. Modern Physics — A first course in the quantum physics of atoms, molecules, solids, nuclei, and particles. Topics include the structure of the nucleus, the Schroedinger wave equation, one electron atoms, angular momentum, spectra, transition rates, and quantum statistics. Applications to atoms, molecules, nuclei, conductors, semiconductors, superconductors, and elementary particles will be discussed. Experiments as well as theory will be examined. Prerequisites: Physics 122 or 132, Math 132, or permission of instructor. *Three Hours Brockmeier Fall Semester*

280. Introduction to Mathematical Physics — Mathematical methods applicable to physical systems are studied. These include matrices, coordinate transformations, vector calculus, sets of orthogonal functions, Fourier series, complex variables, and special differential equations such as Bessel's and Legendre's equations.

PHYSICS

Special attention is given to physical examples from multiple areas to show the generality of the techniques. Prerequisite: Physics 122 or 132. Corequisite: Mathematics 270.
Three Hours DeYoung Spring Semester

282. Special Relativity — The Lorentz transformation is derived and applied to velocity, force, and momentum and energy using the four-vector and transformation matrix approach. Topics include various anomalies such as the twin paradox, relativistic collisions, creation of particles, photons, the Doppler effect, the shape of fast moving objects, and the magnetic field as a manifestation of the electric field.
One Hour Brockmeier Spring Semester

290. Independent Studies — With departmental approval freshmen or sophomores may engage in independent studies at a level appropriate to their ability and class standing, in order to enhance their understanding of physics. Student may enroll each semester.
One or Two Hours Staff Both Semesters

331. Process Control I — (Same as Computer Science 331). A study of the control of linear systems. Mathematical models of physical systems are examined using Laplace and z-Transform methods. The behavior of control algorithms constructed under differing assumptions is explored. The practical and theoretical problems inherent in the implementation of feedback control is discussed thoroughly. Corequisite: Mathematics 270: Differential Equations.
Three Hours van Putten Fall Semester

332. Process Control II — (Same as Computer Science 332). The course consists of two lectures per week plus a three hour laboratory. The control methods developed in Physics 331 are applied to actual systems. Mathematical models of the systems are developed. From the models and test data appropriate control algorithms are constructed. The control of the systems is implemented on industrial VAX computers in the concurrent language EPASCAL. The problems of data acquisition using analog to digital converters and digital interfaces are explored. Hosttarget communication and control is used extensively. Prerequisite: Process Control I.
Three Hours van Putten Spring Semester

342. Electricity and Magnetism — A course in classical electromagnetism with the development and application of Maxwell's equations as the central focus. Topics include electromagnetic fields, boundary value problems, dielectric and magnetic materials, radiation, and energy and momentum of the electromagnetic field. Prerequisites: Physics 280 and Mathematics 270.
Four Hours De Young Spring Semester

352. Physics of the Optical Domain — Topics covered concern both geometrical and physical optics. The approach involves matrix formulation, computer formulation, Fourier analysis as it relates to Fresnel and Fraunhofer diffraction, interference, polarization matrices and holography. The relevance of these topics to modern day optical information processing is considered. Prerequisite: Physics 280. Alternate years.
Three Hours Rouse Spring Semester

361. Analytical Mechanics — A study in Newtonian mechanics, potential description, oscillatory motion, Lagrangian and Hamiltonian dynamics, normal modes, and perturbation methods. Prerequisite: Physics 280.
Four Hours Rouze Fall Semester

362. States of Matter — The prominent states of matter are examined from a classical and quantum mechanical points of view. An overview of thermodynamics and statistical mechanics is given. Effects of Bose-Einstein and Fermi-Dirac statistics are detailed for gases, liquids and solids. Slightly degenerate perfect gases,

PHYSICS

electrons in metals and Bose-condensation, viewed as a first order phase transition, are discussed. Applications are made to such systems as plasmas, semiconductors, white dwarfs, and neutron stars. Special emphasis is given to superfluids, superconductors, and the Josephson effect. Alternate years.

Three Hours Rouze Spring Semester

372. Quantum Theory — A detailed study of the mathematical and physical foundations of quantum mechanics. Topics include the Schroedinger wave equation, one-dimensional potentials, operator methods in quantum mechanics, the Heisenberg representation of operators, the three-dimensional Schroedinger equation, angular momentum, the hydrogen and helium atoms, matrix methods in quantum mechanics, time independent and time dependent perturbation theory, radiation of atoms, and scattering theory. Prerequisite: Physics 270.

Four Hours Jolivette Fall Semester

381. Advanced Laboratory — This laboratory combines experiments from both classical and modern physics and from interdisciplinary physics fields such as biophysics and geophysics. Extensive use of the computer and FORTRAN is made in the analysis of data from the experiments. Detailed error analysis of each experiment is required. Experiments include NIM electronics, gamma-detection, Millikam oil drop, alpha spectroscopy, and accelerator operation. Two hours of lecture and seven hours of laboratory. Required for physics majors. Prerequisites: Physics 242, 270, and Physics 160 or Computer Science 160, or equivalent FORTRAN programming experience.

Three Hours Staff Fall Semester

382. Continuation of Advanced Laboratory — Experiments in the second semester of advanced laboratory include Cavendish, Rutherford scattering, neutron activation (geophysics) and additional accelerator experiments. Two hours of lecture and seven hours of laboratory. Required for physics majors. Prerequisite: Physics 381.

Three Hours Staff Spring Semester

490. Research — With departmental approval juniors or seniors may engage in independent studies at a level appropriate to their ability and class standing, in order to enhance their understanding of physics. Students may enroll in each semester.

One or Two Hours Staff Both Semesters

495. Advanced Studies in Physics — A lecture or seminar in an area of special interest or experience. Department chairperson's approval required.

Two or Three Hours Staff Spring Semester

Engineering Courses

221. Introduction to Solid Mechanics I — Introduction to free body diagrams, the multiple body problem, and truss analysis in the statically determined case. Discussions of virtual work and the variational principle. Introduction to drafting, orthographic perspectives, solid modeling and computer aided engineering. Prerequisites: Mathematics 132, and Physics 121 or 131.

Three Hours Luchies Fall Semester

222. Introduction to Solid Mechanics II — Further consideration of mechanics of deformable bodies. Specific concepts discussed are: The notion of stress and strain, generalized Hooke's Law, moduli of elasticity. Truss analysis in the statically indeterminate case will be considered. Torsional loading, bending, combined loads, and Mohr's circle will be discussed. Linear and non-linear finite element analysis will be introduced using both computer aided design and NASTRAN. Prerequisite: Engineering 222.

Three Hours Luchies Spring Semester

PHYSICS

232. Principles of Engineering Materials — The engineering properties of metals, plastics, and ceramics are examined from a modern physics point of view. The application and modification of these properties to solve engineering problems is discussed. Various failure theories for isotropic, and composite structures are examined. Prerequisites: Mathematics 132, and Physics 122 or 132.

Three Hours Luchies Fall Semester Alternate Years

241. Electronics I — An introduction to digital and analog electronics. The use of transistors, integrated circuits, and operational amplifiers in instrumentation is studied. Design techniques are taught. In the accompanying 3 hour laboratory course, random logic circuits are built including scalars, timers, digital to analog converters, and analog to digital converters. Analog amplifiers, summers, and pulse amplifiers are built and studied, Prerequisite: A laboratory course in physics, or previous electronics experience, or permission of instructor. Same as Physics 241.

Three Hours van Putten Fall Semester

242. Electronics II — Advanced applications of analog and digital electronics. Linear feedback theory is studied, including stability criteria. Circuits using active filters, power amplifiers, phase lock loops, and instrumentation amplifiers are studied and built in the three hour laboratory. The circuitry of digital computers is studied along with the relationship between hardware and assembly language. A digital computer is built and programmed in the laboratory. Prerequisite: Physics 241, or permission of instructor. Same as Physics 242.

Three Hours van Putten Spring Semester

331. Process Control I — (Same as Computer Science 331)- A study of the control of linear systems. Mathematical models of physical systems are examined using Laplace a z-Transform methods. The behavior of control algorithms constructed under differing assumptions is explored. The practical and theoretical problems inherent in the implementation of feedback control is discussed thoroughly. Corequisite: Mathematics 270: Differential Equations.

Three Hours van Putten Fall Semester

332. Process Control II — (Same as Computer Science 332). The course consists of two lectures per week plus a three hour laboratory. The control methods developed in Physics 331 are applied to actual systems. Mathematical models of the systems are developed. From the models and test data appropriate control algorithms are constructed. The control of the systems is implemented on industrial VAX computers in the concurrent language EPASCAL. The problems of data acquisition using analog to digital converters and digital interfaces are explored. Hosttarget communication and control is used extensively. Prerequisite: Process Control I.

Three Hours van Putten Spring Semester

342. Electricity and Magnetism — A course in classical electromagnetism with the development and application of Maxwell's equations as the central focus. Topics include electromagnetic fields, boundary value problems, dielectric and magnetic materials, radiation, and energy and momentum of the electromagnetic field. Prerequisites: Physics 280 and Mathematics 270. Same as Physics 342.

Four Hours De Young Spring Semester

344. Mechanical Vibrations — Free and forced response of single and multiple degree of freedom lumped mass systems, and of continuous bodies. Analytical and numerical methods for solving vibration problems. Applications to the vibrations of mechanical systems and structures, earthquake response of structures. Prerequisites: Physics 280, 361, Mathematics 270.

Three Hours Luchies Spring Semester Alternate Years

PHYSICS

345. Thermodynamics — The study of the zeroth, first and second laws of thermodynamics, equations of mass and energy conservation and concepts of irreversibility and availability. Applications of the laws of thermodynamics to power generation systems, refrigeration cycles, and internal combustion and jet engines. Prerequisites: Mathematics 270, Physics 122 or 132 and Chem 111.

Three Hours Luchies Fall Semester Alternate Years

346. Fluid Mechanics — The basic properties of fluids, the parameters used in describing the behaviors of a fluid, fluid statics, the integral approach, the differential approach, and potential flow are discussed. Applications to internal and external flow. Prerequisite: Mathematics 270, Engineering Science 221, 345, Physics 280.

Three Hours Luchies Spring Semester Alternate Years

361. Analytical Mechanics — A study in Newtonian mechanics, potential description, oscillatory motion, Lagrangian and Hamiltonian dynamics, normal modes, and perturbation methods. Prerequisite: Physics 280. Same as Physics 361.

Four Hours Rouze Fall Semester

495. Internship in Engineering — This program offers the student an opportunity to work on a project or an experience approved by the department as being of significance. This is usually done off-campus and the student will have a qualified supervisor at the site of this experience in addition to a faculty advisor. This course is normally open only to seniors. Prerequisite: Permission of the department.

Three Hours Staff Fall and Spring Semesters



Faculty: Mr. Holmes, Chairperson; Ms. Dandavati, Mr. Elder, Mr. Kim, Mr. Zoetewey. **Assisting Faculty:** Mr. Hoeksema, Ms. Juth, Mr. Mast, Mr. Pocock, Mr. Stevenson, Mr. Strikwerda.

The academic program of the Department of Political Science seeks to provide the student with a systematic understanding of government, political behavior and political institutions in the local, state, national and international areas. To accomplish this goal students majoring in political science take such courses as "Political Theory," "Comparative Government," "American Political Parties," and "International Relations." In addition to these theoretical courses, students enroll for academic credit in departmental programs which give the student a first-hand encounter with political processes both at home and abroad. For example, all political science majors have the opportunity to apply for the Washington Honors Semester Program. This interdisciplinary program provides an opportunity to select two internships from many hundreds of possibilities and talk with key political and administrative officials concerned about the national government. Other Hope interns work in governmental and political offices near campus. In addition to courses, students majoring in political science have engaged in a wide variety of activities which include:

- directing the campus radio station
- organizing Michigan's largest Model United Nations
- meeting with prominent campus visitors, such as Senators Mark Hatfield and Robert Packwood
- organizing a "get-out-to-vote" campaign among college students
- serving as youth chairpersons of county, congressional district, and state political party committees

Graduates of the Department of Political Science have pursued such satisfying careers as:

- a member of the Michigan House of Representatives
- an assistant Presidential Press Secretary
- a professor of International Relations at a major American university
- a senior partner in a nationally prominent law firm
- a juvenile rehabilitation officer
- an administrator of a hospital in New York state
- an insurance agent in the state of Maine
- a college admissions officer
- a budget analyst for a metropolitan transit system
- a campaign management specialist with his own consulting firm
- a Deputy Assistant Secretary of the U.S. Department of Housing and Urban Development
- an Assistant to the Mayor of Washington, D.C.
- the executive director of state and congressional district party organizations
- a state and national legislative staffperson
- a city manager

SOCIAL SCIENCE REQUIREMENT: Students who want to fulfill the college social science requirement should take Political Science 101.

GENERAL PROGRAM FOR MAJORS: The program for majors, consisting of not less than twenty-five hours in the department, is designed to provide an excellent background and training for the student who wishes to prepare for secondary-level teaching, government service, law school, or graduate work in

POLITICAL SCIENCE

political science. Students who take appropriate electives in other disciplines may also prepare for eventual careers in journalism, public relations, industry, small business, personnel administration, as well as other facets of human relations. To assure a good balance of course work, each student major will be required to enroll in 101, 121 or 212, 241, 251, 262 or 263, 341, and 494. Each major is strongly urged to take Economics 201 and to fulfill the college mathematics requirement by taking Statistics (Math 210). Majors are also strongly urged to gain computer literacy by taking Computer Science 120 or 110.

MINOR IN POLITICAL SCIENCE: A minor consists of a minimum of 15 credits selected as follows: Political Science 101, 251, a theory or seminar course (Political Science 341, 342, 346, or 494), one foreign area course (Political Science 241, 262, 263, 270, 295, 300, 301, 302, 304, 378, or 491) and one domestic area course (Political Science 121, 212, 235, 294, 295, 302, 331, 338, 339, 340, or 491). Up to 8 credits in Political Science 496 (Washington Honors Semester) may be substituted for the two foreign and domestic courses. For a teaching minor, students should elect an additional course from each of the foreign and domestic selections listed above.

SPECIAL POLITICAL SCIENCE PROGRAM IN FOREIGN AREA STUDIES: A political science major may choose to concentrate on foreign area studies in which case she/he will complete an individually tailored thirty-one hour study program formulated in conjunction with his or her advisor. This study program would include an appropriate balance of subnational, national, and international level political science courses and must be approved by the Department of Political Science. Political Science 101 is required. Programs will vary according to geographic areas and interested students should see one of the three faculty members who serve as program advisors: Dr. Elder, Dr. Holmes, and Dr. Kim. For most of these area programs, up to six of the thirty-one hour requirement may be taken outside the Department of Political Science. Students who meet the International Education Committee's requirements for study abroad are encouraged to include a year of study in the area itself through programs such as those sponsored by the GLCA or IES.

101. National Government — A study of the national government from its origins (including the formation and development of the Constitution) through its development to the present. Varying approaches to teaching this course are used by the staff, though the discussion-lecture format is a common approach for all. Simulations and foreign policy emphases (Holmes), theoretical foundations for U.S. political and social institutions (Elder), historical, institutional, and practical politics emphases (Zoetewey), and comparative government (Dandavati, Kim) are among the special approaches and interests of the staff.

Three Hours Staff Both Semesters

121. State and Local Government — The course examines the major constraints on state and local governments in making public policy, examines the institutions of state and local government, analyzes several public policy areas, and studies municipal and metropolitan governments. Prerequisite: Political Science 101. Students who are interested in pursuing a career in state and local government should also take Political Science 235 (Public Administration) and Political Science 391 (Internship in local government or state government).

Three Hours Zoetewey Fall Semester

POLITICAL SCIENCE

151. Political Geography — This course presents the basics of world geography. A fifteen page briefing paper is the major difference between two and three hour students. Not offered, 1992-93. *Two or Three Hours Elder*

212. Parties, Interest Groups and Elections — This course will involve a study of the organization and functions of contemporary political institutions such as parties and interest groups, as well as the nominating and electoral processes. Special attention is given to the presidential selection process. Prerequisite: Political Science 101. *Three Hours Zoetewey Spring Semester*

235. Public Administration and Policy — The underlying principles of government management at the federal, state and local levels. Prerequisite: Political Science 101. Students who are interested in a career in government should also take Political Science 294 (Government in Washington) or 391 (Internship in local or state government) or a Washington Honors Semester internship (392A, 392B, 393A, 393B). *Three Hours Mast Fall Semester*

241. Research Methods — Now a major requirement, methodology is a course dealing with research methods which teach the basic skills needed for political science research. These include library research, approaches to political science and computer usage. This course builds on existing knowledge learned in other courses, but aims to insure that students have a basic core of skills related to their major. Assignments are limited to three page two to three page papers. *One Hour Elder, Holmes, Zoetewey Both Semesters*

251. International Relations — An introduction to, and an examination of, the major problems confronting the peoples and nations of the modern world. Prerequisite: One semester of college work. *Three Hours Holmes Fall Semester*

262. Comparative Government: Latin America — A political survey of the nations of Latin America and their relations with the outside world. Special attention is given to the role of the military in these countries. Prerequisite: Sophomore standing. *Three Hours Dandavati Fall Semester*

263. Comparative Government: World — This course is a general introduction to comparative politics. Different political systems, both democratic and authoritarian, are studied; the governments of Great Britain, Japan, Russia, and a representative Third World country are emphasized. Among the major topics surveyed are political culture, interest groups, political parties, parliamentary democracy, presidential democracy, decision-making, and public policy. This course is for all students, whatever their disciplinary specialization or career plans. Prerequisite: One semester of college work. Not offered, 1992-93. *Three Hours Kim*

270. Introduction to Culture and Politics of Indian Subcontinent — Considerable emphasis will be placed on the effects which religion, social structure, and history can have on the nature of the functions performed by the political institutions of a society. Major emphasis will be on the social and political institutions of India, Pakistan, and Bangladesh. Prerequisite: One semester of college work. Not offered 1992-93. *Three Hours Elder Spring Semester*

294. Government in Washington — Government in Washington is an exposure, through readings and on the spot interviews, to government officials, programs and policies in Washington, D.C. This May Term course provides student participants some 50-60 interviews with Washington officialdom during a three-week period. Political Science 294 is a prerequisite for any student who wishes to take a six hours credit, eight week summer internship in Washington. Students are advised to

POLITICAL SCIENCE

consider combining Political Science 294 with a Washington summer internship (Political Science 391). *Three Hours Zoetewey May Term*

295. Studies in Political Science — This course allows a student to take a course 1) that would have a particular relevance at a particular time, 2) that would arouse and attract student interest, and 3) that would allow professors to develop areas within or related to their academic training. Courses that have been or could be offered include Civil Rights, Africa and India, Urban Government and Politics, Lobbying Issues, Criminal Justice, Political Violence, and Political Economy. Comparative Government Africa is offered Spring Semester, 1993 (Dandavati). Prerequisite: One semester of college work. *Three Hours Staff Both Semesters*

300. Government and Politics of Russia and Her Neighbors — This course analyzes the roots of the Bolshevik Revolution and the development of modern day Russian political institutions and processes. Particular stress is placed on the role of the Communist Party and its relation to the different sectors of Soviet society and government, phases of domestic and foreign policy, the ever current struggles for succession, collectivization and incentives for agriculture, forced-draft industrialization, changing nature of the totalitarian state, and government by technocrats. Not offered 1992-93. *Three Hours Kim Fall Semester*

301. Japan As a World Power — This course emphasizes the understanding of Japanese civilization, a non-Western culture very different from our own. The topics which are covered include the development of modern Japan, the Japanese national system, and Japan's growing role in international political, cultural, military, diplomatic, and economic affairs. Prerequisite: One semester of college work. Not offered 1992-93. *Three Hours Kim Fall Semester*

302. China in the Modern World — This course is designed to explore one of the world's largest continually functioning political systems. Comparison will be made with other political systems, especially certain aspects of the Russian system. This course will assess the development of China and its strategic, political and military role in the world for the remainder of this century. Toward this end, it will survey China's historical, geographic, social, economic and ideological heritage, all of which are significantly related to its political decision making. Extensive coverage will be given to economic reforms, democratization and China's future after the Tiananmen Square massacre. Political, economic, and military problems will also be highlighted. *Three Hours Kim Spring Semester*

304. Politics of the Middle East — This course will offer a survey of recent and current international problems, together with some historical background, including the Arab-Israeli conflict, the process of decolonization, the question of Arab unity, and the interests and policies of the great powers. Prerequisite: One semester of college work. Not offered, 1992-93 *Three Hours Staff Spring Semester*

331. Legislative Process — The organization and operations of Congress and the role of the Executive and Administrative agencies in the process of law-making. Major issues before Congress will be studied in some detail. Prerequisite: Sophomore standing. *Three Hours Zoetewey Spring Semester*

338. Criminal Justice — Criminal Justice is an introduction to the criminal justice system and the role it plays in our political system. This course will examine the historical development of criminal law and corrections, including recent trends in constitutional law, patterns of criminal activity, theories of crime and punishment from different political and philosophical perspectives, the institutional setting of criminal justice administration in the federal system and other topics. *Three Hours Juth Fall Semester*

POLITICAL SCIENCE

339. American Constitutional Law — This course is a topical and developmental survey of the principles of the U.S. Constitution. The first part of the course covers the development of the principle of constitutionalism, judicial review, federalism, and the separation of powers. The balance of the term is focused on key developments in the areas of intergovernmental relations, regulation of commerce, equal protection, civil liberties protections, and criminal procedure. Prerequisite: Political Science 101. Open to qualified sophomores.

Three Hours Zoetewey Fall Semester

340. Women and The Law — This course will examine the various legal constraints and legal rights women encounter in their daily lives. Law is viewed as a dynamic entity open to debate and change. Legal issues to be discussed include: affirmative action, divorce, rape, comparable worth, abortion, fetal rights, sexual harassment, surrogate motherhood, prostitution, and pornography. Prerequisite: One semester of college work.

Three Hours Juth Spring Semester

341. Ancient and Medieval Political Thought — We will examine such thinkers as Plato, Aristotle, Cicero, Augustine, Aquinas, Bacon, Descartes and Machiavelli on such issues as: human nature, the good life, the role of government, the relation between the individual and the government, the meaning of freedom, the need for social order. We will also investigate how modern political thought differs from ancient and medieval views. Not offered, 1992-93.

Three Hours Allis Spring Semester

342. Modern Political Thought — We will examine such thinkers as Hobbes, Locke, Burke, Bentham, Mill, Spencer, Rousseau, Hegel and Marx on such issues as: human nature, the good life, the role of government, the relation between the individual and the government, the meaning of freedom, the need for social order. We will also investigate how modern political thought differs from ancient and medieval views.

Three Hours Allis, Fall Semester Stevenson, Spring Semester

346. American Political and Social Thought — This course analyzes and interprets fundamental political ideas in terms of their origins, assumptions and developments. Prerequisite: Political Science 101. Open to qualified sophomores. Not offered 1992-93.

Three Hours Elder Spring Semester

352. International Law, Organization, and Systems — Survey of present and possible future international procedures and systems for resolving problems arising from relations between nation states. Open to qualified sophomores.

Four Hours Kim Spring Semester

365. Wilderness Politics — Wilderness politics is a case examination of the American political system through a detailed field study of the wilderness issue. The three week course is held in Colorado each summer with one week devoted to group interviewing on the subject, one week to a field trip, and a final week to a term project which can be done in a location of the student's choice. Special emphasis is placed on the interaction of local, state, and national governments in addressing one of the most controversial issues in the Western United States. Open to qualified sophomores.

Three Hours Holmes Summer Term

378. American Foreign Policy — American foreign policy is examined in global terms with emphasis on alternating political moods of the public, processes by which policy is formulated and executed, its current substance, and challenges of international politics. Open to qualified sophomores.

Three Hours Holmes Fall Semester

POLITICAL SCIENCE

391. Internship Program — A variety of internship programs are available through the Political Science Department. Field experiences at the local, state, or national government level or with an attorney or a political party organization are possible. A one-hour campaign internship is also available during every national election year. The student will work in the internship for a minimum period of time and, under the direction of a staff member, prepare a paper related in some manner to his field experience. Prerequisite: Junior standing, or consent of the chairperson.

Variable Hours Staff Both Semesters

392-01. Washington Semester Internship in Congress.

392-02. Washington Semester Internship with Political Interest Groups.

393-01. Washington Semester Internship in American Foreign Policy.

393-02. Washington Semester Internship in Public Administration.

These four internships are offered under the Washington Semester Program (see Political Science 496). Students will participate in two internships. Most students intern in Congress or with a political interest group. Some students intern with an executive branch agency, a political party, or another group. Interns will prepare a term paper or other written material for each internship on a topic related to the internship experience.

Eight Hours Holmes Spring Semester

394. Model United Nations Simulation — Model United Nations provides students with an international relations internship emphasizing current world problems in the context of the United Nations. Students are responsible for conducting Michigan's largest Model United Nations program which includes several General Assemblies and Security Councils as well as an Economic and Social Council. Simulated issues and crises are prepared for high school participants representing many different countries. Model United Nations may be taken for one to three hours credit. The one hour course is open to all students. The three hour course may be taken with the consent of the instructor.

One or Three Hours Dandavati Spring Semester

395. Campaign Management — Campaign management studies the methods and techniques of managing a campaign for public office. Topics covered include organization, advertising, press relations, fund raising, advancing, volunteers, budget, issues development, scheduling and strategies. Up to half of the total class and preparation time may involve field work. Students in the course choose between a Democratic Party and a Republican Party lab when doing their field work. Individual campaign plans are prepared at the end of the course. Open to qualified sophomores. Offered only during election years.

Three Hours Holmes, Pocock Fall Semester

490. Independent Studies — Independent research of an advanced nature under the supervision of a designated staff member, culminating in the preparation of an extensive research paper. Prerequisite: Senior standing or consent of the department chairperson.

Three Hours Staff Both Semesters

491. Readings — Independent reading of assigned works of an advanced nature under the supervision of a designated staff member. Prerequisite: Consent of the instructor.

One to Three Hours Staff Both Semesters

492. Washington Semester Preparation — This course provides an orientation for accepted Washington Honors Semester students. The course examines current public policy issues and seeks to sharpen written and oral communication skills.

One Hour Holmes, Pocock Fall Semester

POLITICAL SCIENCE

494. Seminar — This course will provide instruction in bibliography and research methods, followed by individual research projects in some field of politics and the preparation of the research paper. Seminars scheduled for 1992-93 will study gender issues (Dandavati: Fall) and presidential-congressional relations (Zoetewey: Spring). Prerequisites: Not less than six hours in Political Science, Junior standing, and permission of instructor.

Three Hours Staff Both Semesters

496. Washington Semester Program — This program enables superior students from all disciplines to study in Washington, D.C. and to apply knowledge of their area as it relates to government and politics. Select junior and senior students will take a seminar on American government and politics (Political Science 496, 8 hours credit), participate in group seminars with congressmen and legislative staff, executives, lobbyists, political party officials, and journalists, intern for two six-week periods in Congress (Political Science 392-01, 4 hours credit), the executive branch (Political Science 393-01 or 02, 4 hours credit), or with political interest groups (Political Science 392-02, 4 hours credit), and prepare extensive research papers based upon their semester's work.

Eight Hours Holmes Spring Semester



Faculty: Mr. Motiff, Chairperson; Ms. Dickie, Mr. Green, Ms. Kasimatis, Mr. Ludwig, Mr. Myers, Ms. Roehling, Mr. Shaughnessy, Mr. Van Eyl.

The Department of Psychology provides its students with a strong base in psychology's methods and concepts in order to prepare them to think intelligently about behavior and to pursue graduate study or practical applications of psychology. The department believes that the best preparation for the unpredictable future comes through acquiring the intellectual tools that enable students to be problem solvers, to change and grow as old ways become obsolete and new approaches become available.

The department also offers students opportunities to experience psychology in action, thereby shaping their personal visions. Several of the department's courses offer opportunity for laboratory experience. The department also offers some thirty-five internships with Holland area human service agencies. Other internships and research opportunities are available through off-campus semester programs in Philadelphia and Chicago.

The department's exceptional facilities include a faculty-student lounge, an eight-room laboratory for observing instruction and thirty research labs. Many students collaborate with faculty in research in much the same way that graduate students do in universities. Each year, two dozen or more psychology students are involved in independent study.

The Psychology-Sociology Composite major and the Social Work major are also available for students who plan to enter the helping professions, such as social work. These programs also use the greater Holland community and its social agencies as a laboratory for learning.

Hope's psychology department is nationally recognized. During the last twenty years, Hope's psychology department has been number one among America's colleges and universities in producing 1st, 2nd, and 3rd place winners in the national psychology student research competition. Several leading psychology textbooks are authored by department faculty. Many of the department's recent graduates have been recruited by top graduate schools, from Yale in the Northeast to UCLA in the Southwest, assuring that the department will continue to be a prominent source of future psychologists.

MAJOR REQUIREMENTS: The 24-hour curriculum for the psychology major normally consists of Introduction to Psychology (Psychology 100), Research Methods (Psychology 200), two of the following three courses: Developmental Psychology (Psychology 230), Personality (Psychology 260), Social Psychology (Psychology 280); three of the following four courses: Human Memory (Psychology 310), Physiological Psychology (Psychology 320), Perception (Psychology 340), Behavior Disorders (Psychology 370); and one psychology course of one's choice. The psychology major is strongly encouraged to take Research Laboratory (Psychology 390), if he/she expects to undertake graduate study at any time in the future. The psychology major is also required to take statistics (Mathematics 210). The statistics lab (Mathematics 212) and a course from the computer science department are strongly recommended. Because behavior is rooted in biological processes, course work in biology such as Biology 100, 110 or 111 is also recommended.

Students who have questions about whether the prescribed 24-hour major is the most appropriate one for them or who would like to form a composite major may design, in consultation with their psychology advisor, a major program suited to their unique needs and goals. Written copy of this alternate major program is filed

PSYCHOLOGY

with the department chairperson. Such students should contact the psychology department chairperson or their psychology advisor as soon as possible so that the construction of the major program can be done as a forethought rather than an afterthought.

MINOR REQUIREMENTS: The psychology minor consists of a minimum of 18 hours of psychology credit. Psychology 290, 295, 490, 494, 495, and 496 may be repeated but no more than four credit hours in any combination will be counted toward the minor.

100. Introduction to Psychology — An introduction to the study of behavior. Psychology 100 or Psychology 200 is a prerequisite for all other psychology courses.

Three Hours Staff Both Semesters

200. Research Methods — A beginning study of experimental and research methodology in contemporary psychology. Specific examples from different areas of psychology are used to teach the student psychology basic concepts and methods of observation, measurement, hypothesis formation, experimental design, data collecting, data analysis, interpretation and generalization.

Four Hours Motiff, Van Eyl, Shaughnessy Both Semesters

230. Developmental Psychology — An introduction to theories, research methods, and findings related to intellectual, linguistic, emotional, perceptual, social and personality development during the life-span, with emphasis on childhood and adolescence. Students with specialized interests can tailor a portion of the course to their interests (e.g. women's studies, linguistics, gerontology, adolescence, child-adult relations).

Three Hours Dickie, Ludwig Both Semesters

231. Development Practicum — Weekly seminars and readings in conjunction with field placements emphasize principles and techniques which facilitate interactions with children. Corequisite: Psychology 230.

One Hour Dickie and Staff

245. Environmental Psychology — This course considers psychological concepts and principles that relate to the physical aspects of the environment. Perceptual, learning, emotional, and motivational principles and concepts are related to the designs of constructed environments.

Three Hours Van Eyl Alternate Years

260. Personality Psychology — An examination of theories and research related to individual differences in thoughts, feelings and behavior. Theories of personality are covered with an emphasis on current research and applications.

Three Hours Kasimatis Both Semesters

280. Social Psychology — The scientific study of how people think about, influence, and relate to one another. Topics include aggression, conformity, persuasion, prejudice, and interpersonal attraction.

Three Hours Green Both Semesters

290. Supervised Study in Psychology — Designed to give the psychology student an opportunity for first-hand learning experience in laboratory settings or in a field placement under the supervision of a faculty member. It is the student's responsibility to obtain prior approval of the project from his/her faculty supervisor. May be repeated for credit but no more than four hours may be applied to the 18-hour psychology minor. Pass/Fail credit only. Prerequisite: Psych. 100 and permission of the instructor/supervisor.

One or Two Hours Staff Both Semesters

295. Studies in Psychology — An experimental lecture or seminar course designed as a one-time or trial offering. May be repeated for credit but no more than four hours may be applied to the 18-hour psychology minor. Prerequisite: permission of instructor.

Two or Three Hours Staff

PSYCHOLOGY

310. Human Memory — Historical perspectives and current research are examined to provide an understanding of theoretical accounts of human memory and an appreciation of research on everyday memory phenomena.

Three Hours Shaughnessy Spring Semester

320. Physiological Psychology — An introduction to the physiological bases of behavior. Research findings and methods will be emphasized regarding the neural processes underlying brain function and behavior.

Three Hours Motiff Both Semesters

330. The Exceptional Child — Same as Education 225

335. Adult Development and Aging — A study of research and theory about human development during the post-adolescent years, with emphasis on the issue of continuity versus change in the various stages of life. Special attention is paid to the problems and challenges of late adulthood. Prerequisite: PS 230.

Three Hours Ludwig Alternate Years

340. Perception — An introduction to the sensory and perceptual processes as manifest in contemporary theory, research, and application. Special attention is paid to vision, but hearing, taste, smell, speech, and psycholinguistics are included.

Three Hours Van Eyl Fall Semester

365. The Helping Relationship: Principles and Skills — A seminar-workshop discussing principles and practicing skills involved in helping others. Persons intending to be psychologists or social workers or to help others as ministers, physicians, teachers, etc. will find a theoretical framework in which to view their helping functions and skills in a systematic manner. A psychological perspective for functioning paraprofessionals is emphasized. The course requires permission of the instructor and is held off campus.

Three Hours Motiff May Term

370. Behavior Disorders — An introduction of the study of behavior disorders. Includes investigation into symptomology, research, common syndromes, and survey of therapeutic techniques. Strongly recommended: PS 320.

Three Hours Roehling Both Semesters

390. Research Laboratory in Psychology — A psychology laboratory course in a specific content area such as Developmental Psychology, Perception, Social Psychology, Personality Psychology, Memory, or Health Psychology, stressing contemporary methods of investigation and behavioral research. Prerequisite are Research Methods (PS 200) and permission of the instructor. May be repeated for credit providing no specific content area is repeated. Strongly recommended for psychology majors who expect to undertake graduate study at any time in the future. It is also strongly recommended that the course be taken no later than during the junior year.

Two or Three Hours Staff Both Semesters

410. Clinical Psychology — Therapy and Assessment — This course will introduce the student to the major topics in clinical psychology. The most influential psychotherapies will be studied, including their theoretical background and applications. Research regarding therapeutic effectiveness will be discussed. In addition, the conceptual, statistical, legal and ethical issues involving assessment of personality and intelligence will be examined. Prerequisite: PS 370.

Three Hours Roehling Both Semesters

420. Health Psychology — This course is taught in a seminar format and investigates how psychological factors affect aspects of health and illness. A biopsychosocial model is used to examine issues in: (1) health behaviors and primary intervention, (2) stress, illness, and stress reductions, (3) the management of pain

PSYCHOLOGY

and discomfort, and (4) the management of chronic and terminal illness. Prerequisites: advanced psychology major, or advanced pre-medical student, or advanced nursing student, or advanced physical education major, and permission of the instructor.

Three Hours Motiff Once A Year

490. Special Studies — This program affords an opportunity for the advanced psychology student to pursue supervised projects of his or her own choosing beyond the regular course offerings. The project may take on one of three forms: 1) the scholarly treatment of a particular topic using the library; 2) laboratory research; 3) a field placement combining study and an appropriate work experience with an organization or a professional person.

All three project types can be done in various combinations, on or off campus. To be eligible for the course the student must have a faculty sponsor, a specific topic in mind, a reasonable background in related course work, good independent study habits, initiative and high motivation. If the project is data-collecting research, prerequisites are PS 200 and PS 390. Special Studies credit requires departmental approval of a formal proposal to be submitted prior to registration. The number of credit hours and whether the course is taken for a grade or on a pass-fail basis are subject to department approval. The course may be repeated but no more than four hours of credit in this course may be applied to the psychology minor requirement of 18 hours.

Hours to be Arranged Staff Both Semesters and Summer

494. Topical Seminar — A student or faculty initiated seminar on a special topic in psychology. Intended for students of demonstrated maturity, as usually indicated by upperclass standing. May be repeated for credit, but no more than four hours in 290, 295, 490, 494, 495 and 496 may be applied to the 18-hour psychology minor requirement. Prerequisite: permission of seminar instructor. (Examples of previous offerings are: Mental Retardation, Human Sexuality, Urban Environment, and Behavioral Medicine.)

Two or Three Hours Staff

495. Advanced Studies in Psychology — An experimental lecture or seminar course designed for a one-time or trial offering. Intended for students of demonstrated maturity, as usually indicated by upperclass standing. May be repeated for credit, but no more than four hours may be applied to the 18-hour psychology minor requirement. Prerequisite: permission of instructor.

Two or Three Hours Staff

496. Psychology Internship — A closely supervised practical experience in a professional setting. This course is intended for upperclass psychology and psychology-sociology composite majors. The experience can include observing, assisting, assuming regular duties, or pursuing a special project. The general guideline for credit is 3 hours per week (for a semester) for each one hour of credit. This course may be repeated for credit but no more than four hours may be applied to the 18-hour psychology minor. Prerequisite: Departmental approval, Pass/Fail credit only.

Hours to be Arranged Roehling Both Semesters

Special learning opportunities for psychology students are available through the Chicago, Philadelphia, and Washington semesters. See pages 133 and 134.

RELIGION



Faculty: Mr. Voskuil, Chairperson; Mr. Bandstra, Ms. Everts, Ms. Japinga, Mr. Palma, Mr. Wilson.

The broad academic purpose of the study of religion at Hope College is to understand the Christian faith and the role of religion in human society. To accomplish that end, the Department of Religion divides its field into five areas of academic investigation: biblical studies, historical studies, theological studies, world religions, and religion in its social world. Some majors concentrate in one of those areas and develop, thereby, a considerable expertise. Others combine their religion major with another (such as biology, English or psychology) and "double major." But whether they choose greater depth or greater breadth, students find the focus provided by a religion major to be an excellent way of centering their liberal arts education at Hope College.

