1995


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

The mission of Hope College is to 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.

The "Hope People" personality profiles in this catalog were written by Tara L. Pearson, a Hope College senior from Coldwater, Mich.
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In 1851, four years after settlers from the Netherlands founded Holland on the eastern shore of Lake Michigan, a school was established to meet the educational needs of the young colony. 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 pre-professional training. Each year many graduates go on to further study in the leading graduate and professional schools in this country and abroad; others directly enter professions.

Hope College is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and 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, the National Council for Accreditation of Teacher Education, 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 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 almost 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 $4.4 million in the past two years.

Among other qualities, the 1994 Fiske Guide to Colleges highlighted Hope’s sense of community and the personal attention students receive. The National Review College Guide named Hope one of America’s top schools, and noted that “The most striking thing about Hope College is its success in blending faith . . . with academic excellence.” 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.

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. The college’s program in the sciences and mathematics was recognized as a “Program That Works” by Project Kaleidoscope of Washington, D.C., and identified as a model for other institutions to consider. Hope’s department of education is currently accredited by the National Council for Accreditation of Teacher Education.

Anne Bakker-Gras, director of student activities, received one of only two “Outstanding Service Citations,” national awards presented to outstanding regional volunteers, presented during the 1995 national convention of the National Association for Campus Activities, and also earned a third-place award for a poster she designed. John Nordstrom, director of development, received the 1994 “Benjamin
Franklin Award for a Fund Raising Executive” from the West Michigan Chapter of the National Society of Fund-Raising Executives (NSFRE). Hope formed the first student chapter of the Association for Supervision and Curriculum Development (ASCD), a professional organization with 190,000 members nationwide. The ASCD is now considering Hope’s chapter as a model. In addition, the department of dance is believed to have established the nation’s first honorary society for dance students, a move that is also being viewed as a model by other institutions.

According to a study of 914 institutions recently released by Franklin and Marshall College, Hope ranked in the top four percent in the nation in producing future Ph.D. holders in the sciences between 1920 and 1990. The department of chemistry was in the top one percent, and the college as a whole was in the top five percent.

There is a wide diversity of honor societies at Hope. These organizations, open by invitation, give recognition to superior academic achievement and enable Hope’s outstanding students to communicate with each other and discuss matters of mutual interest. Two national honor societies, Phi Beta Kappa and Mortar Board, are chartered at Hope. Hope received its Phi Beta Kappa charter in 1971, and is one of 249 institutions in the U.S. and only seven in the state of Michigan able to grant this distinction to its deserving students during the spring semester of their senior year. A complete list of the honor societies at Hope follows:

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

Hope has a strong commitment to those students that are admitted to its degree programs. This is demonstrated in the fact that its retention rates are excellent and that its graduation rates are very high. In a study done to demonstrate compliance with the Student Right-to-Know and Campus Security Act of 1992, the registrar reported that by 1994 Hope had graduated 69.3 percent of those students admitted as first-year students in the fall of 1988. This figure does not include those students admitted as transfers to Hope. Hope compares favorably with other highly selective institutions in the degree-completion rates of its first-year students.

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.
In recent years, approximately 83 percent of those students registered with the prelaw advisor were accepted into law schools. Among the law schools by which these graduates have been accepted are: American, Chicago-Kent, Denver, Detroit, Drake, Hamline, Illinois, Indiana (Bloomington), Marquette, Miami, Michigan, Minnesota, Notre Dame, Southern Illinois, Toledo, Valparaiso, Vanderbilt, Washington and Lee, Washington University-St. Louis, Wayne State, and William and Mary.

Hope premedical students have been accepted into medical schools at a rate well above the national average. For example, during the past five years (1990 through 1994), 90 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 (1990 through 1994), 92 percent of the Hope 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, the percentage of the program's graduates taking the state licensing exam and passing on their first attempt has been 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.

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 83 and departmental listings in "The Curriculum," beginning on page 97.)

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 "Opportunities for Talented Students," page 284.)

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 95.)

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,” pages 273, 282-284.)

International Education — The scope of the college's involvement in international education is broad. Hope College believes that through exposure to a foreign society, students can expand knowledge of their own cultural heritage, gain facility in a foreign language, and achieve new perspectives on America and their own individual identity. (See “Overseas Study Opportunities,” pages 273-282.)

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 57.)
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 coeducational balance, with last year's student body consisting of 1,617 women and 1,208 men.

While the current racial make-up of the student body is approximately 92 percent Caucasian, there is a steady increase in the number of African American, Asian, Hispanic, Native American and international students choosing Hope. As the college strives to reflect the diversity in our society, all Hope students will be afforded the opportunity to prepare for life in a multicultural world.

Most Hope students come from a middle-income background, and 60 percent receive need-based financial aid. On the whole, 87 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 18 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.

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.
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 179, and 76 individuals serve as part-time lecturers or adjunct professors. Most (89 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. Robert Ritsema of the music faculty was named the 1994 "String Teacher of the Year" by the Michigan unit of the American String Teachers Association. Vanishing Boundaries: The Religion of Mainline Protestant Baby Boomers, co-authored by Donald Luidens of the sociology faculty, received the 1994 "Distinguished Book Award" from the Society for the Scientific Study of Religion. Deborah Sturtevant of the sociology and social work faculty received a 1995 "Faculty/Staff Community Service-Learning Award" from the Michigan Campus Compact.

Chemist Stephen Taylor received a "1995-1996 Camille and Henry Dreyfus Scholar/Fellow Award for Undergraduate Institutions," one of only eight awarded nationwide. Donald Williams of the chemistry faculty was named to a Board of Governors appointed by the Michigan Low-Level Radioactive Waste Authority to help shape Michigan's approach to safely managing and isolating the state's low-level radioactive waste.

George Ralph, professor of theatre, continued to receive honors for his haiku, having pieces selected in The Haiku Season, the Basho Festival Dedicatory Anthology and the International Haiku Contest 1994 in Commemoration of the 300th Anniversary of Matsuo Basho. A painting of the sign at the Cleveland Indians' new Jacobs Field by Bruce McCombs of the art faculty was chosen to hang in the suite of the team's owner.

Men's soccer coach Steve Smith was named the Mideast Region Coach of the Year by the National Soccer Coaches Association of America. Softball coach Karla Wolters was named the NCAA Division III softball coach of the year for the Central region, the third time in five years she was so honored.

Head men's basketball coach Glenn Van Wieren was voted the Great Lakes Division III coach of the year by the National Association of Basketball Coaches, and was named the Division III co-coach of the year by Basketball News. His teams have earned nine MIAA championships, tying the league record (which was set by his predecessor), and the 1994-95 men's basketball team finished its season with a school-record 26 consecutive wins.

Faculty books of the past year have concerned topics ranging from argumentation to two 16th century women authors to the Old Testament to computer programming languages to ethics. 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.
Dr. Carl Luchies, assistant professor of engineering, is proud of the engineering program at Hope and the opportunities it offers students.

Hope's commitment to excellence is why he chose to teach at the college. "I was coming to an institution that valued a quality education program and the opportunity to do research," explains Dr. Luchies.

The engineering program is research based, with an emphasis on making the process a learning experience. "Students are treated as colleagues in the research program and are involved in every phase of the research," he says. "They are major contributors to the research and their names are on publications that come out of the research."

"The research experience students receive at Hope makes them very attractive when they apply to graduate school," he says.

Hope's size, he notes, is one reason the college's students have an edge. "Smaller classes allow students to get involved in faculty's research and develop good relationships," Dr. Luchies says. "We care for the students, not their identification numbers."

An advantage of the engineering research at Hope, according to Dr. Luchies, is that the studies are focused on new questions. He explains, "Students are engaged in the process of trying to find out something that is not known and the answers are not in the back of the book."

For instance, the primary focus in Dr. Luchies's biomechanical engineering research is on the effects of aging on the human body. "We are trying to answer some very fundamental questions from an engineering point of view regarding why the elderly are at such a high risk for falling," he says.

Hope's students also have a chance to work with the sort of equipment they'll find in graduate school or industry. "The biomechanics lab is really state of the art because we have purchased the best equipment that is available," says Dr. Luchies.

Dr. Luchies also feels that Hope's Christian orientation is important. A Hope education, he believes, provides not only the facts that the college's graduates need to perform well in their careers, but a perspective that will help them do so wisely.

"We want to train the people who create the future rather than those who carry it out," he says. "I like to think we are training the future leaders of the engineering field and I find a great deal of comfort knowing some of those leaders will be Christians," he says.
Judy Hillman of the art faculty enjoys the combination of teaching and being professionally involved in her discipline.

"I like teaching and being involved with students," she says. "It requires that you stay involved and current with what is going on in design trends in order to expose students to them."

In addition to teaching, Professor Hillman operates her own design business. "It’s a combination of designing retail stores and restaurants, along with some residential projects," she explains. "I get into space planning and remodeling." Some of her work that is well-known in the area includes the Eighth Street Grille restaurant, Hutchinson’s Stores for Children and the college’s Kletz Snack Bar.

A benefit she sees in her professional involvement is that it offers students learning opportunities. "They get real practical exposure," she says. "They understand what’s involved in putting together a project like this because they can see what I do in various stages along the way."

Professor Hillman enjoys preparing students for a career involving art, but also recognizes the need to teach art to all students. "Being exposed to the arts is important to developing the whole brain," she says. "The intuitive part of our reasoning is very helpful in solving problems relating to people and understanding things in life that are hard to explain."

In addition to exposing all students to art, she appreciates the liberal arts education for exposing art students to all subjects. "You need that broad background not only to help you with choices you make for yourself, but to help you relate to other people," explains Professor Hillman. "You may have an interior project with a business that is involved in physics or a residential client who is interested in biology."

She also appreciates the art facilities that are available to Hope students. "The space is wonderful because students can have individual studios with a lot of room and equipment," she says.

The gallery is another highlight of the great facilities because exhibits are chosen based on how they can contribute to teaching students, notes Professor Hillman. "We have shows that come in from all over the country and we also curate our own shows here," she says.

Professor Hillman credits artists working and students learning side by side for the success of Hope’s department of art. "It’s great having those two things happening so close together," she says.
“Tradition of excellence” is the motto that Dean Kreps, assistant professor of kinesiology, uses when he coaches and teaches. “We use that motto for both sides of the coin: academics and athletics,” he explains.

Professor Kreps has been teaching and coaching at Hope for the past 10 years, and has just assumed new duties as head coach of the football team. He was drawn to the college because of one “tradition of excellence” that was especially important to him: Hope’s emphasis on the whole person.

“I came to Hope College because I have the chance to teach, coach and recruit,” says Professor Kreps. “Hope values all three parts of my job.”

In the same way, he notes, Hope values all aspects of its students’ development. “Athletics is just another dimension to the college,” says Professor Kreps. “We think athletics fits right in and meshes with all the different areas that Hope offers.”

As a result, when talking with prospective students, Professor Kreps stresses the academic, spiritual and social dimensions. They aren’t only talked about, however. He believes they are also demonstrated by the faculty of his department.

“We try to model through our lifestyles the things we think are important and hopefully students pick up on that,” he says.

Professor Kreps, for example, not only coaches but also teaches — his specialty is academic administration and sport management. In addition to coaching Hope students, he runs a summer football camp for high school students. He and his wife Kathy also stay busy raising their two sons.

Meshing athletics with other areas of life, however, does not mean sacrificing quality — or intensity. In the past 25 years, for example, Hope’s football team has had only three losing seasons. The college’s various teams regularly win league championships, and the college has won the MIAA All-Sports award 12 times since 1980. Hope teams frequently rank nationally, as do individual Hope competitors.

Rather, Professor Kreps feels, Hope’s philosophy means that the college’s student-athletes truly are student-athletes — with the emphasis on the student side.

“The nice thing here is that it’s always academics before athletics and I think that’s what keeps it in perspective for us,” explains Professor Kreps. “We know why students are here, which is to get an education first and foremost.”

“We want to take our students to the highest level possible whether it’s in the classroom or on the athletic field,” he says.
Kathleen Verduin, professor of English, has experienced Hope College as both a student and a faculty member. She graduated from Hope in 1965 and returned as a professor in 1978. "It was very strange because my former professors were still on the faculty," she says.

Strange perhaps, but in a good way, because Dr. Verduin valued Hope for its faculty members and the relationships they have with students. "Hope is a place I was willing to come back to," she says. "There is a feeling of support, encouragement and good will among the students and faculty."

Her favorite part of the day, in fact, is when she has the chance to interact with students. "It fascinates me when students come into my office and start talking about their own lives," she says.

Most importantly, she feels, such personal interaction with students is beneficial to learning. "My most effective teaching has been one-on-one," says Professor Verduin. "I like being able to talk to them individually about their work."

One aspect of being at Hope that Dr. Verduin particularly appreciates is that faculty are both willing to give their time to students and productive in their scholarly work. "There is a very good balance between the emphasis on teaching and the emphasis on scholarship," she says.

She notes that she and her English colleagues, for example, are active as authors and researchers. "I am glad to be able to combine my teaching with scholarship," she says. Dr. Verduin and her husband edit a book series titled Studies in Medievalism. "It is about the ideas and influences of the Middle Ages in the modern world," she explains.

Dr. Verduin has also been able to incorporate her personal interest in ghost stories into her teaching. "I like ghost stories and think they are very interesting psychologically," she says. "My theory is that the ghost is symbolic of something that has been buried in the self." Hope students, as a result, may be able to enjoy a course examining the genre in general, or on a specific author such as Stephen King.

No matter what they study in the department of English, however, Hope students will come away the better for it, enriched through the expertise and enthusiasm of instructors who, like Dr. Verduin, enjoy helping students discover the role of literature in their culture and their lives.

"The great writers have made us who we are," says Dr. Verduin. "Literature increases awareness, sensitivity and compassion."
Sander de Haan, professor of German and chairperson of the department of modern and classical languages, appreciates Hope for standing firm in its values while offering a liberal arts education.

According to Dr. de Haan, the college’s Christian perspective blends well with a liberal arts education. “When you look at the tradition of academics, the Christian theology was always a part of liberal arts,” he says.

Additionally, Dr. de Haan believes that studying languages is an important aspect of the liberal arts education. He says, “Learning a language is about communication, and communication is the bridge to understanding.”

Dr. de Haan believes that learning to understand and communicate in other languages is essential because cross-cultural contact is on the rise worldwide. “To gain a full understanding of another culture, you must understand the language because the language reflects the way people look at life,” he explains. “A student gains some insight into another culture even by taking a one-year introduction course to the language.”

To further their understanding of other cultures, Dr. de Haan encourages students who are majoring or minoring in a language to study overseas. “We strongly encourage them to visit the country and live for a time in a society where that language is spoken,” he says. “It builds efficiency in the language to a degree that can not be achieved in the classroom.”

Another aspect the department of modern and classical languages values is variety within the classroom, according to Dr. de Haan. “In the language department we try to engage in three or four different kinds of activities during each class period,” he explains. “That variety and change of pace is important, and I think the students appreciate it.”

Dr. de Haan demonstrates variety with his reputation for conducting class outside on a nice day. He says, “If there is something that can be accomplished outdoors as well as indoors, and students are constantly looking out the window, you may as well take them outside.”

The sincere interest faculty take in serving students’ needs as best they can is one of the most valuable qualities of Hope, according to Dr. de Haan. “We have a lot of very capable people with impressive degrees getting wonderful grants from funding agencies,” he says. “All of that is great, but what they are willing to do with that to help our students is our strength.”
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.

"Hope College has a commitment to academic excellence built on a foundation of Christian faith," says President John H. Jacobson.

According to President Jacobson, the combination sets Hope apart from most other liberal arts institutions, and it is something the college has been deliberate about since enrolling its first students in the 1860s. "This is an intentional thing we have been committed to since the college was founded," he says.

Part of what sets Hope apart academically, President Jacobson believes, is the college's emphasis on active learning. "Hope is a leader in active learning. Through active learning, students become engaged in their studies and more easily grasp the relationship of what they are studying to their lives and careers," he says. He sees active learning demonstrated through student involvement in research in the natural sciences, social sciences and humanities, and through performance in the arts.

Hope's Christian perspective is made manifest both implicitly, through the character of the interactions and relationships among members of the Hope community, and explicitly in the chapel and academic programs. "We have a strong chapel program that attracts active involvement of many students and faculty," President Jacobson says. Hope's core curriculum includes religion courses, and a senior seminar that challenges students to relate their values and faith to their life goals.

By any number of measures, Hope's formula is successful. Essential to making it so, President Jacobson feels, are the people of the college.

The faculty, administration and staff, for example, approach their tasks not just as work, but as a calling. Alumni loyally support Hope in many ways. Students, beyond being consumers of the Hope experience, help shape it as well — including through participation in the college's committee-oriented governance system. Most important, perhaps, is the way the different groups interrelate.

"The members of the Hope College family have a helpful and cooperative approach to each other," says President Jacobson. "They respect one another and care about this institution; and are, thus, constructive in helping shape Hope as an outstanding Christian liberal arts college."
Think of a college education, and academics come quickly to mind. The philosophy at Hope, though, is that much learning also takes place outside of the classroom.

“We value not only the in-class experience, but also the out-of-class experience,” says Julie Goebel, director of housing and residential life. “Graduating from college can mean a lot more than the academic work that went into the degree.”

The college’s residence life program is deliberate about helping students get the most from the experience by providing such opportunities to learn. It’s one reason that most Hope students live on campus.

“We want students to live on campus so they can learn about people different than themselves, and so that they have interactions with staff, faculty and students outside the classroom,” says Goebel. “We really value what goes on during all hours of the day and night, in addition to what is learned when a student is in that lecture or in that laboratory.”

The college’s residence life program offers a variety of ways to get involved, from the time new students first arrive on campus to activities scheduled in residence halls or cottages during the school year. By being on campus, Hope’s students can also enjoy whatever else is happening, from comedians and films brought in by the Social Activities Committee (SAC), to concerts presented by the department of music, to lectures by outside speakers, to just getting together with friends.

They also have more opportunities to get to know members of the faculty and staff outside of class. Dr. Harvey Blankespoor of the biology faculty and his wife, Marlene, even live in one of the college’s residence halls, just so that they can spend more time with students.