Students majoring in religion participate in a wide variety of academic and service activities which include:

- assisting professors with research programs
- enrolling in the Philadelphia or Chicago Urban Semester to investigate alternative ministries in an urban setting
- leading youth groups, both denominational and non-denominational, in area churches and performing community services

Graduates of the Department of Religion are currently leading satisfying careers such as:

- serving in the denominational headquarters of a national church
- teaching in a seminary or college
- serving as a counsellor with a Christian agency
- directing a retirement center
- pastoring a church in this country or abroad
- serving on a church staff as minister to youth

RELIGION OFFERINGS FOR THE ALL-COLLEGE REQUIREMENTS

Studies in the department are an integral part of the college curriculum and six semester hours (three semester hours for Junior and Senior transferees) in Religion offerings are required for graduation. Three of these hours are to be elected from the Basic Studies in Religion. The remaining hours are to be drawn from the upper level religion courses, allowing for those exceptions where additional prerequisites are listed.

RELIGION AS A MAJOR

The Department of Religion is a department within the Humanities Division presenting an area of study and research which students may choose as the focus of their liberal arts education. The Department of Religion is comprised of five disciplines: Biblical Studies, Historical Studies, Theological Studies, Studies in World Religions, Studies of Religion in Culture. A religion major program requires 27-30 semester hours of courses elected from the five disciplines in Religion. Options for religion majors include seminars or individual research and, in consultation with the department chairperson, the opportunity to fulfill selected required courses through a tutorial reading program. The program has been endorsed and recommended by graduate theological seminaries for students preparing for church vocations.

The religion major with Christian education or youth ministry emphasis is recommended for students interested in pursuing careers in Christian education and youth ministry. This program consists of the regular religion major course of

RELIGION

study to which particular courses for skill development are added. These courses include Christian Education or Youth Ministry and six hours of internship.

MINOR IN RELIGION: A minor consists of a minimum of 18 credits, including one course at the 100 level, four courses at the 200 and/or 300 level (it is suggested that these courses be elected from four of the five major disciplines offered by the department) and one course at the 400 level.

THE RELIGION MINOR FOR TEACHER CERTIFICATION IN SECONDARY EDUCATION: This specialized minor meets State of Michigan requirements for certification to teach religion in public schools. A total of 23 required hours is stipulated. In addition to seven specified religion courses, prospective minors must enroll in Education 381 — Teaching Religion in Secondary Schools (2 hours). For further information, see the Department of Religion chairperson.

Basic Studies in Religion

111. Introduction to Biblical Literature — A beginning study of the history and theology of the Old and New Testaments.

Three Hours Bandstra, Everts, Voskuil

121. Christian Origins — A study of the origins of Christianity using the documents of the New Testament and the early church. Emphasis will be placed on issues which affected the beginnings of Christianity and remain important today.

Three Hours Everts, Japinga

131. Basic Christian Thought — A study of basic Christian beliefs about God, creation, evil, Jesus Christ, salvation, and the future. These beliefs are examined in their biblical, historical, and current contexts.

Three Hours Palma, Wilson

141. Introduction to World Religions — A historical and geographical survey of some major religions of the world: the religions of India, China, Japan, and the Middle East. Emphasis is placed on the role of religion in the development of the culture and ethos of these areas.

Three Hours Wilson

151. Religion and Society — An examination of the role that religion plays in ancient societies as well as modern societies. The place of religion in these societies will serve as models for understanding religion in North American life, past and present, with special reference to issues such as church and state, and the significance of native American religion.

Three Hours Staff

Biblical Studies

213. Biblical Prophecy — A close study of the literature of the prophets against the background of Israelite and Mesopotamian history.

Three Hours Bandstra

214. Apocalyptic Literature — A study of the apocalyptic literature the Old and New Testaments with close attention given to the rise of apocalyptic prophecy and the development of Judaism during the intertestamental period.

Three Hours Bandstra, Everts

217. Gospel Literature — A study of the synoptic gospels and the Gospel of John, focusing on the life and teachings of Jesus, the development of the gospel traditions, and the special interests and concerns of each evangelist.

Three Hours Everts

218. Pauline Literature — A study of the letters of Paul as concrete addresses to particular problems of real communities. The life of Paul, the sources of his thought, and the consistent theological and ethical themes in the letters are investigated.

Three Hours Everts

RELIGION

311. Wisdom Literature — A close reading of the Old Testament wisdom literature, with special focus on Job, Proverbs and Ecclesiastes with a view to discerning the nature of biblical wisdom and its role in daily living.

Three Hours Bandstra

313. Archeology and the World of the Bible — A study of Near Eastern archeological discoveries and their role in illuminating the history and literature of the biblical period.

Three Hours Bandstra

315. Biblical Theology — A study of major theological themes evidenced in biblical literature, with attention given to methods of interpretation.

Three Hours Bandstra

316. Late New Testament Writings — A study of late New Testament writings, focusing on James, I Peter, Hebrews, and Revelation. Issues of background, genre, and interpretation will be dealt with. Other late New Testament and early Christian literature will also be examined briefly.

Three Hours Staff

317. New Testament Ethics — A study of the moral teachings of the New Testament and their relevance for contemporary Christian ethics. Prerequisite: 217, 218, 316, or 318.

Three Hours Staff

318. Johannine Literature — A study of the gospel and epistles of John. Special emphasis will be placed on the exegesis of the Johannine texts and the theological questions which are raised in the interpretation of these writings. This course is taught as a seminar. Prerequisite: 111, 121, or 217.

Three Hours Everts

Historical Studies

221. Rise of Christianity I — The rise and development of Christianity from the second century to the Reformation era. Students who intend to take both 221 and 222 should select them in their proper sequence.

Three Hours Japinga, Voskuil

222. Rise of Christianity II — The history of Christianity from the Reformation to the present day. Students who intend to take both 221 and 222 should select them in their proper sequence.

Three Hours Japinga, Voskuil

321. Religion in America — An analysis and study of the various religious movements and cults in America from colonial times to the present.

Three Hours Japinga, Voskuil

322. Studies in Calvinism — A survey of the teachings of John Calvin and the development of the Reformed tradition in Europe and North America.

Three Hours Staff

323. Christianity and Contemporary American Culture — An examination of the various ways the Christian faith interacts with major phenomena in contemporary American culture.

Three Hours Voskuil

Theological Studies

232. Conceptions of God — A study of ancient, medieval, and modern ideas of God present in major religions, theologies, and philosophies. They will be examined and evaluated in the light of the biblical understanding of God as it develops in the Judeo-Christian tradition, and in relation to such topics as creation, human freedom, and knowledge of God.

Three Hours Palma, Wilson

233. Perspectives on Christ — A survey and study of major views and images of Jesus Christ which have arisen from theological, historical, cultural, and artistic

RELIGION

perspectives. These views and images are evaluated on the basis of the biblical witness to Jesus Christ. *Three Hours Palma*

234. Holy Spirit and Christian Spirituality — A survey of major views on the nature and work of the Holy Spirit set forth from Pentecost to the present throughout the Christian church. These views, plus those on human spirituality, will be evaluated on the basis of the biblical witness to the Holy Spirit.

Three Hours Palma

332. Creation and New Creation — A study of major Judeo-Christian conceptions of the creation of the world and humanity, their liberation from evil, and their being transformed into a new creation. These conceptions are contrasted with those held outside the Judeo-Christian tradition, and all are evaluated on the basis of the biblical witness.

Three Hours Palma

334. Theological Reflections — A critical study of major issues and questions which arise in the formation of Christian theology and thought. Those covered include grounds for belief in God; how God is known; revelation, faith, and reason; theology and science; nature and miracles; the character of God-talk; truth and logic in theology; God and life after death.

Three Hours Palma

Studies in World Religions

241. Religions of India — A study of the history and development of the major religions of India. Special attention is drawn to the impact of historical religion on modern India.

Three Hours Wilson

243. Religions of China and Japan — A study of the history and development of the major religions of China and Japan. Emphasis is placed on the distinction between religions indigenous to these areas and those which were "imported." Analysis of the interaction between these two types of religions directs our attention to the influence of culture on religion and religion on culture.

Three Hours Wilson

343. Studies in Islam — A study of the history and development of Islam, considering its literature, doctrines, traditions, and practices. Particular emphasis is placed upon sectarian Islam with its various geographical locations and its political significance in the world today.

Three Hours Wilson

Religion in Culture

252. Christian Ethics — This course gives students an opportunity to analyze the ethical system of an unfamiliar Christian community and to encounter Christian ethics as a discipline and a vocation.

Three Hours Staff

352. Christian Education — An examination of current trends in Christian education in reference to theory, methods, and curricula in Christian education for the local church. Prerequisites: two courses in religion and sophomore standing.

Three Hours Staff

353. Christian Love — This course examines the crowning virtue in Christian morality, with special attention to sexual ethics. In a theological framework, students reflect on the origins and ends of sexuality, on the relation of love to justice, and on the meaning of marriage and the single life.

Three Hours Staff

358. Youth Ministry — An examination of contemporary youth culture and adolescent religious development with a view to developing an effective Christian

RELIGION

ministry to young people. Prerequisites: two courses in religion and sophomore standing. *Three Hours Staff*

Seminar and Independent Study

295. Studies in Religion — A lecture or seminar class on a selected topic from one of the five disciplines of the department. Prerequisite: one course in religion and sophomore standing. In the spring semester of 1993, a course on Judaism and Christianity will be sponsored by the Jewish Chautauqua Society.

Three Hours Staff

398. Religion Internship I — A supervised practical experience in a church or religious organization. This experience will involve at least 5 hours per week for a full academic year in a setting approved by the instructor. Participation in group supervision sessions is also required. In order to receive credit for 398, students must register for 399 the following semester. Prerequisites: three courses in religion (one of which must be in biblical studies). Christian Education or Youth Ministries, and permission of instructor.

One and a Half Hours Everts

399. Religion Internship II — A continuation of 398. In order to register for 399, students must have been enrolled in 398 the previous semester. Prerequisite: 398.

One and a Half Hours Everts

490. Independent Studies — A program providing an opportunity for the advanced student to pursue a project of his/her own interest beyond the catalog offerings. The course can be based upon readings, creative research and/or field projects. Permission of department chairperson required.

One, Two or Three Hours Staff

493. Seminar — Offered as needed to cover topics not usually included in other religion courses. Enrollment is normally limited to 15 students. For religion majors and minors, or by permission of the instructor.

Three Hours Staff

495. Advanced Topics in Religion — A senior level lecture-discussion course intended for students of demonstrated maturity, as usually indicated by upperclass standing.

Three Hours Staff

499. Independent Internship — A supervised practical experience in a church or religious organization. This experience will involve at least 5 hours per week for a full academic year or 9 hours per week for a semester in a setting approved by the instructor. There will be 2 hours of direct supervision for every 25 hours of ministry experience, and an independent research project related to the ministry experience. Prerequisites: five courses in religion (one of which must be in biblical studies) and permission of the instructor; 399 is strongly recommended.

Three Hours Everts

SOCIOLOGY AND SOCIAL WORK



Faculty: Mr. Luidens, Chairperson; Mr. Nemeth, Mr. Piers, Mr. Sobania, Ms. Sturtevant, Ms. Swanson. **Adjunct Faculty:** Mr. Osborn.

The Department of Sociology and Social Work provides students with a variety of courses in three major areas. The Sociology major prepares students who plan to enter graduate or professional school in the disciplines of sociology, law, urban planning, the ministry and numerous other fields.

The Social Work major is a *Professional* degree which provides students with expertise in social work treatment, social welfare planning, policy and research. It prepares students for social work practice either directly after graduation or following graduate studies in Social Work.

The Psychology-Sociology Composite major, offered in conjunction with the Psychology Department, prepares students who are planning to enter the "helping professions," either directly after graduation or following graduate studies in counseling, law, or the ministry.

SOCIOLOGY MAJOR Sociology can be defined as the scientific study of human societies. Students will be introduced to the major theoretical and methodological issues of the discipline. Students will be able to choose from a wide selection of topical courses. These courses bring various theoretical and methodological understandings to the analysis of specific social structures and processes.

The program for a Sociology major requires a minimum of 27 hours. The course program must include a) Sociology and Social Problems (Sociology 101); b) Introductory Statistics (Mathematics 210); c) Methods of Social Research (Sociology 262); and d) Theoretical Perspectives in Sociology (Sociology 361). It is strongly recommended that these courses be completed by the end of the junior year.

SOCIAL WORK MAJOR Social Work is a profession dedicated to assisting people to attain life satisfaction through personal, social, and environmental changes. Social work practice uses a variety of methods, including direct treatment, community organization, and social welfare planning and policy development. Social Work is concerned with meeting the needs of specialized populations, including those most vulnerable and discriminated against.

The requirements for the Social Work major include the following Social Work courses: a) Sociology of the Family (Social Work 232); b) Introduction to Social Welfare (Social Work 241); c) Child Welfare (Social Work 242); d) Methods of Social Research (Social Work 262); e) Community Organizing (Social Work 301); f) Human Behavior and Social Environment (Social Work 310); g) Social Work Interviewing (Social Work 420); h) Contemporary Social Policy (Social Work 422); i) Social Work Field Experience I and II (Social Work 443 and 446); and j) Social Work Interventions I and II (Social Work 451 and 452).

In addition, the following cognate courses are required: a) *Introduction to Psychology (Psychology 100) or *Social Psychology (Psychology 280); b) *Developmental Psychology (Psychology 230); c) Psychology of Behavior Disorders (Psychology 370) or *Exceptional Child (Psychology 330); d) *Principles of Economics (Economics 201) or *National Government (Political Science 101); *Sociology and Social Problems (Sociology 101); g) *General Biology (Biology 100); and h) *Introductory Statistics (Mathematics 210).

It is strongly recommended that the courses designated with an asterisk (*) be completed by the end of one's junior year.

The social work department is in the process of applying for candidacy for accreditation by the Council on Social Work Education.

SOCIOLOGY AND SOCIAL WORK

All Social Work Majors must formally apply to the Social Work Program by the end of their sophomore year. To be eligible for admission the student must have completed a) freshman and sophomore Social Work course requirements, b) a minimum cumulative G.P.A. of 2.0, c) a minimum G.P.A. of 2.3 in freshman and sophomore Social Work requirements, d) two recommendations from Hope College faculty, e) a personal statement explaining their commitment to the field and f) volunteer service in the field.

PSYCHOLOGY-SOCIOLOGY COMPOSITE The Psychology-Sociology Composite major is designed for students who are intending to enter helping professions which require direct contact with people. This major builds upon a broad liberal arts base and examines: a) the various theoretical perspectives of sociology, psychology, and the other social sciences; and b) the complimentary utility and integrative properties of the various theoretical perspectives.

The requirements for the Psychology-Sociology Composite major include the following Sociology and Social Work courses: a) Sociology and Social Problems (Sociology 101) ; b) Sociology of the Family (Social Work 232), Introduction to Social Welfare (Social Work 241), Child Welfare or Urban Sociology (Social Work 242 or Sociology 312), Methods of Social Research (Sociology 262), and Social Interventions (Social Work 451); and c) the following courses from the Psychology Department: Psychology 100 or 200, 230, 260, 280 or 330, 370, 380 or 410.

It is recommended that Composite majors take Introductory Statistics (Mathematics 210) for their College mathematics requirement, and Principles of Heredity (Biology 217) toward their science requirements.

In addition to their classroom and experiential programs, Social Work and Psychology-Sociology students engage in a wide variety of activities working with various client populations which include:

- work with the elderly
- work with unemployed and underemployed
- work with people encountering difficult life transitions
- social research in the community
- work with the mentally and physically handicapped
- work with juvenile delinquents
- work with school children

Sociology and Social Work students have the unique opportunity to carry out some of their studies in other social contexts. In particular, the GLCA Urban Studies Semester, the Philadelphia Center, and the Chicago Metropolitan Semester offer students courses and field placements in urban settings.

Graduates of Hope's Department of Sociology and Social Work have been involved in a variety of satisfying careers such as:

- graduate programs in sociology and social work
- college teachers, high school teachers
- ministers and church workers
- directors of drug clinics
- workers in prisons
- supervisors in counseling centers
- teachers of social work and psychiatry at major universities
- legal aid lawyers
- professional counselors
- director of programs of special education
- urban planning

SOCIOLOGY AND SOCIAL WORK

SOCIOLOGY MINOR: A minor in the field of Sociology consists of three required courses (Sociology 101, 262, and 361) and three Sociology courses of the student's choosing.

A. Basic Courses in Sociology

101. Sociology and Social Problems — An examination of the concepts and theories which make up the sociological perspective, the evidence which supports these theories and ways in which the sociological perspective can aid in understanding social phenomena in the contemporary world.

Three Hours Luidens, Nemeth Both Semesters

151. Cultural Anthropology — A study of the historical trends in anthropology that have led to its present perspective. The concepts of functionalism and cultural relativism are examined and evaluated. The course surveys various cultural patterns around the world.

Three Hours Sobania Fall Semester

B. Sociology Courses

231. Criminology — The study of the social definition of "crime" and the process of defining criminals. The roles of power and group self-interest will be analyzed as we examine the demographic and social contexts in which crime has been variously "found" in society. Prerequisite: Sociology 101.

Three Hours Luidens Fall Semester 1993

232. Sociology of the Family — A study of family structure in both American society and other cultures. Theory and research will focus on trends in family life and social problems reflected in family functioning. Same as Social Work 232.

Three Hours Piers Both Semesters

241. Introduction to Social Welfare — Examination of the social welfare system as a social institution. Same as Social Work 241.

Three Hours Sturtevant Spring Semester

262. Methods of Social Research — A beginning course in the research designs, methods, and techniques used by social scientists. Probability theory, hypothesis testing, sampling, and elementary descriptive and inferential statistics are introduced. Practical experience is emphasized.

Three Hours Nemeth Both Semesters

265. Sociology of Education — Education from the institutional perspective, as an agency of socialization, analysis of various school and community relationships and discussion of the responsibility of both for the educational program of the community, and the relationship in general between society and education. Prerequisite: Sociology 101. Same as Education 265.

Three Hours Luidens

280. Social Psychology — The psychological principles underlying interpersonal and group behavior and the effect of social conditions on individual behavior. Same as Psychology 280.

Three Hours Green, Myers Both Semesters

295. Studies in Sociology — Readings and discussion focusing on a selected topic of interest to sociologists and students. Prerequisite: permission of the instructor.

Two or Three Hours Staff Both Semesters

311. Population Studies — An analysis of the determinants and consequences of changes in the basic demographic variables: fertility, mortality, migration. Composition and distribution of population throughout the world with emphasis on the

SOCIOLOGY AND SOCIAL WORK

relationship between population and other social, economic, and political factors. Issues about population control are also considered. Prerequisite: Sociology 101. *Three Hours Nemeth*

312. Urban Sociology — An analysis of perspectives sociologists use in studying cities, factors involved in urbanization, and the crisis in American cities. Study of the origin and development of cities, and theory and research findings on the impact of urbanization on social life. Discussion of the changing shape and nature of cities and of urban social problems. Prerequisite: Sociology 101.

Three Hours Nemeth Spring Semester 1994

325. Sociology of Formal Organizations — An analysis of the nature and dimensions of formal "complex" organizations. Examination will be made of the inter-relationship between the principal organizational variables, such as centralization of power, job satisfaction among employees, formalization of tasks, and effectiveness of performance. Prerequisite: Sociology 101. *Three Hours Luidens*

331. Social Stratification — A study of sociological theory and research bearing on the various systems of social classification, such as class, power, prestige, race, ethnic background, sex, and age categories. Prerequisite: Sociology 101.

Three Hours Staff

341. Sociology of Religion — This course is intended to introduce the student to the variety of approaches, concepts and theoretical understandings which constitute the sociological study of religion. Prerequisite: Sociology 101.

Three Hours Luidens Fall Semester 1992

351. Sociology of Sports — An examination of the scope and impact of sport in the twentieth century. Special attention will be focused on sport and social processes such as the influence of sport on mobility, stratification, and socialization. Emphasis will also be given to contemporary problems in sport and a look into the future of sport. Same as Physical Education 361.

Three Hours

356. Social Change — Understanding of macro social change is a fundamental concern in sociology. This course will examine research dealing with both structural and cultural aspects of social change. Topics such as the diffusion of innovations, the effects of mass communications, and the processes of development will be discussed and analyzed.

Three Hours Nemeth

361. Theoretical Perspectives in Sociology — This course will consider the major theorists of sociology and the major questions asked or primary aspect focused on by each. Prerequisite: Sociology 101. *Three Hours Luidens Spring Semester*

490. Independent Studies in Sociology — This program affords an opportunity for advanced students in Sociology to pursue a project of their own interest beyond the regular course offerings. The project may take one of several forms: 1) library readings on a topic in Sociology, 2) a supervised research project, 3) a supervised field project combining study with appropriate work experience. To become eligible for this course students must have in mind a specific project and, some background in related courses. Application in writing, including a course proposal and bibliography, should be submitted during advanced registration to the department through the instructor who will be supervising the project. Open to senior Sociology majors with the consent of the department.

Two or Three Hours Staff Both Semesters

495. Seminar in Sociology — A senior course designed to enable students and faculty to organize and integrate a variety of interest areas in Sociology, thereby

SOCIOLOGY AND SOCIAL WORK

culminating the major with a synthesis provided through theoretical perspectives.
Prerequisite: 15 hours of Sociology. *One, Two or Three Hours Staff*

C. Social Work Courses

232. Sociology of the Family — A study of family structure in both American society and other cultures. Theory and research study will focus on trends in family life and social problems reflected in family functioning. Prerequisite: Sociology 101. Same as Sociology 232. *Three Hours Piers Both Semesters*

241. Introduction to Social Welfare — Examination of social welfare as a social institution, the history and philosophy of social work and the contribution of social work to social welfare institutions. Prerequisite: Sociology 101. Same as Sociology 241. *Three Hours Sturtevant Spring Semester*

242. Child Welfare — Examination of the philosophy of child welfare as a specific part of social welfare and the programs and policies which perpetuate the child welfare institutions. *Three Hours Sturtevant Fall Semester*

262. Methods of Social Research — A beginning course in the research designs, methods, and techniques used by social scientists. Same as Sociology 262. *Three Hours Nemeth Both Semesters*

290. Independent Study in Social Work — Designed to give a student specific experience in supervised agency observations, combined with study of library readings on a Social Work topic. Students are responsible for obtaining prior approval for their study from supervising faculty. The course may be repeated for credit of up to three hours. *Two or Three Hours Staff Both Semesters*

295. Studies in Social Work — Lecture, readings and discussion focusing on selected topics of interest to Social Work students. Prerequisite: Permission of the instructor. *Two or Three Hours Staff Both Semesters*

301. Community Organizing — This course will examine the types of organizations that exist within the community and the contemporary political and social context in which community organizing takes place. *Three Hours Sturtevant Fall Semester*

310. Human Behavior and Social Environment — This course will focus on the interaction between persons and the social systems they encounter throughout maturation. Special attention will be given to the interactions and systems as they relate to and affect social work practice with a variety of populations, including those experiencing ethnic, racial, sexual, and age-based discrimination. *Three Hours Piers Fall Semester*

420. Social Work Interviewing — This course will focus on the principles of the social work interview; the examination of techniques and theoretical models that increase the effectiveness of social work interventions; and the demonstration and practice of these skills. Priority given to social work majors. *Three Hours Osborn Both Semesters*

422. Contemporary Social Policy — This course will offer an examination of current social welfare policy issues (such as poverty, homelessness, and mental illness) and the significance of social, economic, and political factors which influence policy making and implementation. Social Work 443 is a prerequisite or can be taken concurrently. *Three Hours Sturtevant Spring Semester*

443. Social Work Field Experience I — This program offers the opportunity for advanced social work students to experience working with individuals, groups, and

SOCIOLOGY AND SOCIAL WORK

community organizations under the close supervision of professional social workers. The program is offered in cooperation with several social and criminal justice agencies in Western Michigan. Work may include direct service, client advocacy, training, referral service and community organizing (Social Work 301) for client systems. Students will spend the equivalent of one agency day per week in the field. Prerequisite: Social Work 451, previously or concurrently taken, and permission of the instructor during the semester prior to registration.

Three Hours Piers, Sturtevant Fall Semester

446. Social Work Field Experience II — This course is a continuation of Social Work 443. See Social Work 443 for more information.

Three Hours Piers, Sturtevant Spring Semesters

451. Social Interventions I — Foci include: 1) principles of the social work relationship, 2) framework for interpersonal helping, and 3) its utility for social work practice. Prerequisite: Social Work 241.

Three Hours Piers Fall Semester

452. Social Interventions II — This course will focus on developing social work practice techniques and on selecting and utilizing social work intervention strategies which improve social functioning. These selections will be based on situational and environmental assessments of the client system.

Three Hours Piers Spring Semester

490. Independent Study — This program allows advanced students in social work to pursue a project of their own interest beyond regular course offerings. Project may take the form of library research and study project or supervised research project. Students must have a specific project in mind. Prerequisite: 20 hours toward Social Work major.

Two or Three Hours Staff Both Semesters

495. Advanced Seminar in Social Work — A senior level seminar course designed for trial offering which enables faculty and students to organize and integrate a variety of interest areas in social work. Prerequisite: senior standing, Social Work major, and permission of the instructor.

Three Hours Staff Both Semesters



Faculty: Mr. Ralph, Chairperson; Ms. Robins, Director of Theatre; Ms. Bombe; Mr. Landes; Mr. Smith; Mr. Tammi

Course offerings in theatre, along with the department's co-curricular production program, are designed to provide the liberal arts student with knowledge of and experience in an art form which has played an important role in our cultural history as well as in contemporary society. Performance or laboratory experience makes possible an appreciation of the art which can be derived only from direct participation. The practical experience of working together in a disciplined collaborative art facilitates one's understanding of oneself and of other people.

The theatre program is further intended to enhance the cultural life of the community through the presentation of plays of significance from a historical, contemporary, literary, or entertainment point of view.

Theatre students currently engage in such activities as:

- acting, directing, designing
 - participating in theatre production at all levels
 - participating in the New York Arts semester program or the Philadelphia Center urban semester program sponsored by the GLCA, or the Chicago Metropolitan Center program
 - working with established professionals in theatre through a guest artist program
- Graduates of the Department of Theatre have been involved in pursuing such careers as:

- freelance acting
- elementary, secondary, university teaching
- serving as members of resident companies, such as the Actors Theatre of Louisville
- designing lighting for the Joffrey Ballet
- properties designer, American Repertory Theatre
- internships at regional professional theatres such as Actors Theatre of Louisville, Alaska Repertory Theatre
- assistantships at graduate schools such as University of Minnesota, Purdue University, University of Nebraska, University of Virginia

MAJOR: A major in theatre generally serves one of the following purposes:

1. More intensive study in this particular discipline as the emphasis within the student's liberal arts education.
2. Preparation for a career in teaching.
3. Preparation for graduate work leading to an M.A., M.F.A., Ph.D., or D.F.A. degree in theatre.
4. Preparation for work in a non-commercial field of theatre such as community theatre.
5. Preparation for advanced training leading to a career in the professional theatre.

The major program is designed on a "contract" basis, with two provisions as follows:

1. A 27-hour general core, consisting of Play Analysis (Theatre 243); Acting (Theatre 161); Theatre Crafts (Theatre 210 and 211); one course chosen from Makeup (Theatre 215), Scene Design (Theatre 222), Lighting Design (Theatre 223), and Costume Design (Theatre 224); Stage Direction (Theatre 331); 2 courses in early Theatre History chosen from Theatre 301, 302, 303, and 307;

THEATRE

one course in modern theatre History (either 304 or 306); and a total of 3 hours singly or in combination from Practicum (Theatre 380), Independent Studies (Theatre 490), and Seminar (Theatre 495).

2. Additional courses which the student will, in consultation with a departmental academic advisor, propose for completion of his or her major contract. This proposed course of studies in an area or areas of special concentration will be designed to suit the student's own individual interests, needs, and career goals. Typical areas of concentration are design and technical theatre, directing, acting, and theatre history and criticism. The major contract proposal will be submitted for approval to the Theatre Council, which is comprised of the theatre faculty and elected student representatives.

In addition to the curricular requirements, every design/technical-concentration student who does not have an assigned responsibility on- or off-stage for a major departmental production is expected to serve a minimum of 10 hours on one of the crews for that production. Majors with a concentration in performance are expected to participate in all departmental production auditions. Majors with a concentration in direction will stage manage at least one departmental production.

In order that full advantage may be taken of the individualized approach to the major program, it is in the best interest of the student to apply for acceptance as a major by the end of the sophomore year. In any case, no major application will be approved which does not include two full semesters of study following the submission of the proposed contract.

Although the department has no foreign language requirement beyond the general college requirement, students anticipating graduate school — particularly in the areas of theatre history, literature, and criticism — are advised to consider the undergraduate preparation in language which may be expected by graduate departments.

A student handbook for majors and prospective majors is available in the department office. Majors are expected to be familiar with information provided in this handbook.

COURSES FULFILLING COLLEGE CORE REQUIREMENTS:

Performing and Fine Arts: first unit — Theatre 101, 105, 153.

Performing and Fine Arts: second unit — Any course work totaling three hours.

Senior Seminar: IDS 400.

MINOR: A minor consists of a minimum of 20 hours, including Theatre 161, 210, 211, 243, one course in early theatre history (Theatre 301, 302, 303, or 307), one course in modern theatre history (Theatre 304 or 306), and two credits in one or more of the following: Theater 380, 490, or 495.

I. General

101. Introduction to the Theatre — Intended for the non-major. Appreciation of the theatre and its role in contemporary life. Consideration of theory, playwriting, acting and directing, and technical areas, primarily from the audience point of view. Course includes laboratory experience and attendance may be required at stage productions and/or film screenings outside of class. Course may not be taken for credit if student has previously completed Theatre 105. *May be taken to fulfill introductory course unit of College Performing and Fine Arts requirement.*

Three Hours Staff Both Semesters

THEATRE

389. GLCA Arts Program — The Great Lakes Colleges Association Arts Program, in New York City, involves the student in a full semester's study in the arts. The program includes a Seminar on the Arts in which all students participate, together with individual projects which usually take the form of a professional apprenticeship. Approval by the department is required prior to the student's registering for this course, and the department must approve the student's individual program before credit will be granted. The registrant must be accepted into the program by the Director of the GLCA Arts Program. The Arts Program should preferably be taken during the junior year.

Sixteen Hours (Maximum) Both Semesters

II. Performance and Production

105. Introduction to Theatre Practice — Introduction to the performance and production aspects of theatre art. Through readings, discussions, laboratory experience, and class projects, the student will become acquainted with the functions and the relation to the total production organization of the director, assistant director, designers, technical director, actors, technicians, and stage manager. Course is designed primarily for the intended theatre major, and *fulfills introductory course unit of College Performing and Fine Arts requirement. Course is open only to entering freshmen.*

Three Hours Bombe Fall Semester

130. Oral Interpretation of Literature — A basic course designed to develop an increased understanding and appreciation of literature while cultivating and strengthening vocal skills through the process of interpretive reading.

Three Hours Tammi Spring Semester

161. Acting I: Character in Relationship — An introduction to ensemble playing. Recommended that intended performance-emphasis majors enroll in the freshman year.

Three Hours Ralph Fall Semester

162. Acting II: Basic Skills — A study of observation, sensory recall, focus, characterization, and improvisation, together with the actor's approach to script analysis, leading to the presentation of short scenes.

Three Hours Ralph Spring Semester

210. Theatre Crafts I — An introduction to the fundamentals of technical production in the performing arts. Areas of study will include scenery construction, drafting, scene painting, properties, and theatre sound. Students will examine the theatre plant and the collaborative process and will be provided with a solid understanding of theatre terminology. Two one and one-half hour lectures and one 2 hour lab per week.

Three Hours Landes, Smith Fall Semester

211. Theatre Crafts II — Continuation of Theatre 210 as an introduction to the fundamentals of technical production in the performing arts. Areas of study will include stage management, costume construction, pattern making, and lighting equipment and documentation. Students will examine the processes, terminology, and techniques applicable to these areas. Two one and one-half hour lectures and one 2 hour lab per week.

Three Hours Bombe, Landes Spring Semester

215. Makeup Design and Techniques — Study of the principles of makeup and hair fashion for the stage. Training in skills and techniques needed for understanding the design and application of straight, character, and fantasy makeup. Emphasis will be on facial anatomy, physiognomy, corrective makeup, skin textures, materials, modeling, analysis, special structures, ventilation of hairpieces.

Three Hours Bombe Spring Semester

THEATRE

222. Scene Design — An introduction to designing scenery for stage production. Course work is divided into three major areas of study: (a) history of architecture, furniture styles, and interior decor from the early Egyptians to the present day; (b) theoretical considerations in analyzing a production visually for an open theatre space; and (c) training in the techniques of sketching, painting, and model-building for set designs. Prerequisite: Theatre 210 and 211, or permission of the instructor. Not offered 1992-93. *Three Hours*

223. Lighting Design — A study of the tools, technology, and artistic considerations of theatrical lighting. Course attempts to deal with the aesthetic problems of lighting design as the artistic effort of an individual working within a producing group. Prerequisite: Theatre 210 and 211, or permission of the instructor. Offered alternate years. *Three Hours Landes Fall Semester*

224. Costume Design — An introduction to the role of the costume designer in the theatre. Emphasis will be placed on developing each student's imagination, creativity, and technique in designing costumes for the theatre. Course work will include consideration of the designers's responsibilities as a visual artist, based on analysis of the script and production concept. Development of techniques for analysis, historical research, and rendering will be emphasized. Prerequisite: Theatre 210 and 211, or permission of instructor. Offered alternate years, 1993-94. *Three Hours*

256. Playwriting — Practice in the art of writing for the stage through work on selected special problems of the playwright. Whenever possible provision will be made for reading performances of work-in-progress, and in cases of exceptional merit arrangements may be made for public performance of a finished script. Course offered jointly with the Department of English. Offered alternate years, 1993-94. *Three Hours*

261. Acting III: Voice and Movement — An integrated study of vocal production and body movement in relation to the actor's craft. Exercises designed to promote relaxation, natural breathing, correct alignment, organic vocal production, and coordinated physical action will be explored. Recommended that intended performanceemphasis majors enroll in the sophomore year. Prerequisites: Theatre 161 and 162, or permission of instructor. *Three Hours Tammi Fall Semester*

262. Acting IV: Voice and Movement — A continuation of Theatre 261, emphasizing organic connection to images, and solutions to special challenges in both voice and movement. Topics include muscularity in articulation, patterning, melody, phrasing, and rudimentary unarmed theatrical combat. Prerequisites: Theatre 161, 162, 261, or permission of the instructor. *Three Hours Robins Spring Semester*

280. Theatre Laboratory — Practical experience in theatrical production, through involvement as an actor or technician or assistant stage manager in a departmental major production. The amount of credit to be granted will be determined by the number of hours required for the particular assignment as agreed upon by student and instructor: minimum of 40 hours for one credit hour, 80 hours for two credits. Prerequisite: casting by the director, or acceptance on a production crew by the technical director. Enrollment requires permission of the department chairperson. *One or Two Hours Staff Both Semesters*

295. Studies in Theatre — Instruction in specific performance or production techniques, such as mime, stage combat, and special problems in acting. Each class will be limited to one such performance or production area. Frequency of course offering is determined by student demand and by availability of theatre specialists or guest artists. Enrollment requires permission of the instructor. (Laboratory fee in some instances.) *One or Two Hours*

THEATRE

331. Stage Direction I — A basic course in the rudiments of the director's art and responsibility in theatrical production. Practice in the principles of composition, picturization, and dramatic tempo. Consideration of the problems in proscenium, central, and open staging. Prerequisites: Theatre 161 or equivalent, and Theatre 210 and 211, or permission of the department.

Three Hours Tammi Fall Semester

332. Stage Direction II — A continuation of Theatre 331. Each student will produce at least one one-act play. Prerequisite: Theatre 331, or equivalent.

Three Hours Tammi Spring Semester

361. Acting V: Styles — Extensive scene work focusing on organic imaging, stylistic approaches to text, and rehearsal processes. Studies include Stanislavski and Chekhov, *Commedia* and Moliere, Shakespeare, musical theatre and Broadway composer/lyricist teams. Prerequisites: Theatre 161, 162, 261, 262, or permission of instructor.

Three Hours Robins Fall Semester

362. Acting VI: Scene Analysis — A continuation of Theatre 361, with continued emphasis on script analysis, stylistic approaches, ensemble performance, and imaging. Prerequisites: Theatre 161, 162, 261, 262, 361.

Three Hours Tammi Spring Semester

380. Theatre Practicum — Specialized study of a particular production aspect of the play in performance. The student will be assigned to a departmental production as assistant director, assistant designer, or stage manager. A report, the form of which is to be governed by the nature of the project, will be submitted to the project supervisor. Registration is restricted and requires departmental approval. Ordinarily, no student will be permitted to register for practicum who has not taken basic course work in the particular area. Prerequisite: application to the department.

One or Two Hours Staff Both Semesters

381. Summer Theatre Laboratory — An integral part of the Hope Summer Repertory Theatre program, the course will concentrate on a consideration of the interrelated problems of play production. Aspects to be covered include script and character analysis, production planning and design, construction procedures and techniques, and management. Course may be taken for a maximum of six hours (i.e., two summer sessions). Prerequisites: acceptance into the summer theatre company, and permission of the instructors.

Three Hours Staff Summer Session

490. Independent Studies in Theatre — Independent work for the advanced student in one of the following areas: directing, acting, scene design, costuming, lighting and sound, playwrighting, theatre or film criticism, theatre management. Course is offered on a selective basis, by permission of the department. The student must submit *in writing* a project proposal for departmental approval during the previous semester and prior to registration for the course.

One, Two or Three Hours Staff Both Semesters

III. History and Theory

153. Art of the Cinema — An introductory course in film appreciation. Films viewed and critiqued in class will be approached in terms of the cultural context of each film and the filmmaker's relation to the society in which he or she lives — its values, mores, and aspirations. *May be taken to fulfill introductory course unit of College Performing and Fine Arts requirement.*

Three Hours Smith Fall Semester and May Term

THEATRE

243. Play Analysis — The objective in this course is to learn how to read a playscript as a work intended for stage performance. Regularly assigned written analyses will deal with such matters as structure, plot, characterization, relationships, motivation, and language. *Three Hours Ralph Spring Semester*

296. Special Topics in Theatre — Study of an area of theatre or film history, literature, theory, or criticism not specifically covered in the regular departmental offerings. Offered occasionally as warranted by student and faculty interest. Prerequisite: permission of instructor. *Two or Three Hours*

301. Classical Western Theatre — A survey of classical Greek and Roman theatre, and of the development of classical themes and techniques in subsequent periods of theatre history. Not recommended for freshmen. Offered alternate years, 1993-94 *Three Hours*

302. Western Theatre From the Middle Ages to the 17th Century — A survey of the theatre of medieval Europe, Renaissance Italy and France, Golden Age Spain, Elizabethan England, and Baroque France. Not recommended for freshmen. Offered alternate years, 1993-94. *Three Hours*

303. Western Theatre From the 18th Century to the Modern Period — A survey of Western theatre in the 18th, 19th and early 20th centuries, from the English Restoration (latter seventeenth century) and the end of neo-classicism, through German romanticism, to the culmination of realism in Shaw and his contemporaries. Emphasis will be placed on such founders of modern stage practice as Ibsen, Strindberg, Chekhov, Stanislavski, Appia, and Craig. Not recommended for freshmen. Offered alternate years. *Three Hours Tammi Fall Semester*

304. Contemporary Western Theatre — A study of contemporary movements in the theatre, including the variants of modern realism and naturalism, the epic theatre of Piscator and Brecht, the theatre of the absurd, and the theatres of participation, confrontation, protest, and ritual. Not recommended for freshmen. Offered alternate years. *Three Hours Robins Spring Semester*

306. American Theatre — A study of theatre in the United States from colonial times to the present. Emphasis will be placed on contemporary developments, beginning with O'Neill and the Provincetown Playhouse. Offered alternate years, 1993-94. *Three Hours*

307. Asian Theatre — A survey of the theatre in India, Southeast Asia, China, and Japan. Concentration will be on the classical and traditional performing arts, but with some attention to contemporary forms and recent developments in internationalization of theatre. Offered alternate years. *Three Hours Ralph Spring Semester*

400. Religious Perspectives in the Drama — (See listing under "The Senior Seminar," Interdisciplinary Studies 400.) *Three Hours Ralph May or June Term*

495. Seminar in Theatre — Intensive study of the work of a playwright, critic, or specific movement in or period of theatre history. Past topics have included Moliere, Strindberg, American scene design, Tennessee Williams, Moscow Art Theatre, and modern directing theories and practices from Artaud to the present. Prerequisite: permission of the instructor. *Two or Three Hours*

499. Readings in Theatre — Readings, under the tutorial supervision of an instructor assigned by the department chairperson, in a specialized or advanced area of theatre studies. Enrollment requires permission of the instructor. *Two or Three Hours Staff Both Semesters*



Faculty: Ms. Bach, Mr. Baer, Mr. Bell, Mr. Boulton, Ms. Dandavati, Ms. Dickie, Ms. Everts, Mr. Green, Mr. Hemenway, Ms. Japinga, Ms. Juth, Ms. Klay, Ms. Larsen, Mr. Luidens, Mr. Ludwig, Mr. Piers, Ms. Roehling, Ms. Simon, Mr. Steen, and Ms. Wessman

Hope College prepares students to become informed members of the global community. This process includes the understanding and valuing of the achievements of women in society. The Women's Studies Minor serves this purpose.

The Women's Studies Minor consists of six courses, totaling eighteen hours. All students take WS 200 Introduction to Women's Studies. Four courses should be selected, one from each of four core areas A through D: Institutions and Society, Literature and the Arts, Psychological and Human Development, and Ideology and Culture. The final course should be an independent study numbered WS 490 or WS 496. Additional resources include study in offcampus women's studies programs and internships such as the Philadelphia Center offers.

The courses below are described in the catalog under the discipline to which they refer. They include one or several units devoted to the study of women. Students who elect a Women's Studies Minor should for each course arrange with the instructor a paper topic integrating the study of women. To declare the minor see Jane Dickie.

A. Institutions and Society

Sociology/Social Work 232. Sociology of the Family	<i>Three Hours Piers</i>
Sociology 295. Sex Role Stereotypes	<i>Three Hours Luidens</i>
Political Science 340. Women and the Law	<i>Three Hours Juth</i>
Economics 404. Economics Growth and Development	<i>Three Hours Klay</i>
Economics 430. Labor Economics	<i>Three Hours Steen</i>
Political Science 494. The Gender Issue	<i>Three Hours Dandavati</i>

B. Literature and the Arts

English 295. American Women Authors	<i>Three Hours Bach</i>
English 331. African-American Literature	<i>Three Hours Hemenway</i>
French 472. The Development of the French Novel	<i>Three Hours Larsen</i>
French 495. Francophone Women Writers	<i>Three Hours Helm</i>

C. Psychological and Human Development

Psychology 230. Developmental Psychology	<i>Three Hours Dickie, Ludwig</i>
Psychology/Sociology 280. Social Psychology	<i>Three Hours Green</i>
Psychology 295. Psychology of Women	<i>Three Hours Dickie</i>

D. Ideology and Culture

Religion 151. Religion and Society	<i>Three Hours Boulton</i>
Religion 353. Christian Love	<i>Three Hours Boulton</i>
Women's Studies 295.(History 295.) Women in Antiquity	<i>Three Hours Bell</i>
IDS 438. Models of Christian Spirituality	<i>Three Hours Everts</i>

Independent Projects

WS 490. Independent Projects	<i>Staff</i>
WS 496. Internship Program in Women's Studies	<i>Roehling</i>

An internship in Women's Studies with the Philadelphia Program, or a placement approved by the Women's Studies and Programs Committee.

WOMEN'S STUDIES

WS 200. Introduction to Women's Studies — Whereas historically women have been studied as outsiders or objects, this course will study women as subjects. Through readings and extensive discussion participants will explore and assess the underlying assumptions in scientific and pseudo-scientific, academic and popular theories about gender. We will explore the effects of sexism and prejudicial attitudes on women and men. We will assess the validity of biological, psychological, sociological, anthropological and biblical explanations for gender asymmetry (why men have historically had more power). Participants will be encouraged to examine their own lives and empowered to teach and learn from one another.

Three Hours Dickie Fall Semester

INTERNSHIPS



A liberal arts education can develop in students a number of skills, including supervision and leadership, decision-making, problem analysis and problem solving, creative thinking, communication, effective risk-taking, and functioning effectively as a member of a group. Students develop these skills through experiences both in and outside the classroom, in extracurricular and volunteer activities, in off-campus programs, in residential living situations, and in internships. Internships, learning experiences on-campus or off-campus for which academic credit is earned, can be an important part of students' liberal arts education.

Internships can provide students opportunities to develop liberal arts skills and to gain beginning level work experience. Participants in some internship programs attend supervisory or integrating seminars, and all participants have faculty supervisors throughout their internships.

Hope juniors and seniors can register for off-campus internships as part of the Philadelphia Urban Semester, the Chicago Metropolitan Semester, the New York Arts Program, the Oak Ridge Science Semester, or the Washington Honors Semester. Since students on these programs register for credit through Hope College, a student's entire financial aid package (less work-study) can be applied to the cost of the off-campus program. Students with an interest in these programs should read pages 133 and 134 of the Catalog and contact the on-campus representatives for these programs.

Sander DeHaan

Jack Holmes

Anthony Muiderman

Joseph MacDoniels

Gordon Stegink

Charles Green

Jack Wilson

Chicago Metropolitan Semester

Washington Honors Semester

Philadelphia Urban Semester

Oak Ridge Science Semester

New York Arts Program

Representatives from these programs visit Hope's campus each semester to recruit students and answer their questions.

In addition to the internships available through these five off-campus programs, departmental internships are possible. These internships, either on or off campus, usually earn from one to nine credit hours. Generally a three credit hour internship requires that students spend nine hours per week on the internship throughout the semester (fourteen weeks).

An important part of all internships is the involvement of students in their creation. After consultation with the department in which the credit is to be earned, students are asked to write a learning plan which includes the objectives, the means of accomplishing these objectives, and the means of evaluating the internship. Careful planning and preparation are essential for a profitable internship opportunity.

Up to nine credit hours earned through internships can be counted toward a Hope degree; students earning a teaching certificate may count up to ten hours.

PRE-PROFESSIONAL PROGRAMS



The liberal arts experience at Hope College seeks to help each student grow as a competent, creative, and compassionate person. Such a focus prepares students well for vocations or further studies. Business and industry, professional schools, and government agencies are increasingly emphasizing that a broad base of studies in the liberal arts is the most significant vocational preparation an undergraduate college can offer.

Requirements for entrance into professional schools vary so widely that students interested in specialized fields should consult professional school catalogs early in their college careers. To help students develop their program at Hope College, faculty members with special interests and knowledge serve as vocational advisors. Students are encouraged to consult these advisors and to visit Hope's Career Library in the Sligh Building which contains extensive information about careers and other vocational information.

Advisors for Students Entering Professions

Art — Mr. Mayer	Law — Mr. Zoetewey, Mr. Curry
Biology — Mr. Cronkite	Medicine — Mr. Boyer, Mr. Gentile, Mr. Jekel, Mr. Mungall, Mr. Cronkite
Business and Economics — Mr. Heisler	Medical Technology — Mr. Jekel
Chemistry (Industrial and Research) — Mr. Brink	Music — Mr. Ritsema
Christian Ministry — Mr. Voskuil, Chaplain Van Heest	Nursing — Ms. Gordon
Church Work — Mr. Voskuil, Chaplain Van Heest	Teaching Elementary School — Mr. Paul Secondary School — Mr. Schackow College — Department Chairperson
Dance — Ms. DeBruyn	Physical Therapy — Mr. Jekel
Dentistry — Mr. Jekel	Physics — Mr. Gonthier
Diplomatic and Government Service — Mr. Holmes	Religion — Mr. Voskuil
Engineering — Mr. van Putten, Mr. Luchies	Social Work — Mr. Piers, Ms. Sturtevant
Geology — Mr. Tharin	Theatre — Mr. Ralph
Journalism — Mr. Mac Doniels	Writing, Editing — Mr. Reynolds

Christian Ministry and Church Vocation

Students with an interest in Christian ministry and church vocations should consult the religion major program described on page 289. This major will acquaint students with the academic disciplines in religion and will provide interdisciplinary breadth through courses in philosophy, psychology, sociology, history, English, and communication. The flexibility of the religion major also adapts well to the aptitudes and goals of individual students.

Students with an interest in Christian ministry may want to become involved with campus religious groups. Internships, especially in youth ministry, are available; credit is awarded for such internships.

Graduate schools and seminaries of the American Association of Theological Schools stress a broadly based liberal arts education and a core background in the academic discipline of religion. Current graduate entrance requirements reflect the advisability of Greek as the required language with a preference for Spanish as a second language for those with an interest in urban ministries.

PRE-PROFESSIONAL PROGRAMS

Diplomatic and Government Work

Students interested in the foreign service or other areas of government should focus on the social sciences. Courses in history, political science, economics, and business administration are recommended for those intending a career in public administration. Students interested in the foreign service should seek a broad knowledge in history, economics, political science, English, and languages. These students may want to consider a composite major in international studies, pages 164, or the special program in foreign area studies in the Department of Political Science, page 279.

Students who intend to enter other branches of governmental work should consider majors in business administration, economics, or political science. These students should also consider being part of the Washington Honors Semester Program (see page 134). Internships are also available, including a one-hour campaign internship open to all students during every national election year. Students may also want to participate in Hope's Model United Nations held each spring semester on campus.

Journalism

Because of the variety of vocations in the field of journalism, the College offers students a broad base of knowledge and skills fundamental of all forms of journalism. The Communication Department offers courses in media production and print media; the English Department offers several writing courses of interest to prospective journalists. Broad study in the social sciences is highly recommended. The Chairperson of the Department of Communication or the English Department can provide additional advice.

A number of positions on the campus newspaper, literary review, yearbook, editorial journal, radio station, or local cable television station provide practical experience in such aspects of journalism as editorial work, news reporting, proof-reading, sports-casting, advertising, radio script writing, and layout. In addition, internships through the Department of Communication or the English Department are encouraged; credit is awarded for these internships.

Law

The Law School Admission Council in its *Pre-Law Handbook* stresses that the highest quality of education needed for law school should emphasize comprehension and expression in words; critical understanding of the human institutions and values with which law deals; and creative power in thinking.

Students intending to enter the legal profession will find that most law schools do not prescribe a specific pre-professional program but insist on broad background in the liberal arts with an emphasis on courses which will help students develop the skills listed above.

Practically speaking, the prelaw students can select a major in any subject area. Business administration, economics, English, history, philosophy, or political science are common areas of concentration, but almost any major could provide a well-read student with a good preparation for legal studies.

Students should plan to take a number of courses in writing. Because of the most valuable activities in preparation for the study and practice of law is academic debate and public speaking, students should consider being involved in the forensics program. This extracurricular competition encourages the development of research, reasoning, and communication skills. Finally, since law is neither studied nor practiced in a vacuum, students should explore widely to understand their

PRE-PROFESSIONAL PROGRAMS

physical, psychological, physiological, social, and ethical environment.

Prelaw students may want to take part in the Washington Honors Semester Program or internships offered in their major department.

Seminars to help students prepare for the Law School Admissions Test (LSAT) are offered each semester through the Department of Political Science and the Career Planning and Placement Office. Students with an interest in law are informed through a newsletter of campus lectures and other activities which may be of special interest to them.

Library and Information Sciences

Students intending to prepare for a career in librarianship should consider these points in planning their undergraduate years. Since opportunities exist for many kinds of subject specialists, students should plan a major in the discipline that most interests them. In addition, students should try to develop broad knowledge by selecting a number of courses in the humanities, social sciences, and natural sciences. Because recent developments in librarianship have placed an emphasis on automation, some undergraduate courses in computer science are desirable. To obtain first-hand experience in the practice of librarianship, students are encouraged to work in one of the college's libraries.

Students with an interest in becoming school librarians or media specialists will need to take the educational courses required for certification.

A limited number of scholarships are available through library schools and other organizations, including the Library of Michigan.

Music

Many options exist for students who intend to pursue music as a career. Hope has two Bachelor of Music degree programs to prepare students for teaching music—the Bachelor of Music in Vocal Music Education and the Bachelor of Music in Instrumental Music Education.

For students intending to become performing artists, the Bachelor of Music in Performance is available. For those interested in becoming musicologists or music librarians, the Bachelor of Arts degree program with a major in music literature and history or in music theory is available.

Students intending to major in music need to follow a sequence of courses that extends through four years. To prevent serious complications, students need to enroll in certain music courses in their freshman year. Complete descriptions of the degree programs in music can be found on pages 245-247.

Social Work

Hope offers a major in social work described on pages 294 and 295. This major introduces students to the theoretical perspectives in psychology, sociology, and social work as well as to the practical application of material from these disciplines.

Graduate schools of social work are interested in students who have a broadly based liberal arts education and a theoretical background in the disciplines of social sciences. The present job market reflects the advisability of Spanish as a second language.

In their junior and senior years, students with an interest in social work will enroll in one or more internships, either on-campus or off-campus. Opportunities also exist to volunteer for Higher Horizons' big brother-big sister program or for community-based opportunities through the Chaplains' Office or through the Community Service Office (Michigan Campus Compact) in the DeWitt Center.

PRE-PROFESSIONAL PROGRAMS

Teaching

Students planning to teach in elementary or secondary schools must be formally admitted to the teacher education program and receive permission to student teach; generally students are admitted in the spring of their sophomore year. Information is available from Hope's Education Department.

ELEMENTARY SCHOOL

Students completing the teacher education program will qualify for a teaching certificate from the State of Michigan. Although teaching requirements differ among states, the Michigan teaching certificate is valid in many other states through reciprocal certification agreements.

A departmental or composite major, a teaching minor or substantive minor, and the professional education course sequence are the essential components of the teacher education program. An *Education Department Handbook* is available from the Education Department.

SECONDARY SCHOOL

Students completing the teacher education program will qualify for a teaching certificate from the State of Michigan. Although teaching requirements differ among states, the Michigan teaching certificate is valid in many other states through reciprocal certification agreements.

COLLEGE

For those interested in college teaching, a major in their chosen field of specialization is advisable. Departmental advisors should be consulted to help these students develop an academic program.

MICHIGAN SCHOLARS IN COLLEGE TEACHING PROGRAM

Hope College is a participant with four other Michigan liberal arts colleges and the University of Michigan in a cooperative program to provide counsel, guidance, and special curricular and extracurricular opportunities to academically talented students who are interested in college teaching as a profession. In the junior year, such students are advised to follow the special course sequences recommended by their major department, and to continue in mastery of one or more foreign languages.

In several areas cooperative course planning between Hope College and the University of Michigan or the University of Chicago leads to special consideration for graduate study at these universities and preference in scholarship awards.

HEALTH PROFESSIONS, SCIENCE, ENGINEERING

Hope College offers a variety of programs and opportunities for students interested in pursuing careers in the natural sciences. The science curriculum is designed to enable the student to develop competency in several scientific disciplines and to pursue a specific field of interest in depth. The opportunity to work closely with faculty in creative research efforts further enhances the student's learning and appreciation of the natural sciences. Hope offers extensive opportunities for such cooperative research. The net result of Hope's science program is a motivated, well-prepared young scientist who is eagerly sought by graduate schools, medical schools, and employers.

PRE-PROFESSIONAL PROGRAMS

With these goals in mind, freshmen interested in a career involving science should plan to take in the fall semester a math course appropriate for their backgrounds (most often precalculus, Mathematics 130, or calculus, Mathematics 131) and, for maximum flexibility, two science courses intended for majors in the natural sciences. Each of these science courses initiates a year-long sequence which is normally completed during the same year.

By following this pattern, students develop the background needed to undertake further study in the sciences and explore several scientific disciplines early in their degree program. The program provided an excellent preparation for further study or work in the sciences, in engineering, or in a variety of health professions.

Engineering

In addition to the normal courses recommended for admission to Hope, a student interested in engineering should have completed the following high school courses: at least three years of math through trigonometry, one year each of physics and chemistry, and a course in mechanical drawing if available.

Several programs are available which combine a pre-engineering course at Hope with an engineering curriculum at an engineering school. For example a 3-2 engineering program has been arranged with Case-Western Reserve University, Columbia University, University of Michigan (Ann Arbor and Dearborn), Rensselaer Polytechnic Institute, University of Southern California, and Washington University (St. Louis) in which students take three years of undergraduate work at Hope and complete professional undergraduate engineering training in two years at one of the six universities. At the end of five years A.B. or B.S. degree from Hope and a B.S.E. degree from the engineering school are granted. During the second year at Hope, the student should make application for a major in engineering physics through engineering advisor (Dr. van Putten). Application to the engineering school should be made during the fall semester of the student's junior year.

Students whose academic records are strong enough to qualify for consideration for graduate study may complete a master's degree in a variety of engineering fields at the University of Michigan after five years of study. Such students spend three or four years at Hope and one to two years at the engineering school. The A.B. or B.S. (Hope) and M.S.E. (university) are awarded upon completion of the program. In addition to the formal programs leading to the master's degree at the University of Michigan, graduate schools of engineering accept Hope graduates who have majored in the physical sciences, mathematics, or computer science.

Students considering an engineering career are strongly encouraged to take appropriate engineering courses offered at Hope (see pages 268 and 269). These courses prepare the student for engineering school as well as confirm the student's career objectives.

The combination of degrees in the liberal arts and in engineering provides a broad, yet thorough, foundation for future development. A variety of programs can be tailored to meet individual student interests. Complete details regarding these programs are available from Dr. van Putten. It is important to arrange the Hope component of these programs early.

Medicine and Dentistry

Premedical students may major in any academic field in which they have an interest. Most premedical students at Hope College major in biology or chemistry, and these disciplines provide excellent background in the basic sciences required for medical schools. Regardless of the student's choice of major field, the person

PRE-PROFESSIONAL PROGRAMS

oriented toward a career in medicine should take Biology 111 and 112, Chemistry 111, 113, 114, 121, 221, 231, 255, and 256, Physics 121, 122, 141, and 142, and Mathematics 131. In addition, Mathematics 132 is highly recommended. These courses should be completed within the first three years of college in order to provide the optimum preparation for the Medical College Aptitude Test (MCAT).

The premedical program is not a rigid one; each student will be permitted considerable latitude in selection of courses beyond those required by the medical schools. Electives often include advanced psychology courses.

Although most pre dental students complete a four-year program, a few complete the minimum requirements and enter dental school after three years at Hope College. It is advisable for students to select possible schools of dentistry early in their undergraduate career in order to prepare for the specific requirements of the dental schools of their choice.

Students interested in medicine or dentistry should to contact the Chairperson of the Health Profession Committee, Dr. Jekel, as soon as possible after they arrive at Hope. Other members of the Committee are Drs. Boyer, Cronkite, Gentile, and Mungall.

Medical Technology

Medical technology students may major in Biology or Chemistry and must complete at least 90 semester hours of college credit. A minimum of 16 semester hours of chemistry, 16 semester hours of biology, (including microbiology, Biology 301), 6 hours of physics, and 3 hours of mathematics must be included.

Hope College, in cooperation with nearby hospitals, has a four-year degree program which leads to the A.B. degree. During the first three years, the student completes all of the core and departmental major requirements at the College. If accepted to an affiliated school of Medical Technology, students will spend 12 months in residence at the hospital in an accredited Med-Tech program. Upon successful completion of both segments, students are granted the A.B. degree by the College are eligible to take the certifying examination offered by the Board of Registry of the American Society for Clinical Pathologists, the National Certification Agency for Medical Laboratory Personnel and/or other appropriate certifying examinations. Students interested in medical technology should contact Dr. Jekel for further details on the program.

Hope College has an agreement of affiliation for the training of Medical Technologists with Blodgett and Butterworth Hospitals in Grand Rapids, Michigan and Saint Mary's Hospital in Saginaw, Michigan.

A student who wishes to take the fourth year at an accredited, non-affiliated hospital may do so if permission is granted in advance by the Dean of the Natural Sciences and the Admission Committee of the hospital.

Environmental Health Science

Students with an interest in the health sciences may also wish to acquire a traditional major in biology, chemistry, or physics along with a nucleus of courses dealing with environmental health problems. Such a program qualifies students to pursue employment or advanced degrees in fields dealing with environmental health concerns (e.g., toxicology and mutagenicity, chemical contamination, industrial hygiene, sewage treatment and nuclear power operations). Courses in environmental health science introduce the student to basic principles of toxicology and environmental chemistry and provide training which qualifies students to obtain employment in fields for which the demand is rapidly expanding due to new

PRE-PROFESSIONAL PROGRAMS

regulations limiting environmental contaminants. An early start with basic science and mathematics courses allows the student to gain research and/or internship experience at the junior/senior level. Several staff members have active, on-going research efforts related to environmental health situations, and internships with various industrial firms are possible. For specific details regarding these programs, students are encouraged to contact Dr. James Gentile early in their undergraduate program.

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B.A., Swarthmore College, 1954;
M.A., Yale University, 1956;
Ph.D., Yale University, 1957;
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A.B. Calvin College, 1956;
A.M., Stanford University, 1961;
Ph.D., Stanford University, 1963

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B.S., Grand Valley State Colleges, 1979;
M.S.W., University of Michigan, 1982

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A.B., Harvard University, 1973;
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B.A., St. Mary's College, 1968;
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Ph.D., Illinois State University, 1974

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M.A., University of Michigan, 1965;
Ph.D., Michigan State University, 1968

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A.B., Calvin College, 1942;
B.S.E., University of Michigan, 1942;
M.S., University of Michigan, 1947;
Sc.D., Massachusetts Institute of Technology, 1951;
Litt.D., Hope College, 1972;
L.H.D., Meiji Gakuin University, 1987

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LESLIE R. BEACH — *Professor Emeritus of Psychology* (1964-1991)
B.A., Houghton College;
M.Ed., Wayne State University;
Ph.D., University of Michigan

*The figures in parentheses indicate the year in which the person began service at Hope College. A second figure in parentheses indicates the year of beginning the present appointment after interruption in the period of service. In the Emeriti section, the year of retirement is also given.

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A.B., Hope College, 1950;
B.D., Western Theological Seminary;
S.T.M., Union Theological Seminary;
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B.S., Juilliard School of Music;
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M.A., Harvard University, 1967;
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B.A., Alma College, 1978;
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Ed.M., Harvard University, 1980;
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B.A., Miami University, 1969;
M.A., Ohio University, 1974;
Ph.D., Ohio University, 1987
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B.A., University of Concepcion, Chile, 1962;
M.Phil., University of Leeds, England, 1978;
Ph.D., The University of Michigan, 1986
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B.A., LeTourneau College, 1979;
M.S., University of Minnesota, 1988;
Ph.D., University of Minnesota, 1991

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B.Mus., University of Illinois, 1959;
M.Mus., Yale University, 1963
- KODJOPA ATTOH — *Associate Professor of Geology* (1981)
B.Sc., University of Ghana, 1968;
M.S., University of Cincinnati, 1970;
Ph.D., Northwestern University, 1973
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A.B., Hope College, 1958;
M.A., University of Wisconsin, 1959;
Ph.D., University of Notre Dame, 1978
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B.S., Iowa State University, 1967;
M.A., University of Iowa, 1971;
Ph.D., University of Iowa, 1976
- WESLEY A. BALL — *Associate Professor of Music* (1992)
B.M.E., Shenandoah College and Conservatory of Music, 1973;
M.A., Case Western Reserve University, 1976;
M.Mus., Cleveland Institute of Music, 1977;
Ph.D., Case Western Reserve University, 1982
- BARRY L. BANDSTRA — *Associate Professor of Religion* (1983)
B.A., University of Illinois, 1972;
B.Div., Calvin Theological Seminary, 1975;
M.A., M.Phil., Yale University, 1978;
Ph.D., Yale University, 1982
- CHRISTOPHER C. BARNEY — *Professor of Biology* (1980)
B.S., Wright State University, 1973;
Ph.D., Indiana University, 1977
- ALBERT A. BELL, JR. — *Professor of Classics and History* (1978)
B.A., Carson—Newman College, 1966;
M.A., Duke University, 1968;
M.Div., Southeastern Seminary, 1973;
Ph.D., University of North Carolina, 1977
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B.S.S., Eastern Mennonite College, 1977;
M.S.N., Case Western Reserve University, 1984
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B.A., Westmar College, 1963;
M.S., Iowa State University, 1967;
Ph.D., Iowa State University, 1970
- MICHELLE BOMBE — *Assistant Professor of Theatre and Resident Costume Designer* (1991)
B.S., University of Evansville, 1985;
M.F.A., University of Texas, 1989

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CATHLEEN BOUWSMA — *Assistant Professor of Nursing* (1991; Calvin Apmt)

B.S.N., Bob Jones University, 1982;

M.S., Community Health Nursing, University of Michigan, 1990

SYLVIA BOYD, C.P.A., C.M.A. — *Associate Professor of Business Administration* (1985)

B.A., Northern Illinois University, 1982;

M.B.A., Grand Valley State Colleges;

F.E. Seidman Graduate School of Business Administration, 1985

RODNEY F. BOYER — *Professor of Chemistry* (1974)

B.A., Westmar College, 1964;

M.S., Colorado State University, 1967;

Ph.D., Colorado State University, 1969

(Sabbatical Leave Fall Semester, 1991)

ALLEN R. BRADY — *Professor of Biology* (1964) (1966)

B.A., University of Houston, 1955;

M.S., University of Houston, 1959;

Ph.D., Harvard University, 1964

ALICE J. BRIGGS — *Assistant Professor of Nursing* (1991)

B.S.N., Nazareth College, 1972;

M.S.N., University of Michigan, 1981

IRWIN J. BRINK — *Professor of Chemistry and Chairperson of the Department* (1957)

A.B., Hope College, 1952;

Ph.D., University of Illinois, 1957

RICHARD T. BROCKMEIER — *Professor of Physics and Computer Science* (1966)

A.B., Hope College, 1959;

M.S., California Institute of Technology, 1961;

Ph.D., California Institute of Technology, 1965

(Sabbatical leave fall semester, 1992)

SHIRLEY V. BROWNE — *Assistant Professor of Computer Science* (1990)

B.A., Indiana University, 1978;

M.Ed., University of Illinois, 1980;

M.S., Wichita State University, 1985;

M.S., Purdue University, 1986;

Ph.D., Purdue University, 1990

C. BAARS BULTMAN — *Associate Professor of Education* (1987)

A.B., Hope College, 1971;

M.A., Western Michigan University, 1976

MARIA A. BURNATOWSKA-HLEDIN — *Associate Professor of Biology and Chemistry* (1992)

B.S., McGill University, 1975;

M.S., McGill University, 1977;

Ph.D., McGill University, 1980

DAVID C. CAROTHERS — *Associate Professor of Mathematics and Chairperson of the Department* (1981)

B.S., Westminster College, 1975;

M.S., Purdue University, 1977;

Ph.D., Purdue University, 1981

THE FACULTY

- SUSAN M. CHERUP — *Associate Professor of Education* (1976)
A.B., Hope College, 1964;
M.A., Western Michigan University, 1967
(Sabbatical leave spring semester, 1993)
- JOANNE MI-YANG CHO — *Assistant Professor of History* (1992)
B.A., University of California Los Angeles, 1983;
M.A., University of Chicago, 1984;
Ph.D., University of Chicago, 1991
- H. FAYE CHRISTENBERRY — *Humanities Reference Librarian with the rank of Assistant Professor* (1992)
B.A., University of Alabama, 1985;
M.A., Indiana University, 1988;
M.S., University of Illinois at Urbana-Champaign, 1991
- WILLIAM COHEN — *Professor of History* (1971)
B.A., Brooklyn College, 1957;
M.A., Columbia University, 1960;
Ph.D., New York University, 1968
- COLLEEN M. CONWAY — *Librarian with rank of Assistant Professor and Head of Technical Services* (1989)
B.A., Grinnell College, 1978;
M.A., The University of Iowa, 1983
- JOAN C. CONWAY — *Professor of Music* (1969)
B.S.M.E., Lebanon Valley College, 1957;
M.Mus., Manhattan School of Music, 1959
- NANCY L. WOOD COOK — *Associate Professor of Education* (1987)
B.A., Michigan State University, 1973;
M.A., Michigan State University, 1978
- JOHN D. COX — *Professor of English and Director of IDS* (1979)
A.B., Hope College, 1967;
M.A., University of Chicago, 1968;
Ph.D., University of Chicago, 1975
(Sabbatical leave spring semester, 1993)
- MIHAI D. CRAIOVENANU — *Associate Professor of Music* (1992)
B.M., George Dima School of Music, 1975;
D.M.A., Ciprian Porumbescu Conservatory of Music, 1979
- DONALD L. CRONKITE — *Professor of Biology* (1978)
B.A., Indiana University 1966;
Ph.D., Indiana University, 1972
- EARL R. CURRY — *Professor of History and Chairperson of the Department* (1968)
B.S., Iowa State University, 1960;
M.A., University of Minnesota, 1962;
Ph.D., University of Minnesota, 1966
- ANNIE DANDAVATI — *Assistant Professor of Political Science* (1992)
B.A., Jesus and Mary College, 1985;
M.A., JawaharLal Nehru University, 1987;
Ph.D., University of Colorado at Denver, 1992

THE FACULTY

MAXINE DE BRUYN — *Professor of Dance and Chairperson of the Department* (1965)

B.S., Michigan State University, 1959

SANDER DE HAAN — *Associate Professor of German* (1979)

A.B., Calvin College, 1967;

M.A., Northwestern University, 1970;

Ph.D., Northwestern University, 1980

HERBERT L. DERSHEM — *Professor of Computer Science and Chairperson of the Department* (1969)

B.A., University of Dayton, 1965;

M.S., Purdue University, 1967;

Ph.D., Purdue University, 1969

PAUL DE YOUNG — *Associate Professor of Physics* (1985)

A.B., Hope college, 1977;

Ph.D. Notre Dame University, 1982

JANE R. DICKIE — *Professor of Psychology and Director of Women's Studies* (1972)

B.A., Alma College, 1968;

M.A., Michigan State University, 1970;

Ph.D., Michigan State University, 1973

MARY M. DOORNBOS — *Associate Professor of Nursing* (1983; Calvin apmt.)

B.S.N., University of Michigan, 1980;

M.S., University of Michigan, 1983

PATRICIA L. DORN — *Assistant Professor of Biology* (1992)

B.A., University of California, San Diego, 1980;

Ph.D., University of Maryland, 1989

DONNA EATON — *Assistant Professor of Physical Education* (1984)

B.S., Grand Valley State College, 1978;

M.A., Michigan State University, 1982

ROBERT ELLSWORTH ELDER, JR. — *Professor of Political Science* (1969)

B.A., Colgate University, 1964;

M.A., Duke University, 1969;

Ph.D., Duke University, 1971

(Sabbatical leave quarter-time fall, full-time spring semester, 1993)

SHARON ETHERIDGE — *Assistant Professor of Nursing* (1987; Calvin apmt.)