Although most Hope students live on campus, not all campus housing is the same. “We have an awful lot of housing options: traditional residence halls, apartments and cottages,” Goebel explains. “It’s a great opportunity, because as students mature they’ve got some environments that I think they feel more comfortable in.”

“We want people to be successful here at Hope, academically of course, but also successful in building relationships with people and successful in getting involved with leadership opportunities on campus,” Goebel says. “The skills they learn by building those relationships and having those leadership experiences will help them both professionally and personally as they go out to lead their lives after college.”

Julie Goebel
Director of Housing and Residential Life
"The moment I arrived here at Hope I felt welcome," says the Rev. Ben Patterson, who is the Hinga-Boersma Dean of the Chapel. "This is a gentle and loving bunch of people."

Ben appreciates that he has opportunities to work with students, faculty and administration alike. "I love my job," he says. "Having the position of dean of the chapel gives me the chance to relate to the whole college."

In addition to Ben, the chapel ministerial staff includes two chaplains and a director of worship and music. Working with Hope students, they have developed a program that combines the traditional message of the Gospel with a contemporary, student-oriented approach.

According to Ben, one goal of the campus ministries staff is to be visible on campus, to make friends and develop relationships. "We want to be in Phelps dining hall, be in the Kletz Snack Bar, go to the games and just be out where the students are," he says. "We are big on laughter and always like to have fun."

The staff is especially interested in helping Hope's students explore and mature in their faith and consider the role it will play in their lives, both personally and professionally. "College students go through tremendous changes while making mega choices about careers, friendships and marriage," Ben says.

"Many students come from churches where they've been nurtured in their faith; it's been very much a part of their family life. There are also students who have not had that background," he says. "Whether they come out of the church or not, this is a great opportunity. Now they are considering as adults, maybe for the first time, who Jesus Christ is and what his claims are on their lives. We want an environment where students can think as adults about the Christian gospel."

Part of what Ben values about Hope is that there is room for such exploration. Students, moreover, can come to campus and be exposed to many different kinds of people and beliefs. "Hope is a wonderful Christian school because of its diversity," he explains. "There is no pledge you have to sign about your behavior or beliefs."

Hope's combination, he feels, is unique. The students benefit from the college's strong academic program and can be comfortable in who they are, yet have their experience complemented by an environment that is both shaped implicitly by a Christian perspective and deliberate in providing an opportunity to grow spiritually.
THE STUDENTS

Through the years, Hope students have displayed their academic, athletic and leadership talents, not only campus-wide, but regionally and nationally. Some prominent 1994-95 student accomplishments appear below:

Ryan Bennink, a 1995 graduate from Holt, Mich., received a prestigious British Marshall Scholarship, one of only 40 presented to undergraduate students nationwide. He was the third Hope student in five years to be granted one of the highly-competitive awards, which support study for two years at a British university.

Kristen Hoving, a senior from Oak Brook, Ill., captured the NCAA Division III women's championship in the marathon 1,650 yard freestyle. The women's swim team finished fifth overall during the championships.

Hope's men's swimmers took the NCAA Division III men's national championship in the 200-yard medley relay. The team placed second overall during the championships, the best finish ever for an MIAA team.

Shannon Moses, a 1995 graduate from Mt. Prospect, Ill., received a "Student Community Service Award" from the Michigan Campus Compact for outstanding volunteerism.

Woody Bynum, a sophomore from Dermott, Ark., earned first place in the first-year college men division during the Michigan National Association of Teachers of Singing Spring Student Auditions in April.

The student Social Activities Committee (SAC) received the 1994 "Excellence in Programming Award" for colleges and universities with enrollments between 2,000 and 7,000 during the 1995 national convention of the National Association for Campus Activities. During the convention, Scott Sawicki, a 1995 graduate from New Castle, Ind., also received a third place award for student-designed theme publicity.

A team of seven students portraying Palestine won the "Best Delegation" award during the Midwest Model League of Arab States, held in March. It was the seventh year in a row that a Hope team won the award. Five Hope students also won individual honors during the event.

Hope tied for first in the state for having the highest number of finishers in the top 500 in the 55th annual William Lowell Putnam Mathematical Competition, and had a team of three students place 35th out of 284 teams. The same team of three also took first in the Lower Michigan Mathematics Competition, the second year in a row that Hope won.

A student computer programming team earned the college's highest finish in 14 years during the East Central Regional Intercollegiate Programming Competition, held in Waterloo, Ontario. The Hope team finished 13th out of 80 teams competing, the second-highest finish by a team from an undergraduate institution.

Seven athletic teams advanced to NCAA Division III championship competition: men's soccer, women's cross country, men's and women's basketball, softball, and men's and women's swimming.

Ann Samuelson, a 1995 graduate from Plymouth, Mich., was one of 21 college students from Michigan to receive the MAHPERD (Michigan Association for Health, Physical Education, Recreation and Dance) Award in December.

Derek Miller, a 1995 graduate from Holland, Mich., was one of only 42 students nationwide chosen to participate in the 1994 Pew Younger Scholars Program Summer Seminars. The participants were chosen for the program based upon their intellectual ability, as well as their interest in pursuing an academic career and exploring the relationship between Christianity and scholarship.

The Anchor, the college's weekly student newspaper, won an honorable mention for front page design during the Associated Collegiate Press's "Best of the Midwest Newspaper Conference" in Minneapolis, Minn., in March.
“Hope has been a good place for me to grow and mature, not just intellectually but also emotionally,” says Ryan Bennink ’95.

In December, Ryan received one of only 40 British Marshall Scholarships presented to undergraduate students throughout the United States to provide two years of study at a British university. He appreciates the role that Hope played in helping him prepare to travel to England on the prestigious award.

“The professors that I worked with were a big part of my getting this scholarship,” explains Ryan. “So was having smaller classes in which I could interact with professors and ask questions.”

As a physics and mathematics major, he has also had several opportunities to work directly with professors on research projects. “I got a chance to really grapple with real life problems,” he says.

“I really like to learn and to figure things out,” Ryan explains. That is why he feels majoring in physics and mathematics is a good combination. “Mathematics is the language of physics,” Ryan says. “Those few extra math courses have really given me a deeper insight into the physics classes that I’ve had.”

A double major is demanding, yet Ryan has also found time to explore many other interests while at Hope. “It’s a small enough school that you can get involved in a number of activities fairly easily,” says Ryan. “You can do something other than just be a bookworm.”

Ryan’s activities have ranged from intramural basketball to playing in the symphony band and jazz band. “That’s part of what liberal arts is all about,” explains Ryan. “I think variety is good.”

In addition to his studies and hobbies, Ryan also started a prayer group in his residence hall. “Spiritual matters are considered important concerns and questions, but the answers aren’t assumed,” says Ryan.

Ryan has discovered much about Hope during his time as a student. One quality of the college that struck him even before enrolling — and was important in his decision to enroll — was the college’s nurturing environment and warm and friendly atmosphere. “I knew it had a good reputation, but what clinched it for me was when I came to visit,” he explains. “Some people want to get lost in the crowd, but Hope is not that kind of place.”

“It was a good place for me to figure out who I really am, what I want to do with myself and who I want to be,” Ryan says.
Ntsiki Sisulu '97, who comes to Hope from South Africa, appreciates Hope because she enjoys learning about people and their differences. "It's totally different here," she says. "It's a completely different culture."

For example, Ntsiki found it strange that American students are anxious to come to college and live independently. "At home, people stay in their parents' homes way into their 30s," she says.

The ability to gain that independence is an aspect of the American culture Ntsiki appreciates, however. "It's different from the situation with the South African government of apartheid, where black people were always oppressed by law until recently," she explains. "The whole idea of being independent and being able to make decisions for yourself is different."

She has also found many differences among Hope students. "It's hard to put them into one category because there are so many different kinds of students," Ntsiki says.

She has also found, however, some important similarities. "People are all very friendly and helpful," she says. "I felt very welcome."

Ntsiki enjoys sharing her different experiences with other students. "Coming from another country, people have a lot of questions and are very interested in learning," she says. "People are open and willing to talk about things."

Getting involved in campus activities is one way she has found to share her experiences with others. Ntsiki is the vice-president of Black Coalition, which focuses on teaching African-American history and current issues, she notes. "We have different speakers come in to talk about various issues that face minority students on this campus," she says. "We invite everyone to come, and most students in Black Coalition are not minority students."

Ntsiki notes that she has also enjoyed being a member of the I.VE League, which is an organization for women recommended by faculty members as outstanding leaders.

As a result of her love of learning and of helping people learn about each other, she is majoring in psychology and education. She notes that it is interesting to see how the psychological principles really apply. "Some things you knew but didn't understand why," she says.

Ntsiki's goal is to incorporate the principles of psychology with her understanding of teaching in the classroom. Following Hope she intends to attend graduate school, and wishes ultimately to work in curriculum development, so that she can help others learn the same sorts of lessons that she has found such a worthwhile part of her education.
Jeff Oegema is a third generation Hope student, following in the footsteps of his father, Theodore Oegema Jr., who graduated in 1967, and his grandfather, Theodore Oegema Sr., a 1941 graduate. "Coming to Hope is a family tradition," says Jeff.

Science is another tradition in Jeff's family that he plans to pursue. "My dad is a biochemist at the University of Minnesota and my sister is planning to be some type of chemist," he says. "I've been a lab rat since I was about five years old."

Correspondingly, according to Jeff, the main reason he came to Hope was for the opportunities the college offers in the sciences. "Hope has a great national reputation for its sciences," says Jeff. "Research is available to undergraduates and that is one of the reasons I came here."

As a chemistry and computer science major, Jeff appreciates the different research opportunities available. Students can work in research during the semester for credit or apply for the paid summer programs.

"Professors really try to get students involved in research," he says. "It looks wonderful on a resume and it's great experience for what you'll eventually be doing."

Jeff also feels the size of the college contributes to the opportunities available. "The access to the equipment is much better here than at a larger university," he explains. "You can learn a lot in chemistry class, but it's still not the same as actually using what you learn in a research setting."

He also appreciates the college's size for the ability to develop relationships with professors. "With a class of 30 rather than 400 a professor knows who I am, what I'm doing and if I'm having problems," he says. "It's more personal than a larger college would be."

There is also a greater opportunity to get involved in various campus activities at a college of Hope's size, according to Jeff. For example, he has been involved in intramural sports and symphony band, and is a disc jockey for the campus radio station, WTHS.

"It's easy to get involved in groups and activities," he says. "If you get involved your freshman year, you'll make so many friends through activities."

Although Hope is a smaller school, Jeff believes the students remain diverse. "I managed to find friends from New York, Pennsylvania and Chicago," he explains. "No matter what you like, you'll find people to fit in with."
Melissa O’Connor ’96 appreciates Hope College for the wide range of activities students are encouraged to become involved in and the learning that takes place outside of the classroom.

For example, she has found being a member of the women’s soccer team for three years very beneficial. “Soccer has taught me teamwork, self-discipline, and time management,” she says.

She also believes that the experience provided a great opportunity to meet other people early in her college career. “It kind of gave me a small overview of the campus and that was nice as a freshman,” she says.

As a Baker Scholar, Melissa has continued learning outside the classroom. The Baker Scholars program is an honor available to outstanding students majoring in business administration. “It gives you an opportunity to have experiences meeting different executives from different companies,” says Melissa. “Things you won’t be able to do in just a classroom setting.”

Another aspect of campus Melissa appreciates is Hope’s combination of Christian perspective and freedom. She explains, “I wanted something with a Christian atmosphere but still have the ability to make my own decisions and choices.”

Melissa is also grateful for the personal relationships she has developed with her professors. “That’s one thing that I’ve found to be so nice, is to be able to go into a professor’s office and just have a seat and start talking about the Bulls game or something,” she says.

Beyond-the-classroom learning is an important part of Melissa’s Hope experience, but it is not the only part. Those same personable professors who always seem to have the time to talk with students outside of class also have something to say inside the classroom.

Melissa has not only one major but two, her interest in business complemented by a passion for psychology. “I love studying why people act the way they do,” she says.

She plans to make use of the skills she is learning from both departments. “If I go into business, I think it will make me a better person being able to relate and empathize with people,” she claims.

Melissa has found a variety of ways at Hope to explore and develop her interests. That’s one more aspect of the college that she appreciates.

“Here, there’s a lot of freedom to be who you want to be no matter what it is,” she states. “You can be who you are here. You can find your niche here.”
Experiencing new places and interacting with different people is an important part of learning, and the opportunity for that experience is what brought Brandon Hayashi '97 from Kaneohe, Hawaii, to Hope College.

After seeing the movie *Dances with Wolves*, Brandon wanted to experience the land that appeared so different from home. "I was used to the ocean and mountains, and had never had a chance to see rolling plains," he explains.

Although Brandon is far from home, he has found comfort in relationships with students at Hope. "You can get to know people really well," he says. "There is only one cafeteria, so you can see people over and over again."

Involvement in extra-curricular activities is another way Brandon has developed relationships with students. He has been involved in the Peer Multi-cultural Educators program and Japan club, but Gospel Choir remains one of his favorite activities. "It's a lot of fun because you laugh and meet people, too," Brandon says.

Brandon has also found that his professors have the same caring attitude that he has found demonstrated by the students. "The best advantage of Hope is its size, because it's small enough that students get a lot of attention from professors," Brandon says. "I can still walk into the offices of professors I had my freshman year and just sit and talk to them."

Relationships with students and professors, combined with good classes and an interest in his heritage, has led Brandon to double major in Japanese and international relations. "I made some really good friends that are international students at Hope," says Brandon. His interest in different people and cultures continued in the classroom. "Introduction to World Religions and other classes just started to click with me," he says.

To continue his quest for new experiences, Brandon is planning to study in Japan during 1995-96. "I've been reading out of books and seeing videos about the people, but it's still second-hand," he says. "I want to get the first-hand experience."

Studying abroad will allow him to experience the people and the culture first-hand because he will be living with a Japanese host family. "When I'm in Japan I'll have no choice but to become fluent in the language," Brandon says.

Brandon came to Hope for a different experience and continues to explore new places through the opportunities the college has provided.
Valerie Pacheco '96 of Holland, Mich., appreciates Hope for the opportunity to become involved and grow in many different areas.

According to Valerie, there are opportunities at Hope for all types of students. "The DeWitt Tennis Center and the Dow Center allow for opportunities for people to grow physically, and we have a great program and library for students to grow academically," she says. Social activities abound through different student organizations on campus. The dean of the chapel's office, in addition, coordinates and helps students organize opportunities for spiritual development.

As a result of having so much in which to be involved, Valerie notes, the college almost becomes a self-contained, self-sufficient world of its own. It gives her the experience of being "away at school," even though Hope is in her hometown. "There is so much happening on campus that you have no more white space left on your daily planner," she explains.

For example, she has enjoyed being active in student government as a member of Student Congress and the Judicial Board. "I've enjoyed being a part of the workings of the college and getting to know the governance system," Valerie says. "You feel more ownership in the college and you take more pride in it as you become more concerned about the issues that affect the college."

In addition to participating in student government, she is a member of the Sibylline sorority. Valerie notes that the rushing and pledging program provides an opportunity to meet many different people. "Being a part of a Greek organization allows for another type of friendship," she says.

Valerie's activities at Hope have also included serving as her class's representative on the college's Alumni Association Board of Directors, the Union of Catholic Students, the Hope Republicans and the Model United Nations program.

Although she is so involved on campus that she finds it easy to spend all her time at Hope, the Holland community remains very important to her as her home. "Being from Holland and being a student at Hope adds a different dimension to my experience," says Valerie. "It's neat to know the history of Holland and be able to tell my friends about a certain building or event."

"On the first day of class, I say that I'm from way far away on the north end of town," Valerie says. "I see being from Holland as an advantage."
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 23,000 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.

Wayne Vriesman '59 learned many lessons while attending Hope that he feels have remained relevant throughout his life. One of the most important was an appreciation of the value of learning those many lessons, because his experiences have taught him that life is full of changes, and that one needs to be well prepared to face the challenges that change brings.

Vriesman's career after Hope provides an example of how the unexpected can arise and the role it can play. For example, although at Hope he pursued a degree in education and political science, in the end he found a career in broadcasting.

"I didn't know until my last semester at Hope what I was going to get into," he says. "I became interested in broadcasting my senior year by working for television stations in Grand Rapids and Kalamazoo covering news events in Holland."

Currently, Vriesman is vice president/radio group with Tribune Broadcasting Company, which owns radio and television stations around the country. He is board chair of the National Association of Broadcasters, and received the "Lifetime of Excellence Award" from the Illinois Broadcasters Association in 1992.

He believes that the liberal arts experience he received at Hope was important. "The foundation I got at Hope was very valuable to me," he says. "Hope is doing the right thing by offering a broad liberal arts education."

He appreciates the lessons and guidance he received for helping him get where he is today. "The good career counseling I got helped a lot," he says. "If you're willing to live in a world of change and challenges, you will find what you want to do."

Based on his experiences, if he could share one lesson with today's students, it would be to encourage them to recognize that career paths can change and not to focus so heavily on preparing for the job they intend to land after graduation that they limit their possibilities for the more distant future.

"There are many opportunities out there in fields that are emerging, because things are changing so fast," says Vriesman. "You have to be flexible and comfortable in a world of change."

Wayne Vriesman '59
Oak Brook, 111.
As Beth Lefever '86 lives her dream of becoming an opera singer in New York City, she appreciates the foundation and experiences she received at Hope College.

"Hope is a great school for getting a foundation in music," says Lefever. "The music program is rated really high."

One quality she feels contributes to the success of the program is the individualized instruction students receive. "I could ask questions when I needed to ask them," she explains. "At larger colleges teachers don't take time out for you individually."

It was the personal time and interest a Hope professor invested in taking Beth to an opera performance that sparked her initial interest in opera. "The scenery, costumes and music itself were so beautiful that I decided I just had to give it a shot," she says.

She also credits the many performance experiences she received as being crucial to her music foundation and a factor that sets Hope apart. "I got a lot of performance experience because there are many more opportunities at a small liberal arts college," explains Lefever. "When you're a small fish in a big pool, you don't even get noticed sometimes."