B.S.N., Nazareth College, 1980;

M.S.N., Grand Valley State University, 1989

JANET MEYER EVERTS — *Assistant Professor of Religion* (1985)

B.A., Wellesley College, 1972;

M.A., Claremont Graduate School, 1973;

M.Div., Fuller Theological Seminary, 1977;

Ph.D., Duke University, 1985

CHERYL FEENSTRA — *Assistant Professor of Nursing* (1982; 1985; 1989; Calvin Apmt)

B.S.N., University of Michigan, 1972;

M.S.N., Wayne State University, 1979

THE FACULTY

- J. SCOTT FERGUSON — *Assistant Professor of Music* (1990)
B.Mus., Oberlin College Conservatory of Music, 1979;
M.F.A., University of California—*Irvine*, 1981;
D.M.A., University of Wisconsin—*Madison*, 1987
- FRANCIS G. FIKE — *Professor of English* (1968)
A.B., Duke University, 1954;
M.Div., Union Theological Seminary, 1957;
M.A., Stanford University, 1958;
Ph.D., Stanford University, 1964
- MARY FLIKKEMA — *Assistant Professor of Nursing* (1987; Calvin apmt.)
B.S., Western Michigan University, 1976;
M.S.N., Grand Valley State University, 1989
- SAMUEL RUSSELL FLOYD, III — *Associate Professor of Music* (1984)
B.Mus., Furman University, 1976;
M.Mus., The Southern Baptist Theological Seminary, 1979;
Ph.D., Michigan State University, 1988
- BOBBY FONG — *Dean for the Arts and Humanities and Professor of English* (1989)
A.B., Harvard University, 1973;
Ph.D., University of California, Los Angeles, 1978
- LEE FORESTER — *Assistant Professor of German* (1992)
B.A., University of California Berkeley, 1984;
M.A., University of California Berkeley, 1986;
Ph.D., University of California Berkeley, 1992
- ROBERT GENTENAAR — *Associate Professor of Economics* (1977)
B.A., Western Michigan University, 1961;
M.B.A., Michigan State University, 1970;
M.A., Michigan State University, 1974;
Ph.D., Michigan State University, 1977
- JAMES M. GENTILE — *Dean for the Natural Sciences and Kenneth G. Herrick Professor of Biology* (1976)
B.A., St. Mary's College, 1968;
M.S., Illinois State University, 1970;
Ph.D., Illinois State University, 1974
- C. KENDRICK GIBSON — *Professor of Business Administration* (1986)
B.S., Louisiana State University, 1964;
M.B.A., Louisiana State University, 1969;
Ph.D., University of Arkansas, 1978
(Sabbatical leave spring semester, 1993)
- PETER L. GONTHIER — *Associate Professor of Physics and Chairperson of the Department* (1983)
B.A., Texas A & M, 1975;
Ph.D., Texas A & M, 1980
- BETHANY A. GORDON — *Assistant Professor of Nursing* (1983)
B.S.N., Michigan State University, 1966;
M.S.N., Wayne State University, 1967
- KELLY GORDON-JACOBSMA — *Head Librarian with rank of Assistant Professor and Head of Public Services* (1988)
B.A., Northern Michigan University, 1979;
M.L.S., School of Library Science, University of Michigan, 1982

THE FACULTY

- MARY LINDA GRAHAM-FALLON — *Assistant Professor of Dance* (1983)
B.F.A., University of Illinois, 1979;
M.F.A., University of Illinois, 1982
- CHARLES W. GREEN — *Associate Professor of Psychology* (1983)
B.S., Trevecca College, 1978;
M.A., University of Florida, 1980;
Ph.D., University of Florida, 1983
- EDWARD C. HANSEN — *Associate Professor of Geology* (1984)
B.S., University of Cincinnati, 1978;
Ph.D., University of Chicago, 1983
(Sabbatical leave spring semester, 1993)
- EVELYN L. HART — *Assistant Professor of Mathematics* (1991)
B.A., Middlebury College, 1982;
M.A., University of Wisconsin—Madison, 1987;
Ph.D., University of Wisconsin—Madison, 1991
- JAMES B. HEISLER — *Professor of Economics and Chairperson of the Department* (1981)
B.A., Drew University, 1965;
M.A., State University of New York at Albany, 1966;
Ph.D., University of Nebraska, 1975
- YOLANDE A. T. HELM — *Assistant Professor of French* (1990)
B.A., Juniata College, 1981;
M.A., Penn State University, 1986;
Ph.D., Penn State University, 1989
- STEPHEN I. HEMENWAY — *Professor of English* (1972)
A.B., College of the Holy Cross, 1964;
M.A., Boston College, 1967;
Ph.D., University of Illinois, 1972
(Sabbatical leave fall semester, 1992)
- LYNNE HENDRIX, C.P.A. — *Associate Professor of Business Administration* (1984)
B.A., Eastern Michigan University, 1978;
M.B.A., Grand Valley State Colleges;
F.E., Seidman Graduate School of Business Administration, 1985
- JAMES A. HERRICK — *Associate Professor of Communication* (1984)
B.A., California State University, 1976;
M.A., University of California, 1978;
Ph.D., University of Wisconsin—Madison, 1986
- JUDY HILLMAN — *Howard R. and Margaret E. Sluyter Assistant Professor in Art and Design* (1989)
B.S., Western Michigan University, 1967
- JACK E. HOLMES — *Professor of Political Science and Chairperson of the Department* (1969) (1974)
B.A., Knox College, 1963;
M.A., University of Denver, 1967;
Ph.D., University of Denver, 1972
(Washington Semester spring 1993)
- STEVEN D. HOOGERWERF — *Visiting Assistant Professor of Religion* (1992)
B.A., Hope College, 1977;
M.Div., Western Theological Seminary, 1981;
Ph.D., Duke University, 1991

THE FACULTY

- CHARLES A. HUTTAR — *Professor of English* (1966)
B.A., Wheaton College, 1952;
M.A., Northwestern University, 1953;
Ph.D., Northwestern University, 1956
- STEVEN IANNACONE — *Visiting Assistant Professor of Dance* (1990)
B.A., Newark State College
- ANNE E. IRWIN — *Associate Professor of Physical Education, Athletic Director for Women and Director of Intramural Sports* (1976)
B.S., University of Michigan, 1960;
M.A., Michigan State University, 1970;
Ph.D., Michigan State University, 1975
- LYNN M. JAPINGA — *Assistant Professor of Religion* (1992)
B.A., Hope College, 1981;
M. Div., Princeton Theological Seminary, 1984;
Ph.D., Union Theological Seminary, 1992
- WILLIAM H. JAPINGA — *Associate Professor of Business Administration* (1981)
B.A., Kalamazoo College, 1960;
M.B.A., Northwestern University, 1962
(Sabbatical leave fall semester, 1992)
- EUGENE C. JEKEL — *Edward A. and Elizabeth Hofma Professor of Chemistry* (1955)
A.B., Hope College, 1952;
M.S., Purdue University, 1955;
Ph.D., Purdue University, 1964
- R. DIRK JELLEMA — *Professor of English* (1964)
B.A., Calvin College, 1960;
M.F.A., University of Oregon, 1964
- DAVID P. JENSEN — *Director of Libraries* (1984)
B.A., Greensboro College, 1965;
MSLS, University of North Carolina, 1968
- ARTHUR H. JENTZ, JR. — *Professor of Philosophy and Chairperson of the Department* (1962)
A.B., Hope College, 1956;
B.D., New Brunswick Seminary, 1959;
Ph.D., Columbia University, 1965
- MICHAEL J. JIPPING — *Assistant Professor of Computer Science* (1987)
B.S., Calvin College, 1981;
M.S., The University of Iowa, 1984;
Ph.D., The University of Iowa, 1986
- PETER L. JOLIVETTE — *Professor of Physics* (1976)
B.S., University of Wisconsin, 1963;
M.S., Purdue University, 1965;
Ph.D., University of Wisconsin, 1971
- CAROL LYNN JUTH — *Librarian and Assistant Professor* (1970)
B.A., Oakland University, 1968;
M.S.L., Western Michigan University, 1969;
M.A., Western Michigan University, 1972;
Ph.D., Western Michigan University, 1985

THE FACULTY

- SHINKO KAGAYA — *Assistant Professor of Japanese* (1991)
B.A., Aoyama Gakuin University, 1988;
M.A., Ohio State University, 1991
- MARGARET KASIMATIS — *Assistant Professor of Psychology* (1991)
B.A., Loyola Marymount University, 1985;
M.S., Purdue University, 1989
- PILKYU KIM — *Assistant Professor of Political Science* (1987)
B.A., Hankuk University of Foreign Studies, Seoul, 1964;
M.A., East Carolina University, 1976;
Ph.D., The University of Arizona, 1985
(Leave of absence fall semester, 1992)
- ROBIN KLAY — *Associate Professor of Economics and Business Administration* (1979)
B.A., Whitman College, 1968;
Ph.D., Princeton University, 1973
- GEORGE KRAFT — *Professor of Physical Education and Chairperson of the Department* (1967)
B.A., Wheaton College, 1962;
M.S., Indiana University, 1965;
P.E.D., Indiana University, 1971
- M. DEAN KREPS — *Assistant Professor of Physical Education and Athletics* (1986)
B.A., Monmouth College, Illinois, 1984;
M.S., The University of Illinois, 1986
- PERRY LANDES — *Assistant Professor of Theatre, Resident Sound and Lighting Designer, and Technical Director for the Performing Arts* (1987)
B.A., Whitworth College, 1981;
M.F.A., University of Montana, 1987
- ANNE R. LARSEN — *Associate Professor of French* (1984)
A.B., Hope College, 1970;
M.A., Columbia University, 1971;
Ph.D., Columbia University, 1975
- H. MARK LARSON — *Visiting Assistant Professor of Spanish* (1991)
B.A., Bob Jones University, 1975;
M.A., Middlebury College, 1977;
Ph.D., Ohio State University, 1991
- HUW R. LEWIS — *Associate Professor of Music* (1990)
A.R.C.M., Royal College of Music, London;
F.R.C.O., Emmanuel College, Cambridge University;
M.A., University of Michigan School of Music, 1983;
D.M.A., University of Michigan, 1990
- CARL W. LUCHIES — *Assistant Professor of Engineering* (1991)
B.S., Calvin College, 1985;
B.S., University of Michigan, 1985;
M.S., University of Michigan, 1986;
Ph.D., University of Michigan, 1991
- THOMAS E. LUDWIG — *Professor of Psychology* (1977)
B.A., Concordia College, 1972;
M.A., Christ Seminary (SEMINEX), 1975;
Ph.D., Washington University, 1977

THE FACULTY

DONALD A. LUIDENS — *Associate Professor of Sociology and Chairperson of the Department* (1977)

A.B., Hope College, 1969;
M.Div., Princeton Theological Seminary, 1972;
M.A., Rutgers University, 1974;
Ph.D., Rutgers University, 1978

JOHN E. LUNN — *Robert W. Haack Professor of Economics* (1992)

B.A., Samford University, 1970;
M.A., California State University, Hayward, 1975;
Ph.D., University of California, Los Angeles, 1980

JOSEPH W. MAC DONIELS — *Professor of Communication and Chairperson of the Department* (1972)

B.A., Culver—Stockton College, 1963;
M.S., George Williams College, 1965;
Ph.D., University of Kansas, 1972

CAROL A. MAHSUN — *Associate Professor of Art History* (1989)

B.A., University of Wisconsin-Milwaukee, 1961;
M.A., University of Chicago, 1977;
Ph.D., University of Chicago, 1981

HERBERT L. MARTIN — *Associate Professor of Business Administration* (1982)

B.S., John Brown University, 1975;
M.S., University of Arkansas, 1977

JANE PENELOPE MAUGER — *Assistant Professor of Nursing* (1987)

R.N., Chicago Wesley Memorial Hospital, School of Nursing, 1961;
B.S.N., University of Illinois, College of Nursing, 1962;
M.S.N., University of Michigan, College of Nursing, 1985

WILLIAM R. MAYER — *Associate Professor of Art and Chairperson of the Department* (1978)

B.F.A., University of Minnesota, 1976;
M.F.A., Pennsylvania State University, 1978
(Sabbatical leave spring semester, 1993)

BRUCE MCCOMBS — *Associate Professor of Art* (1969)

B.F.A., Printmaking, Cleveland Institute of Art, 1966;
M.F.A., Printmaking, Tulane University, 1968

RICHARD J. MEZESKE — *Visiting Assistant Professor of Education* (1992)

B.A., Hope College, 1969;
M.M., Michigan State University, 1978

DELBERT L. MICHEL — *Professor of Art* (1964)

B.A., De Pauw University, 1961;
M.F.A., State University of Iowa, 1964

NANCY SONNEVELDT MILLER — *Dean for the Social Sciences and Professor of Education* (1968)

A.B., Hope College, 1962;
M.A., University of Michigan, 1965;
Ph.D., Michigan State University, 1968

SUSAN MLYNARCZYK — *Visiting Assistant Professor of Nursing* (1982) (1991)

B.S.N., Wayne State University, 1977;
M.S.N., University of Wisconsin, 1979

THE FACULTY

- JOYCE M. MORRISON — *Associate Professor of Music* (1962)
A.B., Augustana College, 1953;
B.M., American Conservatory of Music, 1959;
M.M., American Conservatory of Music, 1961
(Sabbatical leave spring semester, 1993)
- JAMES P. MOTIFF — *Professor of Psychology and Chairperson of the Department* (1969)
B.S., St. Norbert College, 1965;
M.S., University of South Dakota, 1967;
Ph.D., University of South Dakota, 1969
- JUDITH A. MOTIFF — *Professor of French and Chairperson of the Department of Modern and Classical Languages* (1969)
B.A., Purdue University, 1962;
M.A., University of Illinois, 1964;
Ph.D., Michigan State University, 1987
- ANTHONY B. MUIDERMAN — *Professor of Business Administration* (1977)
B.S., Calvin College, 1950;
B.S.E., University of Michigan, 1960;
M.B.A., Grand Valley State Colleges, 1977
- WILLIAM S. MUNGALL — *Professor of Chemistry* (1971)
B.A., State University of New York at Buffalo, 1967;
Ph.D., Northwestern University, 1970
- K. GREGORY MURRAY — *Associate Professor of Biology* (1986)
B.A., California State University, Northridge, 1977;
M.S., California State University, Northridge, 1980;
Ph.D., University of Florida, Gainesville, 1986
(Sabbatical leave spring semester, 1993)
- DAVID G. MYERS — *John Dirk Werkman Professor of Psychology* (1967)
B.A., Whitworth College, 1964;
M.A., University of Iowa, 1966;
Ph.D., University of Iowa, 1967;
L.H.D., Northwestern College, 1987
- ROGER J. NEMETH — *Associate Professor of Sociology* (1983)
B.A., Western Michigan University, 1978;
M.A., University of North Carolina, 1981;
Ph.D., University of North Carolina, 1987
- DAVID H. NETZLY — *Assistant Professor of Biology* (1987)
A.B., Miami University, 1976;
Ph.D., Miami University, 1983
- NANCY A. NICODEMUS — *Professor of English* (1966)
B.A., Western Michigan University, 1957;
M.A., University of Wyoming, 1959
- THEODORE L. NIELSEN — *Guy VanderJagt Professor of Communication* (1975)
B.A., University of Iowa, 1955;
M.A., University of Michigan, 1958;
Ph.D., University of Wisconsin, 1971
- KATHRYN J. NIEMEYER — *Instructor of Nursing* (1990; Calvin apmt.)
B.A., Calvin College, 1977;
M.S.N., Grand Valley State University, 1990

THE FACULTY

- ANTHONY J. NIEUWKOOP — *Assistant Professor of Biology* (1987)
A.B., Hope College, 1978;
Ph.D., University of Michigan, 1985
- MARK E. NORTHUIS—*Assistant Professor of Physical Education and Athletics* (1988)
A.B., Hope College, 1982;
M.A., University of Michigan, 1984
- JACOB E. NYENHUIS — *Provost and Professor of Classics* (1975)
A.B., Calvin College, 1956;
A.M., Stanford University, 1961;
Ph.D., Stanford University, 1963
- DAVID J. O'BRIEN — *Librarian with rank of Assistant Professor* (1991)
B.S., Pennsylvania State University, 1982;
M. Ed., University of Georgia, 1989;
M.S., University of Illinois at Urbana-Champaign, 1991
- KELLY T. OSBORNE — *Assistant Professor of Classics* (1988)
B.A., University of Washington, 1974;
M.Div., Talbot Theological Seminary, 1978;
Th.M., Talbot Theological Seminary, 1979;
M.A., University of Washington, 1984;
Ph.D., University of Washington, 1990
- CHRISTINE T. OSWALD — *Associate Professor of Biology* (1989)
B.S., University of Illinois at Chicago, 1978;
Ph.D., Indiana University, Bloomington, 1985
- ROBERT J. PALMA — *Professor of Religion* (1966)
B.A., Calvin College, 1956;
B.D., Calvin Seminary, 1959;
Ph.D., University of Edinburgh, 1970
- JOHN PATNOTT — *Associate Professor of Physical Education and Athletics and Director of Departmental Academic Programs* (1978)
B.A., California State University, 1969;
M.A., California State University, 1972;
Ph.D., University of Utah, 1989
- DANIEL PAUL — *Professor of Education* (1966)
A.B., Hope College, 1950;
M.A., University of Michigan, 1957;
Ed.S., Western Michigan University, 1964;
Ed.D., Western Michigan University, 1973
- TIMOTHY J. PENNINGS — *Assistant Professor of Mathematics* (1988)
B.S., University of North Dakota, 1979;
M.S., University of North Dakota, 1981;
Ph.D., Iowa State University, 1987
- G. LARRY PENROSE — *Associate Professor of History* (1970)
B.A., Portland State University, 1966;
M.A., Indiana University, 1968;
Ph.D., Indiana University, 1975
(Leave of absence fall semester, 1992)

THE FACULTY

- ANTHONY NOVAK PEROVICH, JR. — *Associate Professor of Philosophy* (1980)
A.B., University of California—Davis, 1973;
M.A., University of Chicago, 1974;
Ph.D., University of Chicago, 1978
- JAMES C. PIERS — *Professor of Sociology and Social Work* (1975)
A.B., Hope College, 1969;
M.S.W., University of Michigan, 1972
- WILLIAM F. POLIK — *Assistant Professor of Chemistry* (1988)
B.A., Dartmouth College, 1982;
Ph.D., University of California, Berkeley, 1988
- GEORGE RALPH — *Professor of Theatre and Chairperson of the Department* (1966)
B.A., Stanford University, 1957;
M.Div., Union Theological Seminary, 1960;
M.A., Northwestern University, 1966;
Ph.D., Michigan State University, 1981
- R. RICHARD RAY, JR. — *Athletic Trainer and Assistant Professor of Physical Education* (1982)
B.S., University of Michigan, 1979;
M.A., Western Michigan University, 1980;
Ed.D., Western Michigan University, 1990
- DENNIS K. RENNER — *Associate Professor of Communication* (1990)
B.A., Abilene Christian University, 1960;
M.A., University of Iowa, 1969;
Ph.D., University of Iowa, 1975
- WILLIAM D. REYNOLDS — *Professor of English and Chairperson of the Department* (1971)
A.B., Xavier University, 1966;
M.A., Columbia University, 1967;
Ph.D., University of Illinois—Urbana, 1971
- JACK R. RIDL — *Professor of English* (1971)
B.A., Westminster College, 1967;
M.Ed., Westminster College, 1970
- ROBERT A. RITSEMA — *Professor of Music and Chairperson of the Department* (1967)
A.B., Hope College, 1957;
M.M., University of Michigan, 1959;
Ed.D. in Mus., University of Michigan, 1971
- JULIO E. RIVERA — *Visiting Assistant Professor of Dance* (S'1991)
B.A., Princeton University, 1976
- DAINA ROBINS — *Assistant Professor of Theatre and Director of Theatre* (1991)
B.A., Moorhead State University, 1975;
M.A., Tufts University, 1981;
Ph.D., Tufts University, 1988
- PATRICIA V. ROEHLING — *Assistant Professor of Psychology* (1987)
B.A., University of Michigan, 1980;
M.A., Wayne State University, 1984;
Ph.D., Wayne State University, 1986

THE FACULTY

- JIMMY ROSS — *Percussionist* (S'1991)
- NED C. ROUZE — *Associate Professor of Physics* (1985)
B.A., Hastings College, 1977;
Ph.D., University of Washington, 1982
- CARL F. SCHACKOW — *Professor of Education and Chairperson of the Department* (1970)
B.S., Wittenberg University, 1959;
M.S., Northern Illinois University, 1963;
Ph.D., Miami University, 1971
- PETER J. SCHAKEL — *Peter C. and Emajean Cook Professor of English* (1969)
B.A., Central College, Iowa, 1963;
M.A., Southern Illinois University, 1964;
Ph.D., University of Wisconsin, 1969
- MICHAEL D. SEYMOUR — *Associate Professor of Chemistry* (1978)
B.A., Saint John University, 1972;
Ph.D., The University of Arizona, 1977
- STUART W. SHARP — *Professor of Music* (1975)
B.Mus., Bucknell University, 1962;
M.M., University of Michigan, 1963;
D.M.A., University of Kentucky, 1975
- JOHN J. SHAUGHNESSY — *Professor of Psychology* (1975)
B.S., Loyola University, 1969;
M.S., Northwestern University, 1971;
Ph.D., Northwestern University, 1972
- FRANK C. SHERBURNE, JR. — *Associate Professor of Mathematics* (1959)
B.S., University of Toledo, 1952;
M.S., Michigan State University, 1956
- MICHAEL E. SILVER — *Associate Professor of Chemistry* (1983)
B.S., Fairleigh Dickinson University, 1975;
M.S., Cornell University, 1979;
Ph.D., Cornell University, 1982
(Sabbatical leave spring semester, 1993)
- CAROLINE J. SIMON — *Assistant Professor of Philosophy* (1988)
B.S., University of Oregon, 1976;
M.A., University of Washington, 1980;
Ph.D., University of Washington, 1986
- GLORIA M. SLAUGHTER — *Librarian with rank of Instructor* (1988)
B.A., Central Michigan University, 1971;
M.A., Western Michigan University, 1978
- RAYMOND E. SMITH — *Professor of Physical Education and Director of Athletics for Men* (1970)
B.S., University of California, Los Angeles, 1961;
M.A., Pasadena College, 1963;
M.P.E., Western Michigan, 1975
- RICHARD L. SMITH — *Professor of Theatre and Resident Scene Designer* (1972)
B.F.A., University of Minnesota, 1969;
M.F.A., University of Minnesota, 1972

THE FACULTY

- STEVEN D. SMITH — *Assistant Professor of Physical Education and Athletics* (1990)
B.A., Grand Rapids Baptist College, 1982;
M.A., Michigan State University, 1984;
Ph.D., Michigan State University, 1989
- NEAL W. SOBANIA — *Director of International Education and Associate Professor of History* (1981)
A.B., Hope College, 1968;
M.A., Ohio University, 1973;
Ph.D., University of London, 1980
- TODD P. STEEN — *Assistant Professor of Economics* (1988)
B.S., Pennsylvania State University, 1981;
B.A., Indiana University of Pennsylvania, 1984;
M.A., Harvard University, 1987;
Ph.D., Harvard University, 1992
- GORDON A. STEGINK — *Associate Professor of Computer Science* (1981)
A.B., Hope College, 1961;
A.M., Washington University, 1963
- JOANNE L. STEWART — *Assistant Professor of Chemistry* (1988)
B.A., Kalamazoo College, 1982;
Ph.D., University of California, Berkeley, 1988
- JOHN R. STOUGHTON — *Associate Professor of Mathematics* (1983)
B.S., East Tennessee State University, 1969;
M.S., North Carolina State University, 1971;
Ph.D., University of Tennessee, 1978
- GISELA G. STRAND — *Professor of German* (1969)
Abitur, St. Ursula Oberschule, Hannover, 1959;
M.A., University of Chicago, 1962;
Ph.D., Vanderbilt University, 1973
- DEBORAH STURTEVANT — *Assistant Professor of Sociology and Social Work* (1988)
A.B., Hope College, 1975;
M.S.W., Western Michigan University, 1984
- DEBRA H. SWANSON — *Visiting Instructor of Sociology* (1989/1992)
B.A., Hope College, 1983;
M.A., Catholic University of America, 1988
- JOHN K. V. TAMMI — *Professor of Theatre* (1968)
B.A., Gustavus Adolphus College, 1963;
M.A., University of Minnesota, 1966
- ELLIOT A. TANIS — *Professor of Mathematics* (1965)
B.A., Central College, 1956;
M.S., University of Iowa, 1960;
Ph.D., University of Iowa, 1963
- STEPHEN K. TAYLOR — *Associate Professor of Chemistry* (1985)
B.A., Pasadena College, 1969;
Ph.D., University of Nevada, Reno, 1974
(Sabbatical leave fall semester, 1992)

THE FACULTY

- J. COTTER THARIN — *Professor of Geology and Chairperson of the Department* (1967)
B.S., St. Joseph College, 1954;
M.S., University of Illinois, 1958;
Ph.D., University of Illinois, 1960
- ROBERT F. THOMPSON — *Assistant Professor of Music* (1986)
B.A., University of South Florida, 1983;
M.M., University of South Florida, 1984;
M.M., Eastman School of Music, University of Rochester, 1986;
M.M., Eastman School of Music, University of Rochester, 1986;
D.M.A., Eastman School of Music, University of Rochester, 1992
- SUSAN VANDEN BERG — *Assistant Professor of Nursing* (1986; Calvin apmt.)
B.S.M., Northern Michigan University, 1973;
M.A.T., Calvin College, 1989
- MARSHA VANDERVEEN — *Teacher-Practitioner — Holland Community Hospital* (1984)
B.S.N., University of Michigan, 1970;
M.S.N., University of Michigan, 1975
- RICHARD VANDERVELDE — *Associate Professor of Mathematics* (1967)
B.A., Simpson College, 1960;
M.S., University of Iowa, 1962;
Ph.D., University of Iowa, 1967
- F. PHILLIP VAN EYL — *Professor of Psychology* (1959)
A.B., Hope College, 1955;
M.A., Claremont Graduate School, 1958;
Ph.D., Claremont Graduate School, 1964
- PAUL VAN FAASEN — *Professor of Biology* (1963) (1969)
A.B., Hope College, 1956;
M.S., Michigan State University, 1962;
Ph.D., Michigan State University, 1971
- GERARD J. VAN HEEST — *Chaplain* (1979)
A.B., Hope College, 1949;
M. Div., Western Theological Seminary, 1952
- JOHN VAN IWAARDEN — *Professor of Mathematics* (1961)
A.B., Hope College, 1957;
M.A., University of Michigan, 1958
(Sabbatical leave Spring Semester, 1993)
- JAMES D. VAN PUTTEN, JR. — *Professor of Physics* (1967)
A.B., Hope College, 1955;
M.A., University of Michigan, 1957;
Ph.D. University of Michigan, 1960
(Sabbatical leave spring semester, 1993)
- GLENN VAN WIEREN — *Professor of Physical Education* (1966) (1973)
A.B., Hope College, 1964;
M.A., Western Michigan University, 1968;
Ed.D., Brigham Young University, 1973
(One-half time sabbatical leave fall semester, 1992)

THE FACULTY

- KATHLEEN VERDUIN — *Professor of English* (1978)
A.B., Hope College, 1965;
M.A., George Washington University, 1969;
Ph.D., Indiana University, 1980
- MARJORIE A. VIEHL — *Professor of Nursing and Chairperson of the Department* (1991-Calvin apmt.)
B.S.N., Marquette University, 1962;
M.S.N., Marquette University, 1964;
Ph.D., University of Wisconsin at Madison, 1984
- DENNIS N. VOSKUIL — *Professor of Religion and Chairperson of the Department* (1977)
B.S., University of Wisconsin, 1966;
B.D., Western Theological Seminary, 1969;
Ph.D., Harvard University, 1974
- HUBERT P. WELLER — *Professor of Spanish* (1962)
B.A., University of Michigan, 1956;
M.A., Indiana University, 1958;
Ph.D., Indiana University, 1965
- LESLIE L. WESSMAN — *Associate Professor of Education* (1990)
B.A., University of Wyoming, 1960;
M.A., Northwestern University, 1966;
M.S., California State University, 1975;
Ph.D., Michigan State University, 1988
- DONALD H. WILLIAMS — *Professor of Chemistry* (1969)
B.S., Muskingum College, 1960;
Ph.D., Ohio State University, 1964
- BOYD H. WILSON — *Associate Professor of Religion* (1982)
B.A., Trinity College, 1971;
M.A., Wheaton College, 1976;
Ph.D., University of Iowa, 1982
- JOHN M. WILSON — *Professor of Art History* (1971)
B.A., St. Olaf College, 1955;
M.A., University of Minnesota, 1964;
Ph.D., University of Iowa, 1975
- KATHY WINNETT—MURRAY — *Associate Professor of Biology* (1986)
B.S., University of California, Irvine, 1976;
M.S., California State University, Northridge, 1979;
Ph.D., University of Florida, Gainesville, 1986
(Sabbatical leave spring semester, 1993)
- SUSAN E. WISE — *Assistant Professor of Physical Education and Athletics* (1988)
B.A., College of William and Mary, 1984;
M.S., Purdue University, 1987
- KARLA H. WOLTERS — *Associate Professor of Physical Education and Athletics* (1987)
A.B., Hope College, 1973;
M.A., Michigan State University, 1978

THE FACULTY

- RONALD M. WOLTHUIS — *Associate Professor of Education* (1985)
A.B., Calvin College, 1964;
M.A., Western Michigan University, 1967;
Ed.D., Western Michigan University, 1970
- EDWARD K. ZAJICEK — *Visiting Assistant Professor of Economics* (1989)
B.S., Warsaw Technical University, 1973;
M.A., The Central School of Planning and Statistics, Warsaw, 1973;
Ph.D., Virginia Polytechnic Institute and State University, 1990
- JAMES M. ZOETEWY — *Professor of Political Science* (1966)
B.A., Calvin College, 1960;
Ph.D., University of Colorado, 1971
- DAVID A. ZWART — *Associate Professor of Education* (1989)
A.B., Hope College, 1964;
M.A., Michigan State University, 1969
- ADJUNCT FACULTY**
- ROBERT J. CLINE — *Adjunct Professor of Economics and Business Administration* (1975)
B.A., College of William and Mary, 1968;
M.A., University of Michigan, 1971;
Ph.D., University of Michigan, 1977
- DALENE DE GRAAF -*Adjunct Teacher-Practitioner, Holland Community Hospital*(1991)
B.S., Michigan State University, 1974;
B.S.N., Grand Valley State University, 1976;
M.A., Western Michigan University, 1983;
Ph.D., Western Michigan University, 1991
- MARCIA DE YOUNG — *Adjunct Assistant Professor of Education* (1975)
A.B., Hope College, 1955;
M.A., Western Michigan University, 1987
- MARY DE YOUNG — *Adjunct Assistant Professor of Mathematics* (1982)
A.B., Hope College, 1975;
M.A., Western Michigan University, 1987
- JOHN H. FIEDLER — *Adjunct Assistant Professor of English* (1990)
B.A., Whitman College, 1980;
M.A., University of Washington, 1983
- JULIE A. FIEDLER — *Adjunct Assistant Professor of English* (1986)
B.A., University of Puget Sound, 1984;
M.A., University of Washington, 1985
- ELDON D. GREIJ — *Edward A. and Elizabeth Hofma Adjunct Professor of Biology* (1962) (1969)
B.S., State Teachers College at Valley City, North Dakota, 1959;
M.S., North Dakota State University, 1962;
Ph.D., Iowa State University, 1969
- DAVID R. JAMES — *Adjunct Assistant Professor of English and Director of the Writing Center* (1987)
A.B., Hope College, 1976;
M.A., University of Iowa, 1980

THE FACULTY

- ELAINE Z. JEKEL — *Adjunct Associate Professor of Chemistry* (1982)
A.B., Greenville College, 1947;
B.S., Greenville College, 1951;
M.S., Purdue University, 1953;
Ph.D., Purdue University, 1958
- MARY E. JELLEMA — *Adjunct Assistant Professor of English* (1968)
B.A., Calvin College, 1957;
M.A., Ohio State University, 1960
- CHERYLE E. JOLIVETTE — *Adjunct Assistant Professor of Physics* (1980)
B.A., University of Wisconsin, 1968;
M.A., University of Wisconsin, 1970
- ROBERTA KRAFT — *Adjunct Assistant Professor of Music* (1975)
B.M.E., Wheaton College, 1962;
M.M., Indiana University, 1971
- LARRY MALFROID — *Adjunct Assistant Professor of Music* (1974)
- BARBARA A. MEZESKE — *Adjunct Assistant Professor of English* (1978)
A.B., Hope College, 1970;
M.A., Michigan State University, 1978
- WENDELL A. MILES — *Distinguished Adjunct Professor of History* (1947)
(1981) (1983)
A.B., Hope College, 1938;
M.A., University of Wyoming, 1939;
J.D., University of Michigan, 1941;
LL.D., Detroit College of Law, 1979;
LL.D., Hope College, 1980
- MARIANNE MILLER — *Adjunct Teacher—Practitioner — Butterworth Hospital*
(1982)
B.S.N., Case Western Reserve, 1966;
M.S.N., Wayne State University, 1975
- WILLIAM H. MOREAU — *Adjunct Assistant Professor of English* (1983)
A.B., Hope College;
M.Ed., Grand Valley State College
- JONATHAN W. OSBORN — *Adjunct Assistant Professor of English* (1974)
A.B., Hope College, 1970;
M.S.W., Western Michigan University, 1972
- RICHARD C. OUDERSLUYS — *Adjunct Professor of Greek* (1979)
A.B., Calvin College;
Th.B., Western Theological Seminary;
D.D., Hope College
- MAURA M. REYNOLDS — *Adjunct Assistant Professor of Latin and Director
of Advising* (1975)
B.A., University of Illinois, 1968;
M.A., University of Illinois, 1970
- BARBARA TIMMERMANS — *Adjunct Teacher—Practitioner — Butterworth
Hospital* (1983; 1989)
B.S., Grand Valley State University, 1979;
M.S.N., University of Michigan, 1983

THE FACULTY

WILLIAM VANDERBILT — *Adjunct Professor of Physical Education* (1967)

A.B., Hope College, 1961;
M.A., University of Michigan, 1963;
Ph.D., University of Utah, 1971

MARSHA VANDERVEEN — *Adjunct Teacher—Practitioner — Holland Community Hospital* (1984)

B.S.N., University of Michigan, 1970;
M.S.N., University of Michigan, 1975

GAIL L. WARNAAR — *Adjunct Assistant Professor of Music* (1965)

B.Mus., Central Michigan University;
M.Mus., Michigan State University, 1972

PART-TIME LECTURERS

RON BOEVE — *Athletics*

A.B., Hope College

LINDA BOOKER — *Physical Education* (1987)

B.A., Central Michigan University

JILL BROWN — *Music* (1985)

B.A., Calvin College;
M.M., University of Michigan

TOM DAVELAAR - *Athletics* (1984)

B.A., Hope College

DAWN DEWITT-BRINKS — *Communication* (1989)

B.A., Hope College;
M.A., Western Michigan University

KARL L. ESSENBURG — *Education* (1982)

A.B., Hope College;
M.A., Western Michigan University

TOM ERICKSON — *Music* (1981)

B.M., Eastman School of Music (University of Rochester)

JULIE A. FIEDLER — *English and Humanities Division Recruiting Coordinator* (1986)

B.A., University of Puget Sound;
M.A., University of Washington

LAURA SUTTON FLOYD — *Music* (1984)

B.M., University of Louisville;
M.M., Michigan State University

DOUGLAS IVERSON — *Business Administration* (1983)

A.B., Hope College;
M.B.A., Western Michigan University

JOHN JACKSON — *Music* (1971) (1974)

B.Mus., Western Michigan University

JAMES JIPPING — *Physics* (1981)

B.S., Calvin College;
M.S., University of Minnesota

RICHARD JIPPING — *Physical Education* (1985)

NICK KRAMER — *Athletics* (1987)

B.A., Hope College

THE FACULTY

- CALVIN LANGEJANS — *Music* (1959)
A.B., Hope College;
M.Mus., University of Michigan
- THOMAS LANGEJANS — *Music* (1984)
B.M., Hope College;
M.A., Western Michigan University
- CHARLES LARSEN — *Physical Education* (1987)
B.A., University of Massachusetts
- RICHARD MEZESKE — *Education* (1988)
A.B., Hope College;
M.A., Michigan State University
- MATT NEIL — *Athletics* (1986)
B.A., Hope College;
M.A., Grand Valley State University
- ROB POCOCK — *Communication* (1989)
A.B., Hope College;
M.A., Michigan State University
- PETER ROON — *Education* (1987)
B.A., Hope College;
M.A., Michigan State University
- DOUG SMITH — *Athletics* (1978)
A.B., Hope College;
M.A., Michigan State University
- LINDA KAY STROUF — *Music and IDS* (1988)
B.M., Hope College;
M.M., University of Wyoming
- PHIL SUMMERS — *Physical Education* (1985)
B.S., Central Michigan University
- JIM VANDER MEER — *Athletics* (1985)
B.A., Hope College;
M.A., Western Michigan University
- MARCIA VANDERWELL — *Education* (1976)
B.S., University of Michigan;
M.A., Western Michigan University
- THOMAS WORKING — *Music* (1985)
B.Mus., Hope College;
M.Mus., Western Michigan University
- DAVID M. ZESSIN — *Business Administration* (1982)
A.B., Hope College;
J.D., University of Toledo, College of Law

ADMINISTRATIVE STAFF



PRESIDENT OF THE COLLEGE

JOHN H. JACOBSON, JR.* — President and Professor of Philosophy (1987)

KATHERINE MERVAU — Administrative Assistant to the President (1980)

ACADEMIC ADMINISTRATION

JACOB E. NYENHUIS* — Provost and Professor of Classics (1975)

BOBBY FONG* — Dean for the Arts and Humanities and Professor of English (1989)

JAMES M. GENTILE* — Dean for the Natural Sciences and Kenneth G. Herrick Professor of Biology (1976)

ALFREDO M. GONZALES* — Assistant Provost (1984)

JON J. HUISKEN* — Dean for Academic Services and Registrar (1969)

NANCY SONNEVELDT MILLER* — Dean for the Social Sciences and Professor of Education (1968)

SUSAN J. DE PREE — Administrative Assistant to the Provost (1984)

ANN W. FARLEY — Administrative Assistant to the Dean for Arts and Humanities (1976)

CHERYL MCGILL ESSENBURG — Administrative Assistant to the Dean for Social Sciences (1977)

BEVERLY KINDIG — Administrative Assistant to the Dean for Natural Sciences and Biology (1973)

Staff

Barb Masselink, Secretary, Office of the Provost (1981)

ACADEMIC DEPARTMENTAL OFFICE STAFF

Art	Jacqueline Carey (1988)
Biology	Diane Wickmann (1983)
Chemistry	Norma Plasman (1968)
Communication	Pamela Valkema (1989)
Economics & Business Administration	Joy Forgewe (1983)
	Donna Van Hoven (1990)
Education	Barbara Scholten (1990)
English	Myra Kohsel (1976) (1983)
Geology	Lois Roelofs (1985)
History	Laura French (1988)
Modern & Classical Languages	Karen Barber (1986)
Music	Ruth Geary (1988)
Philosophy & Political Science	Sally Smith (1991)
Physical Education	Joyce McPherson (1986)
	Beverly Larsen (1979)
	Marianne Yonker (1988)
Physics/Computer Science/Mathematics	Lori McDowell (1977)
Psychology	Kathleen Adamski (1981)
Religion	Karen Michmerhuizen (1980)
Sociology/Social Work	Diana Mireles (1985)
Theatre	Judyth Thomas (1987)

ADMINISTRATIVE STAFF

ACADEMIC RECORDS/REGISTRAR

JON J. HUISKEN* — Dean for Academic Services and Registrar (1969)

MAURA REYNOLDS* — Director of Academic Advising (1988)

GLORIA SHAY — Assistant Registrar (1986)

B.A., Mundelein College

SUSAN B. WILLIAMS — Director of FOCUS and SOAR Programs (1992)

B.A., Muskingum College

M.S.W., Grand Valley State University

Staff

Carol De Jong, Records Manager (1988)

Eva Folkert, Data Entry Specialist (1985)

June Weener, Office Manager (1986)

Stacey Purcell-Keshavarzi, Data Entry Specialist (1986)

Sharon Hoogendoorn, Receptionist/Word Processor (1987)

ACADEMIC SUPPORT CENTER

JACQUELINE D. HEISLER — Director of Academic Support Center (1982)

B.A., Drew University;

M.A., University of Nebraska

DAVID R. JAMES* — Director of Writing Center (1982) (1987)

JANET MIELKE PINKHAM — Tutoring Coordinator (1989)

A.B., Hope College;

M.A., University of Kansas

Staff

Diana Mireles, Secretary (1985)

ARTS MANAGEMENT AND SUPPORT

PAUL K. ANDERSON — Arts Technician (1991)

A.B., Hope College

VALERIE C. MCCOY — Arts Coordinator (1991)

B.A., University of North Carolina

COMPUTING AND INFORMATION TECHNOLOGY

GREG MAYBURY — Director of Information Systems and Administrative Services (1990)

A.B., Dartmouth College;

M.S., University of Illinois

CARL E. HEIDEMAN — User Services Manager (1988)

B.S., Hope College

STEVEN L. BAREMAN — Computer Systems Specialist (1987)

B.S., Hope College

TODD VER BEEK — Computer Systems Specialist (1991)

B.S., Hope College

KATE MAYBURY — Computer Training Specialist (1990)

B.S., University of Illinois;

M.S., University of Illinois

ADMINISTRATIVE STAFF

ELAINE BISEL — Lead Programmer Analyst (1980)

B.A., Michigan State University

CHERYL A. SHEA — Programmer Analyst (1979)

B.A., Temple University

CHRIS MCDOWELL — Programmer Analyst (1985)

B.S., Grand Valley

STEVEN DE JONG — Programmer (1985)

A.A., Champlain College

MARIA TAPIA — Production Support Supervisor (1967)

PAULINE ROZEBOOM — Office Manager/Technical Support Coordinator (1982)

Staff

Abraham Anaya — Operator (1987)

Brad Bouwkamp — Technician/Operator (1987)

Steven Driesenga, Technician (1983)

Rob Prince, Technician (1987)

DOW HEALTH AND PHYSICAL EDUCATION CENTER

JANE HOLMAN — Director — Dow Center (1975)

B.A., Michigan State University

GORDON VANDER YACHT — Physical Education and Athletic Equipment Manager (1988)

B.S., Grand Valley State University

Staff

Joyce McPherson, Office Manager (1986)

Beverly Larsen, Secretary (1979)

Marianne Yonker, Secretary (1988)

EDUCATION

MARTHA SWANK — Director, Program for Academically Talented at Hope (PATH) (1988)

B.A., M.A., Ed.S., Michigan State University

INTERNATIONAL EDUCATION

NEAL W. SOBANIA* — Director and Associate Professor of History (1981)

LAURIE ENGLE — International Student Advisor (1987)

A.B., Hope College

SHARON DWYER — English as a Second Language Coordinator (1989)

B.A., University of Colorado;

M.A., University of Minnesota

LABORATORIES AND EQUIPMENT CENTERS

TOD GUGINO — Director of Chemistry Laboratories (1986)

B.S., Hope College

KEVIN GARDNER — Director of Physics Laboratories (1978)

B.S., M.S., Ball State University

LORI HERTEL — Director of Biology Laboratories (1984)

B.A., M.S., Western Michigan University

ADMINISTRATIVE STAFF

BRAD MULDER — Physics Laboratories (1989)

LIBRARY

DAVID P. JENSEN* — Director of Libraries (1984)

COLLEEN CONWAY* — Librarian with rank of Assistant Professor and Head of Technical Services (1989)

KELLY GORDON-JACOBSMA* — Librarian with rank of Assistant Professor and Head of Public Services (1988)

CAROL L. JUTH* — Librarian and Assistant Professor (1970)

GLORIA SLAUGHTER* — Librarian with rank of Instructor (1988)

LINDA LINKLATER — Media Services Coordinator (1983)

B.A., Michigan State University;

B.S., Grand Valley State University

CHRISTINE NELSON — Library Associate (1979)

A.B., Hope College

JOYCE NIELSEN — Library Associate (1977)

B.A., The University of Iowa

DAWN VAN ARK — Library Associate (1971)

A.B., Hope College

Staff

Machelle Beukema, Secretary (1988)

Patti Carlson, Secretary (1990)

Nancy Malda, Technical Services Assistant (1991)

Helen Einberger, Inter-Library Loan Assistant (1984)

Dorothy Pearson, Music Library Assistant (1979)

Janet Ramsey, Circulation Assistant (1979)

Jan Zessin, Media Services Assistant (1989)

THE JOINT ARCHIVES OF HOLLAND

LARRY J. WAGENAAR — Archivist (1988)

A.B., Hope College

CRAIG WRIGHT — Assistant Archivist (1990)

A.B., University of Michigan;

M.L.S., University of Michigan

THEATRE PRODUCTION

PERRY LANDES* — Manager of Theatre Facilities

B.J. BERGHORST — Director of Audience Development, Hope Summer Repertory Theatre (1990)

A.B., Hope College

DAVID COLACCI — Artistic Director, Hope Summer Repertory Theatre (1989)

B.A., Augsburg College;

B.F.A., Southern Methodist University

MARY SCHAKEL — Producing Director, Hope Summer Repertory Theatre

A.B., Hope College

ADMINISTRATIVE STAFF

JUDYTH THOMAS — Business Manager, Hope Summer Repertory Theatre (1987)
A.B., Hope College

ADMISSIONS

JAMES R. BEKKERING — Vice President for Admissions and Student Life (1980)
A.B., Hope College;

M.A., Ph.D., Michigan State University

GARY CAMP — Director of Admissions (1978)

A.B., Hope College

KENNETH NEEVEL — Associate Director of Admissions (1984)

A.B., Hope College

CHRISTOPHER HABBEN — Assistant Director (1988)

A.B., Hope College

PEGGY HALLACY — Assistant Director (1988)

A.B., Hope College

GARRETT M. KNOTH — Assistant Director (1991)

B.B., Cornell College;

M.A., University of Iowa

BRIAN D. MOREHOUSE — Assistant Director (1991)

A.B., Hope College

LEEANN VANDER POPPEN — Admissions Counselor (1991)

A.B., Hope College

YOLANDA VEGA — Minority Admissions Counselor (1990)

A.B., Hope College

Staff

Karen Barr (1981)

Sally Bassett (1987)

Georgia DeHaan (1988)

Sheryl DeJonge (1987)

Dianne DeYoung (1991)

Karmen Kooyers (1984)

Barb Muller (1989)

BUSINESS OFFICE

WILLIAM K. ANDERSON — Vice President for Business and Finance (1966)

B.S., Ferris State College

DIANA BENZENBERG — Administrative Assistant (1990)

A.B., Hope College

BARRY L. WERKMAN — Business Manager and Controller (1967)

A.B., Hope College;

M.S., University of Wyoming

KEVIN KRAAY — Assistant Business Manager (1985)

A.B., Hope College

NANCY EMERSON — Manager of Accounts Receivable (1971)

ADMINISTRATIVE STAFF

DOUGLAS VAN DYKEN — Director of Accounting (1987)
A.B., Hope College

Staff

Brenda Brewer, Receptionist/Assistant Cashier (1986)
Mary Essenburg, Accounts Payable (1985)
Donna Franks, Payroll (1977)
Robilynn Snip, Accounts Receivable (1990)
Shirley Larsen, Cashier (1982)
Kris Welmers, Accounts Payable/Purchasing (1979)

FINANCIAL AID OFFICE

PHYLLIS K. HOOYMAN — Director (1974)
A.B., Hope College

MARTY ASH — Financial Aid Counselor (1978)

KENDRA L. WILLIAMS — Financial Aid Counselor (1985)

CONNIE RAMIREZ — Financial Aid Counselor (1984)
A.B., Hope College

Staff

Cindy Groters, Receptionist/Records Clerk (1989)
Kristen Page, Clerical Assistant (1991)

HOPE-GENEVA BOOKSTORE

MARK COOK — Manager (1973)
A.B., Hope College

Staff

Bruce ten Haken, Mailroom (1988)
Jeanne Kinkema, Cashier (1973)
Maxine Greij, Office Manager (1978)
Paula Nadeau, Textbook Manager (1980)
Sue Smith, Clothing Buyer (1984)
Julie Barney, Accounts Receivable (1985)
Sarah Anderson, Supplies Buyer (1978)
Sally Hoekstra, Trade Books (1989)

HUMAN RESOURCES OFFICE

BRUCE HIMEBAUGH — Director (1970)
B.A., M.A., Western Michigan University

RUTH KLUNGLE — Assistant Director of Human Resources (1967)
B.S., Aquinas College

Staff

Ann Mason, Office Assistant (1977)

PHYSICAL PLANT

FRED COATES — Director of Physical Plant (1977)
B.S., University of Rhode Island

KATHLEEN ARNOLD — Office Manager/Support Service Coordinator (1989)
B.A., Hope College

EMERY BLANKSMA — Plant Superintendent (1970)

ADMINISTRATIVE STAFF

- ADRIAN VAN HOUTEN — Mechanical Supervisor (1974)
PAUL SCHROTENBOER — Supervisor of Custodial Services (1977)
MARTIN C. STRANG — Groundskeeper (1970)
B.S., Michigan State University

PUBLIC SAFETY

- RAY GUTKNECHT — Director (1981)
B.S., M.S., Michigan State University
DUANE TERPSTRA — Assistant Director (1980)
B.S., Grand Valley State College;
M.S., Western Michigan University
JERRY GUNNINK — Campus Safety Specialist (1981)
B.S., Grand Valley State College
CHRIS GESINK — Officer (1988)
B.A., Michigan State University
KATHY RANSOM — Officer (1989)
A.A., Grand Rapids Junior College
MIKE LAFATA — Officer (1989)
A.A., Grand Rapids Junior College

Staff

- Shirley Beckman, Information Center (1978)
Carole Boeve, Information Center (1974)
Judy Brake, Information Center (1974)
Mary Van Vels, Office Manager (1987)
Elaine VanWieren, Information Center (1986)
Jean Wehrmeyer, Information Center (1973)

TRANSPORTATION

- RON HALE — Transportation Coordinator

Staff

- Pat DeWitt, Transportation Scheduler (1989)
Norm Japinga, Transportation Services (1968)

WORD PROCESSING CENTER

- SANDY TASMA — Supervisor (1973)

Staff

- Betty Dolley (1977)

COLLEGE ADVANCEMENT

- ROBERT N. DE YOUNG — Vice President for College Advancement (1965)
A.B., Hope College;
M.A., Western Michigan University

DEVELOPMENT

- JOHN F. NORDSTROM — Director of Development (1975)
B.S., University of Illinois;
B.D., Western Theological Seminary;
Th.M., Princeton Theological Seminary

ADMINISTRATIVE STAFF

- GLENN LOWE — Regional Advancement Director (1990)
A.B., Hope College
- JOHN NORDEN — Regional Advancement Director (1987)
A.B., Hope College;
M.A., Michigan State University
- BARBARA OSBURN — Advancement Officer — Annual Funds (1991)
B.A., Hope College
- JAY PETERS — Regional Advancement Director (1989)
A.B., Hope College
- TODD SCHUILING — Regional Advancement Director (1987)
A.B., Hope College
- JAMES VAN HEEST — Regional Advancement Director (1987)
A.B., Hope College
- ESTHER MOLENAAR — Co-Director, Advancement Services (1977)
- KRIS WITKOWSKI — Co-Director, Advancement Services (1987)
A.B., Hope College
- MARY PORTER — Administrative Assistant (1977)
B.S., Purdue University

Staff

- Karen Brandsen, Advancement Services (1987)
Laurie Menken, Advancement Services (1984)
Lois Miller, HIF Coordinator (1991)
Jane Schoudt, Advancement Services (1985)

PUBLIC RELATIONS

- THOMAS L. RENNER — Director of Public Relations (1967)
- GREGORY S. OLGERS — Assistant Director for College Advancement (1988)
A.B., Hope College
- MARY KEMPKER — Associate Director for College Advancement (1978)
A.B., Hope College

Staff

- Barbara Schipper - Office Manager (1990)
Diana Fowler, Receptionist/Scheduler (1991)
Karen Bos, Secretary (1987)

STUDENT DEVELOPMENT SERVICES

- JAMES R. BEKKERING — Vice President for Admissions and Student Life (1980)
A.B., Hope College
M.A., Ph.D., Michigan State University
- LAURIE BROCK — Administrative Assistant to Vice President for Admissions and Student Life (1976)

ADMINISTRATIVE STAFF

RICHARD FROST — Dean of Students (1989)

B.A., Luther College;
M.A., Michigan State University;
Ph.D., Michigan State University

FONDA GREEN — Director of Special Programs (1983)

B.S., Trevecca Nazarene College;
M.Ed., University of Florida;
Ed.S., University of Florida

ROBIN A. DIANA — Director of Housing and Resident Life(1991)

B.S., State University of New York, Brockport;
M.S., State University of New York, Buffalo

DEREK EMERSON — Associate Director of Housing and Residence Life (1989)

A.B., Hope College

ANNE BAKKER-GRAS — Director of Student Activities (1987)

A.B., Hope College;
M.A., Western Michigan University

MARY NEWBERN-WILLIAMS — Director of Multi Cultural Life and Assistant Chaplain (1991)

B.A., Baldwin Wallace College;
M.A., Princeton Theological Seminary;
M.Div., Princeton Theological Seminary

LOUISE SHUMAKER — Coordinator of Disabled Student Services (1987)

A.B., Hope College

Staff

Merrie Bannink, Secretary (1987) (1990)
Sue Frost, Student Activities Assistant (1990)
Kathy Waterstone, Secretary (1989)

CAREER PLANNING AND PLACEMENT

DALE AUSTIN — Director of Career Planning and Placement (1981)

B.S., Central Michigan University;
M.A., Michigan State University

KELLY CARRIGAN — Assistant Director of Career Planning & Placement (1990)

B.A., University of Minnesota-Morris;
M.A., Bowling Green State University

Staff

Sophia Hamberg, Secretary (1973)

CHAPLAIN'S OFFICE

GERARD VAN HEEST — Chaplain (1979)

A.B., Hope College;
M.Div., Western Theological Seminary

LAURA MEYER — Assistant Chaplain (1991)

B.A., Seattle Pacific University;
M.A., Fuller Theological Seminary

Staff

Elizabeth Bocks, Secretary (1986)

ADMINISTRATIVE STAFF

HEALTH SERVICES

SHARON BLANKSMA — Director of Health Services (1973)
R.N., Butterworth Hospital;
College Health Nurse Practitioner, Brigham Young University

Staff

Jayne Pettinga — Clinic Assistant (1989)
B.S.N., Grand Valley State College;
R.N., Grand Valley State College
Ruth Ter Beek — Clinic Assistant (1986)
A.B., Hope College;
R.N., Bronson School of Nursing
Barb Helmus, Receptionist/Secretary (1979)

COUNSELING CENTER

DARELL J. SCHREGARDUS — Director of Counseling Services (1988)
A.B., Hope College;
M.A., Roosevelt University;
Ph.D., University of California, Davis

Staff

Cheryl Bruce, Secretary (1991)

CREATIVE DINING SERVICES

CHUCK MELCHIORI — Food Service Director (1986)
B.A.S., Grand Valley State College

LUCILLE JONGEKRIJG — Catering Manager (1981)

SANDY HARMON — Kletz Manager

RICK BALFOUR — Food Service Manger (1989)
B.A.S., Grand Valley State College

DON HERSHEY — Production Manager at Phelps (1986)

Staff

Darlene Borst, Secretary (1988)
Chris Branderhorst, Secretary (1990)
Jean Carpenter, Secretary (1980)

SPECIAL PROGRAMS

CHILDREN'S AFTER SCHOOL ACHIEVEMENT (CASA) PROGRAM

JOHN HEYDENS — CASA Program Coordinator (1989)
A.B., University of Michigan

LILLIAM VILLAGRAN BELTRAN — Prevention Specialist (1989)
B.A., Michigan State University

KAREN ANDERSON — Administrative Assistant (1989)

HIGHER HORIZONS

MARCIA BRADSELL — Higher Horizon Coordinator (1989)
B.A., Governors State University

ADMINISTRATIVE STAFF

PAT CRUM — Family Life Coordinator (1979)

B.A., Central Michigan University

Staff

Carol Segrist, Secretary (1986)

PHILADELPHIA CENTER — FACULTY AND STAFF

STEVENS E. BROOKS — Executive Director (1968) (1974)

CHRISTINE WRIGHT — Placement Coordinator (1986)

MARK A. CLARK — Faculty (1990)

MARY S. LAVER — Faculty (1988)

DEBORAH LEIBEL — Faculty (1990)

GERALD A. LUNEBURG — Faculty (1988)

ROSINA S. MILLER — Program Coordinator (1991)

RORI J. TURNER — Program Secretary (1990)

UPWARD BOUND PROGRAM

ELIZABETH COLBURN — Director (1985)

B.A., Miami University

RICK MUNIZ — Counselor (1988)

B.S., Western Michigan University

ANDREA MIRELES — Program Assistant (1984)

Staff

Camila Trevino, Secretary (1989)

VIENNA SUMMER SCHOOL — FACULTY AND STAFF

PAUL G. FRIED — Founder (1956)

Ph.D., University of Erlangen

STEPHEN I. HEMENWAY — Director (1976)

Ph.D., University of Illinois

DEBORAH BOCK — German (1969)

Ph.D., University of Vienna

HERBERTH CZERMAK — Modern Austrian History (1987)

Ph.D., University of Vienna

INGEBORG BERNHART — Literature (1989)

Ph.D., University of Vienna

FELIX MOLZER — Music (1961)

M.S., University of Pennsylvania

ANNA VON SPITZMULLER — Art History (1970)

Ph.D., University of Vienna

*See Faculty Listing for degrees.

WOMEN'S LEAGUE FOR HOPE COLLEGE (1992-93)



Founded in 1925, the Women's League for Hope College is comprised of women interested in the residential life of Hope College students. The league has conducted many fund raising projects over the years with proceeds designated for the furnishing of residence halls, dining rooms and other facilities that affect the quality of student life on Hope's campus. For more than a quarter of a century the League has sponsored a Village Square Country Fair on the Hope campus in June.

President	Lynne Hendricks 3365 Yellowstone Drive, Grandville, MI 49418
1st Vice President	Jane Knecht 2221 Sylvan SE, Grand Rapids, MI 49506
Secretary	Jeanne Luyendyk 151 Euna Vista Drive, Holland, MI 49423
Treasurer	Claire Boersma 699 Brookfield Court, Holland, MI 49423
Assistant Treasurer	Adrienne Heidema 32 Park Street, Zeeland, MI 49464
College Representative	Dr. Jeanne Jacobson 92 East 10th Street, Holland, MI 49423
College Liaison	Mary Kempker Office of Public Relations, Hope College, Holland, MI 49423
Past President	Doris Van Eck 7175 Woodcrest, Kalamazoo, MI 49002
1991 Village Square Chairperson	Phyllis Thomas 3725 South 28th Street, Kalamazoo, MI 49001

ALUMNI ASSOCIATION



Hope Alumni are represented in all fifty states and in more than fifty foreign countries. Organized in 1967, the Alumni Association numbers over 17,000 members. The Association has several regional groups that have regular events throughout the United States. There is also an alumni club for athletic letter winners (men and women) called the Alumni H-Club.

News From Hope College, a bimonthly tabloid, informs alumni and friends of Hope about activities of the College and chronicles the achievements of her graduates. An Alumni Directory is published every five years. The staff of the Office of Public Relations is responsible for coordinating alumni activities. The staff maintains alumni records and encourages alumni to submit changes of address. The staff also welcomes correspondence with news of promotions, new positions, work being done in postgraduate schools, and items of a personal nature such as marriages, births and deaths. This information is passed on to classmates through the *News from Hope College*.

Three special days are held on campus for alumni — Homecoming in October, Winter Happening in February, and Alumni Day on the Saturday before Commencement in May. The latter features class reunions and an annual alumni dinner. Alumni who have been selected for Distinguished Alumni Awards are announced at this dinner. Selections are made on the basis of contributions to society, interest in the College, and assistance to the College.

BOARD OF DIRECTORS, 1992-93

Executive Directors

President	John Abe
Vice President	Janet Lawrence
Secretary	Thelma Leenhouts
Treasurer	William K. Anderson
Immediate Past President	Jeffrey Cordes

Directors

TERMS EXPIRING 1995

Janette VandenBerg Aardema '79	Grand Rapids, Michigan
John Abe '79	Naperville, Illinois
Cal Bruins '61	Paradise Valley, Arizona
Bryan Bush '84	Anaheim, California
Betty Whitaker Jackson '62	Melbourne, Florida
Jennifer Liggett '80	Kalamazoo, Michigan
Barbara Woodruff '94	Northville, Michigan

TERMS EXPIRING 1994

John Broadbent '79	Livonia, Michigan
Garrett E. DeGraff '71	Averill Park, New York
Kenneth E. Dulow '64	Old Bridge, New Jersey
Marianne Hageman '58	DePere, Wisconsin
Chris Turkstra '93	Upper Saddle River, New Jersey
Anne Walvoord VanderByl '73	Williamson, New York
Katherine Moores Walker '76	Traverse City, Michigan

TERMS EXPIRING 1993

Stanley Busman '73	Minneapolis, Minnesota
Jeffrey Cordes '80	Dallas, Texas
Janet Lawrence '80	Albany, New York
Thelma Leenhouts '66	Washington, D.C.
Jennifer Payette '92	Flint, Michigan
A. Jeffrey Winne '73	McMurray, Pennsylvania

SCHOLARSHIPS AT HOPE



ENDOWED SCHOLARSHIPS

Over the years a number of endowed scholarship funds, which bear the name of the donor or persons designated by the donor, have been established. Such funds provide unique opportunities for donors to be directly involved in assisting and coming to know Hope students. The donor is free to designate a preference for the major field or vocational goal for the scholarship recipient. Endowed scholarships are awarded to students on the basis of scholarship and demonstrated financial need. An endowed scholarship will remain in perpetuity because only the income earned on the principal sum is awarded. These funds are listed on the following pages. Further information on funding such scholarships and on funding annual scholarships can be obtained from the College Advancement Office.

FRED P. ADOLPH AND NELLIE VENEKLASEN ADOLPH SCHOLARSHIP — A fund for deserving students, established through the estate of Fred P. and Nellie Veneklasen Adolph.

E. SAMUEL AND GRACE ENGLE AEILTS SCIENCE SCHOLARSHIP — A fund to provide aid to worthy science students. Established in memory of E. Samuel Aeilts and Grace Engle Aeilts.

MR. AND MRS. JOHN AGGEN SCHOLARSHIP — A fund to provide financial assistance for worthy students, with preference to those pursuing careers in music or the ministry. Established through the estates of Mr. and Mrs. John Aggen, Reformed Church members supporting the work of the College.

GEORGE R. AND EDITH WEAVER ANDERSON FUND — Established in memory of Edith Weaver Anderson, Hope 1926, and her husband, this fund provides financial assistance to worthy students.

APIANUS SCHOLARSHIP — A fund to provide a scholarship to a deserving senior student who has achieved academic excellence. The scholarship is named after a great 15th century German scientist. Given by Dr. and Mrs. Martin Sommer.

PAUL AND MARGARET BAKER SCHOLARSHIP FUND — A fund established by Mr. and Mrs. Paul Baker to provide scholarship aid for worthy students.

WALTER F. BANK SCHOLARSHIP FUND — A fund to provide scholarship aid for deserving students.

THE ROBERT E. AND WILDA G. BARBER SCHOLARSHIP FUND — A fund established by Mrs. Wilda G. Barber in memory of Robert E. Barber, a distinguished businessman in the Holland community. In awarding these scholarships, preference is given to a junior or senior majoring in Business.

BERTELLE ARKELL BARBOUR SCHOLARSHIP FUND — Aid to worthy students provided by the Arkell Hall Foundation, Canajoharie, New York.

BARNABAS SCHOLARSHIP FUND — A fund established to provide scholarship aid for students who demonstrate financial need. This fund is named after Barnabas, the New Testament friend of Paul, who sold all he had, gave it away and went out and preached the gospel.

PAUL GERDING BAST MEMORIAL SCHOLARSHIP — A fund to provide scholarship aid to students whose talents and character mark them for leadership in their chosen field, as well as in the development of the highest human and Christian values in our society. Preference given to English or Music majors. A 2.5 minimum grade point average is required.

CHRIS BECKER MEMORIAL SCHOLARSHIP — An award to a graduating senior from Zeeland High School who demonstrates financial need.

SCHOLARSHIPS AT HOPE

THE CLARENCE '31 AND ELIZABETH '31 BECKER SCHOLARSHIP — An endowed fund for students with financial need, with preference given to those interested in elementary education and/or business.

THE MARTI BECKERING MEMORIAL SCHOLARSHIP — A fund established by the parents, family and friends of Marti Beckering, an outstanding student and athlete at Hope who lost her life in a tragic accident at the beginning of her sophomore year. Income from this fund provides financial assistance to an academically gifted woman student with financial need.

THE WILLIAM AND MARION BEEBE SCHOLARSHIP FUND — A fund established by Mr. and Mrs. William F. Beebe to provide scholarship assistance to deserving students with financial need.

RAYMOND VAN RENSSELAER BEGG MEMORIAL SCHOLARSHIP — A fund to provide aid to worthy students. Established by Mrs. Genevra Begg in memory of her husband, Mr. Raymond Van Rensselaer Begg.

THE MARY BLAIR BENNETT SCHOLARSHIP FUND — A scholarship established in honor of Mary Blair Bennett by her husband and children, awarded each year to a deserving upperclassman who has demonstrated academic competence and leadership abilities.

THE HAROLD E. BERGHORST MEMORIAL SCHOLARSHIP — A fund to provide scholarship aid for worthy students with preference given to student(s) majoring in Natural Sciences (Biology, Chemistry or Physics).

THE WILLARD J. BERGHORST MEMORIAL SCHOLARSHIP — A scholarship established in honor of Willard J. Berghorst by his three children, all Hope graduates, to provide aid to worthy students, with emphasis on, but not limited to, those pursuing a career in fine arts or education.

THE PAUL L. AND LENORE V. BETHKA SCHOLARSHIP — A fund to provide financial assistance to worthy students, with preference given to those from the New York State area encompassing Schenectady, Saratoga and Albany counties.

HERMAN AND MARGARET BEUKER MEMORIAL SCHOLARSHIP — A fund for deserving students with preference given to those entering the medical profession or a related field.

DAVID BEYER MEMORIAL SCHOLARSHIP — Established by the family and friends of David Beyer, loyal Christian with commitment to others, who died as the result of an automobile accident in 1985. This scholarship is established to provide financial aid to a junior or senior student, who by example has provided leadership on campus and has given evidence of personal commitment to Christian values. Preference given to students studying in the areas of religion and psychology.

THE RUTH BLEKKINK FUND — A fund to provide financial aid to notable students, with preference given to those pursuing a career in education. Given by Victor J. Blekkink.

MAX AND CONNIE BOERSMA SCHOLARSHIP FUND — A scholarship fund established to honor the Boersmas by their friends and colleagues.

THE VICTOR J. BLEKKINK FUND — This fund provides financial aid to students whose lives evidence the Hope spirit. Given by friends of Victor J. Blekkink, '09 graduate, Reformed Church pastor and close friend of the College.

HENRIETTA BONTEKOE SCHOLARSHIP — A fund for deserving nursing students, with preference given to those supplementing their education with work experience, and who show financial need and scholarship ability.

SCHOLARSHIPS AT HOPE

THE IVAN A. AND ADLYN BOSMAN SCHOLARSHIP FUND — Established through a bequest from Ivan and Adlyn Bosman, this scholarship provides financial assistance for deserving students, with preference given to those interested in pre-engineering.

THE REFORMED CHURCH OF BRONXVILLE SCHOLARSHIP FUND — A fund for deserving students.

PHILLIP BROOKS SCHOLARSHIP FUND — A fund established by Squirt Pak, Inc. in memory of its founder, Mr. Phillips Brooks, to provide annual scholarship assistance to deserving students, with preference given to students majoring in Business Administration.

THE BROOKSTRA SCHOLARSHIP FUND — This fund was established through the generosity of the family of Dr. Arthur Brookstra and in special recognition of Miss Mardelle Brookstra, a long time employee of Hope College. The income from this fund is used to provide scholarships for deserving students.

JOHN H. AND CORNELIA W. BRUGGERS SCHOLARSHIP FUND — A fund to provide scholarship aid to students pursuing a career in Christian ministry.

MARY BUSSING SCHOLARSHIPS — A fund from the estate of Miss Mary Bussing to provide scholarship aid for students of ability, leadership and educational purpose.

EVERLYN SPALLINGER CAMPBELL SCHOLARSHIP FUND — A fund established by Kermit and Sallie Campbell in memory of his mother. Preference is given to a student pursuing studies in both the natural sciences and the arts or humanities, in preparation for leadership in a complex, technological age.

THE GENE C. CAMPBELL SCHOLARSHIP FUND — Established by family and friends in memory of Gene Campbell, Hope '51, a loyal and dedicated alumnus, this fund is to aid junior or senior students with financial need who have positive attitudes and a sincere interest in people.

DR. HENRY A. CHRISTIAN FAMILY FUND — A fund to provide scholarship aid to a worthy student who desires higher education leading to a profession in medicine, nursing, biology, or teaching. Established by Dr. Henry A. Christian.

THE CHRYSLER MINORITY SCHOLARSHIP — Scholarship support made available through the Chrysler Corporation Fund. Through this fund, four scholarships are made available annually to promising minority students who demonstrate financial need. Recipients must be fulltime students who are permanent residents of the State of Michigan and must declare an interest in pursuing a career path in business or education. One scholarship is to be awarded within each class (freshman, sophomore, junior, and senior).

THE CLASS OF 1987 SCHOLARSHIP FUND — A fund established initially by President and Mrs. Gordon J. Van Wylen at the time of their retirement in 1987 (and subsequently added to by members of the Class of 1987), to provide financial assistance to deserving students.

RUTH NIBBELINK COMSTOCK MEMORIAL SCHOLARSHIP — A fund for deserving students, with preference given to those majoring in mathematics. Established by the estate of Ruth Nibblelink Comstock.

PETER AND EMAJEAN COOK SCHOLARSHIP — A scholarship fund established by Peter and Emajeane Cook to provide financial assistance to deserving students interested in business and the free enterprise system.

SCHOLARSHIPS AT HOPE

THE DALEBOUT SCHOLARSHIP FUND — A fund established by Mr. and Mrs. Richard Dalebout to assist deserving students with financial need.

GEORGE B. AND ANNA B. DALMAN SCHOLARSHIP — A fund established by Mr. and Mrs. Andrew Dalman in memory of George B. and Anna B. Dalman to provide financial assistance to deserving and properly motivated students attending Hope College.

CLARENCE P. DAME SCHOLARSHIP FUND — A fund to provide aid to students who are preparing for full-time Christian service in the Reformed Church in America and who are in financial need. Priority is given to students from the Second Reformed Church of Kalamazoo and the Classis of Kalamazoo. Given by Clarence P. Dame, leader in the R.C.A. denomination and Hope '13 graduate.

EUGENE F. AND THERESA MOOI DAMSTRA SCHOLARSHIP — A fund for deserving students, originally established by Dr. Eugene F. Damstra in memory of his wife, Theresa Mooi Damstra and added to through Dr. Damstra's estate.

DANGREMOND TRIO MEMORIAL SCHOLARSHIP — A fund for deserving students, with preference for those majoring in vocal or instrumental music. Established by Dr. and Mrs. E. H. Dangremond in memory of Doris Dangremond, Florence Dangremond, and Lois Dangremond Flenner. The Dangremonds are the grandchildren of Rev. Gerrit Dangremond, valedictorian of the first graduating class of Hope College in 1866.

ADRIAN AND MYRTLE E. deBOOM SCHOLARSHIP FUND — A fund established in memory of Hope College President Edward D. Dimment, 1918-1931.

RICHARD DECKER SCHOLARSHIP FUND — A fund made possible by a grant from Abbott Laboratories which honors Richard Decker, Hope College '56 as Researcher of the Year in 1988. In awarding this scholarship, preference is given to a student majoring in chemistry.

THE WILLARD G. AND BARBARA DEGROOT SCHOLARSHIP — A fund established to provide scholarships to outstanding students at Hope, with preference given to a graduate of Holland High School majoring in Economics or Business Administration. Mr. Willard G. DeGroot, a graduate of the Class of 1939, served as a member of the Board of Trustees of Hope College.

THE DEN HERDER FAMILY SCHOLARSHIP FUND — A fund established by members of the Den Herder family to honor Robert J. Den Herder. Preference is given to deserving students with financial need from Ottawa and Charlevoix Counties majoring in business and economics.

THE RICHARD A. AND JULIA DE WITT SCHOLARSHIP FUND — A fund established by Mr. Richard A. De Witt in memory of his wife, Julia, to provide scholarship assistance to deserving students. Generous benefactors of the College, Mr. and Mrs. De Witt provided a major gift for the De Witt Student and Cultural Center. Mr. De Witt served on the Board of Trustees from 1970-1976. First consideration will be given to graduates of Holland Christian High School.

THE DOUMA — VIS SCHOLARSHIP FUND — A fund established by the Rev. and Mrs. George C. Douma in memory of their parents, Mr. and Mrs. Cornelius Douma and the Rev. and Mrs. Jean A. Vis. The recipient is a senior who is planning to enter the Christian ministry.

THE DOW CORNING CORPORATION SCHOLARSHIP FUND — For deserving students who have demonstrated financial need, with preference given to students from the Tri-City area of Midland, Bay City, and Saginaw, and those students who are children of Dow Corning employees.

SCHOLARSHIPS AT HOPE

THE BETTY ANN DUVAL SCHOLARSHIP FUND — A fund established by Betty Ann Duval of Bronxville, New York to provide scholarship assistance to deserving students.

JOHN AND SUSAN DYKEMA SCHOLARSHIP FUND — A fund established by Charles and Frank Dykema in memory of their parents, John and Susan Dykema. A scholarship is awarded each year to an outstanding graduate from Holland, Holland Christian, and West Ottawa High Schools.

ADELAIDE AND GERALDINE DYKHUIZEN SCHOLARSHIP — A fund established by Adelaide and Geraldine Dykhuizen in memory of their brother, Dr. Harold Dykhuizen, to provide annual scholarship aid to needy students, with preference given to students interested in pursuing a pre-medical program.

[]DR. HAROLD DYKHUIZEN MEMORIAL SCHOLARSHIP — A fund to provide an annual scholarship to a top science student at Mona Shores High School interested in majoring in science at Hope. To be awarded at graduation.

HAROLD AND LUCILLE DYKHUIZEN SCHOLARSHIP FUND — A fund established by Mrs. Lucille Walvoord Dykhuizen Busker in memory of her husband, Dr. Harold Dykhuizen, to provide scholarships for worthy students.

MAXINE AND VICTOR W. EIMICKE SCHOLARSHIP FUND — A fund established by Dr. and Mrs. Victor W. Eimicke to provide scholarship assistance to deserving students.

THE BARBARA BRUNSON ELZINGA SCHOLARSHIP — A fund established by family and friends in memory of Barbara Brunson Elzinga, a 1967 graduate of Hope College who went to be with her Lord in 1978, to provide a scholarship to be awarded to a female student with a zest for life and a commitment to the Christian faith.

THE FIRST MICHIGAN BANK CORPORATION SCHOLARSHIP FUND — A fund established in memory of Robert J. Den Herder, former Chairman and Chief Executive Officer of the corporation, to provide scholarships for deserving students, with preference given to those interested in business careers.

M. JAY AND ALICE RAAP FLIPSE SCHOLARSHIP — A fund for deserving students established by the estate of M. Jay Flipse '17.

FORD MOTOR COMPANY ENDOWED SCHOLARSHIP — A fund created to assist on a perpetual basis, scholarships for minorities (American Indian, Asian/Pacific Islander, Black, Hispanic) and females. Preference will be given to Ford Motor Company employees, their spouses and children with demonstrated financial need.

AMOS AND RUTH FOY SCHOLARSHIP FUND — A fund to provide scholarship aid for students from an Hispanic background. Given by Mrs. Amos Foy.

THE WALTER H. FREI MEMORIAL SCHOLARSHIP — A fund to provide scholarship aid for deserving students. Established by Mrs. Mabelle DuMez Frei.

THE PAUL G. FRIED INTERNATIONAL EDUCATION FUND — This fund was established in 1968 as The Vienna Fund by persons who had studied in the Vienna Summer School. The purpose of the fund was to further intercultural contact and understanding, with special emphasis on making it possible for students from Austria to study at Hope College. In 1981, on the 25th anniversary of the founding of the Vienna Summer School, the name of the fund was changed to honor Dr. Paul G. Fried, who founded the Vienna Summer School and served with distinction for many years as Hope's first Director of International Education. The purpose of the

SCHOLARSHIPS AT HOPE

fund was broadened to include other activities, in addition to the Austrian programs, that further the overall goal of international education and intercultural understanding.

THE TIMOTHY AND MARIA FRITZ SCHOLARSHIP — An endowed scholarship provided by Dr. and Mrs. Timothy Fritz, with the income designated to provide scholarship assistance to pre-medical students.

THE LINN GANN NON-TRADITIONAL SCHOLARSHIP FUND — A fund established to provide scholarship assistance to non-traditional students demonstrating financial need. Preference will be given to displaced homemakers/single parents over 23 years of age or those who have a lapse of at least 2 years between enrollment in high school and a post secondary institution.

THE PAUL GEBHARD SCHOLARSHIP FUND — A fund established in memory of Paul Gebhard by his wife, Angeline Poppen Gebhard, to assist deserving students with financial need.

THE GENEVA FUND — A fund established to promote international understanding and world peace. Part of the Hope-Geneva Bookstore income is used to provide scholarships to college students from countries outside the U.S.A. who show promise of becoming leaders in the application of the principles of the Christian religion in this area of human relations.

GENEVA SCHOLARSHIP FUND FOR CHRISTIAN SERVICE — Awarded to students who, upon completion of two years of college, have demonstrated high scholastic ability, a clear sense of Christian purpose through the choice of vocation, and evidence of a mature Christian faith.

ALMON T. AND HARRIET M. GODFREY SCHOLARSHIP FUND — A fund established by Dr. and Mrs. Almon T. Godfrey's estate to provide scholarships for outstanding chemistry students.

MARY JAYNE GOLD FUND — A fund to provide financial aid to deserving students, with preference given to those studying theater or French.

THE LAWRENCE J. GREEN MEMORIAL SCHOLARSHIP FUND — Established by the family and friends of Lawrence (Doc) Green, longtime Hope professor, coach and trainer, to provide financial aid for deserving students interested in pursuing a career in sports medicine, physical therapy and other health related fields pertaining to physical education, and also to provide campus seminars in the field of sports and physical education.

MR. AND MRS. JOE GREVENGOED SCHOLARSHIP FUND — A fund to provide aid to worthy students. Preference is given to pre-medical students.

THE ROBERT HALL SCHOLARSHIP FUND — A fund established by the Hall family in memory of Robert G. Hall. Preference is given to deserving students with financial need and who are planning to major in business administration and/or computer science.

THE REVEREND HERMAN A. AND THYRZA ERINGA HARMELINK SCHOLARSHIP — A fund to provide aid for worthy students with preference given to students preparing for service in the Christian ministry or in Christian Education. Established by their son, Dr. Philip J. Harmelink, Class of 1966.

DR. PHILIP J. HARMELINK SCHOLARSHIP — A fund established by Dr. Philip J. Harmelink, Hope Class of 1966, to aid worthy junior and senior class students, with preference for those preparing for careers in the field of education or Christian service.

SCHOLARSHIPS AT HOPE

THE MARGARET BARON HARTGERINK NURSING SCHOLARSHIP — An endowed scholarship established by Elmer and Margaret Hartgerink. Margaret received her RN from Butterworth Hospital in 1938 and worked both at Zeeland Hospital and Barns Hospital in St. Louis. First preference will be given to women and men with financial need pursuing the BSN degree. Scholarship funds not used for such students will be directed to other students with financial need.

THE VIVIAN BEHRMANN HARTMAN ENDOWMENT SCHOLARSHIP — A fund for deserving women in the sciences.

THE GERRARD W. AND EDNA HAWORTH ENDOWED SCHOLARSHIP FUND - Established by Mr. and Mrs. G. w. Haworth for students with demonstrated financial need who show promise of making a positive difference in the world.

THE WILLIAM RANDOLPH HEARST FOUNDATION SCHOLARSHIP — A fund established through a gift from The Hearst Foundation, Inc. to provide scholarship assistance to deserving students.

THE GEORGE '36 AND LUCILE '36 HERRINGA SCHOLARSHIP — A fund for deserving students with financial need.

THE JOHN AND MAE HEIDANUS SCHOLARSHIP FUND — A fund established by Dr. and Mrs. Allan J. Weenink and family in honor of Mrs. Weenink's parents, John and Mae Heidanus. The purpose of the fund is to provide scholarship assistance to men and women preparing for the Gospel Ministry or a ministry in Christian education.

DR. LEROY AND RUTH HYMA HILL SCHOLARSHIP — A fund to provide aid for deserving students, with preference given to those planning to enter the field of dentistry.

THE WILLIAM HILLEGONDS ENDOWED SCHOLARSHIP FUND — A fund established in honor of William Hillegonds '49, who served as Chaplain of Hope College from 1965 to 1978, to provide a scholarship for a worthy student demonstrating financial need. The purpose of the fund is to further inter-cultural contact and understanding, with special emphasis on aiding students from developing countries or the inner cities of the United States to study at Hope College.