The Christian perspective is another aspect of Hope that contributed to Lefever's foundation. "It is very important to have a place that is well-rounded spiritually and intellectually," she says. "You can do anything through Christ who strengthens you, which is a fact of life that I didn't realize until I got to Hope."

She notes that a Hope professor made her aware of her talents and that it was her responsibility to use them to the best of her ability. "I learned that not only do I have to try, but I have to do my best because that is all God accepts and wants from us," says Lefever. "It made me work hard."

She also appreciates the foundation she received at Hope as a preparation for graduate school. "It helps immensely to have a well-rounded education before you go to graduate school," she says.

For example, she notes that her senior seminar course was an important part of that preparation. "It made you look at why you believe the way you do," Lefever explains. "It was a great self-evaluation study."

Looking back, Lefever values her experiences at Hope. "It was a beautiful place to get some of the basics for life," she says.
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 fiscal year ending June 30, 1990, more than $10.3 million has been spent on improving the physical plant.
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, 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 is also automated, and its catalog is integrated into the main catalog of the Van Wylen Library.

The two libraries provide the students and faculty with a selective collection of books, periodicals, microforms, and related materials. They now contain more than 300,000 volumes, approximately 1,500 current periodical subscriptions, 1,300 video tapes, more than 3,500 albums, more than 700 compact discs, and more than 179,000 reels and sheets of microtext all classified and on shelves open to all users. The Reference Collection on the main floor contains works which locate millions of books and periodicals obtainable from other institutions through interlibrary loan. 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 Beardslee Library of Western Theological Seminary, the Herrick Public Library and the Davenport College Library.

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, Mich., and each member institution.
Van Zoeren Hall, gift of alumnus Dr. G. John Van Zoeren, was the former library, and during 1989 was renovated to provide more classroom and faculty office space for the departments of economics and business administration, education, sociology and social work, the Carl Frost Institute for Social Science Research, the A.C. Van Raalte Institute for Historical Studies 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.

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

The A.C. Van Raalte Institute for Historical Studies supports research and writings on the history and heritage of the Holland area, and is named for the founder of both Hope and Holland. The institute was established in 1994 through a gift from Peter Huizenga and his mother, Elizabeth Huizenga.

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 Vande-Graaff 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.
Dimment 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. It is named for the college’s fifth president, Dr. Edward D. Dimnent.

The Computer Center has its headquarters on the main floor of Durfee Hall. User terminals are located throughout campus. In many academic programs, the computer has become an indispensable tool for both teaching and research; it is used by students in the arts, humanities, and 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 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 the college’s seventh president, Dr. Irwin J. Lubbers.
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 14th Street between Columbia and College Avenues.
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.
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 181).

Ekdal J. Buys Athletic Complex — The college’s outdoor athletic facilities were extensively renovated during the 1990-91 school year, including the addition of the Lugers fieldhouse.

DeWitt Tennis Center provides six indoor tennis courts as well as men’s and women’s locker rooms. The center supports the college’s men’s and women’s intercollegiate tennis programs, the intramural program and tennis classes, and is also open to Hope students in general. Dedicated on Oct. 14, 1994, the center is named for the Gary and Joyce DeWitt family.
The 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 Haworth Conference Center and Cook Residence Hall will result in a major transformation in the northern boundary of the Hope College campus during the next two years, and will link Hope and the downtown area. The conference center will offer meeting space for groups of 20 to 100 people, a 200-seat cafeteria and 50 guest rooms. The up-scale residence hall, which will be available for conference housing during the summer, will consist of 68 two-room suites. The conference center is named for Haworth Inc. and the Haworth family. The residence hall honors Peter and Emajean Cook of Grand Rapids, Mich. Construction began during the summer of 1995.

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 pages 28-29. Some students enjoy the home-like atmosphere of approximately 50 cottages. (See “Residence Halls,” page 43.)
The pages which follow describe some of the formal services that the college makes available to assist students while they are a part of the college community. Members of the faculty and staff are ready to aid students whenever possible.

ACADEMIC ADVISING

Through academic advising, students are encouraged to take advantage of resources which will help them 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 a student has a diagnosed learning disability, verification of the disability must be on file with the college.

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

HEALTH SERVICES AND THE COUNSELING CENTER

The college's Health Services and the consultations provided by the Counseling Center are intended to support students in maintaining healthy and emotionally positive lifestyles. Both the Health Services and the Counseling Center are committed to confidentiality in their treatment of students, and records are kept separately in each department and separately from academic records. Except in certain instances specified by Michigan law, medical, counseling and psychological information may be released only when authorized by the student.

The Health Clinic is located in the Dow Health and Physical Education Center. Out-patient care is offered daily at the clinic by registered nurses, a nurse practitioner or a physician assistant, or through clinics staffed by local physicians. Appointments are requested to assure efficiency of services for both students and
CAMPUS SERVICES

staff. A physician supervises allergy injections and assists students in need of more extensive physical evaluation, diagnostic work or specialty services. If a student has an evening and weekend medical emergency, a doctor may be contacted by calling the Physician’s Exchange.

The Health Clinic provides health education materials such as pamphlets, tapes and videos; nutritional counseling; sexuality counseling; and residential life health presentations promoting self-care and health awareness, and healthy lifestyles and relationships.

Basic medical evaluations and care are provided at no charge as part of the student fee structure. The clinic has basic medications and supplies available to students at reasonable costs. Students are financially responsible for special medications (including allergy medications), laboratory services and visits to private physicians off-campus, as well as for hospital acute care, emergency room treatment, and medical and psychiatric hospitalization. Students are asked to inquire in advance if there are any fees for medications and services, or consult the fee schedule available at the clinic.

Because appropriate medical care requires an awareness of each student’s health history, incoming students are 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 their current medical records on file at the Health Clinic prior to their arrival on campus. Students who do not have health coverage are strongly advised to purchase the health insurance policy available through the college.

The Counseling Center provides short-term individual and group consultations as well as educational services to assist students with their personal development and crises that can occur during the college years. The Counseling Center is located upstairs in the Charles R. Sligh Jr. Center, 174 E. 11th Street, east of the Maas Center and between the Office of Human Resources and Public Safety.

Professional staff consisting of counselors, social workers, psychologists and consulting psychiatrists are available in a private setting to discuss student concerns. Students are encouraged and invited to meet with one of the staff to just “talk things over” and get some ideas or a different perspective with a concern which may involve only one or two visits. Or students may experience stressors that are more complex or crises that may make them desire more extensive visits. Common student concerns include academic difficulties, confusing or conflictual relationships, mood changes, adjustment to college life, conflicts with family members, alcohol and other substance use/abuse, eating problems, motivational concerns, sexuality issues, emotional or sexual harassment or abuse, stress management, struggles with depression or anxiety, or emotional problems involving the need for medication or hospitalization. Support and personal growth groups are available to address topics such as ACA (Adult Children of Alcoholics) issues, relapse prevention, stress management, assertiveness and perfectionism. All discussions are confidential except when reporting is mandated by law (such as in cases of criminal abuse or when a student is potentially harmful to self or others).

The Counseling Center has a library and references on several topics for personal reading, term papers and classroom presentations. Trained peer educators, AIM (Alcohol Issues Matter) and Team H.O.P.E. (Helping Our Peers Excel) promote emotional awareness and healthy lifestyles through campus displays, health promotion campaigns and interactive presentations in residences. The Counseling
Center works cooperatively with other professionals in the community and is most willing to assist students in finding private counseling professionals within the community if that is needed or desired.

Short-term, problem-focused counseling and psychological testing services are provided without cost to students. Students are responsible for fees for specialized evaluations such as psychiatric and medication consultations and are advised in advance of costs for these services.

DISABLED STUDENT SERVICES

The Office of Disabled Student Services offers assistance to students with physical disabilities as they function in the classroom and live day-to-day on campus, and seeks to provide them with skills helpful for pursuing independent living and career goals. The program makes physical and emotional support available to students by offering academic and personal support through arranging for note takers, readers, sign language interpreters, personal attendants, housing accommodations, support groups and counseling.

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

Nearly all college services as well as instructional and other physical facilities are readily accessible to all students. In addition, the Van Wylen Library features a well-equipped center for technological and instructional aids for students with visual impairments. Prospective and current students with disabilities may contact the Office of Disabled Student Services to explore their needs. The office is located on the first floor of the DeWitt Center.

MULTICULTURAL LIFE

The Office of Multicultural Life works with students of all racial/ethnic backgrounds in a variety of ways, providing personal guidance, assistance with financial aid questions and by linking students with campus organizations. The office’s goal is to support students and to enhance their experiences at Hope by realizing that all people regardless of background are full participants in God’s created world.

The office staff works closely with students, faculty and staff to incorporate programming, into Hope’s full range of campus activities, that gives a well-rounded experience for Hope students and the entire campus. Such programming involves speakers, presentations, trips, workshops, worship services, resident assistant/resident director training and special projects.

The Office of Multicultural Life is located on the first floor of the DeWitt Center.

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 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 Career Services Office is staffed by two professionals available to help students who are concerned about their future career 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 Services 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 careers 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 Services 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 GRE and LSAT workshops for those students contemplating further studies in law.

Part-time, off-campus, and summer employment possibilities are posted through the Student Employment Office just off the Collegiate Student Lounge, DeWitt Center.
SPECIAL PROGRAMS

The Office of Special Programs focuses on program development in the areas of women's issues, alcohol education, sexual assault prevention and 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 C.A.A.R.E. (Campus Assault Awareness, Response and Education). It also oversees advising of the Women's Issues Organization, the Association of Non-Traditional Students, the I.VE League for Leadership and AIM, a student alcohol education group.

The Special Programs office is located on the first floor of the DeWitt Center.

DINING SERVICES

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

RESIDENCE HALLS

Eleven residence halls, ranging in capacities from 40 to 300, eight apartment facilities, and approximately 50 cottages (houses on or near campus) provide living accommodations for more than 2,000 Hope students. The variety of living opportunities available ranges 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-, vision- and hearing-impaired students.

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

All students are expected to comply fully with residential procedures and policies in order to sustain 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 or commuting from their parents’ homes. Commuter status must be renewed annually by students who live with their parents and commute daily from their parents' permanent homes. Requirements to live off-campus will be set annually by the director of housing and residential life. Students will be informed of the requirements and process to be followed if off-campus permission is to be granted.
Summarized below are some of the various dimensions which our life as a community of people takes. Hope College feels that the college experience is more than the academic program; an integral part of that experience are the extra- and co-curricular programs which create the sense of community existing on campus.

COMMUNITY GOVERNMENT

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

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

Administrative Affairs Board — The AdAB examines and acts on policies dealing with patterns of organization and administration, with matters of primary concern for public relations, and with matters of general faculty and student welfare. Subcommittees include: Admissions & Financial Aid, Athletics, Student Standing and Appeals, Women’s Studies and Programs, and Multicultural Affairs Committees. Board membership consists of two students, 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 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 off-campus in establishments with facilities licensed to sell.

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 Dean of Students Office. Each student is responsible for reading and understanding the policies and regulations in the *Student Handbook*.

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**THE SPIRITUAL DIMENSION**

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

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

**The Campus Ministry Team** — The dean of the chapel, two full-time chaplains, a music and worship leader, and an administrative coordinator work together to provide spiritual leadership to the student body. The chaplains are able to meet with students to deal with matters such as personal crisis, relational conflicts or concerns they face in clarifying their thinking on the essentials of the Christian faith. The Campus Ministry Team is located in the Keppel House, 129 E. 10th Street.
The Ministry of Christ’s People — Students are encouraged to live out their beliefs through tangible involvement in various facets of life on campus. 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 three broad areas: worship, social ministries and interpersonal Christian growth.

Worship — The Hope community gathers together every Monday, Wednesday and Friday for lively, 22-minute chapel services. Biblical teaching by Hope chaplains, testimonies by faculty and students, and dramas that depict everyday living are often included in these voluntary services. The worship environment varies from upbeat to reflective in style, and students participate actively. A Sunday evening service is also available to the campus community to share together in corporate worship held in Dimnent Memorial Chapel.

Social Ministries — Students are challenged to be aware of social needs within the community and the world. Habitat for Humanity is actively involved in providing homes for needy families, and missions trips are offered for students to reach out to communities suffering from poverty, drug abuse and spiritual hunger. In addition, programs such as the Crop Walk and 48-hour Prayer Vigils help students to make a difference in the world around them.

Interpersonal Christian Growth — Through seminars, retreats, small groups, Bible studies, prayer groups, mentoring relationships and leadership training, faculty and students are given opportunity to grow corporately and individually. Various campus organizations, such as Fellowship of Christian Students, Inter-Varsity Fellowship and the Union of Catholic Students, meet regularly throughout the week.
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.

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 1994-95 included the Omaha Magic Theatre; the Bebe Miller dance company; violinist Charles Castleman; the Amherst Saxophone Quartet; the Freiburg Baroque Orchestra; Markham & Broadway, duo-pianists; and Maynard Ferguson and His Big Bop Nouveau Band.

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 1994-95 productions were Thieves' Carnival, The Nutcracker: A Play, All's Well That Ends Well and Dancing at Lughnasa.

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

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

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

Music Programs — More than 50 concerts and recitals are given annually by the department of music’s students, faculty and guests. In addition to performance classes offered by the department, there are numerous musical groups which are open to all students. Vocal groups include the Chapel Choir, the College Chorus and Collegium Musicum. Instrumental groups include the Symphony Band, 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 1993 the Choir toured Hungary, Slovakia and the Czech Republic.
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.

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

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

The Anchor — The weekly student newspaper, The Anchor, gives students an opportunity to express their views and develop their writing skills while chronicling college events. Coverage of campus activities, issues, feature presentations, critiques and editorials have been part of The Anchor’s format. The Anchor office is in the 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’s First Class Honor Rating. The Milestone office is in the DeWitt Center.

WTHS — The student radio station is housed in studios in the DeWitt 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.
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 has won the MIAA All-Sports award, which is based on the cumulative performance of each member school in the league's 18 sports for men and women, a league-leading 19 times — including 12 times since 1979-80. Hope teams also compete in Division III of the National Collegiate Athletic Association (NCAA). There have been several individual NCAA national champions and All-Americans in a number of sports in recent years. Many Hope student-athletes have also achieved Academic All-America status. Ray Smith is the director of men's athletics; Dr. Anne Irwin is the director of women's athletics. Coaching staffs are listed below:

MEN'S COACHING STAFF
Baseball - Stuart Fritz
Basketball - Glenn Van Wieren
Cross Country - Mark Northuis
Football - Dean Kreps
Golf - Bob Ebels
Soccer - Steve Smith
Swimming - John Patnott
Tennis - Steve Gorno
Track - Mark Northuis

WOMEN'S COACHING STAFF
Basketball - Tod Gugino
Cross Country - Mark Northuis
Golf - Jane Holman
Soccer - Stein Slette
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: basketball, inner tube water polo, three-on-three volleyball, three-on-three basketball, bowling, flag football, softball, tennis, wallyball, soccer, racquetball, ultimate frisbee and volleyball. There are also club sports, including competition in lacrosse, water polo, sailing, ultimate frisbee, and men's volleyball.
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.
CANDIDATE'S REPLY DATE

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

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

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. 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 Holland's Padnos Transportation Center providing prior arrangements have been made with the Office of Admissions. Amtrak services Holland from Chicago, but not on a daily basis.

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

VISITATION DAYS are held several times throughout 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. (Eastern Time Zone) 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 Visititation Days this academic year are:

Friday, October 20, 1995  Friday, February 2, 1996
Friday, November 3, 1995  Friday, February 16, 1996
Friday, November 17, 1995  Friday, March 1, 1996
Friday, December 1, 1995

JUNIOR DAYS are scheduled for Friday, March 29, 1996 and Friday, April 19, 1996. Students and their parents should arrive at the Maas Center at 9:00 a.m. (Eastern Time Zone) for an opportunity to learn more about Hope College, admissions, and financial aid, as well as to meet with faculty and students in academic departments of the visiting student's interests.
ADMISSION TO HOPE

PARENTS of interested students may also attend Visitation and Junior Days. The college will hold special meetings for parents covering various topics of interest to them.

ADMISSION OF TRANSFER STUDENTS

Hope College accepts applications from students 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.

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
ADMISSION TO HOPE

Language II, for the second semester of residence. Students with TOEFL scores of 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 be followed.

AUDITING COURSES

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

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

SUMMER SESSIONS

Hope College offers a variety of campus summer sessions. The 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. Persons wishing to apply for a summer session should follow the procedure outlined under the section “Admission of Non-Degree Students.”

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
ADMISSION TO HOPE

The College Board. Hope is a Limited Test Center and students can take CLEP exams on campus. (Please refer to pages 79-80 of this catalog.)

INTERNATIONAL BACCALAUREATE PROGRAM — A high school degree program sponsored by the International Baccalaureate Office in Geneva, Switzerland. Generally college credit is granted 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 79 of this catalog.

READMISSION

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

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

FINANCIAL ASSISTANCE

To determine most equitably the distribution of funds available for financial aid, Hope College requires all students to make application for admission to Hope College and to apply for financial assistance using both the FREE APPLICATION FOR FEDERAL STUDENT AID (the FAFSA) and the College Scholarship Service (CSS) PROFILE FORM. Students may secure these forms through their high school guidance offices or from the Hope College Financial Aid Office. Students applying for admission to Hope College should address all inquiries concerning financial aid to the Financial Aid Office. Freshmen should submit both the FAFSA and the PROFILE FORM by March 1 (February 21 for Michigan residents) to receive priority consideration for the following school year. Transfers and returning students should submit these forms by March 15 (for Michigan residents) and May 1 (for out-of-state residents) to receive financial aid consideration for the subsequent school year.
FINANCIAL AID TO STUDENTS

SCHOLARSHIPS AND FINANCIAL AID

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

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

NEED-BASED FINANCIAL AID

To determine most equitably the distribution of need-based financial aid funds, Hope College requires all students applying for assistance to submit both the Free Application for Federal Student Aid (FAFSA) and the PROFILE FORM (a product of 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.