THE HINGA-BOERSMA FAMILY SCHOLARSHIP FUND — A fund established by family and friends to honor Max and Connie Boersma for giving so generously of themselves to enrich others. Preference will be given to men and women from the Reformed Church in America.

PAUL E. AND MARTHA HINKAMP MEMORIAL SCHOLARSHIP FUND — A fund given by members of the Hinkamp Family in memory of Paul E. Hinkamp, distinguished professor at Hope College, and his wife Martha to provide Presidential Scholarships for academically gifted students with leadership potential.

JACOB O. HINKEN SCHOLARSHIP FUND — A fund to provide financial assistance to worthy students. Established in memory of Jacob O. Hinken, Class of 1925, by his wife.

HISPANIC SCHOLARSHIP FUND — A common fund established by friends of the College to provide scholarship assistance for deserving students from an Hispanic background.

DR. AND MRS. WILLIAM GEORGE HOEBEKE SCHOLARSHIP — A fund established through the generosity of Dr. and Mrs. William George Hoebeke to provide scholarship assistance to deserving students, with preference given to students majoring in science. Dr. Hoebeke graduated from Hope in 1911 and

SCHOLARSHIPS AT HOPE

practiced medicine in Kalamazoo. Dr. and Mrs. Hoebeke also gave the College the greenhouse that bears their name.

THE HELEN AND ALBERT HOEKENGA SCHOLARSHIP FUND — A scholarship to provide aid to worthy students from First Reformed Church of Muskegon or the Midland Reformed Church. Given by friends and family of Helen and Albert Hoekenga.

MARTIN AND MARTHA HOEKSEMA SCHOLARSHIP FUND — A fund established by family and friends in memory of Rev. and Mrs. Martin Hoeksema in recognition of their many years of service as Reformed Church pastor and wife. Preference is given to students with financial need from New York, New Jersey, Pennsylvania, or Kentucky who have an interest in history or Christian service.

THE HELMUT AND ELLEN HOF SCHOLARSHIP FUND — A fund established by Mr. and Mrs. Helmut Hof to provide scholarship assistance to deserving students.

JOHN L. HOLLANDER SCHOLARSHIP — A fund to provide scholarship aid for worthy students of good character who desire higher education leading to professions in the fields of law, economics, music, or teaching. Established by Mrs. Hollander in memory of her husband, Judge John L. Hollander.

WINFIELD J. AND ARDITH HOLLANDER SCHOLARSHIP — A fund for deserving students, established by Mr. and Mrs. Winfield J. Hollander of Kalamazoo, Michigan.

HOPE HERITAGE FUND — A common fund established by friends and alumni of the College, primarily through memorial gifts, to provide scholarship assistance to deserving students.

THE PETER HUIZENGA SCHOLARSHIP FUND — A fund established by Mrs. Elizabeth Huizenga in memory of her husband, Peter Huizenga, to provide scholarship assistance to deserving students.

HAROLD AND MABEL JOHNSON FUND — A fund established by Mabel P. Johnson in memory of her husband, Mr. Harold F. Johnson.

JOHNSON-HENRICH SCHOLARSHIPS — A fund to provide scholarship aid to worthy students. Established by Mr. and Mrs. Howard Johnson in memory of Mrs. Johnson's father, Frederick Henrich.

THE MILDRED POTTER JOLDERSMA SCHOLARSHIP FUND — A fund established in honor of Mildred Potter Joldersma, '40, by her husband, Alfred T. Joldersma, '40, and their children. Income from this fund provides scholarship assistance to deserving students.

THE GORDON E. AND KAREN KAMSTRA SCHOLARSHIP FUND — A scholarship fund given through the generosity of Mr. and Mrs. Gordon E. Kamstra to provide financial assistance to deserving students at the conclusion of the sophomore year, with preference given to students majoring in business. This fund was established in memory of Mr. Gordon E. Kamstra, a Christian businessman who served as founder and president of Quality Air Heating and Cooling in Grand Rapids, Michigan.

THE REVEREND JOHN A. AND DEANE WEERSING KLAAREN MEMORIAL SCHOLARSHIP — A fund to provide scholarship aid to worthy students, with preference given to those pursuing a career in full-time Christian ministry.

THE RUSSELL AND ELIZABETH KLAASEN SCHOLARSHIP FUND — A fund to provide financial assistance to capable and needy students working toward a career as a minister or missionary. Funded by Russell Klaasen and friends.

SCHOLARSHIPS AT HOPE

THE J. FRED AND IRENE KOBES SCHOLARSHIP FUND — A fund established by their children, Dr. Roger Kobes, Darlene Kobes Oosterhof and Dr. Albert Oosterhof, to provide scholarship assistance for students pursuing a career in medicine with preference given to those interested in medical missions or rural medicine.

WILLIAM M. KOLKMAN HERITAGE FUNDS — For deserving students. Established by Mr. William M. Kolkman in loving memory of Hendrick J. and Gerdena Kolkman, parents; Henry and Nellie Kolkman, brother and sister-in-law; and Christina Kolkman Timmer, sister.

THE RUSSELL J. AND GWENDOLYN L. KRAAY SCHOLARSHIP FUND — A fund to provide scholarships for deserving students, with preference given to those planning to enter the field of computer science.

THE PAUL B. KRAGT '58 MEMORIAL SCHOLARSHIP FUND — A fund for deserving junior or senior students who have demonstrated financial need and have declared a major in Economics or Business Administration. First preference will be given to students with at least a 2.7 cumulative GPA and involved in a campus leadership capacity. Established by the family of Paul Kragt.

THE ELIZABETH SOPHIE KRAUSS AND ADAM KRAUSS PERMANENT MEMORIAL SCHOLARSHIP A fund established by a bequest from Helen Elizabeth Krauss to provide financial aid for deserving students.

HERMAN A. KRUIZENGA SCHOLARSHIP FUND — A fund to provide scholarship aid for needy students who show evidence of strong Christian convictions. Preference given to minority group members and students preparing for one of the service professions.

LAKWOOD CONSTRUCTION SCHOLARSHIP FUND — A scholarship fund established by the Lakewood Construction Company, Holland, Michigan, for deserving students interested in careers in engineering.

HERMAN AND FLORA LAUG SCHOLARSHIP — A fund for deserving students, established by family and friends in honor of Herman and Flora Laug.

VIOLET THOMASMA LEWIS SCHOLARSHIP — A fund for worthy students, with preference given to those students going into the teaching profession.

THE MARIAN RUTH LINDEMULDER SCHOLARSHIP — A fund for deserving students, established by the estate of Marian Ruth Lindemulder.

LIVING LIFE AID FUND — A fund to provide a scholarship for a needy student who reflects a Christian attitude toward life. Preference shall be given to active members of the Cloverhill Reformed Church in America, located in Flemington, New Jersey.

ESTELLE BROWNING McLEAN SCHOLARSHIPS — A fund to provide scholarship aid for worthy students. Established by C.M. McLean, former member of the Hope College Board of Trustees.

JOHN E. AND EDITH B. MEDENDORP SCHOLARSHIP — A fund to provide scholarships to worthy students, established by Mr. and Mrs. John E. Medendorp of Muskegon, Michigan.

LORENZO AND DAISY E. MEENGs SCHOLARSHIP — A fund for deserving students, with preference for pre-medical students.

SCHOLARSHIPS AT HOPE

THE ERNEST J. MEEUSEN SCHOLARSHIP FUND — Established by family and friends of Ernest Meeusen, Hope '49, to provide financial assistance for deserving students, with preference to those majoring in mathematics.

MEIJI GAKUIN UNIVERSITY ACADEMIC YEAR EXCHANGE SCHOLARSHIP - This scholarship is awarded annually to a Hope College graduating senior to support a year of fulltime study in the International Studies division of Meiji Gakuin University in Tokyo, Japan. The scholarship was established in 1989 by formal agreement with Meiji Gakuin University.

HARRIS AND EVA LEENHOUTS PELGRIM MEYER SCHOLARSHIP — A fund established by Mr. Harris Meyer for deserving students.

NELLA MEYER SCHOLARSHIP — A fund established by Professor Nella Meyer, with additional support from her family and friends, to provide financial assistance to students at Hope College, with preference given to students interested in Music or French.

WIETSCHKE AND NELLIE MIDDLEBUSH SCHOLARSHIP FUND — A fund to provide scholarship aid to a student with high character, financial need and scholarship. Given by Dr. Frederick A. Middlebush in memory of his parents.

THE M. HAROLD MIKLE SCHOLARSHIP FUND — For deserving students, with first preference to those interested in communication.

MR. AND MRS. HOWARD MILLER SCHOLARSHIP FUND — A fund to provide scholarship aid to worthy students, established by Mr. and Mrs. Howard Miller of Holland, Michigan.

THE MOLENAAR SCHOLARSHIP FUND — A scholarship established by Harold and Esther Molenaar in honor of their parents, with preference given to students majoring in music.

THE CATHERINE JO MORRISON '89 SCHOLARSHIP FUND — A fund to provide scholarships to deserving students who are entering their junior or senior year, who have maintained a cumulative grade point average of at least 3.0, and who are involved in at least two extra-curricular activities.

BERNARD J. AND LOUISE E. MULDER SCHOLARSHIP — A fund to provide aid to students, with preference given to those wishing to pursue a career in Christian Education.

THE DONALD AND BARBARA MULDER SCHOLARSHIP — A fund to provide assistance to deserving pre-medical students.

THE FRED MULDER GRANT — A fund to provide a grant-in-aid for a worthy student demonstrating financial need. Grades and class standing are not necessarily a determining factor in naming the grant recipient.

THE LARRY AND KAREN MULDER NON-TRADITIONAL SCHOLARSHIP FUND — A fund established by Larry and Karen Mulder to provide scholarship assistance to non-traditional students demonstrating financial need. Preference is given to displaced homemakers/single parents over 23 years of age or those students who have had a lapse of at least two years between enrollment in high school and a postsecondary institution. Applications for this scholarship fund are available in the Hope College Financial Aid Office.

THE JANET MULDER AND METTA ROSS SCHOLARSHIP — A fund established by Janet Mulder and Metta Ross, distinguished staff members at Hope. This fund is to provide financial assistance to deserving students, with preference given to

SCHOLARSHIPS AT HOPE

freshman students who excel in English or drama and are graduates of Holland High School.

I. MULLER SCHOLARSHIP FUND — A fund to provide scholarships for worthy students.

THE ROBERT E. MULVANEY MEMORIAL SCHOLARSHIP — An annual award to provide scholarship assistance to a junior or senior student enrolled in a pre-law or political science program. It is to be awarded on the basis of need and academic ability. Given by his family, Margaret Mulvaney Pulver, Douglas Mulvaney '80 and Marcia Mulvaney.

THE THOMAS M. AND MARILYN NORMAN FAMILY SCHOLARSHIP — A fund dedicated to the support of students associated with the Reformed Church in America mission programs, either foreign or domestic.

THE NORTHERN MICHIGAN SCHOLARSHIP FUND — A fund to provide assistance for deserving students from Northern Michigan who demonstrate financial need.

THE JOHN NYBOER SCHOLARSHIP — A fund established by his son, Andrew, and added to by family members to provide aid to a student who holds part-time employment at the College in the maintenance or custodial department. Preference will be given to an individual preparing for a field in Christian service.

OLD KENT BANK OF HOLLAND SCHOLARSHIP FUND — A fund to provide scholarship aid for worthy students, with preference given to students majoring in business.

JOHN M. AND LOUISE OSTERHAVEN STUDENT SCHOLARSHIP — A fund for deserving students.

THE MARGARET NAGY '42 OSTERHAVEN SCHOLARSHIP — Established by Dr. M. Eugene Osterhaven in honor of his wife, this fund provides aid to deserving Christian students with preference given to those of Hungarian background.

MYRTIE AND ETHELYN PAINE MEMORIAL SCHOLARSHIP — A fund established by Mr. Clifford E. Paine as a memorial to Myrtie Paine and Ethelyn Paine. A four-year scholarship at Hope College is awarded each year to a graduating senior from Fennville High School. Mr. Paine, a native of Fennville, attended Hope College from 1906-1907 and graduated from the University of Michigan College of Engineering. He was a nationally recognized authority on bridge design and one of the chief designers of the Golden Gate Bridge.

RUTH STAFFORD PEALE SCHOLARSHIP — A fund to provide scholarship aid for a worthy student. Given by Mr. Homer Surbeck in recognition of the distinguished service to the College by Trustee Ruth Stafford Peale.

THE LOUIS M. PLANSOEN SCHOLARSHIP — A fund to provide scholarships to worthy students, with preference given to pre-ministerial students. This fund, made possible through a generous bequest from Mr. Louis M. Plansoen, has been established in his memory.

THE POEST FAMILY SCHOLARSHIP FUND — A fund established by Mr. and Mrs. Vernon G. Poest to provide financial aid to deserving students majoring in business, with preference to those from Ottawa County.

THE MARGUERITE MEYER PRINS SCHOLARSHIP FUND — A scholarship established by the Board of Trustees to honor and recognize Marguerite Meyer Prins, member of the Hope College faculty from 1931-1958, who served with distinction as Professor of French and Spanish. The scholarship will be awarded to

SCHOLARSHIPS AT HOPE

deserving students with financial need who have indicated an interest in studying the French language.

KEN QUIST MEMORIAL SCHOLARSHIP FUND — A fund to provide scholarship aid for worthy students, with first preference given to a member of Ken's fraternity, the Cosmopolitan Fraternity.

RCA MINORITY SCHOLARSHIP FUND — An endowed fund established by the congregation of the Reformed Church in America to provide scholarships to minority students with financial need.

MAX J. AND FLORENCE VYN REESE SCHOLARSHIP — A fund to provide scholarship aid to students, with preference given to those interested in or enrolled in pre-medical programs or interested in or enrolled in economics and business administration programs. Students must be achieving a minimum 2.5 grade point average.

EMMA REEVERTS SCHOLARSHIP FUND — A fund in memory of Emma Reeverts, Hope College educator and Dean of Women, 1946-1963, to provide financial aid to a worthy student.

REFORMED CHURCH WOMEN SCHOLARSHIP FUND — A fund established by Reformed Church Women. A scholarship is awarded annually to a junior or senior woman who is a member of the Reformed Church, who demonstrates excellence in scholarship and is preparing to serve in a church-related vocation.

AGNES ROSS SCHOLARSHIPS — A fund to provide scholarship aid for worthy students.

THE RICHARD H. AND PATRICIA L. RUCH ENDOWED SCHOLARSHIP — A scholarship to provide aid for students with ability, need and a Christian commitment, with preference given to those pursuing the study of business.

JOHN H. RUMPH SCHOLARSHIP — A fund to provide scholarship aid for a worthy senior student who needs assistance to complete his education. Established by Mrs. Maude C. Rumph in memory of her husband.

THE RUSS' RESTAURANTS SCHOLARSHIP FUND — A fund established by Mr. and Mrs. J. Russell Bouws and family to provide annual scholarship assistance to deserving students with financial need, with preference given to Russ' employees, dependents of company employees or to young people from areas served by Russ' Restaurants. Through their restaurants and through philanthropic endeavors, Mr. and Mrs. Bouws have made a positive impact in West Michigan and on Hope College.

CAMERON A. RYLANCE MEMORIAL SCHOLARSHIP — A fund to provide aid for worthy students, with preference given to those who demonstrate serious interest in church music and who plan to serve the church in some area of music ministry.

FELICIA HRBEK SAUNDERS MEMORIAL SCHOLARSHIP — A fund for deserving students, with preference given to those entering the nursing program during their junior year.

THE HOWARD C. SCHADE SCHOLARSHIP FUND — A fund established by Elizabeth S. Schade in memory of her husband, Reverend Howard C. Schade, a 1932 Hope graduate. This fund will provide scholarship aid to deserving students who are preparing for Christian service. Preference will be given to returning students with demonstrated ability who are facing unusual or emergency financial need.

SCHOLARSHIPS AT HOPE

THE VERNON J. AND ISLA R. SCHIPPER SCHOLARSHIP FUND — A fund established by Vern J. '51 and Isla R. '50 Schipper and their family to provide scholarship assistance to a junior or senior level student who shows unusual talent and ability that marks them for leadership. Preference given to persons majoring in Business or Education. Mr. Schipper served as Director of the Build Hope Campaign, Alumni Director and Advancement Officer. Mrs. Schipper was a teacher, an active alumnae and a participant in Hope programs.

DR. SCHOLL SCHOLARSHIP FUND — A fund established by the Dr. Scholl Foundation to provide financial aid to worthy students, with preference given to students from Illinois.

DR. WILLIAM AND ADA ANN SCHRIER MEMORIAL SCHOLARSHIP — A fund for deserving students, with preference given to those majoring in communication, particularly those who have an interest in debate or oratory.

OSCAR O.R. SCHWIDETZKY SCHOLARSHIP FUND — A fund to provide scholarship aid on the basis of need and academic ability. Preference is given to pre-medical students. Established by Mrs. Schwidetzky in memory of her husband.

THE HOWARD R. SLUYTER AND JAMES M. VERMEULEN SCHOLARSHIP FUND — Established through the generosity of Mr. and Mrs. Harold Hadley of Grand Rapids. Income from this endowment will be awarded to a deserving student entering the junior year whose academic record, character, and leadership qualities are of the highest caliber and who intends to pursue a career in business.

HOWARD AND MARGARET SLUYTER SCHOLARSHIP FUND — A fund established by Dr. and Mrs. Howard R. Sluyter to provide scholarships to deserving students.

THE LYNN SZABO SMITH SCHOLARSHIP — A fund for deserving students, with preference to those students majoring in nursing, established by Mrs. Lynn Szabo Smith, Class of 1932.

THE ESTHER M. SNOW VIENNA SCHOLARSHIP FUND — Established in memory of Esther M. Snow, member of the Hope College faculty 1937-65, whose enthusiasm for music, German and Vienna served as an inspiration for many generations of Hope students. The fund will annually provide one or more scholarships to outstanding students planning to spend a summer in Vienna studying music, German or European culture.

JOHN JACOB SOETER SCHOLARSHIP FUND — A fund to provide scholarships for worthy students, with preference given to those planning to serve in the ministry or in medical missions. Given by the family of Rev. John Jacob Soeter, Class of 1927.

REV. AND MRS. JAMES A. STEGEMAN SCHOLARSHIP FUND — A fund for deserving students, given in honor of Rev. Stegeman's service to the Covenant Reformed Church of Muskegon Heights.

THE RALEIGH R. AND ESTHER REHM STOTZ SCHOLARSHIP — A fund established by Mrs. Esther Rehm Stotz in memory of her husband, Raleigh R. Stotz, to provide scholarship assistance to deserving students.

HAROLD A. SYKES MEMORIAL SCHOLARSHIP — A fund to provide scholarships for deserving students. Established in memory of Elder Sykes by the Queens Reformed Church of Long Island, N.Y.

RICHARD W. TELINDE SCHOLARSHIP — A fund established by Dr. Richard W. Telinde to provide scholarship assistance to deserving students.

SCHOLARSHIPS AT HOPE

THE JOHN AND FRANCES TENSEN MEMORIAL SCHOLARSHIP — A fund to provide scholarship aid to worthy students, with preference given to attending members of the First Reformed Church of Rochester, New York, and the Classis of Rochester, New York.

THE ARTHUR JOHN TER KEURST PSYCHOLOGY SCHOLARSHIP — A fund established by Ruth Laug Ter Keurst as a memorial to her husband, Dr. Arthur John Ter Keurst. This scholarship is awarded at the conclusion of the junior year to a student majoring in psychology who has a distinguished academic record, financial need, and who in the opinion of the psychology department faculty shows promise of a distinguished career in psychology.

ALBERT H. AND ESTHER D. TIMMER SCHOLARSHIP — Financial aid will be given to deserving students. This fund is made possible by the family of Albert H. Timmer, who faithfully served Hope College for over 40 years in the role of professor, administrator and coach.

EDMUND B. AND MARGARET A. TWEDDLE SCHOLARSHIP FUND — A fund established by Tweddle Litho Company in honor of its founder, Edmund B. Tweddle, to provide scholarship assistance to deserving students, with preference given to students majoring in business or finance.

JOHN W. TYSSÉ MEMORIAL FUND — Established in memory of the Rev. John W. Tyssé, Hope alumnus and Reformed Church pastor, this fund recognizes the contribution of small churches and their ministers to Hope College and the denomination and provides aid to students from smaller congregations on the basis of financial need and evidence of potential.

KATHRYN VANDENBELT SCHOLARSHIP — Aid to a worthy student given in memory of Kathryn VandenBelt from the estate of her son, Donald VandenBelt.

GEORGE H. AND HELEN H. VANDERBORGH FUND — A fund to provide financial assistance to students of high respect and reputation. Established by George H. Vanderborgh, alumnus and trustee, and his wife Helen.

THE ALVIN W. VANDERBUSH SCHOLARSHIP FUND — Alvin Vanderbush was a distinguished Hope College professor and coach who endeared himself through his integrity, diligence and care for students. This fund was established by him and his friends to assist deserving students with financial need.

THE ELIZABETH VANDERBUSH SCHOLARSHIP FUND — A fund established by Alvin Vanderbush in memory of his wife, an outstanding elementary school teacher. The fund is to assist deserving students with financial need who seek careers in education.

ELISABETH KAY VANDER LUGT AND JOHN DAVID TERPSTRA SCHOLARSHIP FUND — A fund to provide scholarships for worthy students whose heritage and interest relate to our historic Reformed Church tradition. Given by Dr. and Mrs. William Vander Lugt in memory of their daughter, Elisabeth Kay, and from the estate of John David Terpstra. John was a Hope Alumnus from the Class of 1965, and the son of Mr. and Mrs. William Terpstra.

WILLIAM VANDER MEER MEMORIAL SCHOLARSHIP — A fund to provide aid to worthy students, with preference given to students of Chinese heritage.

JOHN M. VANDER MEULEN FAMILY SCHOLARSHIP — A fund for deserving students, given by the Rev. and Mrs. John M. Vander Meulen and their family.

SCHOLARSHIPS AT HOPE

RUTH HOEKSTRA VANDERVEN MEMORIAL SCHOLARSHIP — A fund established by the children of Ruth VanderVen Hoekstra in her memory. Preference is given to juniors or seniors who demonstrate financial need and high achievement in both academic and service activities and who are preparing to become teachers.

MATTHEW JAMES VANDERWEL MEMORIAL SCHOLARSHIP — A fund to provide aid to worthy students, with preference given to students demonstrating leadership ability and promise of service to others.

THE CALVIN A. VANDERWERF SCHOLARSHIP FUND — Established by family and friends in memory of Calvin A. VanderWerf, eighth president of Hope College, to provide scholarship assistance to deserving entering students with demonstrated academic achievement and leadership potential. Recipients are designated "VanderWerf Scholars."

VIRGINIA VANDEWATER MEMORIAL SCHOLARSHIP — A fund established by the Randall Vandewater family in memory of Virginia Vandewater. This endowed scholarship is to be used to assist worthy female students majoring in physical education.

GARRET AND JANE VANDE ZANDE AND CLARENCE AND ANGELINE BRUNS SCHOLARSHIP FUND — A fund for deserving students with financial need who are preparing for the Reformed Church ministry. Established by Anthony and Joyce Vande Zande in honor of their parents.

THE ARIE H. VAN DYKE SCHOLARSHIP FUND — A fund established by Mrs. Ada Van Dyke and her children in memory of Mr. Van Dyke, a graduate of the Class of 1918. This scholarship is to be awarded to a deserving student with preference given to a member of the Reformed Church of America.

JOHN AND IDA VAN DYKE SCHOLARSHIP FUND — A fund for deserving students established by Ruth K. Van Dyke Rottschafer in honor of her immigrant parents John and Ida Van Dyke. This scholarship is to be awarded at the conclusion of the sophomore year to a student entering the nursing program, who in the opinion of the Dean of Natural Sciences shows promise of a successful career in the health professions.

AUGUST VANEERDEN SCHOLARSHIP FUND — A scholarship fund established to provide assistance to students with financial need. Priority will be given to Holland High School graduates majoring in Education with a minimum G.P.A. of 3.0.

HELEN E. VAN ESS MUSIC SCHOLARSHIP — A fund for deserving music students, established by Helen E. Van Ess in memory of her brother, Paul Van Ess.

KATHRYN VAN GROUW SCHOLARSHIP — A fund to provide scholarship aid for a needy student who is preparing for full-time church work.

JAMES G. AND BERTHA VAN KEULEN SCHOLARSHIP FUND — A fund awarded each year to worthy and needy students pursuing a career in medicine, with preference given to those students desiring to enter the medical missionary field. Given by Mrs. Bertha Van Keulen, former Holland resident and friend of the College.

MARK VAN LARE SCHOLARSHIP — Given in memory of their son who died of cancer at age 16, by Donald and Lois Van Lare, '57, to honor his faith, courage, intelligence, curiosity, sense of humor and concern for others. Preference will be given to students interested in a career of service to others.

SCHOLARSHIPS AT HOPE

OLIN C. VAN LARE SCHOLARSHIP — A fund to provide scholarship aid for worthy students, with first preference given to Holland High School graduates pursuing the study of literature. Funded through the estate of Olin C. Van Lare, a 1937 Hope graduate.

J. RODERICK VAN LEUWEN SCHOLARSHIP — A fund for deserving students established through the generosity of J. Roderick van Leuwen.

THE ALBERTUS C. VAN RAALTE MEMORIAL SCHOLARSHIP FUND — This fund was established by the Board of Trustees of Hope College to honor the founder of Hope College, the Reverend Albertus C. Van Raalte, and to memorialize the visit of Her Majesty Queen Beatrix and His Royal Highness Prince Claus of The Netherlands to Hope College in June 1982. First preference in awarding these scholarships is given to juniors and seniors who have an interest in The Netherlands-America Studies.

THE EVA VAN SCHAACK ENDOWED SCHOLARSHIP FUND — A fund established in memory of Dr. Eva Van Schaack, Professor of Biology at Hope College from 1957-1969. To be awarded to a deserving student majoring in biology.

GORDON J. AND MARGARET VAN WYLEN SCHOLARSHIP — A fund for deserving students. Established by the faculty, staff and friends of Hope College in recognition of the Van Wylens' dedicated service to the college community.

FRANCES H. VAN ZANDT SCHOLARSHIP — A fund to provide a scholarship for a worthy student preparing for the Christian ministry.

G. JOHN VAN ZOEREN SCHOLARSHIP — A fund to provide scholarship aid for worthy students.

THE RAYMOND C. AND ALICE S. VAN ZOEREN SCHOLARSHIP — A fund for deserving students, with preference given to those students majoring in music.

THE JAMES T. VENELKASEN SCHOLARSHIP — This scholarship is awarded annually to a student who demonstrates excellence in Christian leadership. This endowed fund was established in 1974 by Mrs. Ann S. Veneklasen in loving memory of her husband, James T. Veneklasen.

AME VENNEMA SCHOLARSHIP — A fund to provide financial assistance to capable and needy students. Given by Florence V. Lichte in memory of her father, fourth president of Hope College, 1911-1918.

JOHN J. AND IRENE VER BEEK SCHOLARSHIP — A fund established by a bequest from Professor and Mrs. John J. Ver Beek to provide financial assistance to deserving students. First preference in awarding the scholarship will be given to juniors and seniors pursuing careers in education.

THE JAMES M. VER MEULEN AND ANNE VER MEULEN WARD SCHOLARSHIP FUND — A fund established by the family and friends of James W. Ver Meulen '26 and his daughter Anne Ver Meulen Ward, '53, to provide scholarship assistance to deserving and gifted students. Dr. Ver Meulen was a member of the Board of Trustees of Hope College and headed the Build Hope Campaign from 1971-1976. Anne Ward was a loyal alumna and a member of the Alumni Board.

THE VICTOR R. VER MEULEN FAMILY SCHOLARSHIP FUND — Established in memory of Dr. Victor R. Ver Meulen, class of 1930, by his family, this fund will provide scholarship assistance to worthy students, displaying Christian leadership and strong academic performance in their chosen field.

LAWRENCE W. VERSLUIS AND KATHRYN MIDDLEBUSH VERSLUIS SCHOLARSHIP FUND — A fund to be used for deserving students majoring in science.

SCHOLARSHIPS AT HOPE

DR. AND MRS. A LIVINGSTON WARNSHUIS SCHOLARSHIP — A fund established through the generosity of Dr. and Mrs. A. Livingston Warnshuis. Dr. Warnshuis, an 1897 graduate of Hope College, had a distinguished career as a missionary to China, mission executive and church leader. Income from this fund is used to provide scholarship assistance to deserving students, with preference given to students who are children of pastors and of missionaries in the Reformed Church of America or who are preparing for the Christian ministry.

WARNSHUIS MEMORIAL SCHOLARSHIP — The Warnshuis Memorial Scholarship honors Hope College for its fine tradition of Christian liberal arts education. This scholarship is given in memory of Jan Willem Warnshuis, Hope Academy Class of 1861; Abbe Livingston Warnshuis, D.D., Hope Class of 1897; and Frederick Cook Warnshuis, Hon. D.Sc. 1922, by Mr. and Mrs. Roger L. Warnshuis, Jr.

WINIFRED WASHBURN SCHOLARSHIP FUND — A scholarship to provide aid for worthy students, with preference given to those pursuing music. Funded through the estate of Winifred Washburn.

THE WILLIAM J. WESTVEER SCHOLARSHIP FUND — A fund to provide scholarship aid for worthy students facing financial need. Established by Maud G. Westveer, Willard M. Westveer and Mrs. Henry Steffens.

KATHLEEN ANN WHITE '76 MEMORIAL SCHOLARSHIP — A fund to provide scholarship aid to a promising junior or senior physical education major, preferably a young woman.

THE NELL E. WICHERS NURSING SCHOLARSHIP FUND — A fund to provide scholarship aid to worthy students preparing for the nursing profession.

THE LEE E. AND LORAIN POMP WIDMAN SCHOLARSHIP FUND — A fund established by Loraine Pomp Widman to provide scholarship assistance to deserving students with financial need. Preference will be given to a student from Midland.

THE DR. MORRIS WILDEROM SCHOLARSHIP FUND — A scholarship fund established through the generosity of Mr. Morris Wilderom to provide scholarships for worthy students in need of financial assistance.

THE HERMAN J. WINDOLPH MEMORIAL SCHOLARSHIP — An endowed scholarship fund to provide scholarships for outstanding students majoring in engineering or science. Established by Mrs. Mary A. Windolph as a memorial to her husband, Mr. Herman J. Windolph, a distinguished engineer and industrialist.

JOHN GARRETT AND ANNA WINTER SCHOLARSHIP FUND — A fund to provide scholarship aid to worthy students in the Classics established in memory of Dr. John Garrett Winter, Professor of Classics at the University of Michigan, and his wife, Anna, Hope '02.

LAWRENCE AND CHESTER JR. WITANEK SCHOLARSHIP — Established by Annette Witaneck White, Class of 1933, in memory of her father and her nephew, who lost his life in Vietnam. The scholarship is to be awarded to any needy and deserving student.

JOHN D. WITZEL SCHOLARSHIP — A fund to provide aid to worthy students. Established in memory of Mr. John D. Witzel.

HELEN SPRIETSMA WOLF MEMORIAL FUND — A scholarship fund to be used for worthy students, with preference given to those students demonstrating interest and excellence in either remedial reading or personnel management work.

SCHOLARSHIPS AT HOPE

FLORENCE U. AND HARVEY J. WOLTMAN SCHOLARSHIP — A fund for deserving students established by Mr. and Mrs. Harvey J. Woltman.

WOMEN'S LEAGUE SCHOLARSHIP FUND — A fund established by the Women's League for Hope College to provide scholarships for needy students from the Reformed Church in America.

THE CLARA E. YNTEMA SCHOLARSHIP FUND — A scholarship fund established through the generosity of Clara E. Yntema, '16, a distinguished teacher of Latin in the public schools of Grand Rapids. Preference in awarding these scholarships is given to students majoring in language study.

THE ZUIDEMA SCHOLARSHIP FUND — A fund for deserving pre-med students, established by Dr. and Mrs. George Zuidema.

DEPARTMENTAL ENDOWED SCHOLARSHIPS

These are similar to the preceding endowed scholarship funds, except that the recipients are selected by individual departments.

THE JAECKER CHEMISTRY SCHOLARSHIP — Established by the Harry C. Jaecker, Jr. family, this endowed scholarship is to be used to assist worthy students as designated by Hope College.

RELIGION SCHOLARSHIP AND ENDOWMENT FUND — A fund administered by the Religion Department for the awarding of scholarships, teaching fellowships and Biblical research grants to superior students contemplating church vocations.

THE ALBERT AND SUSIE RITSEMA MUSIC SCHOLARSHIP — A scholarship established by their four children, three of whom were music majors at Hope College. Preference should be given to a string player on a competitive basis.

THE HERMAN AND ELIZABETH RITSEMA MUSIC SCHOLARSHIP — A scholarship established by Herman and Elizabeth Ritsema in honor of their three sons who were music majors at Hope College. Preference should be given to an outstanding instrumentalist on a competitive basis entering Hope for the first time.

HERREL GEORGE THOMAS MEMORIAL SCHOLARSHIP — A fund to provide an annual \$1,000 scholarship to assist a Hope Student majoring in art. The award is made to a student with a particular interest in Early American art whenever possible.

ALVIN W. VANDERBUSH AWARD — A fund established in honor of Alvin W. Vanderbush, Class of 1929, who served his alma mater for twenty-seven years as a teacher and football coach. Awarded each year to an academically gifted student.

ELIZABETH VANDERBUSH MEMORIAL FUND — A fund established by Professor Alvin W. Vanderbush and others in memory of his wife Betty to provide scholarship aid for a junior student who plans to become an elementary teacher.

CLARENCE VAN ESS CHRISTIAN EDUCATION ENDOWMENT FUND — A fund established by Clarence Van Ess to provide annual awards to superior students preparing for the Christian ministry. The fund is administered and selections made by the Religion Department.

THE DONALD T. VISSER RESEARCH FELLOWSHIPS — Established by the California Foundation for Biochemical Research in honor of Dr. Donald T. Visser, a 1937 Hope alumnus, to be used to support students who do summer research in chemistry and biochemistry at Hope College.

SCHOLARSHIPS AT HOPE

ANNUALLY FUNDED SCHOLARSHIPS

These scholarships are similar to endowed scholarships, except that they are awarded on the basis of funds received annually.

THE BRANCH SCHOLARSHIP FUND — This fund is for students who display academic ability, financial need, and above all a sense of purpose and direction in their Christian faith regardless of their career. Given by Kurt Van Genderen, President of Branch Capital Management, and his wife, Beverly Joeckel Van Genderen.

BROOKVILLE REFORMED CHURCH, GLEN HEAD, NEW YORK — An annual award to a deserving student.

THE DOW CHEMICAL COMPANY FOUNDATION SCHOLARSHIPS IN CHEMISTRY — Established to support outstanding students who plan to pursue a career in chemistry.

FRANK B. LOUNSBERRY EDUCATION FOUNDATION SCHOLARSHIP — A fund to provide financial assistance to a freshman showing high character, intelligence, scholastic record and need.

RALPH W. MACLACHLAN AND JOHN D. WITZEL SCHOLARSHIP — Aid to worthy students given in memory of Ralph W. MacLachlan and John D. Witzel by the Lee N. and Grace Q. Vedder Foundation.

MARBLE SCHOLARSHIP COMMITTEE — Awards available to selected students of high ability and dedication to life purposes consistent with the goals of the Reformed Church in America. Awards are given in honor of Barbara Lehr, in honor of Alma and W. Norman Eastwood, in memory of John G. Phillips and in memory of Leonard M. Moreland.

THE MERCK COMPANY FOUNDATION SUMMER RESEARCH FELLOWSHIPS IN CHEMISTRY — To be used to support students who do summer research in chemistry and biochemistry at Hope College.

MUSKEGON COUNTY COMMUNITY FOUNDATION — Annual grants from the John and Ruth Wierenga Schrier Scholarship. This fund provides scholarship aid for worthy students of middle-income families from within Muskegon County. The fund was established by John and Ruth Schrier of Muskegon and is administered by the Muskegon County Community Foundation, Inc. Applications can be received from the Foundation.

AMOS NORDMAN FOUNDATION — Assistance for young people studying at Hope College.

THE ROBERT F. AND GENEVIEVE SAGE SCHOLARS FUND — A fund established by the Sage foundation to provide assistance to students with financial need, at least a 3.5 grade point average, and who are involved in at least two extracurricular activities on campus.

EDWARD C. AND HAZEL L. STEPHENSON SCHOLARSHIP — An annual award given to students with financial need.

HERBERT AND JULIA VAN WYK SCHOLARSHIP — Awarded annually to a student entering the junior or senior year whose academic record, character and leadership qualities are of high caliber. Given in honor of Dr. Herbert S. Van Wyk and Julia Walvoord Van Wyk.

SCHOLARSHIPS AT HOPE

THE VAN WYLEN SCHOLARSHIP FOR CHRISTIAN STUDENTS — Established by Dr. Homer L. Surbeck of Artherton, California, in honor of President Emeritus Gordon J. and Mrs. Margaret Van Wylene. The scholarship, awarded to an entering freshman, is renewable for three additional years of study at Hope College. Basic criteria for selection are evidence of mature commitment to the Christian faith and demonstrated potential to do distinguished academic work.

WOMEN'S GUILD, MIDDLE COLLEGIATE CHURCH — A fund for a worthy student in memory of Miss Janna H. Schafer.

ENDOWED INSITUTIONAL LOAN FUNDS

THE BING CROSBY LOAN FUND — This is a loan program established by the trustees of the Bing Crosby Youth Fund for deserving students who are in need of financial assistance to complete their education. The money is to be loaned to students having satisfactorily completed their freshman year.

HOPE COLLEGE LOAN FUND — This fund was established by the College for deserving students in need of financial assistance.

THE FLOYD LONG LOAN FUND — This institutionally operated loan program was established to help meet the educational expenses of Hope students who demonstrate financial need and show academic promise.

NOYES LOAN FUND — This fund was created by the Jessie Smith Noyes Foundation for deserving students in need of loan assistance.

SKILLMAN LOAN FUND — This fund was created by the Skillman Foundation for deserving students in need of loan assistance.

THE HENRY STRONG EDUCATIONAL FOUNDATION — Provides funds to undergraduate juniors and seniors. Interest at the rate of 5% begins to accrue at graduation and repayment is at a specified rate covering a period of four years after graduation.