DETERMINATION OF AWARDS

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

\[
\text{Total College Expenses} - \text{Calculated Family Contribution} = \text{Maximum Financial Aid Eligibility}
\]

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

APPLYING FOR FINANCIAL AID

The process of applying for financial aid is not complicated. Each student wishing to apply for financial aid consideration at Hope College is asked to complete and submit both the FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA) and the College Scholarship Service (CSS) PROFILE FORM. Both of these forms are available in high school guidance offices or through the Hope College Financial Aid Office. The Financial Aid Office will not act upon a student's aid request until she/he has been accepted for admission. Students should apply for financial aid prior to the deadline dates listed below to insure priority treatment.
FINANCIAL AID TO STUDENTS

**Deadlines**

| Freshmen            | — February 21 (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. **NEED-BASED GIFT ASSISTANCE — SCHOLARSHIPS AND GRANTS**

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

**THE HOPE GRANT** — This gift aid is based upon demonstrated financial need. There is no required grade point average for the receipt of this grant. The renewal of this award is based upon continued demonstrated financial need.

**THE ACADEMIC ACHIEVEMENT AWARD** — This gift aid is based upon demonstrated financial need plus a cumulative grade point average (GPA) of 3.0 at the time of admission to the college. This scholarship is available only to those students who are not already receiving other Hope-sponsored merit awards.

**THE FEDERAL PELL GRANT** — This federal gift aid is based upon exceptional financial need and recipients are selected by the federal government. This grant will NOT BE officially credited to a student’s account until the student has presented a valid STUDENT AID REPORT (SAR) to the Financial Aid Office. This SAR must be signed on the reverse sides of PARTS 1 and 2, and must be submitted by the last day of class attendance for the student to realize the award.

**THE FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT** — This federal gift aid is awarded to those students who have demonstrated exceptional financial need. By federal regulation, priority in the awarding of these funds is given to those students who are eligible to receive a Federal Pell Grant.

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

**THE MICHIGAN TUITION GRANT** — This state gift aid (limited to Michigan residents) is based upon a student’s demonstrated financial need and is available only at Michigan private colleges. For renewal in future years, the student must continue to demonstrate financial need. The student must be enrolled at least half-time (six hours or more a semester) to remain eligible for this award. Students enrolled less than full-time (six to eleven hours a semester) are eligible
for a prorated award. A student is limited to ten semesters of eligibility under this program.

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. LOAN ASSISTANCE — BOTH NEED BASED AND NON-NEED BASED — Loans are an invaluable resource for many students and their families in financing a college education. Loans allow you to postpone paying a portion of your educational costs until you complete your education or leave school. Some loans are awarded on the basis of financial need and repayment does not begin until after you graduate, withdraw from college, or drop below half-time enrollment (fewer than six hours per semester). Other loans are available to both you and your parents regardless of financial need and offer various repayment options.

Loan descriptions and terms are briefly described below and in the loan promissory notes you will be required to sign. Please read these obligations carefully. Be sure you understand all rights and responsibilities before accepting a loan.

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

<table>
<thead>
<tr>
<th>Total Amount Borrowed</th>
<th>Monthly Payment @5%</th>
</tr>
</thead>
<tbody>
<tr>
<td>$2,000</td>
<td>$30 minimum *</td>
</tr>
<tr>
<td>$4,000</td>
<td>$46.47</td>
</tr>
<tr>
<td>$5,000</td>
<td>$53.04</td>
</tr>
<tr>
<td>$6,000</td>
<td>$63.64</td>
</tr>
<tr>
<td>$7,000</td>
<td>$74.25</td>
</tr>
</tbody>
</table>

*Repayment would be accomplished in less than ten years.

Note: For those students who are first-time borrowers after October 1, 1992, the minimum monthly payment will be $40.

Note: Under the terms and conditions of the Federal Perkins Loan program, student borrowers may obtain a deferral of the loan repayment for volunteer service [including service as a volunteer under the Peace Corps Act, service as a volunteer under the Domestic Volunteer Service Act of 1973 (Action programs), or a full-time volunteer in a tax-exempt organization performing service comparable to the service performed in the Peace Corps or under the Domestic Volunteer Service Act of 1973].
WILLIAM D. FORD FEDERAL DIRECT LOAN PROGRAM

The Federal Direct Loan Program is a new opportunity for students to borrow money from the federal government to pay for a Hope education. Under this program, the U.S. Department of Education makes loans, through Hope College, directly to students. Direct Loans make loan repayment simpler — your payments go directly to the federal government. The following loan programs are included under the WILLIAM D. FORD FEDERAL DIRECT LOAN PROGRAM:

Federal Direct Stafford/Ford Loan (Subsidized and Unsubsidized): The Federal Direct Stafford/Ford Loan program includes both subsidized and unsubsidized student loans. These two loans may be used singly or in combination to allow borrowers the maximum amount available. The federal government “subsidizes” a loan by paying the interest while the student is enrolled at least half-time, during the grace period, and during periods of deferment. For an unsubsidized loan, the government does not provide this subsidy; therefore, you are responsible for paying the interest on the principal amount of this loan from the date of disbursement, until the loan is paid in full. However, you have the option of either paying this accruing interest while you are in school or of having the payment of interest deferred (and added to the loan principal) until you enter repayment on your loan (thereby increasing your overall debt). Repayment of principal begins six months after you leave school or drop below half-time status. Another difference between these two loans is that the student’s demonstrated financial need is considered when determining a student’s eligibility for a subsidized loan. To determine eligibility for an unsubsidized loan, a student’s financial need is not considered. Other than these two differences, the provisions of the Federal Direct Stafford/Ford Loan Program apply to both subsidized and unsubsidized loans (i.e., loan limits, deferment provisions, etc.).

If you choose to borrow under the Federal Direct Stafford/Ford Loan Program, you will first be considered for the subsidized loan. If you do not qualify, or if you qualify for only a partial award, you may then borrow under the unsubsidized loan program up to the maximum amount available (with the exception noted below).

In combination, your subsidized FEDERAL DIRECT STAFFORD/FORD LOAN and your FEDERAL DIRECT UNSUBSIDIZED STAFFORD/FORD LOAN may not exceed the following undergraduate annual limits:

<table>
<thead>
<tr>
<th>Dependent Students</th>
<th>Self-Supporting Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Level:</td>
<td>$2,625/year</td>
</tr>
<tr>
<td>Sophomore Level:</td>
<td>$3,500/year</td>
</tr>
<tr>
<td>Junior/Senior Levels:</td>
<td>$5,500/year</td>
</tr>
<tr>
<td>Aggregate Limit:</td>
<td>$23,000</td>
</tr>
<tr>
<td></td>
<td>$6,625/year</td>
</tr>
<tr>
<td></td>
<td>$7,500/year</td>
</tr>
<tr>
<td></td>
<td>$10,500/year</td>
</tr>
<tr>
<td></td>
<td>$46,000</td>
</tr>
</tbody>
</table>

Note: Your combined loan eligibility under these two programs, in combination with your financial aid, may not exceed the cost of your education for the loan period in question. All loans must be disbursed in two disbursements. Further, any student entering Hope College for the first time in 1995-96 will not be eligible to receive his/her finalized Direct Loan credit until thirty (30) days after she/he has begun the first day of classes.

The interest rate is variable and the maximum annual interest rate that can be charged for new loans made after July 1, 1994 is 8.25%. (The 1994-95 rate stood at 7.43%.) This rate is determined according to a formula linked to the 91-day Treasury Bill rate and is recalculated each June. To offset the federal government’s cost of the program, a 4% loan fee will be withheld from the principal amount of the loan prior to the disbursement of funds to the student.

Students must be enrolled at least half-time in a degree program at Hope College in order to participate in these loan programs.
Repayment Options: Under the Federal Direct Stafford/Ford Loan program (both subsidized and unsubsidized), the following four types of repayment plans will be available to the student borrower:

The STANDARD REPAYMENT PLAN requires a fixed annual repayment amount paid over a fixed period of time. The minimum annual repayment amount is $600 and the maximum repayment period is ten years.

The EXTENDED REPAYMENT PLAN assumes a fixed annual repayment amount paid over an extended period of time. The minimum annual repayment amount is $600 or the amount of interest due and payable each year, whichever is greater.

The GRADUATED REPAYMENT PLAN establishes annual repayment amounts at two or more levels. Repayments are paid over a fixed or extended period of time. Minimum scheduled repayments may not be less than 50% nor more than 150% of the amortized payment if the loan were repaid under the standard repayment plan.

The INCOME CONTINGENT REPAYMENT PLAN calls for varying annual repayment amounts based on the Adjusted Gross Income (AGI) of the borrower over an extended period of time, as determined by the U.S. Department of Education. The maximum repayment period may not exceed 25 years. This repayment option is not available to Federal Direct PLUS borrowers.

Repayment of both loans begins six months after you leave school or drop below half-time status. Relative to the Federal Direct Unsubsidized Stafford/Ford Loan, should you choose not to make interest payments while enrolled, said interest will accrue and be capitalized (added to the loan principal), increasing your overall debt.

More specific information regarding repayment and deferments is included in the loan promissory note and the loan disclosure statement provided to student borrowers.

Note: Under the terms and conditions of the Federal Direct Stafford/Ford Loan program, student borrowers may obtain a deferral of a loan repayment for volunteer service (including service as a volunteer under the Peace Corps Act, as a volunteer under the Domestic Volunteer Service Act of 1973 (ACTION program), or performing full-time volunteer service which the U.S. Secretary of Education has determined as comparable to service in the Peace Corps or ACTION programs, for an organization exempt from taxation under Section 501(c)(3) of the Internal Revenue Code of 1954, as amended).

Federal Direct PLUS (Parent) Loan Program (eligibility NOT based upon financial need): Under the Federal Direct PLUS Program, parents of dependent students may borrow up to the full cost of their child’s education (minus any other aid for which the student qualifies). Credit checks are required, and parents who have an adverse credit history (determined by criteria established by federal regulations) will not be able to borrow under the PLUS program. The annual PLUS loan interest rate varies, but will not exceed 9%. (The 1994-95 PLUS loan interest rate stood at 8.38%.) This rate is determined according to a formula linked to the 52-week Treasury Bill rate and is recalculated each June.

To offset the federal government’s cost of the program, a 4% loan fee will be withheld from the principal amount of the loan prior to the disbursement of funds. This loan will be made in two disbursements. One half is disbursed for the first semester while the remaining half is disbursed for the second semester.

The repayment period for a Federal Direct PLUS Loan will begin on the date the loan is disbursed. The first payment is due within sixty days from that date.

Applications for the FEDERAL DIRECT PLUS LOAN PROGRAM are available from the Hope College Financial Aid Office. Completed applications must be returned to the Financial Aid Office for processing.
FINANCIAL AID TO STUDENTS

MI-LOAN PROGRAM (A MICHIGAN LOAN PROGRAM NOT BASED UPON NEED): This educational loan program is available to any creditworthy student (or to a student with a creditworthy co-signer) who is attending a Michigan college (regardless of the student's state of residency). These loans are obtained from selected Michigan lending institutions. While loan eligibility is not based upon financial need, it is necessary for the applicant to submit a financial aid application to determine potential eligibility for other financial assistance. The student borrower 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 rate of 8.4% or a variable rate that may not exceed 9%. (The 1994-95 rate stood at 8.23%.) Repayment on the loan will begin immediately following the disbursement of the loan check. Deferment of the payment of principal is available for up to five years. Borrowers may have up to fifteen years for repayment. Application packets are available through participating Michigan lenders or the Hope College Financial Aid Office.

C. STUDENT EMPLOYMENT — FEDERAL WORK STUDY Awarded employment is funded either via the college or the Federal Work Study (FWS) program. Throughout the academic year, those students with employment included as a part of their financial aid package will be given highest priority in on-campus job placement. Students must be enrolled at least half-time (six or more hours a semester) and must submit the job application included with their award letter in order to receive consideration. The average work load is 10 to 11 hours per week, allowing a student to earn $1,200 to $1,400 per academic year (based upon the minimum wage of $4.25 per hour). STUDENTS ARE PAID DIRECTLY FOR HOURS WORKED ON A BI-WEEKLY BASIS AND IT IS THE RESPONSIBILITY OF THE STUDENT TO MAKE PAYMENTS TOWARD ANY OUTSTANDING BALANCE ON HIS/HER ACCOUNT. Job referrals are made during the first week of the fall semester and students are encouraged to contact the STUDENT EMPLOYMENT OFFICE in the DeWitt Center upon their arrival on campus. Should a student be unable to secure an on-campus job or choose to decline the offer of work, she/he may have the option of applying for additional loan funds. Should the student choose to pursue this option, she/he should contact the Financial Aid Office to discuss possible alternatives.

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

PAYMENT OF FINANCIAL AID TO STUDENTS — THE BILLING PROCESS

Student billing statements are sent out monthly by the Student Accounts Office. These billing statements include the student's charges to date and all finalized financial aid credits. The billing statements issued during the months of July through November will include all charges and applicable aid credits for first semester. The billing statements issued during the months of December through April will reflect all charges and applicable aid credits for the full academic year.

ON-CAMPUS EMPLOYMENT EARNINGS ARE NOT DIRECTLY CREDITED TO A STUDENT'S ACCOUNT. INSTEAD, THE STUDENT IS PAID DIRECTLY EVERY TWO WEEKS. SHE/HE IS THEN EXPECTED TO APPLY ALL OR PART OF SUCH EARNINGS TO THE BALANCE REMAINING ON HIS/HER ACCOUNT.
FINANCIAL AID TO STUDENTS

An outside scholarship award will not be applied to the student's account until the check has been received by the Student Accounts Office. Federal Direct Stafford/Ford Loans (both subsidized and unsubsidized) are credited to the student's account in two disbursals (one half of the loan is disbursed at the outset of the loan period while the other half is disbursed at the midpoint of the loan period).

NOTE: A student entering Hope College for the first time in 1995-1996 will not be eligible to receive her/his first finalized Federal Direct Stafford/Ford Loan credit until thirty (30) days after she/he has begun the first day of classes.

Other forms of aid may not be credited to the student's account until proper verification and/or other required materials are received by the Financial Aid Office. For example, a Federal Pell Grant will not be officially credited to a student's account until the student delivers a valid, signed, three-part STUDENT AID REPORT (SAR) to the Financial Aid Office.

Federal Direct Stafford/Ford Loans (both subsidized and unsubsidized), Federal Perkins Loans, and Hope Institutional Loans require the execution of a Promissory Note. If a student has been awarded funds under any of these loan programs, a Promissory Note for the 1995-96 academic year must be signed and returned to the Financial Aid Office before the loan is credited to his/her account.

For Students on the Hope College Budget Payment Plan: The Hope College Budget Payment Plan allows a student to apply payments to the balance on her/his account over a five-month period for each semester. Any charges added after registration will be added to the outstanding balance and will be prorated over the remaining months of that semester. Any financial aid credits added to the student’s account will be used to adjust her/his account and the future payments for the semester will be prorated accordingly. Financial aid that has not yet been finalized and credited to a student’s account cannot be used to reduce or replace a student's monthly payments. Further questions regarding the Hope College billing process should be directed to the Student Accounts Office at (616) 395-7812.

FEDERAL VERIFICATION REQUIREMENTS

As student financial aid applications are processed through the federal processing agency, applications are selected (based upon specified federal criteria) to undergo the process of data verification. The Financial Aid Office is then required to conduct a verification process with those students selected.

The verification process is simply a federal quality control initiative. If selected, the Financial Aid Office will notify the student and she/he will be required to submit a VERIFICATION STATEMENT and a variety of supporting documents to the Financial Aid Office (e.g., the parents’ and student’s federal tax returns, W-2 forms, documentation of untaxed income, etc.). The Financial Aid Office staff will then compare the student's submitted documentation with the data originally reported on the financial aid application. Any corrections made as a result of this verification process may result in a change to the financial aid eligibility of the student.

If a student is selected to undergo this verification process, she/he must submit all requested documentation to the Hope College Financial Aid Office by October 31, 1995. Failure to do so will result in the cancellation of the student’s federal financial aid.

THE RENEWAL OF FINANCIAL AID

Consideration for financial aid each year depends upon four factors: applying for aid by stated deadlines, satisfactory academic progress, the demonstration of financial need and the availability of funds. In order to be eligible for consideration,
students must submit the required financial aid applications by March 15 (May 1 for non-Michigan residents). Each summer, candidates who demonstrate financial need based upon their financial aid application will be awarded financial assistance for the next academic year. For renewal students, the dollar amounts of aid will normally remain constant if a student’s need remains the same. Aid increases or decreases are based upon an evaluation of the financial aid application. For those awards with renewal criteria based upon the demonstration of a specific cumulative grade point average (GPA), the GPA in evidence at the close of the spring semester will be the GPA used in the renewal determination.

Many factors can serve to reduce a student’s financial aid eligibility in any given year. Some of the most common influencing factors are as follows:

1. An increase in either the parents’ or the student’s income as compared to that of the prior year
2. A decrease in the number of family members
3. A decrease in the number of family members attending college
4. An increase in the parents’ reported asset holdings

Note: While the award letters for incoming freshmen and transfer students are normally sent to students during the months of March and April, the award letter process for returning upperclass students begins during the end of May and extends throughout the month of June.

INTER-INSTITUTIONAL CONSORTIUM AGREEMENTS

Hope students 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 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
- Federal 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

<table>
<thead>
<tr>
<th>Academic Years in attendance</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Full-time student must have earned at least this number of hours:</td>
<td>16</td>
<td>40</td>
<td>68</td>
<td>96</td>
<td>126</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Part-time 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 a 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 fewer 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 for not fewer than six (6) hours but not more than 11 hours per semester.
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:
For those students with varying enrollment patterns (part-time/full-time), the following table will be used:

SATISFACTORY ACADEMIC PROGRESS - TABLE #2

<table>
<thead>
<tr>
<th>Semester #</th>
<th>Full-Time Enrollment</th>
<th>Part-Time Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>12</td>
<td>6</td>
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<td>4</td>
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<td>9</td>
<td>15</td>
<td>7.5</td>
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<tr>
<td>10</td>
<td>15</td>
<td>7.5</td>
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<td>11</td>
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<td>7.5</td>
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<td>17</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>18</td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>
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/her first three semesters of enrollment and then enrolls as a part-time student in his/her fourth semester. The student would have had to accumulate 34 hours at the end of his/her 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 his/her Hope College record in regard 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 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.

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.

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 withdraw from Hope College in a given semester and who have had federal TITLE IV aid, state aid, institutional aid, and/or private aid applied to their institutional charges for that semester, federal regulations require Hope College to determine which funds, if any, are to be returned to the individual aid programs.

Note: Federal TITLE IV aid is defined as the Pell Grant, the Supplemental Educational Opportunity Grant, the Perkins Loan, the Federal Direct Stafford/Ford Loan (subsidized and unsubsidized), or the PLUS loan programs.

Three different formulas exist for determining the amount of the refund. They are as follows:

The Federal Pro Rata Refund Policy: This policy provides a refund if a student attending Hope College for the first time is receiving Federal TITLE IV aid and withdraws before completing 60% of his/her first semester of enrollment. The percentage of the refund is equal to the number of weeks remaining in the semester divided by the number of weeks in the semester, rounded down to the nearest 10%.

The Hope College Refund Policy: This refund calculation is applicable only for the student who withdraws and who is NOT receiving any form of Federal TITLE IV assistance. See the STUDENT EXPENSES section for more information regarding this policy.

The Standard Federal Refund Policy: This refund policy applies to the student who is receiving Federal TITLE IV aid and for whom the Federal Pro Rata Policy does not apply. By federal regulation, Hope College is required to calculate a refund for such a student using either this standard Federal Refund Policy or the Hope College Refund Policy, whichever provides the greater total refund. The standard Federal Refund Policy allows for a refund (of tuition, fees, room, and board) if the student who has received Federal Title IV financial aid leaves school before completing 50% of the semester. The percentage of refund is 100% if the student leaves on or before the first day of classes, 90% if the student withdraws between the first day of class and before 10% of the semester has been completed, 50% if the student withdraws after 10% but before 25% of the semester has been completed, and 25% if the student withdraws after 25% but before 50% of the semester has been completed. After 50% of the semester has been completed, there is no refund under this policy.
FINANCIAL AID TO STUDENTS

Following the calculation of the appropriate refund, funds will be returned to the appropriate programs or individuals (federal aid programs, state aid programs, institutional aid programs, plus the student and/or family) according to the formula required by federal regulations.

IF YOU HAVE ANY QUESTIONS OR PROBLEMS, CONTACT US:

OFFICE STAFF:

Phyllis K. Hooyman
Director of Financial Aid

Connie Ramirez
Associate Director of Financial Aid

Marty Strom
Assistant Director of Financial Aid

Kendra Williams
Assistant Director of Financial Aid

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. 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.)

Application: Students who have applied for admission to Hope College are automatically eligible for scholarship consideration. No special scholarship application is necessary with the exception of Distinguished Artist Awards. 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 20 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.

Renewal: All merit scholarships are renewable annually for a maximum of eight semesters contingent upon academic performance and full-time enrollment.

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 20 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: Up to 12 scholarships may be awarded
Contact: Office of Admissions
2. 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. 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. Contact: Phyllis Hooyman, Director of Financial Aid

3. 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. Contact: Office of Admissions

4. ENDOWED SCHOLARSHIPS — 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.

5. 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. Contact: Office of Admissions

6. 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. Contact: Office of Admissions

7. DISTINGUISHED ARTIST AWARDS — These scholarships are awarded to students on the basis of artistic talent and academic records. Awards will be made in the visual arts, dance, theatre, and music. Contacts: Chairperson of the Art Department Chairperson of the Dance Department Chairperson of the Theatre Department Chairperson of the Music Department Renewable annually to a maximum of 8 semesters contingent upon academic performance, artistic involvement (as defined by the awarding department), and full-time enrollment.

8. ALUMNI HONOR SCHOLARSHIPS — These scholarships are awarded to students from the incoming freshman class based upon high school grade point average, and test scores or rank in class. Contact: Office of Admissions

9. REFORMED CHURCH HONOR AWARDS — These scholarships are awarded to students from the incoming freshman class who are members of a Reformed Church. They are based upon high school grade point average, and test scores or rank in class.
### General Fees:

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Per Semester</th>
<th>Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition — 12 to 16 credit hours</td>
<td>$6,617.00</td>
<td>$13,234.00</td>
</tr>
<tr>
<td>Board — 21 meals per week²</td>
<td>$1,228.00</td>
<td>$2,456.00</td>
</tr>
<tr>
<td>Room</td>
<td>$1,030.00</td>
<td>$2,060.00</td>
</tr>
<tr>
<td>Activity Fee</td>
<td>$42.00</td>
<td>$84.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$8,917.00</strong></td>
<td><strong>$17,834.00</strong></td>
</tr>
</tbody>
</table>

Class Fees: Certain classes require payment of fees to cover the costs of special materials and activities provided during instruction. These fees generally range from $50.00 to $300.00 per class and are in addition to the general fees.

### Applied Music Fee:

- **Organ, Piano, Voice or Instrument**
  - One thirty-minute lesson per week for one semester .......................................................2 hrs. credit $60.00
  - One sixty-minute lesson per week for one semester.......................................................3 hrs. credit $80.00

### Special Fees:

- **Application** (Paid by each student upon application for admission) $25.00
- **FOCUS Program** $200.00
- **Enrollment Deposit**: $200 applied against general fees and $100 used as a security deposit which is refundable upon graduation or withdrawal if all other fees and charges have been paid in full. 
  - See page 53 for more information. $300.00
- **Readmit Deposit** $200.00
- **Tuition Deposit**: 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)** $150.00
- **Tuition: 8-11 hour load (per credit hour)** $455.00
- **Tuition: 5-7 hour load (per credit hour)** $295.00
- **Tuition: 1-4 hour load (per credit hour)** $200.00
- **Tutorial: Per credit hour (by special arrangement)** $410.00

### Late Payment Service Charge — assessed per semester if full payment is not received by due date:

<table>
<thead>
<tr>
<th>Balance Range</th>
<th>Service Charge</th>
</tr>
</thead>
<tbody>
<tr>
<td>$300 to $1,000 balance</td>
<td>$25.00</td>
</tr>
<tr>
<td>$1,001 to $2,000 balance</td>
<td>$50.00</td>
</tr>
<tr>
<td>$2,001 to $3,000 balance</td>
<td>$75.00</td>
</tr>
<tr>
<td>$3,001 or more balance</td>
<td>$100.00</td>
</tr>
</tbody>
</table>

1. Hope College reserves the right to increase tuition, room, board and fees at any time
2. Other board options are: 15 meal plan: $2,300.00 per year, 10 meal plan: $2,144.00 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 $408.00 to $650.00 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 eligible to receive special college services and attend college events only with the payment of additional fees or charges.

### Payment of College Bills:

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 August 29, 1995 for the fall semester and January 9, 1996 for the spring semester.

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:

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 be issued only 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. Changes in boarding plans can be made through the first week of classes. Any requests for a late change in board plan must be directed to the Dean of Students Office for consideration.

3. **TUITION REFUNDS** for students who officially withdraw from college, or are suspended, will be computed from the beginning date of classes as follows:

   - **FALL SEMESTER 1995** —
     - Aug. 29 — Sept. 6 ........100%
     - Sept. 7 — Sept. 13 ........80%
     - Sept. 14 — Sept. 20 ........60%
     - Sept. 21 — Sept. 27 ........40%
     - Sept. 28 — Oct. 4 ........20%
     - After Oct. 4 ......NO REFUND

   - **SPRING SEMESTER 1996** —
     - Jan. 9 — Jan. 17 ........100%
     - Jan. 18 — Jan. 24 ........80%
     - Jan. 25 — Jan. 31 ........60%
     - Feb. 1 — Feb. 7 ........40%
     - Feb. 8 — Feb. 14 ........20%
     - After Feb. 14 ...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 76 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.
SYSTEM OF GRADING

Each student receives a grade in his/her courses at the middle and at the close of the semester. The mid-semester 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:

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

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 to students by the Registrar both at midterm and at the conclusion of the semester. Final grades become part of the official record of the student. 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 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
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 placed on academic probation is informed by letter 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 at the top of this page 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.
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.
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. Students seeking teacher certification may not take professional education courses on a pass/fail basis.

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. During the semester the student will 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 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.

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.
GENERAL ACADEMIC REGULATIONS

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

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

STUDENT LOAD
The normal student load is 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. In order to maintain their visa status, foreign students 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 — Fewer 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.

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.

<table>
<thead>
<tr>
<th>CLEP Exam</th>
<th>Score For Credit</th>
<th>Sem. Hrs.</th>
<th>Hope Equivalent Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting, Introductory</td>
<td>47</td>
<td>6</td>
<td>Bus. Ad. 221, 222</td>
</tr>
<tr>
<td>American Government</td>
<td>47</td>
<td>3</td>
<td>Pol. Sci. 101</td>
</tr>
<tr>
<td>Am. History I; Early-1877</td>
<td>46</td>
<td>3</td>
<td>None - Elective</td>
</tr>
<tr>
<td>Am. History II; 1865-Present</td>
<td>46</td>
<td>3</td>
<td>None - Elective</td>
</tr>
<tr>
<td>American Literature</td>
<td>46</td>
<td>6</td>
<td>None - Elective</td>
</tr>
<tr>
<td>Analysis &amp; Interp. of Lit.</td>
<td>49</td>
<td>6</td>
<td>English 245, 246, 247</td>
</tr>
<tr>
<td>Biology, Introductory</td>
<td>46</td>
<td>6</td>
<td>Biology 100, 111, 112</td>
</tr>
<tr>
<td>Business Law, Introductory</td>
<td>51</td>
<td>3</td>
<td>Bus. Ad. 341</td>
</tr>
<tr>
<td>Chemistry, General</td>
<td>47</td>
<td>6</td>
<td>Chemistry 101, 102</td>
</tr>
</tbody>
</table>

*College French — First Year        | 41               | 7         | French 101, 102                 |

— Second Year                       | 53               | 6         | French 201, 202                 |

*College German — First Year        | 40               | 7         | German 101, 102                 |

— Second Year                       | 48               | 6         | German 201, 202                 |
### CLEP Exam Scores

<table>
<thead>
<tr>
<th>CLEP Exam</th>
<th>Score</th>
<th>For Credit</th>
<th>Hrs.</th>
<th>Hope Equivalent Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>*College Spanish — First Year</td>
<td>41</td>
<td></td>
<td>7</td>
<td>Spanish 101, 102</td>
</tr>
<tr>
<td>— Second Year</td>
<td>50</td>
<td></td>
<td>6</td>
<td>Spanish 201, 202</td>
</tr>
<tr>
<td>Computers &amp; Data Processing</td>
<td>47</td>
<td></td>
<td>3</td>
<td>None/Elective Credit</td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>46</td>
<td></td>
<td>3</td>
<td>Education 220</td>
</tr>
<tr>
<td>English Literature</td>
<td>46</td>
<td></td>
<td>6</td>
<td>None — Elective</td>
</tr>
<tr>
<td>Human Growth &amp; Development</td>
<td>45</td>
<td></td>
<td>3</td>
<td>Psychology 230</td>
</tr>
<tr>
<td>Literature, Analysis &amp; Interp.</td>
<td>49</td>
<td></td>
<td>6</td>
<td>English 245, 246, 247</td>
</tr>
<tr>
<td>Macroeconomics, Introductory</td>
<td>48</td>
<td></td>
<td>3</td>
<td>Econ. 211</td>
</tr>
<tr>
<td>Microeconomics, Introductory</td>
<td>47</td>
<td></td>
<td>3</td>
<td>Econ. 212</td>
</tr>
<tr>
<td>Management, Introductory</td>
<td>47</td>
<td></td>
<td>3</td>
<td>Bus. Ad. 351</td>
</tr>
<tr>
<td>Marketing, Introductory</td>
<td>48</td>
<td></td>
<td>3</td>
<td>Bus. Ad. 331</td>
</tr>
<tr>
<td>Psychology, Introductory</td>
<td>47</td>
<td></td>
<td>3</td>
<td>Psychology 100</td>
</tr>
<tr>
<td>Sociology, Introductory</td>
<td>47</td>
<td></td>
<td>3</td>
<td>Sociology 101</td>
</tr>
<tr>
<td>Western Civilization I (Ancient)</td>
<td>50</td>
<td></td>
<td>3</td>
<td>History 130</td>
</tr>
<tr>
<td>Western Civilization II (Modern)</td>
<td>50</td>
<td></td>
<td>3</td>
<td>History 131</td>
</tr>
</tbody>
</table>

*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 at another institution.
2. None of the credit by examination programs approved by Hope may be used to make up failures or replace grades already earned.
3. Credits earned by examination will be listed on the student’s record with the note that the credit was earned by examination. Grades and honor points will not be recorded. The credits, while counting toward graduation, will not be used in the computation of cumulative grade point averages.
4. Transfer students with examination credits will be required to submit test scores for all examination credit awarded at another institution. These scores will then be evaluated according to Hope College standards.
5. In keeping with the senior residency requirement, the last entries on a student’s permanent academic record must be credits earned in residence 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) Determination of academic probation or good class standing, and c) Determination of the satisfactory completion of required courses.

The grade point earned at Hope College is that which is provided the student upon graduation. 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 processed only for currently registered students.
GENERAL ACADEMIC REGULATIONS

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

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

TRANSCRIPT OF ACADEMIC RECORDS

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

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

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 those who have met all the requirements for the degree and attained an average grade of 3.870 quality points.

The degree of Bachelor of Arts, Magna Cum Laude, will be conferred upon those who have met all the requirements for the degree and attained an average grade of 3.600 quality points.

The degree of Bachelor of Arts, Cum Laude, will be conferred upon those who have met all the requirements for the degree and have attained an average of 3.300 quality points.

In no case will an honors 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.

ACCREDITATION

Hope College is accredited by the North Central Association of Colleges and Secondary 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 Council for the Accreditation of Teacher Education, the National Association of Schools of Music, the National Association of Schools of Theatre, and the National League of Nursing.
Hope College offers curricular programs that lead to the Bachelor of Arts, Bachelor of Music, Bachelor of Science, or the Bachelor of Science in Nursing degrees. Degrees may be pursued either on a full-time or part-time basis.

**PHILOSOPHY OF EDUCATION**

The philosophy of education at Hope College is summarized by the phrase “Liberal Education within the Christian Tradition.” Liberal education seeks to create an appreciative awareness of human achievements and potentialities and to evaluate conceptions of human existence. It also provides those intellectual skills which will prepare students for their responsibilities as informed, sensitive, competent members of the global community.

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

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

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

**I. OBJECTIVES OF THE CURRICULUM**

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

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

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

B. A Broadened Awareness and Heightened Sensitivity.

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

C. The Ability to Engage in Intensive Study.

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

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

An understanding of different value systems and an awareness of interpretive pluralism in all disciplines should characterize the student’s educational growth. At the same time, as the student becomes increasingly aware of the interdependent aspects of human experience and knowledge, she or he is encouraged to develop and to articulate a personal philosophy of life which will provide meaning and coherence in his or her learning, experiencing, and decision-making. In particular, the student should understand how such a philosophy of life can be informed by a Christian world-view and its implications regarding the nature and use of thought, knowledge, skills, work, and leisure. From within the context of her or his own discipline and personal philosophy of life, the student should remain open to the totality of human experience, seeking always an integration that leads to a responsible, purposeful, and fulfilling life.
II. REQUIREMENTS FOR THE BACHELOR’S DEGREE

Requirements for the Bachelor’s degree briefly stated are:

1. Completion of at least 126 semester hours with a minimum 2.0 cumulative grade point average. (Courses with numbers below 100 do not count toward the 126 hours.)

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 departmental major or core.

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 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 chairperson, 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.
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 upon rhetoric and the fundamentals of expository writing.

   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 may take English 213, 214, or 215 to satisfy the English 113 requirement.

2. Mathematics (3 hours)

   Rationale and Objectives

   In a society which depends 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 language, including those not native to them, in part to develop an appreciation of the cultural contributions 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 modern and classical languages.

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 in today's world is prevalent 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). It is recommended that 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.
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 should 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 powerfully in a form generally identified as art.

To develop aesthetic sensibilities of the arts, 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, 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 chairperson of the department of religion for a waiver of the Basic Studies component of this requirement.
G. PHYSICAL EDUCATION — 2 SEMESTER HOURS

Rationale and Objectives

Physical health and fitness have ideally been part 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 Kinesiology 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 activities 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 aims 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) 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 juniors 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 37 fields of major concentration: ancient civilization, accounting, art, biology, business administration, chemistry, classical languages, communication, computer science, dance, economics, engineering physics, English, French, geology, geochemistry, geophysics, German, history, humanities, international studies, kinesiology (athletic training, exercise science, teaching and coaching), language arts, Latin, mathematics, music, philosophy, 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 DEGREE PROGRAM

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

The departmental major is the most common means by which Hope's students engage in an intensive study in one field of knowledge. Upon the decision of a major and after consultation with the academic advisor, a student makes formal declaration of a major to the department chairperson on the appropriate form from the Registrar’s Office. The department chairperson assigns a new advisor. The student 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 pages 92-94 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 upper level 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
THE DEGREE PROGRAM

major advisor who, in consultation with the student, has responsibility for determining the specific course sequence that must be followed to complete 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, a divisional 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)

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 department of geology 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 departments of geology and physics for additional information.

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 departments of geology and chemistry 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

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

**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.
- 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 back­
ground 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 Commu­
    nication 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 of experience working on one or more of the campus
media: the Anchor, Opus, Milestone, and WTHS.

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
department of education.
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 346 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 Listings. Several special programs are offered during the academic year, some on campus and some at 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. Some 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 one or two undergraduate semester hours or one graduate credit. These courses are also open to those who wish to audit.
The course offerings at Hope College can be classified into three main divisions: lower division (100-299); upper division (300-699); and graduate division (700-899). Competency levels are reflected in the first digit and are established as follows:

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

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

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

**GLOSSARY OF TERMS**

**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.
ART

Faculty: Mr. Mayer, Chairperson; Ms. Hillman, Ms. Kumar, Ms. Mahsun*, Mr. McCombs, Mr. Michel, 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 level students.

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. Required courses are 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 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 his/her 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.

*Sabbatical Leave, 1995-96
**Sabbatical Leave, Spring Semester 1996 and Fall Semester 1996
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.