MARY VANKAMPEN MEMORIAL LOAN FUND — This institutionally operated loan program was established to assist students in need of funds to purchase textbooks. The money is to be loaned without interest for a maximum period of one year. This short-term loan program is limited to students who demonstrate financial need and the ability to repay the loan from campus or summer employment.

JANET ALBERS YONKMAN LOAN FUND — A student loan fund, for students whose scholarship record and potential suggest that they will pursue successful academic careers at and be graduated from Hope College. Primary consideration will be given to music students, but the fund is open to all qualified students. Loans will be made to worthy, deserving, and responsible students with leadership potential and financial need.

HONORS AND AWARDS



Each year the faculty honors those students whose academic careers are marked by high achievement. The following honors and awards, in addition to several mentioned on preceding pages, are among those presented.

SUSAN ALLIE PHYSICAL EDUCATION AWARD — A cash award to be presented to a female departmental major whose overall performance is adjudged by the staff to be the most outstanding and to best represent the high standards set by the late Susan Allie. In addition, the recipient's name is properly inscribed on an institutional plaque in the Dow Health and Physical Education Center. This award was established by family and friends in memory of Susan Allie, Hope class of 1981.

THE AMERICAN ASSOCIATION OF UNIVERSITY WOMEN AWARD — An award, given by the Holland, Michigan branch, consisting of a year's membership in any local branch of the American Association of University Women, awarded to the Senior woman student who has demonstrated the type of scholarship, community service and women's leadership for which the AAUW stands.

AMERICAN BIBLE SOCIETY BOOK AWARD — A book award given by the American Bible Society to a deserving student who, in the judgment of the religion department faculty, is a superior student and who will utilize the book in future study.

AMERICAN INSTITUTE OF CHEMISTS AWARD — Awarded to the senior student who, in the estimation of the chemistry faculty, has exhibited diligence in study and research projects, helpfulness in the instructional laboratories, and interest in chemistry for her/his four years at Hope College.

ANCIENT MYSTIC ORDER OF THE TRILOBITE — An award given to the freshman student who, in the judgment of the geology faculty, shows the most potential of being a successful professional geologist.

ART DEPARTMENT PURCHASE AWARD — The Art Department, in an effort to recognize superior student work and to increase campus awareness of our own aesthetic environment, has initiated an Art Department Purchase Award which is given to deserving students. The works, selected by the faculty and agreed to by the student artist, will become part of the Hope College Permanent Collection and will be displayed in a public space on campus.

ATHLETIC SENIOR BLANKET AWARDS — Award blankets are presented to those senior athletes who have earned at least three varsity letter awards at Hope College. One of the three must have been received during the athlete's senior year. The letters need not necessarily have been won in a single sport.

AWARD FOR OUTSTANDING JUNIOR ECONOMICS STUDENT — A book award to the outstanding junior economics student, as selected by the faculty of the Department of Economics and Business Administration.

THE GEORGE F. BAKER SCHOLARS PROGRAM — The Baker Scholars Program develops the business leadership potential of a select group of liberal arts students at Hope College, emphasizing academic excellence, quality of character, responsibility and motivation.

BIOLOGY BOOK AWARD — A book award presented to students, selected by the biology faculty, on the basis of outstanding performance in introductory biology.

GEORGE BIRKHOFF ENGLISH PRIZE — A cash prize founded by the Honorable George R. Birkhoff, Jr., to promote study of the English literature and language.

HONORS AND AWARDS

PETER BOL AWARD — A cash award given to the upperclass student who, in the estimation of the Personnel Deans and Counseling Staff, has made outstanding contribution in counseling and helping underclass students and who gives promise of a career of service to youth.

BOUNDY COMPUTER SCIENCE AWARD — Annual cash award funded by David Boundy and given to the person in the graduating class who is deemed by the computer science faculty to have the greatest potential for making future contributions to the field of computer science.

THE LAURA ALICE BOYD MEMORIAL AWARD IN GERMAN — A cash award to the senior German major whose interest and achievement in the German language and literature has been most significant.

GRACE MARGUERITE BROWNING SCHOLARSHIP IN VOICE — Awarded each year to the Junior or Senior music student who, in the opinion of the Music Faculty, has proved himself/herself worthy of such a scholarship under the following conditions:

a. She/he has been in residence at Hope College for one year.

b. She/he maintains a good general academic record during the year.

The scholarship is granted and does superior work in his/her applied music field. Failure to do so means immediate termination of the scholarship. The scholarship is for one thirty-minute lesson per week throughout the year. A student may receive the scholarship for one year only.

THE FLORENCE CAVANAUGH DANCE AWARD — An award presented by the Dance Department to a deserving student.

THE ROBERT W. CAVANAUGH SCHOLARSHIP IN VOICE — Given each year to the sophomore music student who, in the opinion of the music faculty, has proved most worthy in terms of his/her academic record and superior work in the study of voice. The scholarship provides private voice lessons during the student's junior year.

THE ROBERT W. CAVANAUGH SENIOR MUSIC AWARD — A book and cash award to that music major in the senior class who, in the judgment of the music faculty, has demonstrated unusual interest and achievement, and has contributed significantly to the music program. Established in recognition of Robert W. Cavanaugh's contribution to the music department of Hope College and his Christian commitment by his family, former students, and friends.

J. ACKERMAN COLES AWARD FOR SCHOLARSHIP IN COMMUNICATION STUDIES — Awarded to the students who have demonstrated continuing interest and excellence in communication studies.

COMPUTER SCIENCE SENIOR PRIZE — A book prize donated by the Computer Science faculty and awarded to the graduating senior chosen by the faculty as the outstanding student in Computer Science.

DEAN FOR ARTS AND HUMANITIES AWARD — A cash prize for the best paper read at the student sessions of the Arts and Humanities Colloquium Series.

THE CLARENCE DE GRAAF ENGLISH AWARD — A cash award to be presented to the senior whose interest and achievement in the field of English, as indicated by academic record, most merits recognition in the judgment of the English Department faculty. The award has been established in honor of Professor Clarence De Graaf, a member of the English Department for 44 years, until his retirement in 1972. Dr. De Graaf served as Department Chairman for 25 of those years.

HONORS AND AWARDS

DEKRUIF WRITING AWARD — The Paul deKruif Writing Prizes in biology are meant to increase awareness of writing among biology students and encourage biology students who write well through annual recognition. The prizes were made possible by gifts from Dr. and Mrs. Louis Pepoy and other admirers of Paul deKruif.

THE DELOITTE & TOUCHE JUNIOR ACCOUNTING BOOK AWARD — A book award to an outstanding junior accounting student who is planning a career in public accounting, as selected by the faculty of the Department of Economics and Business Administration.

DELTA OMICRON SCHOLARSHIP AWARD — An award for outstanding musicianship and outstanding scholarship presented by the alumni of Zeta Alpha Chapter. (This is not an annual award.)

DELTA PHI ALPHA BOOK PRIZE — Delta Phi Alpha, the honorary German fraternity, presents annually book prizes to the students in German who have been chosen for this honor by the members of the German Department.

RAY DE YOUNG HISTORY PRIZE — A cash award to the senior student whose interest, achievement, and promise in history, as indicated by his/her academic record and a significant piece of historical research, most merit the award.

DUPONT AWARD FOR UNDERGRADUATE RESEARCH IN CHEMISTRY — A cash award to the senior student who has done the most outstanding research in chemistry.

WILLIAM B. EERDMANS POETRY PRIZE — A cash award for the best creative writing done in poetry during the current year.

WILLIAM B. EERDMANS PROSE PRIZE — A cash award for the best creative writing done in prose during the current year.

ETA SIGMA PHI BOOK PRIZE — An award presented to a graduating senior who is a member of this national honorary Classical society and who has achieved distinction in advanced study in either of the Classical languages.

FIRST-YEAR CHEMISTRY BOOK AWARD — Presented to the freshman student who, in the estimation of the chemistry faculty, has demonstrated outstanding performance in general chemistry. The award is the *Handbook of Physics and Chemistry* donated by the Chemical Rubber Publishing Company.

FRESHMAN MUSIC AWARDS — Given each year to entering freshmen in the applied music fields of piano, voice, instrument and organ. Awards are given on the basis of a live audition or by a tape recording. Audition tapes must be submitted by March 15. Additional information can be secured by writing to the head of the Music Department.

THE FRESHMAN PHYSICS BOOK AWARDS — Presented to a student in Physics 122 and a student in Physics 132 who, in the estimation of the physics faculty, have demonstrated outstanding performance in Freshman Physics.

THE BARBARA E. GEETING MEMORIAL AWARD IN GERMAN — The Barbara E. Geeting Memorial Award in German was established in 1978 to honor the memory of Barbara E. Geeting, a 1978 graduate in German, who was killed in a tragic accident with her grandparents shortly after graduation. This award is granted to a graduating senior who has achieved distinction in German.

ALMON T. GODFREY PRIZE IN CHEMISTRY — A cash award to the senior student chosen the outstanding student in chemistry.

HONORS AND AWARDS

THE JEANETTE GUSTAFSON MEMORIAL GIFT — An award to the most deserving graduating student of the Psychology-Sociology Major Program, chosen on the following basis: ability to demonstrate academic achievement, voluntary involvement in organizations aimed at aiding the community and/or the College, and promise for significant contribution to the helping professions.

THE STANLEY HARRINGTON ART SCHOLARSHIP — Awarded to a promising major in the Art Department, and is intended for the purpose of research materials. The Stanley Harrington Art Scholarship is established by friends, students and family in memory of Mr. Harrington, a professor in the Art Department of Hope College from 1964 to 1968.

THE RENZE LYLE HOEKSEMA PRIZE IN POLITICAL SCIENCE — An award for a junior majoring in political science who best demonstrates, in the judgment of the Department of Political Science, excellence in the classroom, interest in political science, and promise for a useful career in public service.

THE HOLLAND AREA ARTS COUNCIL SCHOLARSHIP — A cash award given to a promising major in the Art Department. The Holland Area Arts Council sponsors and encourages cultural and educational activities in the Holland and surrounding areas.

JUNIOR CHEMISTRY JOURNAL AWARD — An award to the students who, in the estimation of the Chemistry Department, exhibited outstanding performance as a junior chemistry student. The award is a fifteen-month subscription to the *Journal of Analytical Chemistry* presented by the American Chemical Society.

THE JUNIOR PRIZE IN PHILOSOPHY — A book prize awarded to that member of the junior class judged by the department to have written the best philosophy paper during the current academic year.

JUNIOR-SENIOR INSTRUMENTAL SCHOLARSHIP — A prize of one instrumental lesson per week for one year awarded by the Music Department to the junior or senior who is a music major and has spent at least one year of resident study in the Music Department. The award is given to the junior or senior who, in the judgment of the department, best qualifies on the basis of talent and potentialities.

JUNIOR-SENIOR SCHOLARSHIP IN PIANO — A prize of one piano lesson per week for one year awarded by the Music Department to the junior or senior who is a music major and has spent at least two years of resident study in the Music Department. The award is given to the junior or senior who, in the judgment of the department, best qualifies on the basis of talent and potentialities.

THE KENT MEDICAL FOUNDATION AWARD — The Kent Medical Foundation was established in 1961 by the Kent County Medical Society as a charitable non-profit scientific trust, and is dedicated to improving the standards of health care in Kent County and surrounding areas. Its primary purpose is to give financial assistance to deserving students who are pursuing careers in medicine and allied health fields. To qualify, the graduating senior must be a resident of Kent or a bordering county and pursuing a health sciences career.

MARGUERITE E. KINKEMA SPECIAL EDUCATION AWARD — A plaque awarded to the senior special education major who, in the judgment of a faculty committee, gives promise of making the most significant contribution to the teaching of handicapped children.

THE ALLAN C. KINNEY MEMORIAL FUND — Provides an annual cash award to the outstanding graduating senior majoring in economics or business administration. The winner will be selected by the faculty members teaching in these areas

HONORS AND AWARDS

on the basis of scholarship, contribution to campus life and promise of an outstanding career.

THE JOHN H. KLEINHEKSEL MATHEMATICS AWARD — This award is presented to the freshman or sophomore student who demonstrates outstanding ability in sophomore level mathematics courses and shows promise for future work in mathematics. The prize is a one-year membership in the Mathematical Association of America which includes the subscription to two mathematical journals.

THE RUSSELL J. KRAAY AWARD IN COMPUTER SCIENCE — Annual cash awards funded by Dr. Russell J. Kraay and given to two sophomore or junior students who, in the judgement of the Computer Science faculty, have demonstrated excellence in the field of Computer Science.

THE CHARLES E. LAKE MEMORIAL PRIZE IN PHILOSOPHY — A cash award to that philosophy major in the senior class judged by the department to be most deserving. Established in recognition of Charles Lake's scholarly abilities, character and Christian commitment by his family, friends, and the First Reformed Church of Three Oaks, Michigan.

LAMBA PI ETA BOOK AWARD TO THE TOP COMMUNICATION GRADUATE — A book award to the Senior Communication major who has the highest grade point average in the discipline.

THE CHARLES E. LAKE MEMORIAL PRIZE IN ANCIENT PHILOSOPHY — A cash award to that member of the freshman or sophomore class judged by the department to have done the best work in ancient philosophy. Established in recognition of Charles Lake's scholarly abilities, character, and Christian commitment by his family, friends, and the First Reformed Church of Three Oaks, Michigan.

THE CHARLES E. LAKE MEMORIAL PRIZE IN MODERN PHILOSOPHY — A cash award to that member of the freshman or sophomore class judged by the department to have done the best work in modern philosophy. Established in recognition of Charles Lake's scholarly abilities, character, and Christian commitment by his family, friends, and the First Reformed Church of Three Oaks, Michigan.

ALBERT E. LAMPEN MATHEMATICS PRIZE — A cash award to the senior student chosen the outstanding student in mathematics.

ROBERT L. MELKA MEMORIAL AWARD — A cash prize awarded annually to a freshman or sophomore for an essay in European history that is judged superior by the department of history.

M. HAROLD MIKLE PRIZE FOR COMMUNICATION — Awarded annually to the graduating senior whose record reflects academic excellence, superior skill as a presentational speaker and extensive all-college leadership accomplishments. This award is intended for but not limited to students who have majored in communication or who have participated in campus or intercollegiate communication activities. Nominations will be sought from all full-time members of the faculty, the winner being selected by the faculty of the Department of Communication.

THE MILES AWARD IN LAW — An annual cash award established by Judge Wendell A. Miles in honor of his father, Judge Fred Thomas Miles, presented to a senior student whose promise in the study of Law is judged superior by the faculty of the department of history.

HONORS AND AWARDS

HERMAN MILLER ART AWARD — A cash award given to a senior most deserving of recognition and encouragement for creative work in the field of visual arts.

THE MABEL NIENHUIS AWARD IN APPLIED MUSIC — An award in applied music given to three music majors, who at the close of their freshman year receive the highest rating in their jury examinations. One award each will be given in the areas of keyboard, voice, and instrumental music to be used for the applied music fees during the sophomore year.

ORGANIC CHEMISTRY BOOK AWARD TO THE OUTSTANDING STUDENT IN ORGANIC CHEMISTRY — Presented to the student who, in the estimation of the chemistry faculty, has demonstrated outstanding performance in organic chemistry. The prize is the *Merck Index* donated by Merck and Company, Inc.

ELEANOR J. PALMA MEMORIAL AWARD — A fund to provide piano scholarships in the music department to students who are deserving on the basis of achievement and financial need. Funded by friends and family in loving memory of Eleanor J. Palma, Adjunct Assistant Professor of Music.

THE LINDA D. PALMER MEMORIAL AWARD IN FRENCH — An award, in the memory of Dr. Linda D. Palmer, Assistant Professor of French, 1966-1971, to the student who, having studied in a French-speaking country, demonstrates the greatest promise of excellence in the teaching of French.

PATTERSON MEMORIAL PRIZE IN BIOLOGY — A cash award to a superior student with a major interest in biology, whom the Hope College faculty deems most worthy.

PHI ALPHA THETA FRESHMAN BOOK AWARD — A book prize awarded to the freshman student who, in the opinion of the faculty, shows the greatest promise in history.

PHI ALPHA THETA SOPHOMORE BOOK AWARD — A book prize awarded to the sophomore student who, in the opinion of the faculty, shows the greatest promise in history.

PIETENPOL PRIZE — A cash award to the senior student who gives promise of greatest success in the Christian ministry.

HOWARD O. PLAGGEMARS VIENNA SUMMER SCHOOL AWARD — A first prize cash award to be given annually to the participant in the Vienna Summer School who in the opinion of designated judges submits the best piece of creative writing reflecting on his or her experiences in Europe. No specific format is prescribed. Honorable mention prizes may also be awarded.

POLITICAL SCIENCE DEPARTMENT BOOK AWARDS — The Department of Political Science presents up to ten annual book awards to students who have demonstrated unusual promise in political science in its classes and activities. At least half of these are awarded to freshmen and sophomores.

POST JEWELRY MUSIC AWARDS — Gold keys to senior members of the Chapel Choir who have been active members for at least three years and have done outstanding service.

THE MARGUERITE PRINS FRENCH AWARD — A cash award to the senior whose interest and achievement in the study of the French Language and Literature has been the most significant.

MARTIN N. RALPH AWARD IN SPANISH — A cash award to the junior or senior whose achievement in the Spanish language and literature has been most significant.

HONORS AND AWARDS

A. A. RAVEN PRIZE IN COMMUNICATION — Awarded to the student who best demonstrates excellence in communication through leadership and/or the effective presentation of issues of public significance.

REINKING MEMORIAL AWARD — Awarded each year to a junior Geology major who, in the judgement of the geology faculty, best exhibits the high standards of academic excellence exemplified by the late Professor Robert L. Reinking.

THE ROGER RIETBERG CHAPEL CHOIR AWARD — This award was created by members, alumni and friends of the Hope College Choir to honor Roger Rietberg. The recipient must be of the senior class and have been a member of the choir for at least two years. The recipient must exemplify commitment and dedication, a love for the musical mission of the choir, and a spirit that has proved to be an example for the other members. He or she should carry an attitude of concern for all the members of the choir and should be looked at with respect as a leader and a friend.

METTA J. ROSS HISTORY PRIZE — A cash award to the junior student whose interest, achievement, and promise in history, as indicated by academic record and career plans, in the judgment of the history faculty, most merits recognition.

CLARYCE ROZEBOOM MEMORIAL SCHOLARSHIP IN ORGAN — A fund contributed in memory of Miss Claryce Rozeboom, a member of the Class of 1953, provides a scholarship of one organ lesson per week for one year. This scholarship is awarded to a member of the junior or senior class who, in the opinion of the music faculty, best qualifies on the basis of talent and financial need.

THE JOHN SCHOUTEN AWARD — An award given by his daughter, Bess Schouten, in memory of "Jack" Schouten who was a long-time physical educator and Hope's first athletic director. The award is presented annually to a woman athlete in the senior class who, in the estimation of the athletic staff and the physical education department faculty, has been one of the top athletes in the women's athletic program and has been an able and conscientious student during her years at Hope College. The recipient of this award must not only be an outstanding athlete, but must also possess other strong character traits. Ideally, she must demonstrate competent leadership within the teams on which she has participated. The award is an octagon pewter plate with the bronze Hope College crest implanted in the center.

SANDRENE SCHUTT AWARD FOR PROFICIENCY IN LITERATURE — A cash award to be presented to the senior who has shown outstanding proficiency in English Literature and who expresses the intention of entering the profession of teaching English Literature.

SENIOR BIBLICAL AWARDS — Cash awards to senior students who have exhibited superior ability in the field of Biblical study.

SENIOR SOCIOLOGY AWARD — A cash award given to a superior senior student majoring in the sociology curriculum who, in the opinion of the department faculty, has achieved the most outstanding record of his/her class.

SIGMA XI AWARDS — The Sigma Xi awards are given in recognition of the independent initiative shown by the student, the accomplishment of a noteworthy contribution to research in the sciences while at Hope College, and for showing promise of continuing research contributions in the future.

SLOAN-STEGEMAN AWARD — A cash award to a senior student who displays promise of greatest success in the field of Christian world missions.

HONORS AND AWARDS

SOCIAL WORK SENIOR AWARD — An award to be presented to the senior who has exhibited superior academic ability, extensive volunteer involvement, and promise of significant contribution to the social work profession.

SOUTHLAND AWARD FOR WOMEN — A gold medal to the senior who, in the judgment of a faculty committee, has maintained the highest standard of scholarship in several fields, character, and usefulness during the four years of her college course.

THE MINER STEGENGA AWARD — An award in memory of the Reverend Miner Stegenga presented annually to a student-athlete in the junior or senior class, who in the estimation of the Athletic staff and Faculty Committee on Athletics has shown leadership in campus Christian activity. The student is one who demonstrated athletic ability in a college-sponsored sport and exemplified Miner Stegenga's deep love of sports and his deeper love and Christian concern for those who played on both sides.

CHRISTOPHER JAMES STRINGER MEMORIAL AWARD — A cash award to a deserving junior or senior selected by the psychology department staff as showing promise of becoming an outstanding psychology student.

THEATRE DEPARTMENT AWARDS — The Theatre Department Awards, cash awards of \$50, are presented to the students in the freshman, sophomore and junior classes who, in the judgment of the theatre faculty, have shown the greatest promise artistically, academically, and in the terms of participation in the department's co-curricular program.

THEATRE DEPARTMENT SENIOR PRIZE — The Theatre Department Senior Prize is awarded to seniors who, in the judgment of the theatre faculty, have demonstrated the highest achievement academically, artistically, and in theatre craftsmanship during their undergraduate career.

THEUNE FAMILY AWARD — An annual award established by Peter '65 and Judith Theune, in honor of their son, Michael Theune '92, to recognize one or more outstanding students with preference given to students majoring in Philosophy and/or English.

TULIP CITY GEM AND MINERAL CLUB AWARD — Awarded annually to one or two outstanding geology majors whose undergraduate career shows promise of continued excellence in the geosciences.

UNDERGRADUATE AWARD FOR ACHIEVEMENT IN ORGANIC CHEMISTRY — This award is sponsored by the American Chemical Society. It is presented to a student who has demonstrated outstanding performance in organic chemistry. The price is a computer disk for the course, "Introduction to Polymer Chemistry."

THE WILLIAM AND MABEL VANDERBILT, SR. FAMILY AWARD — An award established by Mrs. Mabel Vanderbilt Felton in memory of William Vanderbilt, Sr. It is awarded annually to students majoring in Physical Education and Recreation who, in the judgment of the faculty in this department, contributed outstanding service to others.

THE ALVIN W. VANDERBUSH STUDENT ATHLETE AWARD — A non-cash award established by former Hope College athletes to be given to a student athlete who demonstrates the qualities and ideals exemplified by former Professor and Coach Alvin Vanderbush's life and career — integrity, diligence, commitment and caring. The recipient is chosen by the Department of Physical Education.

HONORS AND AWARDS

THE ELIZABETH VANDERBUSH AWARD IN EDUCATION — A cash award to a junior student in Education who demonstrates distinct ability and evidence of commitment to a career in teaching. The recipient is chosen by the Department of Education.

OTTO VAN DER VELDE ALL CAMPUS AWARD — A gold medal to the senior man chosen for his outstanding contribution to the college in athletics, scholarship and participation in student activities.

JOHN RICHARD VANDER WILT AWARD — A cash award to a deserving student who, in the judgment of the religion faculty, gives promise of a dedicated service as a minister or missionary.

THE MIRIAM JOYCE VAN EYL AWARD — Is a golden pendant or tie pin presented annually to the graduating Hope College nursing student who, in the opinion of the nursing faculty and nursing seniors, has best demonstrated the integration of knowledge and professional competency with timely and genuinely caring responses to the psychological, spiritual and social needs of patients and their families.

THE JAMES DYKE VAN PUTTEN POLITICAL SCIENCE PRIZE — A cash award to be given to the graduating senior who has excelled in the classroom and, in the judgment of the political science faculty, possesses those qualities of character and personality which give promise of a useful career in public service. The award is named after the first chairman of the Political Science department, who was a fine scholar and a United States Diplomat.

GENE VAN TAMELEN PRIZE FOR CREATIVITY IN THE SCIENCES — To recognize extraordinary creativity in any area of the generally accepted pure or applied physical sciences, including but not necessarily restricted to astronomy, biology, chemistry, computer sciences, geology, physics, and mathematics. Such creativity would be demonstrated by original scholarly contributions, including the design and execution of the work, as well as a description of results and conclusions, all of which are disclosed in a publication or comprehensive report or treatise worthy of publication in a reputable scientific journal.

MARY VAN TAMELEN PRIZE FOR CREATIVITY IN THE ARTS — To recognize extraordinary creativity in any area of general arts, including literature, music, theatre, fine arts, film, or television. Such creativity would be demonstrated by original work worthy of critical acclaim in the larger world, appearing in print, or in any other medium.

MICHAEL VISSCHER MEMORIAL BOOK AWARD — A book award presented to a sophomore geology student selected by faculty and students on the basis of outstanding performance during his or her first two years at Hope College.

THE WALL STREET JOURNAL AWARD — The Wall Street Journal Student Achievement Award of a one-year subscription to the Journal and an individual medallion is presented to the student selected by the Economics and Business Administration faculty.

DONALD WEENER MEMORIAL AWARD — A fund to provide piano scholarships in the music department for deserving students. Funded by friends and family in loving memory of Donald Weener.

THE EGBERT WINTER EDUCATION AWARDS — Cash prizes to the young man and young woman in the senior class who give promise of making the most significant contributions in the field of teaching.

HONORS AND AWARDS

THE EDWARD J. WOLTERS CLASSICS AWARD — The Edward J. Wolters Classics Award has been established in honor of Professor Edward J. Wolters, late Professor Emeritus of Latin and Chairman of Classical Languages for nearly 40 years, until his retirement in 1966. This award is given to a student with an outstanding record of performance in advanced Latin classes or in classical studies.

DOUWE B. YNTEMA PRIZE — A cash award to the senior student who has been chosen the outstanding student in physics.

ASSISTANTSHIPS

CHEMISTRY ASSISTANTSHIPS — A limited number of teaching assistantships and research assistantships are available to highly qualified students. See department chair for information.

FRENCH SCHOLARSHIP ASSISTANTSHIP — Awarded each year to a qualified native speaker of French. The awardee receives a waiver of tuition, fees for cultural affairs events, and room and board fees in return for work as a native assistant in the Department of Modern and Classical Languages.

GERMAN SCHOLARSHIP ASSISTANTSHIP — Awarded each year to a qualified native speaker of German. The awardee receives a waiver of tuition, fees for cultural affairs events, and room and board fees in return for work as a native assistant in the Department of Modern and Classical Languages.

PHYSICS ASSISTANTSHIPS — Full-time summer research assistantships are available to students on the basis of ability.

SPANISH SCHOLARSHIP ASSISTANTSHIP — Awarded each year to a qualified native speaker of Spanish. The awardee receives a waiver of tuition, fees for cultural affairs events, and room and board fees in return for work as a native assistant in the Department of Modern and Classical Languages.

GRADUATE FELLOWSHIPS

GENERAL ELECTRIC FOUNDATION GRADUATE FELLOWSHIP — The General Electric Foundation Graduate Fellowship is offered by the General Electric Foundation to an outstanding Hope senior who intends to pursue an academic career in engineering, computer science, or physical science. The Fellowship pays tuition and fees plus a generous stipend for the first year of graduate study at an institution of the student's choice. Nominations are made by Hope academic departments and the final selection of the Fellowship recipient is made by a faculty committee chaired by the Dean for Natural Sciences.

FELLOWSHIP NOMINATIONS

MICHIGAN COLLEGE SCHOLARSHIP — Hope College annually nominates an outstanding member of the graduating class to be the recipient of this scholarship award for graduate study in the School of Business Administration at the University of Michigan.

DEPARTMENTAL/FACULTY/ADMINISTRATION ENDOWED FUNDS



Specified gifts to the College are used to establish endowed funds for the enrichment of faculty and staff. The College believes it is important that funds be made available for the continued personal growth of faculty and staff. These opportunities are essential for maintaining quality education at Hope. Income from these funds is used for individual enrichment and research, endowed lectureships and departmental programs.

ENDOWED PROFESSORSHIPS

EVERT J. AND HATTIE E. BLEKKINK PROFESSORSHIP — An Endowed Chair created from the bequest of the late Victor and Ruth Blekkink in honor of their parents to provide financial support for a member of the faculty who is selected on the basis of a distinguished record as an outstanding teacher, recognized scholarly contributions, and significant contributions to the overall mission of the college. The chair is open to faculty members in the Departments of Education and Religion.

PETER C. AND EMAJEAN COOK ENDOWED PROFESSORSHIP — An Endowed Chair established by Peter C. and Emajeane Cook to provide financial support for a faculty member who has an established record of excellence as a Christian scholar, as evidenced by effectiveness in teaching, a record of scholarship, a Christian life marked by a meaningful integration of faith and practice, and who subscribes to the concept and principle of the free enterprise system.

THE REVEREND FREDERICH GARRETT AND HELEN FLOOR DEKKER ENDOWED PROFESSORSHIP — A Chair established by the estate of Dr. Fred H. and Marie V. Buranek Decker to provide financial support for a faculty member who has an established record of excellence in biophysics, biomedicine or biology.

DOROTHY WILEY DeLONG PROFESSORSHIP IN DANCE — An Endowed Chair in honor of Dorothy Wiley De Long established by Mr. and Mrs. William P. De Long, their children, Dr. and Mrs. Jack De Long and Mr. and Mrs. Ted De Long; and friends and associates of Mrs. De Long. Dorothy Wiley De Long was actively involved in dance throughout her life, and was a leader in introducing dance to the community and to Hope College. This Chair is held by a faculty member in the Dance Department.

THE ELMER E. HARTGERINK ENDOWED PROFESSORSHIP IN CHEMISTRY — An endowed chair established by Elmer and Margaret Hartgerink. Mr. Hartgerink is a distinguished chemist and business leader who has had a long and varied career in the chemical industry after graduating from Hope College in 1939. At the time of the establishment of this chair, Mr. Hartgerink serves as Chairman of Wyckoff Chemical Company, Inc., in South Haven, Michigan. This chair is to be held by an outstanding chemist dedicated to students, teaching and research, and committed to the Christian faith.

KENNETH G. HERRICK ENDOWED PROFESSORSHIP — An Endowed Chair established in 1981, and named in honor of Mr. Kenneth G. Herrick, President of the Herrick Foundation and Chairman of the Board of Trustees of Tecumseh Products, Inc., in recognition of and appreciation for his generous support of Hope College. This Chair is held by a faculty member in one of the following Departments: Biology, Chemistry, Computer Science, Economics and Business Administration, Geology, Mathematics, or Physics.

DEPARTMENTAL/FACULTY/ADMINISTRATION ENDOWED FUNDS

DRS. EDWARD A. AND ELIZABETH HOFMA ENDOWED PROFESSORSHIP —

An Endowed Chair established by the Board of Trustees of the Drs. Edward A. and Elizabeth Hofma Trust, to be held by a faculty member who has a major responsibility for the instruction of pre-medical students. Normally, this will be a member of the Biology Department or the Chemistry Department. Drs. Edward A. and Elizabeth Hofma were long-time residents of Grand Haven, Michigan, in which community these doctors served as distinguished and greatly respected physicians.

HOWARD R. AND MARGARET E. SLUYTER ENDOWED PROFESSORSHIP —

An Endowed Chair given by Mrs. Margaret E. Sluyter to be held by a faculty member in the Art Department whose primary responsibilities are teaching courses and professional activity in the field of interior design. Dr. Howard R. Sluyter graduated from Hope in 1928 and had a distinguished career in business. He served as a Trustee of Hope College from 1971-1986. Through her life-long interest and involvement in interior design, Mrs. Sluyter recognized the place of interior design in a liberal arts curriculum.

THE GUY VANDER JAGT ENDOWED PROFESSORSHIP — This Endowed Chair was established by friends of the Honorable Guy Vander Jagt as an expression of their appreciation for his distinguished leadership in the U.S. House of Representatives and for his dedication to the ideals and values that have been the inherent strength of our nation.

Mr. Vander Jagt, a 1953 graduate of Hope College and a student leader and distinguished orator while at Hope, has won national acclaim as an orator. He has served in the Congress of the United States since 1966 as Representative of the Ninth Congressional District in Michigan. In recognition of his distinguished career the Board of Trustees of Hope College recently conferred upon Mr. Vander Jagt the honorary Doctor of Laws degree in 1983.

This Chair is held by a distinguished faculty member, preferably one who has a special interest in oratory, or the interface between politics and communication.

JOHN DIRK WERKMAN ENDOWED PROFESSORSHIP — An Endowed Chair established by Mary K. Werkman in the name of her husband, John Dirk Werkman, a graduate of Hope College in 1889. This Chair is held by a faculty member at Hope College who has a distinguished record of achievement as both teacher and scholar.

FACULTY DEVELOPMENT FUNDS

MR. AND MRS. CHRISTIAN BECKER FACULTY DEVELOPMENT AWARD —

This award is named in honor of Mr. and Mrs. Christian Becker. This fund is awarded by the College to a person who has attained distinction as a scholar and teacher within the field of economic discipline. Given by Mr. and Mrs. Becker's children.

THE BROOKSTRA FACULTY DEVELOPMENT FUND — This fund was established through the generosity of the family of Dr. Arthur Brookstra, and in special recognition of Miss Mardelle Brookstra, a long time employee of Hope College. The income from this fund is used to support the self-renewal of faculty, and can be used for summer grants or any other purpose that is consistent with the President's Discretionary Fund for Self-Renewal.

THE COLLEGIAL FUND FOR FACULTY DEVELOPMENT — A fund provided by members of the faculty in support of their colleagues' professional development and creative scholarship.

DEPARTMENTAL/FACULTY/ADMINISTRATION ENDOWED FUNDS

MARJORIE DEN UYL SUMMER GRANT — An annual award to a member of the music faculty to enable this person to enrich his/her performance and/or teaching ability. Any faculty member within the Department of Music who has taught at Hope College for a minimum of two years is eligible to apply for this grant. The final selection will be made by the Provost after appropriate consultation with the Chairman of the Music Department and the Faculty Status Committee.

THE SIMON DEN UYL AWARD — The Den Uyl Fellowship is awarded annually to a member of the Hope College faculty who has attained marked distinction in his academic career and who proposes a study of considerable scope promising future benefits to the College. It is named in honor of Dr. Simon D. Den Uyl, '19, who initiated the Fellowship in 1958 and who has made possible its establishment as an annual award. The Den Uyl Fellow is selected by a faculty committee and the administration and is the highest award given a Hope teacher by his faculty colleagues.

THE EDWARD D. DIMNENT FACULTY DEVELOPMENT FUND — A fund established by Mr. and Mrs. Randall M. Dekker in honor of Edward D. Dimnent, who served Hope College as registrar, treasurer and teacher and as its fifth president. The income from this fund is for faculty renewal and study projects. It can be used for summer grants or any other purpose consistent with the President's Discretionary Fund for self-renewal. Requests for grants from this fund are channeled through the Office of the Provost.

THE JOBE AND JULIE MORRISON FAMILY FACULTY DEVELOPMENT FUND — A fund established by the Morrison family to support faculty development.

THE ALBERTUS PIETERS FUND — Named in honor of Albertus Pieters, College Pastor and Distinguished Professor of Biblical Literature at Hope in the 1920's. This fund provides monies for self-renewal and study projects pertaining to teaching courses relating the sciences to the Christian faith. Funds may be given to either faculty members, students or to acquire library resources to accomplish this purpose.

THE PRESIDENT'S DISCRETIONARY FUND FOR SELF-RENEWAL — A faculty development fund established by The Andrew W. Mellon Foundation, New York, and The William and Flora Hewlett Foundation, California.

REIMOLD FACULTY STUDY AWARD — The Julie Van Raalte Reimold Award, given in memory of his mother by Mr. O.J. Reimold II, is awarded to the member of the faculty whose proposal for summer research and writing best offers effective expression of those spiritual and cultural values which motivated the founder of Hope College, Dr. Albertus C. Van Raalte, and which gives promise of resulting in scholarly or literary publication.

THE STROSACKER FACULTY DEVELOPMENT FUND — A fund established by The Charles J. Strosacker Foundation, Michigan, for faculty development.

THE THIRD REFORMED CHURCH FACULTY DEVELOPMENT FUND — A fund established through the generosity of the Third Reformed Church in Holland. The income is to be used for faculty to continue their scholarly pursuits to further improve the academic excellence of Hope College. Preference is to be given to members of the Religion and Philosophy faculties in making this award.

THE WILLARD WICHERS FUND FOR FACULTY DEVELOPMENT — A gift from Dr. and Mrs. Henri Theil to honor their friend, Willard C. Wichers. The fund is to be used for faculty development.

DEPARTMENTAL/FACULTY/ADMINISTRATION ENDOWED FUNDS

MATTHEW J. AND ANNE C. WILSON FOUNDATION FACULTY DEVELOPMENT PROGRAM — The Matthew J. and Anne C. Wilson Foundation Trust Fund has provided a number of gifts held as an endowment, the interest from which is used for faculty development and advanced study. The mainstay of the Fund is to encourage fulltime members of the faculty to grow as scholarly teachers through summer study and research. A special committee of faculty and administration determines award recipients annually from applications submitted by the faculty.

THE YNTEMA FAMILY FACULTY DEVELOPMENT FUND — A fund established to recognize the many contributions of Prof. and Mrs. Douwe B. Yntema and their children to education. Prof. Douwe Bauke Yntema, a graduate of Hope in 1876, served as Professor of Chemistry and Physics at Hope College from 1893 to 1916. Mrs. Mary Elizabeth Loomis Yntema, herself a teacher, was known for her dedication and love for learning. Their six children, each a graduate of Hope College, had distinguished academic careers and made outstanding contributions to education.

Hessel Edward Yntema '12 was a Rhodes Scholar and Professor of Comparative Law at Columbia, Johns Hopkins, Yale, and The University of Michigan.

Leonard Francis Yntema '15 served as Professor of Chemistry and Vice President for Research at the University of Illinois.

Clara Elizabeth Yntema '16 was an outstanding high school teacher of Latin and Mathematics.

Theodore Otte Yntema '21 served as Professor of Economics at the University of Chicago and later as Vice President for Finance at Ford Motor Company.

Dwight Baldwin Yntema '26 served as Professor of Economics and Business Administration, and Chairman of this Department, at Hope College.

Chester Loomis Yntema '26 was Professor of Anatomy at the State University of New York Upstate Medical Center in Syracuse, New York.