Art History Courses

161. Introduction to Art History 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.

Wilson, Mahsun

162. Introduction to Art History 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.

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 When Feasible

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, Ottoman, 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. Dutch Art in the Golden Age of Rembrandt — 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

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
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

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

369. Contemporary Art Movements — 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

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 period and the methodology of the discipline are emphasized. Prerequisite: 161, 162 or written permission of professor.

Three hours Mahsun

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 Art Courses

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
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.

Three Hours Nelson Yearly

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
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 Yearly

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
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 schools is outstanding. Other careers selected by biology majors include the allied-health professions, industrial research and laboratory positions, conservation biology, 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 100 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, volume regulation by cells of ciliated protozoa, and the role of vasopressin receptors.
- geneticists and molecular biologists are looking at environmental mutagenesis and carcinogenesis due to pesticides and other agricultural chemicals, receptor cloning, the molecular biology of protozoan parasites, 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 well-equipped laboratories and a 55-acre nature preserve for both teaching and research, and a well-supplied library of books and current journals. Recently acquired additions to our capabilities include a computer lab for statistical analyses and simulation studies, diode array spectrophotometers, gamma and scintillation counters, a video image analysis system, a molecular biology laboratory, and facilities for plant and animal tissue culture and gene cloning and amplification.

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 be 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.

Basic major requirements: The B.A. in biology requires at least 25 hours of biology, distributed in a set of required areas, and 1 year of chemistry. The 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, 270, 320, 340, 343
Area C. Molecules and Physiology Biology 221, 231, 255, 256
Area D. Ecology and Evolution Biology 315, 421

Important Considerations:
1. Biology 111, 112, 115, 116 and Chemistry 111, 113, 114, 121 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 and 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. Students must maintain a minimum GPA of 2.0 in biology for the minor.

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 course that explores the various levels of biological organization from molecules and cells to populations and communities. Human-kind’s position in and its relationship to the biological world are a focal point. Three lectures and one 2-hour laboratory per week.

   Four Hours Staff Both Semesters

217. Heredity and Evolution — This course considers the mechanisms of inheritance of genetic traits and their evolutionary implications. Emphasis is upon human
genetics and evolution. Two lectures per week.

Two Hours Brady Spring Semester

245. Biology for Elementary Teachers — This is a content-based course that introduces prospective elementary teachers to the basic concepts in biology. The course will emphasize hands-on experiences in the structure, function, identification and natural history of organisms. 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 chairperson of the Education Department. Two lectures and one 2-hour laboratory per week.

Two and One-Half Hours Blankespoor (Not Offered in 1995-96)

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 predental 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 such as nursing. 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 predental students or for students intending to pursue advanced degrees in biology.

Four Hours Sydlik Fall Semester

231. Biology of Microorganisms — A study of selected bacteria, viruses and parasites with an emphasis on host-microbe interactions and microorganisms implicated in human disease. Three 1-hour lectures and two 2-hour labs per week. Prerequisite: Biology 112, Chemistry 101, Chemistry 102 or permission of the instructor.

Four Hours Isola Spring Semester

232. Comparative Anatomy of Vertebrates — An evolutionary study of the vertebrate body, emphasizing adaptations to aquatic and terrestrial habitats. Lab work includes a detailed study of vertebrate skeletons and extensive dissections of shark, amphibian, and mammalian specimens. Three lectures and one 3-hour laboratory period per week. Prerequisite: Biology 111.

Four Hours Sydlik Spring Semester
234. Invertebrate Zoology — The biology of selected invertebrate animals will be studied with emphasis upon their functional morphology, ecology, 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 Winnett-Murray, 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 one 3-hour laboratory per week. Prerequisite: Biology 111.

Four Hours Netzly, Van Faasen Fall Semester

251. Biology of Insects — The course is 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. Offered Even-Numbered Years.

Four Hours Blankespoor Fall Semester

270. Plant Pathology — A study of plants and their pathogens, pests, and parasites; including current concepts of pathogenicity, natural host defense mechanisms and human control methods. Students will learn and perform isolation, culture, inoculation, diagnostic, and aseptic techniques through investigative experiments both in the laboratory and outdoors. Three lectures and two 1.5-hour laboratories per week. Alternate Years, 1995-96. Prerequisites: Biology 111, 112.

Four Hours Netzly 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.

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 Chemistry 221.

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. Three lectures and two 1.5-hour laboratories per week. Prerequisites: Biology 111 and Chemistry 221. Alternate Years, 1995-96.

Four Hours Netzly Spring Semester

340. Plant Anatomy — A study of plant cells and tissues, especially those of flowering plants. Laboratory includes slide study, tissue processing, and microscope slide preparation. Two lectures and two 2-hour labs per week. Alternate Years, 1996-97. 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, 1996-97. 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 Burnatowska-Hledin Fall 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 Spring 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 Chemistry 231.

Three Hours Staff 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 Chemistry 231. Biology 356 may be taken concurrently.

One Hour Staff 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 Staff 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 Staff 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 3-hour laboratories per week. Prerequisite: One year of biology. Offered Odd-Numbered Years.

Four Hours Blakenspoor 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 Term
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 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. 

Three Hours Barney Spring Semester of Even-Numbered Years

490. Independent Research in Biology — This course is designed to give students majoring in biology a chance to do research in an area in which they have a special interest. 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 chairperson.

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.
CHEMISTRY/BIOCHEMISTRY

Faculty: Mr. Boyer, Chairperson; Ms. Bennett, Mr. Brink, Ms. Burnatowska-Hledin*, Mr. Mungall**, Mr. Peaslee, Mr. Polik, Ms. Sanford, Mr. Seymour, Mr. Silver, Ms. Stewart, Mr. Taylor, Mr. Vyvyan, Mr. Williams.

The Chemistry Department is known nationally for its excellent program. In a study of chemistry programs at private four-year colleges published in the Journal of Chemical Education, the Hope College 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 chemistry faculty maintains a keen interest in students' professional involvement and scholarly development. The department has an active seminar program which brings students into contact with nationally recognized authorities in chemistry and chemistry-related fields.

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

The chemistry major includes sequences of both lecture and laboratory courses designed to establish a fundamental understanding of the major areas of the discipline. Students can elect to complete a chemistry major for a B.A. degree or a more extensive major for a B.S. degree. Students planning to do graduate work in the field or to enter industry should fulfill the requirements of the American Chemical Society's (A.C.S.) Certified Major Program 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 chairperson of the department or a chemistry advisor early in their academic program.

CHEMISTRY MAJOR PROGRAMS

BACHELOR OF ARTS DEGREE — The minimum requirements for a chemistry major are twenty-five (25) 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.)

*Joint appointment with Biology Department

**Sabbatical Leave, Academic Year 1995-96
CHEMISTRY/BIOCHEMISTRY

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:

Chem 111 (3) General Chem I  Math 131 Calc I
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

Strongly Recommended Courses:

Math 231 Multivariable Math I
Math 232 Multivariable Math II
Chem 111 (3) General Chem I
Chem 113 (1) Gen Chem Lab I
Chem 121 (3) General Chem II
Chem 114 (1) Gen Chem Lab II
Chem 221 (3) Organic Chem I
Chem 255 (2) Org Chem Lab I
Chem 231 (3) Organic Chem II
Chem 256 (2) Org Chem Lab II

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 chairperson 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  Chem 422 (3) Struct. Dynam. & Syn.II
Chem 314 (3) Biochemistry II  Chem 452 (3) Chem Instrumentation
Chem 315 (1) Biochem Lab  Chem 490 (1, 2, 3) Research
Chem 421 (3) Struct. Dynam. & Syn. I

For students planning to go to graduate school in chemistry it is essential to take Mathematics 231 and 232. Additional courses in physics, such as Physics 241, 242, 270, and courses in statistics and computer science, are highly recommended.

Premedical, predental 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 292.
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 chairperson 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 291 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 490 (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. Principles of Chemistry I — This course aims to develop an understanding of fundamental chemical principles and introductory descriptive inorganic chemistry. The course is designed for pre-nursing 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, Staff Fall Semester

102. Principles of Chemistry II — 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 Williams, 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, consumer products, and nuclear chemistry. Lecture, 2 hours per week. Two Hours Williams 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 chairperson 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 Peaslee, Polik, Stewart, Williams 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 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.

One hour Staff Fall Semester

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: a grade of C- or better in Chemistry 111.

Three Hours Stewart, Silver, Williams 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: a grade of C- or better in Chemistry 121.

Three Hours Sanford, Taylor 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. Prerequisite: a grade of C- or better in Chemistry 221.

Three Hours Taylor, Sanford Fall Semester

255. Organic Chemistry Laboratory I — This laboratory course stresses modern techniques for analyses of organic compounds and studies of the mechanisms of organic reactions. Infrared spectral analyses and chromatographic separations are introduced. Laboratory, 5 hours per week; lecture session, 1 hour per week. Corequisite: Chem 221. Prerequisite: Chemistry 121.

Two Hours Burnatowska-Hledin, Boyer, Sanford, Taylor 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.

One or Two Hours Sanford, Taylor, Staff 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: a grade of C- or better in 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: a grade of C- or better in Chemistry 311.

Three Hours Burnatowska-Hledin 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 and discussion session, 1 hour per week for first half of semester. 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 Silver 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. Corequisite: 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 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
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 Polik, Peaslee Spring 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 Polik, Peaslee Fall Semester

421. Structure, Dynamics and Synthesis I — Lectures cover organometallic chemistry, organic syntheses, and selected topics in advanced inorganic chemistry. Lecture, 3 hours per week. Prerequisites: Chemistry 231 and 344.

Three Hours Silver, Taylor Fall Semester

422. Structure, Dynamics, and Synthesis II — This course provides an integrated discussion of advanced topics in chemistry. Topics include physical organic chemistry, statistical mechanics, group theory, molecular orbital theory and computer applications. Lecture, 3 hours per week. Prerequisites: Chemistry 231, 322 and 344.

Three Hours Polik 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 of Even-Numbered Years

490. Independent Research in Chemistry — This course provides chemistry majors an opportunity to do research in a field in which students and faculty have special interests. Students should contact faculty or department chairperson 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

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 143).
Faculty: Mr. Herrick, Chairperson; Ms. Johnston, Mr. MacDoniels, Mr. Nielsen*, Mr. D. 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 these understandings in making more effective communication choices.)

COMMUNICATION MAJOR — The communication major curriculum is designed to provide a balanced education emphasizing theoretic understanding and skill development across all significant communication contexts. A student would most likely enter the program through any one of four introductory courses (101, 140, 151, 160). It is assumed that majors will progress through the course offerings in somewhat chronological fashion, with exceptions where skill and theoretic understanding warrant departure from prescribed course sequencing.

*Sabbatical Leave. Fall Semester 1995
A communication major may be obtained by completing 33 hours in the Communication Department according to the following criteria:

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) 3
   Task Group Leadership (220)
   Advanced Analytic Skills in Communication (261)
One course from among:
   Methods of Social Research (SOC 262) 3
   Research Methods (PSY 200)
   Research Methods (SSR 295)
One additional three-hour course at COM 200 level (COM 241-COM 295) 3
Electives: 12 hours above the 300 level including 451, 460 or 463 12

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
   Introduction to Communication Process (101)
   Public Presentation (140)
   Analytic Skills in Communication (160)
   Task Group Leadership (220)
   Print Media I (255) or Media Production I (251)
   Small Group Communication (320)
   Organizational Communication (330)

OPTION B — COMMUNICATION IN MASS MEDIA
   Introduction to 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)
   Introduction to Communication Process (101)
   Public Presentations (140)
   Analytic Skills In Communication (160)
   Task Group Leadership (220)
   Advanced Analytic Skills in Communication (261) or Persuasion (295)
   Theory and Criticism of Rhetoric (463)
   Plus three elective hours
COMMUNICATION

OPTION D — COMMUNICATION IN INTERPERSONAL RELATIONS

Introduction to 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 Introduction to 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 of 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 to 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, Milestone, Opus, or Print Media II (Comm 356)
media: WTHS, TV media production (Media Production II, Comm 352, or Media Production III, Comm 353)
theatre: performance or technical theatre

101. Introduction to 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, Johnston 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 recommended.

Three Hours Johnston, MacDoniels 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 Each 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 Staff Occasionally

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 businesses, 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. Prerequisites: Communication 140 and Communication 160.

   Three Hours Herrick Spring Semester

295. Persuasion — This course provides a comprehensive view of persuasion by analyzing how persuasion operates at both an interpersonal and a social level. We will study the process of persuasion in many different contexts, including: advertising, interpersonal interactions, mass media, popular culture, and legal, political and social systems. Prerequisite: Communication 210 recommended.

   Three Hours Herrick Spring Semester

320. Small Group Communication — An investigation of current theory and research into the communication processes in small, task-oriented groups. Emphasis is on the interactional dynamics, the problem-solving and decision-making processes, the stages of group development, and the relationship of the individual to the group. Such issues as personality factors and leadership dynamics are also explored. Students will read and report and critique current small group communication research and engage in a research project. Prerequisites: Communication 220 required, Research Methods recommended.

   Three Hours Johnston Each 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. Course considers how communication practices define organizational structures and how organizational members use communication processes to achieve both personal goals and the goals of the organization. Students will participate in several methods of describing communication processes in organizations including survey, interview and content analysis. Prerequisites: Communication 101, Communication 220 and Research Methods, or permission of the instructor.

   Three Hours MacDoniels Fall Semester

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. 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 videotape 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 specialty like sports, science or cultural reporting, public relations, or community journalism. Prerequisite: Communication 255, or equivalent. Three Hours Renner Spring Semester

357. Broadcast News and Documentary Production — An investigation of the news and formation function of the broadcast media. Experience in preparation, production and presentation of television news and documentary formats. Students will produce THURSDAY JOURNAL for local cablevision. The purpose is to train students in gathering and processing nonfiction material for broadcast, create awareness of the process by which television creates a view of the world and understand the impact of news and documentary formats on audiences. Prerequisite: Communication 251 or permission of instructor. Three Hours Nielsen 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 Staff Once Every Two Years

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, Nieben, Renner Any Semester

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 systematically reviews the major theoretical contributions to the field of communication studies. Attention is paid to diverse philosophical and theoretic influences in the development of communication theory. Students will review the theory and research in selected topic areas and present their findings in a major paper presented to the seminar group. Prerequisites: Communication 101, 160, 210 or 220, and research methods.

Four Hours Staff 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, and Michel Foucault. Prerequisite: Communication 160.

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 MacDoniels, Nielsen, Renner 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
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 computer is used for campus-wide time-sharing. Many microcomputers are available for use by students and faculty, and are located throughout the campus in dorms and labs. All students have access to electronic mail and the Internet.

**THE COMPUTER SCIENCE MAJOR** — The department offers major programs that 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 140. These 30 hours must include Computer Science 225, 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 140. These 36 hours must include Computer Science 225, 283, 286, 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 120, 140, 225, 283, 286, and 700.

*Sabbatical Leave, Spring Semester 1996*
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 120, 140, 225, 283, 286, and 700.

120. Introduction to Computer Science — This is an introductory course and serves as a prerequisite for all computer science courses numbered 200 or higher. Emphasis is placed on problem solving techniques, programming skills, and program style and design. Students in this class gain extensive experience programming in Pascal. This course will meet for three lectures and one laboratory per week.

Four Hours Staff Both Semesters

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. 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 Staff Spring Semester

225. Software Design and Implementation — An introduction to the techniques and practices of software design and implementation, including top-down design, object-oriented principles, advanced programming concepts, and the use of software development tools. Students will gain substantial experience with the C++ programming language and the Unix operating system on state-of-the-art workstations. This course will meet for three lectures and one laboratory per week.

Prerequisite: Computer Science 120 or equivalent.

Four Hours Staff Both Semesters


Three Hours Staff Spring 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 225.

Three Hours Staff Fall Semester

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


Prerequisite: Computer Science 120 or Computer Science 140.

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 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 are discussed thoroughly. Corequisite: Mathematics 232 (Differential Equations).

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.

Three Hours 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. Prerequisite: Computer Science 225. Alternate years, 1996-97.

Three Hours Stegink Spring Semester


Three Hours Jipping Fall Semester

374. Parallel and Distributed Computing — An introduction to concepts, methods, and algorithms of parallel computing. Hardware and software concepts are discussed. The student will understand basic concepts about parallelism and concurrency and will be able to program using these concepts. The student will gain experience with several concurrent programming environments as well as parallel algorithms, and will program on specialized hardware as well as general purpose workstations. Prerequisite: Computer Science 286. Alternate years, 1995-96.

Three Hours Staff Spring Semester


Three Hours Dershem Fall 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, 1995-96.

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 data-
base systems. Case studies, written reports, and programming exercises will be employed to develop relevant knowledge. Prerequisite: Computer Science 286. Alternate years, 1995-96.

480. Senior Project Seminar — Principles of software engineering and project design. 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: Computer Science 286 and Senior status.

Three Hours Staff Spring 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 286.

Three Hours Staff Fall Semester

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

One, Two, 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 chairperson 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 compiler construction, networks and data communications, 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 chairperson of the department.

Three Hours Staff


Three Hours Staff
Faculty: Ms. DeBruyn, Chairperson; Ms. Filips, Ms. Graham-Fallon, Mr. Iannacone, Ms. McIlhargey, Mr. Rivera. 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 Kinesiology 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/choreography, dance therapy, 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 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), Dance Improvisation (300), Dance 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 biology/psychology major and a dance minor. Provisions are made through the Registrar and the Dance Department chairperson.

DANCE

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 McIlhargey 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 McIlhargey Both Semesters
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 Filips 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 Filips 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 Filips 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** — A course designed 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.

*One-Half Hour Aschbrenner Both Semesters*

203A. **Ballet, Beginning Novice** — 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, Experienced Novice** — A continuation of Ballet, Beginning Novice; designed for the student with at least one semester of ballet. The purpose of this course is to develop understanding of basic technique and principles.

*One Hour Graham-Fallon Both Semesters*

204A. **Ballet, Beginning Intermediate** — A continuation of Ballet, Experienced Novice; intermediate technique with barre and center work. Some consideration is given to anatomy and dance history as these subjects relate to ballet performance.