The income from this fund, which was provided through the generosity of Dr. Theodore O. Yntema, is designated for faculty development that furthers excellence in scholarship and teaching.

DEPARTMENTAL DISCRETIONARY FUNDS

THE CHEMISTRY UNDERGRADUATE RESEARCH FUND — An endowed fund established to promote undergraduate research in all fields of chemistry. Income from this fund is to be used at the discretion of the faculty of the Chemistry Department for the support of undergraduate research and student research fellowships.

THE CUPERY STUDENT RESEARCH FUND — A fund established by Dr. Martin E. Cupery, '24, in memory of his wife, Susanna Ouwenel Cupery. Awards from this fund are used to support student research in Biochemistry and Chemistry.

DE VRIES SUMMER RESEARCH FELLOWSHIP — A fellowship established by Dr. John E. De Vries, Class of 1941, and his wife, Ruth. Awards from this fund are used to support student research in chemistry.

THE JOHN AND RUTH DE VRIES CHEMISTRY FUND — A fund established by Dr. and Mrs. John E. De Vries of Palo Alto, California. The income is used at the discretion of the department chairperson and senior members of the faculty to support the programs of the Chemistry Department.

THE THOMAS DONIA MEMORIAL FUND — A fund established in memory of Thomas Donia, class of 1973, by family and friends to assist the Music Department of Hope College in providing musical programs of quality and distinction.

DEPARTMENTAL/FACULTY/ADMINISTRATION ENDOWED FUNDS

THE JAY FOLKERT AND CHARLES STEKETEE FUND FOR MATHEMATICS RESEARCH — A fund to provide summer research stipends for mathematics students. The fund was established by the faculty, alumni and friends of the Mathematics Department at Hope College in honor of Jay Folkert '46 and Charles Steketee '46, whose years of teaching and service have been an inspiration to their colleagues and more than a generation of Hope students.

THE DR. HARRY AND JEANNETTE FRISSEL RESEARCH SCHOLARSHIP — A scholarship to honor a former Physics Department Chairman and his wife. In recognition of the importance of faculty-directed research for students, the scholarship is to fund such research by a student during the summer or the academic year. The student is to be a promising physics major who has completed at least his/her sophomore year.

THE CURTIS A. JACOBS MEMORIAL FUND FOR MATHEMATICS AND STATISTICS RESEARCH — A fund to provide for the summer research of a student majoring or minoring in mathematics, with first preference given to research in the area of probability and statistics. Given in memory of Curtis A. Jacobs '63 by his family and friends.

MARGUERITE E. KINKEMA FUND — A financial resource administered by the Education Department and used for development of personnel and programs in the field of special education.

JOHN H. AND ANN S. KLEINHEKSEL FUND — Given in memory of John H. Kleinheksel, Professor of Mathematics at Hope College for many years, and his wife, Ann S. Kleinheksel. Income from this fund is to be used in the operation of the Mathematics Department. Funded from the estate of Frank D. Kleinheksel, for his parents.

THE CLARENCE KLEIS MEMORIAL FUND — A fund established by the family of Clarence Kleis, Professor of Physics from 1921 through 1964. The income from the fund is awarded to faculty members of the Physics Department for assistance in their research programs.

THE PAUL B. KRAGT '58 MEMORIAL FUND FOR FOREIGN LANGUAGE RESOURCES — A fund to provide for the acquisition of library materials for foreign languages. Established by the family of Paul Kragt.

THE MOREHOUSE MUSIC FUND — A fund established by Mrs. Charlotte M. Duesing in memory of her father, Harry C. Morehouse, a Reformed Church minister. The income from this fund is to be used for furthering the College's Music Department.

FRANK N. PATTERSON MEMORIAL FUND — Established in memory of Frank N. Patterson, Professor of Biological Sciences at Hope from 1909-1926. The income from this fund is to be used for furthering the College's biology program. Given by T. Elliot and Katherine Weier, in recognition of an imaginative and inspiring teacher.

THE MICHAEL B. PETROVICH MEMORIAL SCHOLARSHIP — The Michael B. Petrovich Memorial Scholarship is paid annually from an endowed fund created by friends, colleagues, and students of the late member of the Department of History. Its purpose is to aid students who plan a semester or year of studying abroad. The recipient will be chosen according to the following criteria: academic achievement, financial need and place of study and travel. As the fund was created to foster study in Yugoslavia, first preference will be given to the student proposing to spend all or part of the study period in Yugoslavia; second preference will be

DEPARTMENTAL/FACULTY/ADMINISTRATION ENDOWED FUNDS

given to the student proposing to spend all or part of the study period in Eastern Europe including the Soviet Union or states formerly a part of the Soviet Union; third preference will be given to the student proposing to spend all or part of the study period in Western Europe. Interested students should obtain application forms from the Department of History which administers the scholarship with the participation of Ms. Vesna Crnianski-Petrovich.

THE RUTH TENSEN CREATIVE WRITING FUND — Established by Ruth Tensen of Rochester, New York to fund a creative writing workshop for Hope students interested in writing for children. Ms. Tensen is the author of a series of outstanding books for beginning readers, including *Come to See the Clowns*, *Come to the Farm*, *Come to the City*, *Come to the Pet Shop*, and *Come to the Zoo*.

THE JAMES H. and MARION KLAASSEN ZWEMER CHEMISTRY FUND — Established by Mr. and Mrs. James H. Zwemer to provide support for research equipment, faculty and student research, or similar activities that will enhance the work of the Chemistry Department.

ENDOWED LECTURESHIPS

DANFORTH RELIGIOUS SPEAKERS FUND — The Danforth Foundation provides an endowment fund at Hope College whose annual interest is used to enrich the religious life of the college community. The goal of the fund is to bring outstanding scholars and religious leaders to the Hope College campus. The Danforth speakers will provide the occasion for faculty and student reflection on the Judeo-Christian religious tradition and will stimulate spiritual life on campus.

CLARENCE DE GRAAF LECTURESHIP — An endowed lectureship established by the family of Dr. Clarence De Graaf, in memory of his service on the faculty of Hope College. Dr. De Graaf taught in the English Department for 44 years, until his retirement in 1972, and served as Department Chairman for twenty-five of those years. The income from this fund is used to bring a distinguished speaker to the campus, for a public event. The selection of the lecturer will be made by the English Department faculty, bearing in mind the speaker's appeal to students and faculty of all disciplines.

EVA LEENHOUTS PELGRIM MEYER LECTURESHIP — An endowed lectureship established by Pamela White Hadas in honor of her grandmother, Eva Leenhouts Pelgrim Meyer, '17, who served for a number of years on the Hope College Board of Trustees. The income from this fund is used to annually bring a distinguished artist to the campus for a public event. Normally, this event is sponsored by the Women's Studies Committee and features a woman artist or scholar of the arts who speaks about her work and, in the case of a writer, reads from her works.

THE JAMES W. AND JEANNETTE NECKERS LECTURESHIP IN CHEMISTRY — Established by Dr. James W. and Jeannette Hoffman Neckers '23 to fund annual lectureships in Chemistry. It is the Neckers' hope that bringing outstanding chemists to the campus will enhance the reputation of the College and increase the knowledge and enthusiasm of the faculty and students.

Dr. Neckers was Chairman of the Department of Chemistry at Southern Illinois University at Carbondale for 37 of his 40 years at the University. Under his leadership, the department grew from a 3-year offering of Chemistry to one leading to the Ph.D., and a senior faculty that grew from 3 to 23.

DEPARTMENTAL/FACULTY/ADMINISTRATION ENDOWED FUNDS

THE PETER B. AND BEATRICE NORTHRUP LECTURESHIP — The Northrup Lectureship and Visiting Chaplaincy is funded by a gift in 1981 to the endowment from Peter B. and Beatrice Northrup of Madison, Wisconsin. Its purpose is to further self-renewal of the College as it pertains to its commitment to the historic Christian faith, and the impact of the faith on the various facets of the work of the College. Under the auspices of the Northrup Lectureship, visiting scholars and chaplains have been brought to campus since 1984 from England, the Philippines and Argentina, for teaching and ministry during the spring semester. Each visitor also delivers a public lecture during his/her tenure on campus.

THOMAS STALEY LECTURESHIP — The Staley Distinguished Christian Scholar Lecturer Program is a project of the Thomas F. Staley Foundation of New York and Florida, and was established in memory of Dr. and Mrs. Thomas F. Staley and Judge and Mrs. H.H. Gaynes of Bristol, Tennessee. The Thomas F. Staley Foundation believes that the Christian gospel, when proclaimed in its historic fullness, is always contemporary, relevant and meaningful. The Foundation encourages intellectual understanding, spiritual conviction and commitment to service in Christ's name. To this end, the Foundation seeks to bring to college and university campuses of America distinguished Christian scholars who have comparable viewpoints and who can communicate clearly with the several members of the academic community.

IMPORTANT DATES FOR PROSPECTIVE STUDENTS



FINANCIAL AID DEADLINES FOR PRIORITY CONSIDERATION

Students should apply for admission and submit the Financial Aid Form (FAF) by the following dates:

Fall Semester

1. Michigan Residents by February 15
2. Freshmen: March 1
3. Michigan Residents Transfers: March 15
4. Out-of-state Residents Transfers: May 1

Spring Semester

1. Freshmen: Dec. 1
2. Transfers: Dec. 1

MERIT-BASED SCHOLARSHIP DEADLINE

January 20, 1993 Trustee Scholarship

February 15, 1993 (Postmark Date) Other Merit Scholarships

CAMPUS VISITATION DAYS FOR HIGH SCHOOL STUDENTS & PARENTS

Friday, October 16, 1992

Friday, October 30, 1992

Friday, November 13, 1992

Friday, December 4, 1992

Friday, January 22, 1993

Friday, February 19, 1993

Friday, March 5, 1993

JUNIOR DAYS:

Friday, April 16, 1993

Friday, April 23, 1993

NATIONAL TESTING DEADLINES

ACT — For information see your high school guidance counselor.

Hope College Code Number is 2012

October 24, 1992

April 3, 1993

December 12, 1992

June 12, 1993

February 6, 1993

SAT — For information see your high school guidance counselor.

Hope College Code Number is 1301

November 7, 1992

March 27, 1993

December 5, 1992

May 1, 1993

January 23, 1993

June 5, 1993

PSAT — For information see your high school guidance counselor.

Hope College Code Number is 1301

Saturday, October 17, 1992

Thursday, October 22, 1992

DEPOSIT DEADLINES

Freshmen: \$300 by May 1

Transfers: \$300 by May 1

HOPE COLLEGE CALENDAR 1992-93



Fall Semester (1992)

August 27-28, Thurs.-Fri.
August 28, Friday
August 28, Friday
August 28-31, Fri.-Mon.
August 30, Sunday
August 31, Monday
August 31, Monday
September 1, Tuesday
September 7, Monday
September 9, Wednesday
September 29, Tuesday
September 29-30, Tues.-Wed

October 9, Friday
*October 14, Wednesday
October 17, Saturday
October 21, Wednesday
November 6, Friday
November 6-8, Fri.-Sun.
November 16-20, Mon.-Fri.
November 26, Thursday
November 30, Monday
December 11, Friday
December 14-18, Mon.-Fri.
December 18, Friday
December 23, Wednesday
January 29, Friday

*Monday Schedule in effect

Spring Semester (1993)

January 10, Sunday
January 11, Monday
January 12, Tuesday
January 20, Wednesday
February 12, Friday
*February 17, Wednesday
March 3, Wednesday
March 18, Thursday
March 18, Thursday
March 29, Monday
April 9, Friday
April 12-16, Mon.-Fri.
April 30, Friday
May 3-7, Mon.-Fri.
May 7, Friday
May 8, Saturday
May 9, Sunday
May 9, Sunday
May 12, Wednesday
June 25, Friday

* Monday Schedule in effect

May Term (1993)

May 10, Monday
May 10, Monday
May 28, Friday

June Term (1993)

June 1, Tuesday
June 1, Tuesday
June 7, Monday
June 14, Monday
June 18, Friday

Summer Session (1993)

June 21, Monday
June 21, Monday
July 30, Friday

August Seminars (1993)

August 2-6, Mon.-Fri.

Faculty Conference
Residence Halls Open for New Students, Noon
New Student Orientation Begins
New Student Orientation
Convocation for New Students & Parents, 2 p.m.
Residence Halls Open for Returning Students
Late Registration 3-5 p.m., Maas Auditorium
Classes Begin, 8 a.m.
Labor Day — Classes in Session
Last Day to Enroll for Credit; Last Day to Drop Courses
Formal Convocation to open Critical Issues Symposium
Critical Issues Symposium (Day classes on Wednesday, Sept. 30 not in session.
Evening Classes do meet on Sept. 29 & 30)
Fall Recess Begins, 6 p.m.
Fall Recess Ends, 8 a.m.
Homecoming
Mid-Term Grades Due in Registrar's Office, 4 p.m.
Last Day to Withdraw from Courses with a "W" grade or Pass/Fail a Course
Parents' Weekend
Registration for Spring Semester 1993
Thanksgiving Recess Begins, 8 a.m.
Thanksgiving Recess Ends, 8 a.m.
Last Day of Classes
Semester Examinations
Residence Halls Close, 5 p.m.
Final Grades Due in Registrar's Office, 4 p.m.
Incompletes from the First Semester not made up become an "F"

Residence Halls Open, Noon
Registration for New Students, 3-5 p.m., Maas Auditorium
Classes Begin, 8 a.m.
Last Day to Enroll for Credit; Last Day to Drop Courses
Winter Recess Begins, 6 p.m.
Winter Recess Ends, 8 a.m.
Mid-Term Grades Due in Registrar's Office, 4 p.m.
Last Day to Withdraw from Courses with a "W" Grade or Pass/Fail a Course
Spring Recess Begins, 6 p.m.
Spring Recess Ends, 8 a.m.
Good Friday—Classes not in session but not an official holiday
Registration for Fall Semester 1993-94
Spring Festival; Classes Dismissed at 12:30 p.m.
Semester Examinations
Residence Halls close for those not participating in Commencement, 5 p.m.
Alumni Day
Baccalaureate and Commencement
Residence Halls Close for graduating seniors, 7 p.m.
Final Grades Due in Registrar's Office, 5 p.m.
Incompletes from the Second Semester not made up become an "F"

Registration & Payment of Fees, 8:30 a.m.-11 a.m., Maas Auditorium
Classes Begin in Afternoon at 1 p.m.
May Term Ends

Registration & Payment of Fees, 8:30 a.m.-11 a.m., Maas Auditorium
Classes Begin in Afternoon at 1 p.m.
Extra half-day session to compensate for Memorial Day holiday
Extra half-day session to compensate for Memorial Day holiday
June Term Ends

Registration & Payment of Fees, 8:30 a.m.-10 a.m., Maas Auditorium
Classes Begin (abbreviated schedule)
Summer Session Ends

August Seminars

CALENDAR 1992-1993



S M T W T F S AUGUST — 1992

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2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
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S M T W T F S FEBRUARY — 1993

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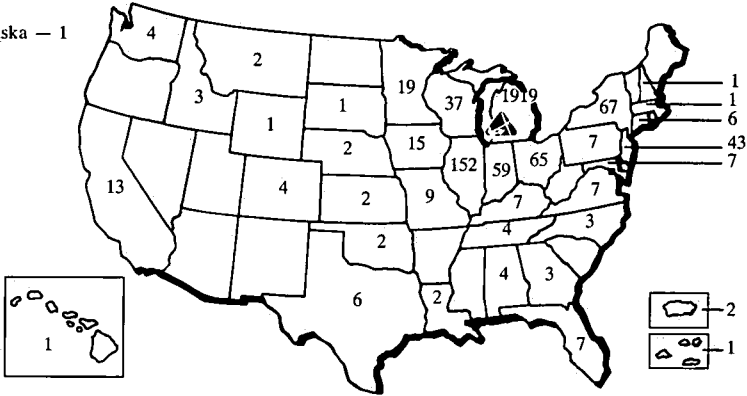
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ENROLLMENT REPORT — 1991-92



Alaska — 1



Hope's student body is comprised of 2,746 men and women, representing 39 states and 35 foreign countries. Approximately 88 percent are from Midwestern states, 5 percent from the East, and 7 percent from the West, South, and foreign nations.

	Men	Women	Total
Freshmen	263	353	616
Sophomores	295	364	659
Juniors	255	367	622
Seniors	267	358	625
Specials	87	137	224
TOTAL	1,167	1,579	2,746

GEOGRAPHICAL DISTRIBUTION OF STUDENTS

Foreign Countries Represented:

- | | | |
|------------|---------------|--------------|
| Australia | Germany | Poland |
| Botswana | Ghana | Russia |
| Brazil | Great Britain | Singapore |
| Cambodia | Hong Kong | South Africa |
| Canada | India | Spain |
| Chile | Indonesia | Sri Lanka |
| China | Japan | Sweden |
| Columbia | Kazakhstan | Taiwan |
| Costa Rica | Korea | Tanzania |
| Denmark | Laos | Uganda |
| Ethiopia | Malawi | Vietnam |
| France | Netherlands | |

INDEX



- academic achievement award, 82
academic advising, 59
Academic Affairs Board, 65
academic honors, 374-383
academic honesty, 110
academic progress, 87-89
academic record of transfer students, 119
academic regulations, 109-120
academic sessions, 121; August seminars, 121;
May term, 121; June term, 121; regular
session, 121; summer session, 121
Academic Support Center, 59
academic standing, 111-113
academic warning, 112
accommodations, living, 58
accreditation, 120
ACT (testing program), 391
activities, student, 70
adding courses, 113
Administrative Affairs Board, 65
administrative staff, 341-351
admissions, international students, 78;
requirements for freshmen, 76-78; special or
part-time students, 79; transfer students, 79
Advanced Placement Program (APP), 79
advisors, Pre-Professional Program, 309
African studies program, 123-124
aid, financial, 81; Hope College programs, 82;
federal programs, 82-93; state programs, 83;
aims of college, 5
Alpha Epsilon Delta (honor society), 8
Alpha Phi Omega (service fraternity), 71
Alumni Association, 353
American Chemical Society, accredited by, 120
anchor, the (student newspaper), 72
appeals, final grades, 116; for academic
waivers, 116; regarding academic progress,
87
application fee, 76
application for degree, 118
applying for financial aid, 81-82
archives, 51
art, courses in, 138-142; exhibits of, 70; minor,
139; scholarships, 354
Arts Program in New York, 133
Asian studies program, 124-126
assistantships, 383
athletics, 73; intercollegiate, 73; intramurals,
75; policy and procedures, 73
attendance, class, 115-116
auditing a course, admission requirement, 114;
regulations, 114
August seminars, 121
awards and honors, 374
baccalaureate, May 9, 1993; see calendar, 392
bachelor of arts degree requirements, 96
bachelor of arts degree with major in music,
244-252
bachelor of music degree requirements, 244
bachelor of science degree, 96
bands, concert, 70; jazz, 70; stage, 70
baseball, 73
basketball, men's and women's, 73
Beta Beta Beta (honor society), 8
Bible, courses in, 290-293; requirements for a
degree, 289-290
bills, payable, 94-95
biochemistry, courses in, 150
biology, courses in, 143-148; honor society, 8;
minor, 144; research assistantships, 122
board and room fees, 94
Board of Trustees, 316
bookstore, 54; the Geneva Fund, 359
botany, courses in, 145-148
building and campus facilities, see campus
map, 48
business administration, courses, 176-179
calendar (1992-93), 392
Campus Community Hour, 70
campus employment, 85
Campus Life Board, 65
campus map, 48
campus visitation days, 1992-93 schedule, 77
candidate's reply date, 77
Career Planning and Placement Services, 63
certification, teacher, 180-182
certification of veterans, 112
change of courses, 113
Chapel Choir, 70
chapel services, 67
chaplain, college, 67
Chemistry, courses in, 151-155; minor, 151;
research assistantships in, 122; scholarships
in, 354
Chicago Metropolitan Center semester, 134;
courses in, 212-213
choirs, college, 70; men's and women's, 70
chorus, 70
Christian ministry & church vocation, pre-
professional program, 309
church work, pre-professional program, 309
class attendance, 115-116
classes, schedule of, 392-393
classical studies, courses in, 225-229; honors
societies, 8; majors, 225
classification of classes, 115; of grades, 109
CLEP, 113-116
clinic, health, 63; personnel, 350
clubs & organizations, 71
coaching staff (athletics), 75
college credit by examination, 79
College Level Examination Program (CLEP),
116
College Scholarship Service, 80
college teaching, pre-professional program,
312
college work-study, 85
Collegium Musicum, 70; courses in, 252
commencement, see calendar, 392
communication, community government, 65;
composite major with English, 105; courses
in, 156-162; minor, 157-158
Community Hour, 70
competitive (Michigan) scholarships, 83
composite majors, 102-105; application, 102;
education student, 103; for communication
English, 105; geology-chemistry, 104;
geology-physics, 103; international

INDEX

- education, 104; social work, 103
computer center, 53
computer science, courses in, 163-166; minor, 164
concerts, 70
conduct, regulations on, 65-66
confidentiality of student records, 119
Contract Curriculum, 106-108
core curriculum, 96-101
correspondence credit, 116
correspondence directory, 400
costs, semester fees, 94
Counseling, Career Planning and Placement Center for, 63
counseling services, 59
courses, adding and dropping of, 113; course number guide, 137; descriptions of, 138-307
repetition, 113; withdrawal from, 113
credit by examination (CLEP), 116
credit hours, class classification, 115; definition of, 137; requirements for graduation, 105-106
critical language fellowships, 132
cross country, 75
cultural affairs, 69-70
Cultural Affairs Committee, 69
cultural history, requirements for degree, 98-99
cum laude honors, 119
cumulative average, 109
curricular requirements, 96-108
curriculum, 138-307; objectives of, 96; pre-professional programs, 309
dance, courses in, 167-171; minor, 168; production, 69
Dean's List, 111
degree program, 96-108; application for, 118
Delta Omicron (honor society), 8
Delta Phi Alpha (honor society), 8
dentistry, pre-professional program, 313-314
deposit enrollment, 94
departmental major, 101; discretionary funds, 387-389; examinations, 80, 117-118
dePree Art Center and Gallery, 53
designated scholarships and grants, 354-373
deWitt Student and Cultural Center, 54
dimmet Memorial Chapel, 53
dining facilities, 64
diplomatic & government work pre-professional program, 310
disabled student services, 618
domestic study opportunities, 132-134
dormitories, 64
dow Health & Physical Education Center, 57
drama, courses, 300-305
dropping courses, 113
dutch, courses in, 229-230
earth science, see geology, 199
economics & business administration, 172-179; minor, 174
education, composite major, 103; courses in, 180-188; scholarships, 354; teaching English as a foreign language, 186
Education Opportunity Grant, 83
educational loans, 83
educational opportunities abroad, 122-132
elementary school teaching, pre-professional program, 312
employment, student, 85-86
endowed chairs, 369-370
endowed funds, 384-390
engineering, degree program, 270; pre-professional program, 313
English, courses in, 189-196; honor society, 8; minor, 191
enrollment report, 394
entrance examination, 76
entrance requirements, foreign students, 78-79; freshman, 76; transfer students, 78
Environmental Health Science, pre-professional programs, 314-315
Eta Sigma Phi (honor society), 8
European study programs, 127-130
evaluating progress, 88-89
evangelism, 67
exams, schedule, 392
expenses, student, 94-95
facilities, campus (see map) 48
faculty advising program, 59
faculty development funds, endowed, 385-387
faculty, roster of, 317-340
(FFS) Family Financial Statement, 81-82
federal financial aid, 82-83
fees, student, 94-95; transcript, 119
fellowships, 383
field hockey, 75
financial aid, 81-93
Financial Aid Form (FAF), 80-81
financial assistance, 80; deadline for priority consideration, 391
food services, 64
football, 75
foreign, cultural studies degree requirements, 98-99
foreign languages and literature, courses in, 224-243
foreign language clubs, 8
foreign students, admission of, 78-79; countries represented, 394
foreign study opportunities, 122-132
fraternities, 71
French, courses in, 230-233; honor society, 8; minor, 230
freshmen, admission, 76; music awards, 376; standing, 115
funded scholarships, 354-373
funds, endowed, 384-390; departmental discretionary, 387-389; faculty development, 385-387; lectureships, 389-390
general scholarships, 354-373
Geneva Fund, 359
geology, composite major with chemistry, 104; club, 8; composite major with physics, 103; courses in, 197-202; minor, 198
German, courses in, 233-237; honor society, 8; minor, 234
gift assistance, 82
GLCA programs, 122-136

INDEX

- glossary of terms, 137
golf, 75
government, community, 65
grade reports, 109
grading system, 109
graduate fellowships, 383
graduate study, pre-professional program, 309
graduation awards and honors, 119
grants, 82-83
grants-in-aid, 82-83
Graves Hall, 56
Great Lakes Colleges Association, programs, 122-136
Greek, courses in, 227-229
guidance, 59
gymnasium, Dow Center, 57
health services, 63
Higher Horizons, 71
history, courses in, 203-208; minor, 204
Holland, Michigan, 50
honor societies, 8
honors and awards, 374
honors independent study or research, 115
Hope-Calvin Nursing Program, founded in 1984, 9; courses in, 253-256
Hope College, historical sketch, 3; purposes, 5
Hope College Chapel Choir, 70
Hope College Oratorio Chorus, 70
Hope College Orchestra, 70
Hope College Symphonette, 70
Hope College Theatre, 70
housing, 64
housing regulations, 64
illness, 63
incompletes, 109
independent study, 115
Inkling, The (editorial journal), 72
intercollegiate athletic program, 73; policy and procedures, 73
interdisciplinary studies, courses in, 209-216
Interfraternity Council, 71
international students, admission of, 78-79; countries represented, 394;
international education, 217-218; study abroad programs available, 123-131
international studies, composite major, 104-105
institutional loans, 84
instrumental groups, 70
interviews and campus visits, 77
intramural athletics, 75
Japan, study in, 124-125
Japanese, courses in, 237-238
Jazz Ensemble, 70
jobs, campus, 85-86
Joint Archives of Holland, The, 51
journalism, pre-professional program, 310; courses in, 161
Judicial Board, 65
June term, 121
Junior day, visitation for high school juniors, 77
junior standing, 115
Knickerbocker Theatre, 58
laboratory fees, 94
languages, scholarships, 354-373
late registration, fee, 94
Latin, courses in, 228-229; minor, 225
Latin American studies program, 130
law, pre-professional program, 310-311
learning disabled student services, 61
lectureships, endowed, 389-390
librarianship, pre-professional program, 371
library, Van Wylen, 51, branches, 51
linguistics, courses in, 239
literary magazine, student written, 72
literature, courses in, 194
living, accommodations, 64
load, student study, 115
loans, 83-85
Lubbers Hall, 54
Maas Center, 58
magna cum laude honors, 119
major, composite, 101-103; definitions, 137; departmental, 102; for education student, 103
map of campus, 48
marking, system of, 109
mathematics, club, 8; courses in, 219-223; minor, 220; requirements for degree, 219
May term, 121
media, student, 72
medical technology, pre-professional programs, 314
medicine, pre-professional program, 313, 314
men's intramural sports, 75
merit based scholarships, 92-93; deadline for application, 391
Michigan Competitive Scholarship, 83
Michigan Intercollegiate Athletic Association, member of, 73
Michigan Scholars in College Teaching Program, 312
Michigan Tuition Grant, 83
Middle East, study in, 131
Milestone, The (yearbook), 72
Ministry of Christ's People, 67
minor, definition of, 106
mission of the college, 1
Modern and Classical Languages, core curriculum, 225; courses in, 224-243
Mortar Board (honor society), 8
multi-cultural life, 61
Music, courses in, 244-252; fees for private lessons, 94; minor, 245 pre-professional program, 311; programs in, 70; scholarships, 354-373
National Association of Schools of Art, accredited by, 120
National Association of Schools of Dance, accredited by, 120
National Association of Schools of Music, accredited by, 120
National Collegiate Athletic Association (NCAA), member of, 73
National Merit Scholarships, 93
national testing deadlines, 391

INDEX

- natural sciences, degree requirements for, 99-100
- need-based financial aid, 81
- Newberry Library Program in the Humanities, 132-133
- newspaper, student, 72
- New York Arts program, 133; courses in, 213
- non-degree students, 79
- non-European foreign study programs, 123-126, 130-131
- non-returning students, 113
- North Central Association of Colleges and Secondary Schools, accredited by, 120
- nursing, courses in, 253-256
- Nykerk Hall of Music, 56
- Oak Ridge Science semester, 133
- oceanology, see geology, 200
- off-campus study opportunities, 122-134
- on-campus study opportunities, 134-136
- Omicron Delta Epsilon (honor society), 8
- opportunities for talented students, 134
- Opus, The (literary magazine), 72
- Orchestra, 70
- organizations, student, 71
- Pan Hellenic Board, 71
- pass-fail option, 113-114
- Paul Douglas Teacher Scholarship, 83
- payment of college bills, 94-95
- Peale Science Center, 55
- PELL Grant, 82
- Perkins Loan Program, 84
- personal and interpersonal Christian growth, 67
- Phi Alpha Theta (honor society), 8
- Phi Beta Kappa, 8
- Phi Epsilon Kappa (honor society), 8
- Philadelphia Center, semester at, 133; courses in, 209-212
- philosophy, courses in, 257-260
- physical education, courses in, 261-265; honor society, 8; minor, 262
- physics, composite major with geology, 103; courses in, 267-277; minor, 270; scholarships, 354-373; society, 8
- Pi Delta Phi (honor society), 8
- Pi Kappa Delta (honor society), 8
- Pi Kappa Lambda (honor society), 8
- Pi Mu Epsilon (honor society), 8
- Pi Sigma Alpha (honor society), 8
- placement services, 68
- plagiarism, 112
- PLUS loan, 85
- political science, courses in, 278-284
- Pre-professional Programs, 309-315; advisors for, 309
- prerequisite, definition of, 137
- Presidential Scholars Program, 135
- Presidential Scholarships, 92
- probation (academic standing), 111-112
- professional education sequence, 180-188
- professions, pre-professional program, 309-315
- programs for talented students, 122
- Psi Chi (honor society), 8
- psychology, club, 8; courses in, 285-288; minor, 286
- psychology-sociology, composite major, 103
- public speaking (see department of communication), 156
- publications, student, 72
- quality points, 109
- radio, WTHS, 72
- readmission, 80
- recitals, 70
- Reformed Church in America, affiliation with, 3
- refund policies, financial aid 90-91; room, board and tuition, 94-95
- registration, see calendar, 392
- regular academic sessions, 121
- regulations, academic, 111-112; college, 65-66
- reinstatement of financial aid, 89-90
- religion, courses in, 289-293; minor, 290; requirements for degree, 100; scholarships, 354-373
- religious dimension, 67
- renewal of financial aid, 86
- repeating a course, 118
- requirements for graduation, curricular, 96-100; major, 101-102
- research, independent, 115
- residence requirements, 105-106
- residence halls, locations, see campus map, 48; types on campus, 64
- room and board fees, 94-95
- Russian, courses in, 239-240
- St. Martin's Handbook, 118
- SAT (testing program), 76
- satisfactory academic progress policy, 87-88
- scholarships, 354-373; departmental discretionary, 387-389; funded, 372; general, 354-373; gift aid, 82
- Schoon Meditation Chapel, 56
- sciencè, requirement for degree, 99-100
- secondary school teaching, pre-professional, 312
- semester hours, 105; definition of, 137
- semesters, see calendar, 392
- Senior Honors Project, 115
- senior seminar, courses in, 214-216; requirements for degree, 101
- senior standing, 115
- service organizations, 71
- services, worship, 67
- sessions, academic, 121; see calendar, 392
- Sigma Delta Pi (honor society), 8
- Sigma Gamma Epsilon (honor society), 8
- Sigma Xi (honor society), 8
- Snow Auditorium, 56
- soccer, 75
- Social Activities Committee, 71
- social life, 70-72
- social science, requirements for degree, 99
- social ministries, 67
- social work, pre-professional program, 311
- sociology, courses in, 294-299; minor, 296
- softball, 75
- sophomore competency in writing, 118

INDEX

- sophomore standing, 115
sororities, 71
Spanish, courses in, 240-243; honor society, 8;
 minor, 241
special education, 181
special programs, office of, 62
special students, 79
speech, courses in, see communication, 156-
 162
sports, 71; statement of purposes and policies,
 73
Stafford Loan, 84-85
state financial aid, 83
Student Aid Report (SAR), 78
Student Activities Office (SAC), 70
Student Congress, 65
student employment, 85-86
student expenses, 94-95
student handbook, 66
student health services, 63
student load, 115
study abroad, programs available, 122-132
summa cum laude honors, 119
summer language fellowships in critical issues,
 132
summer sessions, admission to, 79; definitions
 of, 121
Supplemental Educational Opportunity Grant
 (S.E.O.G.), 83
Supplemental Loan for Students (SLS), 83
swimming (men & women), 75
Symphonette, 70
system of grading, 107
talented students, programs for, 134-135
teachers, certification, 180-181
teacher placement service, 182
teaching, pre-professional program, 312
tennis (men & women), 75
theatre, courses in, 300-305; laboratory fees,
 94-95; minor, 301; productions, 69
three-two program in engineering, 313
TOEFL, admissions requirements for foreign
 students, 78-79
track (men & women), 75
traditional events, list of, 71
transcript of record, 119
transfer of credit, 114-115
transfer students, admission, 78; credit by
 examination, 116; credit from other
 colleges, 78; record of, 119
Trustees, Board of, 316
trustee scholarship 92
tuition, cost of, 94-95
Upward Bound program, 135-136
Urban Semester in Philadelphia, 133; courses
 in, 209-212
Valedictorian Scholarships, 93
VanderWerf Physics-Mathematics Hall, 52
Van Zoeren Hall, 52
varsity athletics, 73-75
Veterans, certification of, 112
Van Wylen Library, 51
Vienna summer school, 131-132
visits by prospective students, 77
vocal groups, 70
volleyball, 75
WTHS, student radio, 72
waivers, academic, 116
Washington Semester Program, 134, 283-284
Wichers Auditorium, 56
Wind Ensemble, 70
withdrawal from college, 113; from courses,
 113
women's intramural sports, 75
Women's League for Hope College, 352
women's studies, 306
work opportunities, 85-86
work load, academic, 115
work study program, 85-86
worship, 67
writing center, 59
writing handbook, 118
writing, sophomore competency in, 118
yearbook, campus, 72

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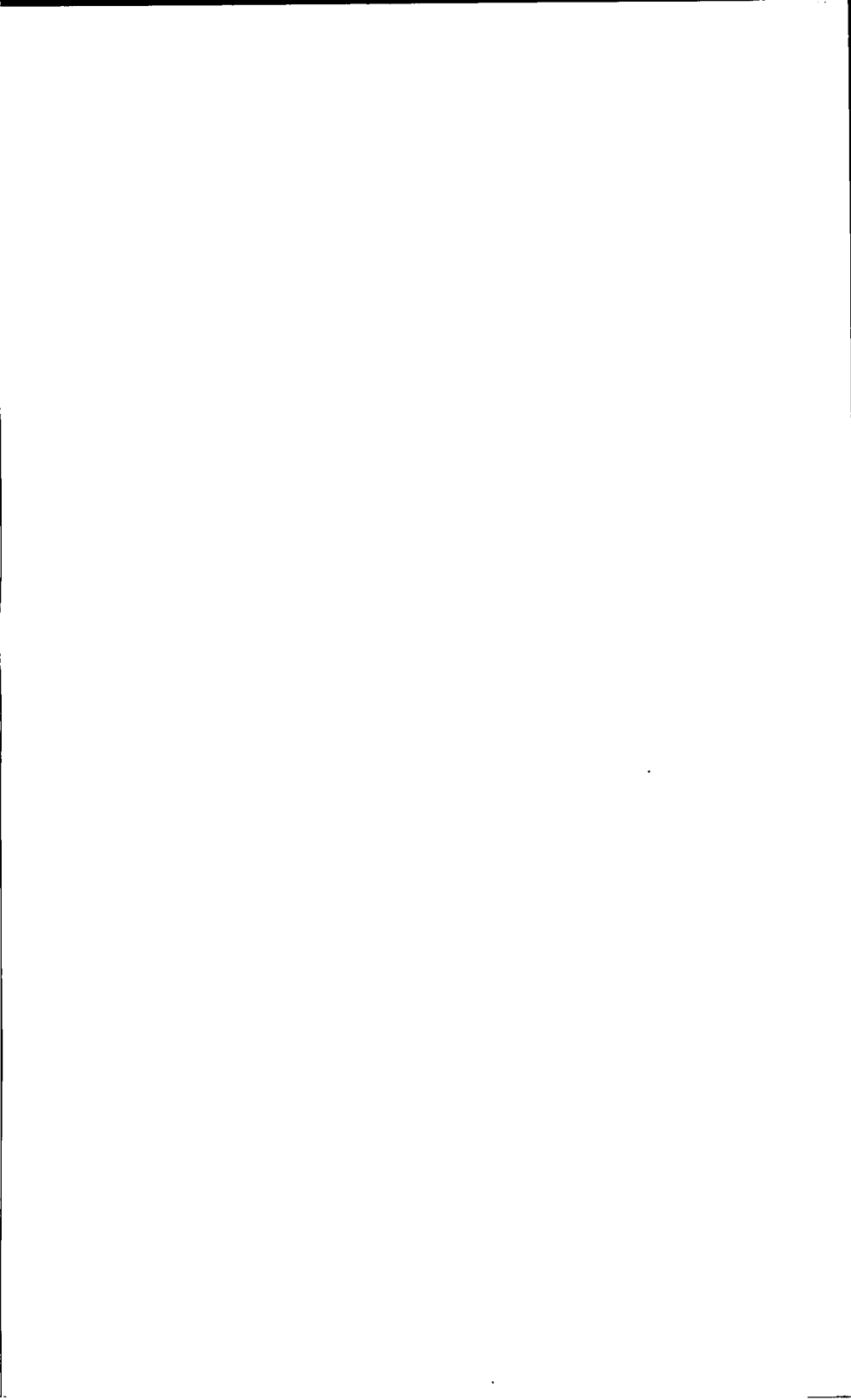
Information about admission, fees, course offerings, etc. (Summer catalog printed in March)

The Registrar, DeWitt Center

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Matters other than those previously specified.

The President, DeWitt Center





HOPE COLLEGE
HOLLAND MICHIGAN