*One Hour Iannacone, Graham-Fallon Both Semesters*

204B. **Ballet, Intermediate** — A continuation of Ballet, Beginning Intermediate; 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 understanding the design and application of straight, character, and fantasy makeup.
makeup. Emphasis will be on facial anatomy, physiognomy, corrective makeup, skin textures, materials, modeling, analysis, special structures, ventilation of hairpieces.

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 KIN 221.

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.

224. Costume Design — An introduction to the role of the costume designer in the theatre. Emphasis will be placed on developing each student's imagination, creativity, and technique in designing costumes for the theatre. Course work will include consideration of the designer's responsibilities as a visual artist, based on analysis of the script and production concept. Development of techniques for analysis, historical research, and rendering will be emphasized. Prerequisite: Theatre 210 and 211, or permission of instructor.

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.

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.

305. Dance Composition — An introductory course in the rhythmic structure of dance, including problems in line, design, dynamics, theme, and group choreography. Prerequisite: see department chairperson.

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.

312. Dance Technique III — Advanced technique in the areas of ballet, modern, and jazz including an introduction to repertory. Prerequisites — two of the following: Modern II; Ballet, Intermediate; Jazz II.

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.

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.

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, past-modern 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.

Two Hours Graham-Fallon Spring Semester Odd Years

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

One 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. Prerequisites: 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

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

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 Spring Semester 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 and/or Composition — Further study for the advanced student in a particular area of need or interest. Prerequisite: dance majors only.

One-Three Hours DeBruyn Both Semesters
Faculty: Mr. Heisler*, Chairperson; Ms. Boyd, Mr. Gentenaar, Mr. Gibson, Ms. Hendrix, Mr. Japinga, Ms. Klay, Mr. Lunn, Mr. Martin**, Mr. Muiderman, Mr. Smith, Mr. Steen. 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 communication skills and basic computer literacy are required, but we also expect our students to appreciate and draw from their knowledge of history, psychology, sociology, philosophy, ethics, politics, the natural sciences, other cultures and languages, and the arts. The demands 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. Students planning to sit for the C.P.A. exam should be aware that, beginning in the year 2000, some states will require candidates to have earned 150 semester credit hours (5 years) prior to taking the exam. These additional credit hours may be taken at either the graduate or undergraduate level, including here at Hope. In most cases, no additional accounting classes would be required. Any student contemplating taking the C.P.A. exam in a state other than Michigan should confer with his/her advisor no later than the first semester of his/her junior year.

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.

*Sabbatical Leave, Spring Semester 1996
**Acting Chairperson, Spring Semester 1996
ECONOMICS AND BUSINESS ADMINISTRATION

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), Intermediate Macroeconomics (Economics 311), Intermediate 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 departmental electives. In addition, Finite Mathematics (Mathematics 110) and one of the following communication skills courses are required: Communication 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 communication skills. The following departmental courses are required: Principles of Macroeconomics (Economics 211), Principles of Microeconomics (Economics 212), Intermediate Macroeconomics (Economics 311), Intermediate 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. Communication 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: Communication 101, 140, 160, Theatre 130, 161, English 213, 214, 254, 255 or 256.

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), Intermediate Macroeconomics (Economics 311), Intermediate Microeconomics (Economics 312), and three additional three-hour courses in Economics.

BUSINESS ADMINISTRATION/FRENCH DOUBLE MAJOR — In addition to on-campus courses in French, Business Administration and Economics, students interested in a double major in Business Administration/French should consider a semester or full year in Dijon, the capital of French Burgundy. This program, administered by the Institute of European Studies, offers the following special features:

- One-semester study of European business management practices and international economics, offered in cooperation with l’Ecole Superieure de Commerce de Dijon, one of the leading business schools in France,
- Full-year option available to students with advanced French language skills,
- Courses available in both French and English,
- Housing available in French homes,
- Field trips to companies and historic locations in Burgundy and other areas of Europe,
- Selected internships available during the summer for students with advanced French language skills.

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, labor and resource markets and the economics of the environment. Prerequisite: Economics 211

Three Hours Staff Both Semesters

295. Studies In Economics — A lecture or seminar class on a special topic of economics for majors and non-majors in the discipline. For example, Ethics and Economics of Labor Unions has been offered under this topic number.

One, Two or Three Hours Staff Any Semester

311. Intermediate Macroeconomics — This course examines the important concepts and theories concerning levels of income, employment, interest rates and prices. It enables the student to understand the causes of changes in these levels, and to understand the effectiveness of government policies in affecting them. Prerequisites: Economics 211 and 212.

Three Hours Gentenaar Fall and Spring Semesters

312. Intermediate Microeconomics — Intermediate-level treatment of microeconomics concerned primarily with resource allocation decisions under various product and resource market conditions. Implications for business and public policy are emphasized. Prerequisites: Economics 211 and 212.

Three Hours Heisler, Lunn

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 311.

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, 212, 311, and 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. Prerequisites: Economics 211 and 212, and either 311 or 312.

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 are examined in terms of their impact on economic efficiency and income redistribution. Topics include benefit-cost analysis, environmental pollution, tax reform, health-care 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 Lunn

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 Gentenaar 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.

**490. Independent Studies in Economics** — Independent studies in advanced
economics under the supervision of a designated staff member. Prerequisites:
advanced standing in the department and approval of the chairperson.

*Three Hours  Lunn  Fall Semester*

**495. Advanced Studies in Economics** — A lecture or seminar in a special topic in
advanced economics. Prerequisites: 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
case 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  Staff*

**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*

**222. Managerial Accounting** — The study of accounting information as used to
assist in managerial decision making. Topics include break-even analysis, manu­
facturing cost control, product pricing, cost-volume-profit analysis, and other uses
of accounting data internally by managers in directing and controlling organiza­
tions. 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, Ethics and Accounting has 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 develop­
ment 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 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 the
behavioral sciences, managerial economics, and managerial accounting to the
marketing of products, services and ideas. Prerequisites: 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. Prerequi­
site: 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. Prerequisites: 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. Prerequisites: 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

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. Prerequisites: Business 221 and Mathematics 110.

Three Hours Smith 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

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. Prerequisites: 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, 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. Prerequisites: 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. For example, Operations Management and Finance Seminar are currently offered under this number. 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. Internships are offered in Accounting, Finance, Human Resources and Marketing. Interns are supervised by organizational managers. Placements are made in the Holland-Zeeland area. Students earn three hours of academic credit by working approximately ten hours a week at the internship site, attending a weekly one-hour seminar of interns and faculty, maintaining a journal, writing an analysis of the functional areas of their organization, and making a presentation of this analysis in the seminar. Three Hours Gentenaar, Gibson, Hendrix, Japinga
The Education Department prepares students to teach in elementary and secondary schools. To fulfill the requirements for graduation and for certification, all students planning on a professional teaching career must complete a major and a minor in an approved academic field along with the professional education course sequence. This sequence introduces the theoretical foundations of creative and responsible teaching and simultaneously provides field experiences for students to put theory into practice. Students will complete at least four field placements in area schools prior to student teaching. Throughout the professional sequence, prospective teachers will develop increasing competence and confidence in the professional abilities identified by Education faculty. These abilities will enable a graduate to act as:

- an Effective Communicator
- a Professional Collaborator
- a Curriculum Developer
- a Problem Solver
- a Decision Maker
- a Scholarly Educator

Student-led chapters of national organizations, Council for Exceptional Children and Association of Supervision and Curriculum Development, offer professional development and service opportunities for teacher education students.

Graduates of Hope’s Education program teach in public and private K-12 schools around the country. Most graduates pursue advanced studies for continuing certification and to complete graduate degrees in special areas of education, such as reading, curriculum development, special education, counseling and administration.

Graduates of our Education program are currently serving as:

- classroom teachers in rural, urban and suburban K-12 schools
- special education teachers in self-contained, inclusive, resource or mainstreamed classrooms
- teachers overseas
- Peace Corps volunteers
- counselors in elementary and secondary schools
- curriculum coordinators and supervisors
- administrators in area school systems
- college professors

**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 or following the completion of the introductory courses and field placements. A packet of application materials is available in the Education office.

**COMPLETED APPLICATION INCLUDES THE FOLLOWING ITEMS:**

1. Program application form
2. Three rating sheets from faculty members
3. Major/minor declaration forms
4. Successful field placement evaluations for Ed 221 and Ed 226
5. Passing scores on the Michigan Test for Teacher Certification (basic skills)
6. Current negative TB test
7. Signed statement of commitment to professionalism
8. Cumulative G.P.A. of 2.5/4.0 scale
9. Special Education majors are also required to submit an essay on "Why I Want to Major in L.D. or E.I."

After successful completion of all program requirements, graduates will qualify for a teaching certificate from the State of Michigan. Although teaching requirements vary among states, the Michigan certificate through reciprocal certification agreements is valid in many other states. Students desiring to teach outside of Michigan should confer with the Education Department's Director of Certification for specific requirements.

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:
   b. Secondary — Complete Education 220, 221, 225, 226, 285, 286, 287, 480 or 485, 500, and a special methods course in the major or minor field.
3. Earn a G.P.A. of at least 2.5 in each of the following areas prior to student teaching: the major course sequence, the minor course sequence, the education sequence, and a cumulative G.P.A. for all college work.
4. Complete the requirements for a major and minor approved by the Education Department.
   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: selected major of 32 hours and a selected minor of 20 hours or a composite minor of 24 hours. Composite minors may be obtained in Natural Science and Social Science only.
5. Satisfy the general requirements for the A.B., B.M., or B.S. degree at Hope College.

Students are urged to plan their programs carefully and should begin that process early in their college careers. Students interested in the teacher education program are urged to attend group advising sessions offered each semester by the Education Department prior to advising week. Students may also meet individually with Education faculty. It is suggested that students enroll in Education 220, 221, 225 and 226 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. Application for student teaching must be made in the junior year. All students seriously considering teaching in the elementary school are encouraged to meet some core requirements by taking courses specifically designed for prospective elementary teachers. Further information about recommended courses is available in the Education Department.

After approval from the Education Department, students fulfill their student teaching experience in urban, suburban or rural school districts. Some students

*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.

**Specific requirements for composite majors and minors are available from the Education Department office.
fulfill this requirement in the Philadelphia Program or through the Chicago Metropolitan Center semester office.

**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.

**K-12 TEACHING SPECIALISTS:** In the areas of Art, Computer Science, Music, Physical Education and Dance. Hope College offers K-12 programs for teaching specialists.

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's Teacher Education programs are approved by the Michigan Department of Education and are fully accredited by the National Council for Accreditation of Teacher Education. The college maintains membership in the American Association of Colleges for Teacher Education and the Michigan Association of Colleges for Teacher Education.

**LEVEL ONE: INTRODUCTORY COURSES**

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 the classroom. Students will be introduced to the department's Professional Abilities and the program options. Field placement (Education 221) is required and to be taken concurrently.  
*Three Hours Schackow, Wessman, Staff Both Semesters*

221. Educational Psychology Field Placement — This field placement component is corequisite with Education 220, and will provide opportunities for students to work with mentor teachers in K-12 classrooms and to interact with children in large and small groups and/or one-to-one to discover the complexities of the teaching/learning process, and to determine if teaching is a career choice.  
*One Hour Schackow, Wessman 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. Corequisite: Education 226. Prerequisite: Psychology 100, or Education 220. Sophomore standing. Same as Psychology 225.  
*Three Hours Cherup, Wolthuis Both Semesters*
226. The Exceptional Child Field Placement — This field placement component is corequisite with Education 225 and will provide opportunities for interaction with persons with sensory, emotional, physical and/or cognitive disabilities, or who are at-risk, as well as gifted and talented individuals.

*One Hour* Cherup, Wolthuis, Staff  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. Historical and current theories and their implications in the classroom setting will be discussed. A field placement component is required.

*Three Hours* Cherup, Cook  Fall Semester

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

LEVEL TWO: PROFESSIONAL SEQUENCE COURSES
PRE-REGISTRATION REQUIRED. PREREQUISITE: ADMISSION TO DEPARTMENT

280. Literacy I: Reading and Language Arts, Birth to Second Grade — An in-depth examination of literacy issues which begin at birth and develop through the second grade. The four language arts, reading, writing, listening and speaking, will be studied in an interactive, integrated manner to guide the prospective teacher through a developmentally appropriate, constructive analysis of emerging literacy. Through children’s literature, diagnosis and assessment, reading strategies, phonics, writing, and holistic approaches to instruction, the prospective teacher will be encouraged to adopt a flexible teaching mode which recognizes the diversity of learning styles and needs in the elementary classroom. Prerequisites: Education 220 and 221, Education 225 and 226, and admission to the Teacher Education program. Corequisite: Education 281.

*Three Hours* Mezeske  Both Semesters

281. Literacy I: Field Placement — A coordinated, supervised field placement in an appropriate elementary school, Pre-K through grade two. Requires a minimum of two hours a week. Corequisite: Education 280.

*One Hour* Mezeske  Both Semesters
282. Literacy II: Reading and the Language Arts, Grades 3-6 — The focus of this course is the transitional reader, the child becoming an independent reader in the elementary classroom. Building on the foundation provided in Education 280, prospective teachers will consider issues surrounding content area reading and the growing use of expository texts. Instructional scaffolding for continued student growth will be an additional focus. Informal and formal assessment, children’s literature, and the integrated language arts will provide a framework for a child study and a personal philosophy of diagnostic teaching. Prerequisites: admission to the Teacher Education program, Education 280 and 281. Corequisite: Education 283.

   Three Hours Mezeske Both Semesters

283. Literacy II: Field Placement — A coordinated, supervised field placement in an appropriate elementary school setting, grades three through six. Requires a minimum of two hours a week. Corequisite: Education 282.

   One Hour Mezeske Both Semesters

285. Secondary Reading/Language Arts Across Disciplines — This course will focus on the integration of reading and language arts strategies into grades 6-12 content subjects. Course topics will include the use of literature; reading, writing, listening and speaking as tools for diverse learners in content subjects; diagnostic teaching; study skills; direct skill instruction and formal/informal assessment practices. Planning for content area lessons and units will be integrated with Education 287. Also recommended for elementary teachers who wish to teach middle school. Prerequisites: admission into the Teacher Education program. Must be taken concurrently with Education 285 and 287.

   Three Hours Mezeske Both Semesters

286. Secondary Reading/Adolescent Design Field Placement — A coordinated, supervised field placement in an appropriate content area middle school or high school classroom. This placement is shared with Education 287 and requires a minimum of two hours a week. Corequisite: Education 285 and 287.

   One Hour Mezeske, Wessman Both Semesters

287. Instructional Design for Adolescents — This course will examine critical dimensions of adolescent (ages 12-18) development and identify appropriate instructional structures which create effective middle and high school learning environments. Research and instructional technologies will be utilized to design, monitor, assess, and evaluate instructional plans. Includes an overview of classroom and behavior management theories and techniques. Recommended also for elementary teachers who wish to teach in middle school. Course is to be taken concurrently with Education 285 and 286 as the first secondary professional courses after acceptance into the Teacher Education program.

   Two Hours Wessman Both Semesters

300. Elementary Music Methods — A practical presentation of how to teach music to school children, using singing, instruments and movement. Students will present music lessons in a practicum setting, exploring current trends in pedagogy. Designed for the classroom teacher and the music specialist. Basic music skills (singing and note reading) are strongly recommended as a prerequisite.

   Three Hours Ball Both Semesters

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.

   Two Hours Staff Last Offered Fall 1995
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. Recommended for pre-student teaching semester. Prerequisite: admission to the Teacher Education program. Corequisites: Education 311 and 312.

Five Hours Dell'Olio, Zwart Both Semesters

311. Elementary Curriculum and Methods Field Placement — Approximately 40 hours participation and observation in local elementary or middle school classrooms. Students will observe instruction; keep reflective logs; work with individual students, small and large groups; and develop original lesson plans and units. Recommended for the semester prior to student teaching. Prerequisite: admission to the Teacher Education program. Corequisites: Education 310 and 312.

One Hour Dell'Olio Both Semesters

312. Classroom Management for the Elementary and Middle School Teacher — An in-depth overview of classroom and behavior management techniques for elementary and middle school teachers in general education settings. Course topics will include classroom organization, setting individual and group behavioral expectations, developing and implementing classroom rules and procedures, working proactively with students, and organizing for small and large group instruction. Prerequisites: admission to the Teacher Education program and completion of Education 280, 281, 282 and 283. Corequisite: Education 310 and 311.

Two Hours Dell'Olio Both Semesters

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. Prerequisite: admission to the Teacher Education program.

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.

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, next offered 1996-97. Prerequisite: admission to the Teacher Education program.

Two Hours Essenburg Fall Semester

342. Psychoeducational Strategies — A comprehensive review of the curricular and programming alternatives for elementary and middle school aged emotionally impaired students. Emphasis is placed upon problems, issues and strategies which are associated with special education programs for this population of students locally and nationally. Prerequisites: Education 241, 242, admission to Teacher Education program.

Three Hours Wolthuis Fall Semester

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 Kinesiology section of this catalog for course descriptions.

**352. Assessment, Prescription and Remediation: Special Education** — Knowledge and classroom application of various diagnostic-evaluative instruments are emphasized. Demonstration of competency in informal and formal evaluation tools, analysis and diagnosis, as well as program planning and development at the elementary and middle school levels is required. 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 experience. Must be taken concurrently with Education 354 and 359. Prerequisites: Education 241, 253 and 351 and admission to the Teacher Education program.

**Three Hours Cook Spring Semester**

**354-01. Field Experience: Elementary and Middle School – Learning Disabilities** — This placement provides an opportunity to integrate 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: Education 243 and 351 and admission to the Teacher Education program.

**Three Hours Cherup, Cook Spring Semester**

**354-02. Field Experience: Elementary and Middle School – Emotionally Impaired** — This placement provided an opportunity to integrate 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: Education 241 and 351 and admission to Teacher Education program.

**Three Hours Cherup, Cook Spring Semester**

**359. Instructional Design: Elementary and Middle School L.D./E.I.** — Curriculum 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. Prerequisites: Education 253 or 342 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 Cherup Spring Semester**

**360. Secondary Principles and Methods** — A study of secondary schools, with particular emphasis on principles and purposes. In conjunction with the various content-area methods courses, this course is designed to prepare students for teaching in middle schools and junior or senior high schools and includes a 30-40 hour placement. When possible, students should schedule their content-area methods courses concurrently with this course. Prerequisite: admission to the Teacher Education program.

**Four Hours Bultman Both Semesters**

**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. Next offered 1995-96.

**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. Next offered 1994-95.

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. Next offered 1994-95.

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 Morreau 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.

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.

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. Next offered 1996-97. Prerequisite: a major or minor in communication.

Two Hours Feenstra 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 Smith Summer

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. To be taken concurrently with Education 453, 454 and 460, 465, or 470. Prerequisites: admission to the Teacher Education program and Education 352, 354 and 359.

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 disabled students will be covered. To be taken concurrently with Education 451, 454 and 460, 465, or 470. Prerequisites: admission to the Teacher Education program and Education 352, 354 and 359.

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. To be taken concurrently with Education 451, 453, and 460, 465 or 470. Prerequisites: admission to the Teacher Education program and Education 352, 354 and 359.

Two Hours Cook Fall Semester

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 South Dakota in which the school systems of the Rose Bud Reservation 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 Zwart Any Semester

495. Seminar in Education — A course designed to allow a professor to instruct the upper level student in an area of his/her special interest or research. Students will engage in extensive reading and/or research on a specific topic or problem. Prerequisite: consent of instructor.

One, Two or Three Hours Staff Any Semester

LEVEL THREE: PROFESSIONAL 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. Evening student teaching seminar is required. Prerequisite: admission to student teaching program.

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. Evening student teaching seminar is required. Prerequisite: admission to student teaching program.

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. Evening student teaching seminar is required. Prerequisite: admission to student teaching program.

Ten Hours Zwart Both Semesters

480. Student Teaching in the Secondary School — Student teaching, supervised by the Education Department, is done in cooperation with school systems in western Michigan. Evening student teaching seminar is required. Prerequisite: admission to student teaching program.

Ten Hours Zwart Both Semesters
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, dance, and physical education to obtain K-12 endorsement. Evening student teaching seminar is required. Prerequisite: admission to student teaching program.

*Ten Hours Zwart Both Semesters*

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. Prerequisites: senior status and admission to the Teacher Education program or by consent of chairperson of the Education Department.

*Three Hours Bultman, Zwart Both Semesters*
Faculty: Mr. Schakel, Chairperson; Ms. Bach, Ms. Bartley, Mr. Cox*, Mr. Ellis, Mr. Fiedler, Mr. Fike, Mr. Hemenway, Mr. Huttar, Ms. Jellema, Ms. Mezeske, Ms. Nicodemus**, Ms. Portflelt, Mr. Reynolds, Mr. Ridl***, Ms. Sellers, Ms. Verduin.

Assisting Faculty: Ms. Culver, Ms. Douglas, Ms. Dwyer, Ms. Fiedler, Ms. Hofman, Mr. Huiskens, Mr. James, Ms. Lunderberg, Ms. Maj, Mr. Moreau, Mr. Pott, Mr. Raikes, Mr. Schock, Mr. Smith.

The program of the Department of English is designed to meet the needs of the student who wishes to pursue the study of English language and literature or the student who wishes to develop special skills in the art of writing, either for their intrinsic worth or in preparation for a specific career. The major programs reflect these different objectives.

The department is, 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 higher. 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:

Foundation Courses
1. The Nature of Poetry (245)
2. The Nature of Fiction (246) or The Nature of Drama (247)
3. World Literature I (231)

*Leave of Absence, 1995-96
**Sabbatical Leave, Fall Semester 1995
***Sabbatical Leave, Spring Semester 1996
American Literature
4. American Literature, Bradford to Cooper (306) or American Literature, Hawthorne to James (307)

British Literature
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

Modern Literature
8. Modern British and American Poetry (321) or Modern British and American Fiction (322) or Modern British and American Drama (323)

Course Focusing on a Major Author
9. Shakespeare’s Plays (364), or a 395 or 495 course dealing with the works of a single author and specifically designated by the department as meeting this requirement

A Course on Language
10. History of the English Language (356) or Linguistics 364 (it will not count toward the 33 hours in the major field)

Electives
11. Five additional credit hours in English courses numbered 200 or higher

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 courses numbered 200 or higher; an additional course in writing is strongly recommended. Students are strongly urged to have two semesters’ experience working on the Anchor, Opus, or Milestone.

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 should consider as electives a second course in American literature, English 325, English 381, and one or more of the courses in non-print media offered by the Communication Department. 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, 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 and should participate in the departmental Honors Program as part of their preparation for the GRE. For further details students should consult the department chairperson, Professor Schakel, as early in their college careers as possible.
D. Writing and Editing: Students considering careers in these fields should consult the department chairperson, Professor Schakel, 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 composite major (pages 91-94). Suggested guidelines for a composite major are available from the department chairperson, Professor Schakel.

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 work part-time or full-time for a semester on such programs, either in Holland or off campus. For information, consult the department chairperson, Professor Schakel.

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 295 or higher. English 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 additional English course numbered 200 or higher. 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 higher, students may count hours taken as English 359, English 389, and English 493. 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. 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 chairperson, Professor Schakel. Early application, even in the freshman year, is encouraged.

Academic Support Center
A full description of this no-fee service is given on page 39.

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 chairperson of the English Department and the Instructor.

Four Hours Offered Occasionally, As Needed

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 chairperson of the English Department and the Instructor. Prerequisite: English 101, equivalent, or placement.

Three Hours Fall Semester


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 Questions of Identity, Voices of the Third World, Critical Thinking about the Future, Crime and Punishment, Focus: Africa, C.S. Lewis, Medicine and Literature, Electronic Media, 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

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, 1995.

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 1995: The Fine Art of Observation; Spring 1996: Writing True Things.

Two Hours Both Semesters

359. Internship In English — IDS 359 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 — IDS 389 may be awarded up to eight hours of English credit at the discretion of the department. 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 1996: 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 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 Detective Fiction; 20th-Century African Literature; 20th-Century Chinese Literature. Fall 1995: Creative Writing – Satire.  

**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

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, 1996.  
   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, with emphasis on Dickens, Tennyson, Browning, Arnold, Hopkins, and Hardy. Offered alternate years.  
   Three Hours  Spring Semester

   Three Hours  Spring Semester

   Three Hours  Both Semesters

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  Fall 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 1995-96.  
   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; Introduction to Literary Theory; 20th-Century Irish Literature. Fall 1995: Readings in Multicultural Literature; Spring 1996: Hawthorne and His Times.  
   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.

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 1995-96. 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; G. B. Shaw; Early English Drama Exclusive of Shakespeare; C.S. Lewis; Introduction to Literary Theory. Spring 1995-96: Angels in the Modern Literary Imagination. 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
Because of shortages of natural resources, continuing environmental problems, and a renaissance in thinking about the way the earth works, the geological sciences are in a "Golden Age." Today geoscientists are making important contributions to human knowledge in environmental geology, oceanography, planetology, geochemistry, geophysics, plate tectonics, and paleontology.

At Hope College student-faculty research comprises an important part of the geology program. In recent years, students and faculty have been engaged in research projects such as:

- 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
- mapping a shear zone in the Manzano mountains of New Mexico
- mapping glacial deposits in the Holland area
- field work in the coast ranges of California
- disposal of dredge materials
- studies of the Precambrian geology of southern India

Traditionally, the training of geologists has included a large measure of field experience. Hope College is ideally situated to study glacial geology, sedimentology, geomorphology, limnology, and environmental problems; 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, each spring the regional geology field trip gives students the opportunity to investigate the geology of the Appalachians, the Gulf Coast, the Black Hills, the Grand Canyon, the Colorado Plateau, the Florida Keys, the Ozarks, Ouachitas, California, and other areas.

We are well-equipped for teaching and research. In addition to many student and research petrographic microscopes, the department has a heating and cooling stage, X-ray diffraction and fluorescence apparatus, thin section preparation laboratory, a large stream table and sedimentation tank with wave making equipment, and equipment for seismic exploration and soil resistivity testing.

Because the study of the earth is eclectic, the geologist must be competent in the other natural sciences and in mathematics. Accordingly, strong minors in other sciences and composite majors with chemistry and physics 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 or Geology in the Field and Laboratory.

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 geology-chemistry composite majors (see below) have been developed for students who also have interests in geology and chemistry or physics.

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 geology core, and 2 advanced courses in geology numbered 300 or above. One year of biology, chemistry, or physics 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 additional courses numbered 300 or above. For this major, students are required to take 3 or more 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 chairperson, 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; 2) the geology core and 3) two or more of the following courses: 301, 430, 450, or 453. One year of biology, chemistry, or physics 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 and 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 are required for the degree. Under certain circumstances, with the concurrence of the chairperson, 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 is strongly recommended.

MINOR IN GEOLOGY WITH ENVIRONMENTAL EMPHASIS: 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 92 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 92.

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

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 chairperson of the Education Department. Lecture 2 hours and one 2 hour laboratory per week. No prerequisites.

Two and One-Half Hours Hansen Spring Semester

Courses Designed Both for Science and Non-Science Majors:

101. Physical Geology — An introduction to geology based on plate tectonic theory, stressing the materials of the crust, the nature and architecture of the earth’s interior and crust, the processes which work to change the crust, and the geologic evolution of the continents. Three lectures and one two-hour laboratory each week. One or more Saturday field trips will be required.

Four Hours Peterson Fall and Spring Semesters

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 Peterson 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 Staff 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, one five-hour laboratory per week, and one weekend field trip. No prerequisites.

Three Hours Hansen Fall Semester

116. Oceanography — 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. Oceanography 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 and one weekend field trip will be required.

Four Hours Tharin/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. A Fall Break field trip and one Saturday field trip are required. Prerequisite: Geology Core or permission of instructor. The course is best taken in the 2nd year of the geology program before Geology 315 (structural geology).

Three Hours Hansen 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.

Three 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 one three-hour laboratory each week. Weekend field trips may be required. Prerequisite: geology core or consent of instructor.

Four Hours Peterson Fall Semester

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.

Four Hours Staff Offered Alternate Years, Fall Semester

332. Petrology — A course about mineralogical, chemical and textural characteristics of igneous, sedimentary and metamorphic rocks. Their occurrence and petrogenesis will be discussed in terms of rock associations and relevant petrologic phase diagrams. Laboratory sessions will be devoted to petrography description, identification and interpretation of rocks in hand samples and thin sections. Three one-hour lectures and one three-hour laboratory per week. Prerequisite: Geology 241.

Four Hours Peterson

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 three-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 Hansen 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 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 three-hour laboratory each week. Prerequisites: Chemistry 111, 113 114, 121.

**Four Hours Hansen/Peterson Offered Alternate Years, Fall Semester**

**450. Hydrogeology** — 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/Peterson Offered Alternate Years, Spring Semester**

**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.

**Four Hours Tharin Offered Alternate years, 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**

**080. 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.
Faculty: Mr. Bell, Chairperson; Mr. Baer, Mr. Cohen, Mr. Curry, 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.

*Director of ACM/GLCA Russia Program, Fall Semester 1995
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 Africa, Middle East or Latin America; 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, Middle East and Latin America

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.

Three Hours Curry Offered When Feasible

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, 1995

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

United States

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, 1995-96.

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, 1994-95.

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. Three Hours Curry Offered When Feasible

256. Recent America — This course examines intellectual and political developments from 1920 to the present. Included in the review are the responses 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, 70's and 80's. Three Hours Curry Spring Semester

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. Three Hours Cohen Offered When Feasible

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 policymakers from 1945 to 1989 was to determine if and to what extent American power had to be directly employed in the several crises that threatened the nation's interest and security and impeded the realization of its ideals. Since 1989, post cold war conditions require the formation of a vision and policies responsive to challenges not yet clearly outlined. 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, artistic, and literary thought will be considered. Special emphasis will be placed on the 20th century. Alternate years, 1996-97. Three Hours Curry Fall Semester

359. Fact, Fiction and Historiography — Through an examination of fictional treatments of five episodes in American history (the Salem witch trials), the Nat Turner slave rebellion, the Civil War, Reconstruction, and the Great Depression) this course will explore the relative strengths and weaknesses of fiction and traditional methodology as ways of understanding history. Simultaneously, the course will consider the historiography of each episode.

Ancient World

210. The Greek World — This course, which is cross-listed with Classics 210, surveys the major historical developments and literary figures of Greece from preclassical times to the end of the Hellenistic period. Students who enroll for
History 210 will write a paper on an historical topic; those who enroll for Classics 210 will write a paper on a literary topic.

215. The Roman World — This course, which is cross-listed with Classics 215, surveys major historical developments and literary figures from the foundation of the Roman Republic to the fall of the Empire. Students who enroll for History 215 will write a paper on an historical topic; those who enroll for Classics 215 will write a paper on a literary topic.

275. Greco-Roman Backgrounds of the New Testament — This course surveys the political, social, and religio-philosophical context in which the New Testament was written. The aim is for students to see how understanding the milieu in which the New Testament originated can illuminate their understanding of the text itself.

285. Women in Antiquity — This course surveys the status and accomplishments of women in the ancient Mediterranean world, from Egypt to the fall of the Roman Empire. It examines questions of matriarchy, marriage patterns, and attitudes toward women displayed in literature and art. Attention is given to problems of methodology and modern interpretations of ancient sources on this subject.

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.

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.

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.

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.

240. Enlightenment and Nationalism in Europe, 1688-1914 — This course will examine political and social ideas of Europe in the 18th and 19th centuries. The central theme of the course will be the way in which ideas influenced the course of
European history. Particular emphasis will be placed on the ideas of the Enlighten­ment, Romanticism, and Nationalism, and on ways these ideas were related to the revolutions, wars and political changes of the period.

**Three Hours  Cho  Fall Semester**

**242. Twentieth Century Europe** — This course examines the changing political, economic, social and intellectual climate during and after the two world wars. Special emphasis is placed on the interrelationships between the world of the intellect (literature and philosophy) and the world of politics. The changing social structure of Europe is also considered.  **Three Hours  Cho  Spring Semester**

**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  Spring Semester, 1996**

**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, 1995**

**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 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, 1994-95.  **Three Hours  Baer  Offered When Feasible**

**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, 1994-95.  **Three Hours  Baer  Offered When Feasible**

**331. Modern Germany** — A survey of political, cultural, and social development of Germany from the late 18th century to the present. It will look at the dynamic interplay between social and political events and cultural and intellectual ideas.  **Three Hours  Cho  Fall Semester**

**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 non-majors with a serious interest in learning how to do scholarly research. The course is designed to help students develop advanced skills in historical research and writing. Major emphasis is given to the development of sound research methods and to the use of primary source materials. Each student will be expected to produce a lengthy research paper of scholarly merit and literary quality.

Three Hours Cohen, Fall Semester; Baer, Spring 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
INTERDISCIPLINARY STUDIES

Faculty: Mr. Cox*, General Director; Mr. Huttar, Interim Director; Mr. Sharp, Director, New York Arts Program; Mr. Muiderman, Director, Philadelphia Semester; Mr. de Haan, 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.

070. Academic Success in College — This two-hour per week course is designed to help students overcome academic problems often faced in college. Class activities and discussion will focus on managing time efficiently, taking notes, preparing for and taking tests, and controlling stress. Students will also meet faculty from varying disciplines and receive hands-on information about Hope's computerized library. Additionally, students will meet in small groups with an upperclass student mentor to discuss studying for particular courses.

Credit counts toward semester course load but not toward the 126 hours required for graduation. This course may be taken once for credit and may be repeated on an audit basis. Instructors permission required for sophomores and above. Course is available on a pass/fail basis only.

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


133-134. The Golden Age of Greece — See listing under Greek, page 195.

280. Contemporary Issues in Japan — See listing under May, June and Summer Study Abroad Programs, pages 280-281.

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

*Leave of Absence, 1995-96
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.

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.

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 Economics — Economic theory offers many positive suggestions to resolving common urban problems such as homelessness, poverty, transportation, pollution. In this seminar, students will acquire and apply the tools of economic analysis in their search for solutions to society's most pressing problems.

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

African American Literature — This course deals with the social context of African American literary development from the time of the Harlem Renaissance to the present.

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.

Exploring the Performing Arts — In this course, students will explore the performing arts in an urban context, examining jazz, dance, theater, and performance art as unique disciplines, investigating aesthetic principles both common and disparate to these disciplines, and considering our role as the audience.

Exploring 'Relationship' in Fiction and Film — This literature/women’s studies course will explore and interrogate adult relationships of men and women in film and fiction.

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.

Investment Management — 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.

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.

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.

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.

Urban Ministry — The Focus of this elective will be on Christian urban ministry programs, and the beliefs and communities which inspire and sustain them.

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 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, 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.

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.
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 284.

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 life-view paper attempting to clarify and organize their own perspectives and values.

3 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.

3 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.”

3 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

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 Staff

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, Williams

431. Female, Male, Human — This course examines what it means to be female and male in Western culture. Theological, philosophical, psychological, and biological perspectives are included, be they scientific or pseudo-scientific, academic or popular, as we examine how we have been defined by gender. Readings and discussion will be grounded in our personal lives, values, and Christian perspectives.

Three hours L. Japinga

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

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.

**362. Christian Argument** — This course traces major trends in efforts to attack and defend the Christian faith by means of public argument during the last three centuries. Authors considered include David Hume, Thomas Sherlock, Robert Ingersoll, Bertrand Russell, G. K. Chesterton, C. S. Lewis, and C. Stephen Evans.

**Three Hours  Curry**

**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  Herrick**

### 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**

**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**

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<td>History 355</td>
<td>History of U.S. Foreign Policy</td>
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<tr>
<td>Political Science 251</td>
<td>International Relations</td>
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<tr>
<td>Sociology 151</td>
<td>Introduction to Cultural Anthropology</td>
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One history and one political science course from the following Africa, Asia and Latin America courses:

- History 260, 280, 310, 312, 370
- Political Science 201, 262, 270, 301, 302, 304

A modern language successfully completed through the second year level or demonstrated equivalency.

**STRONGLY RECOMMENDED:** a year or semester overseas study-abroad program.

**OPTION A: Economics/Political Science Focus**

Economics 311 or 312 (Intermediate 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 318  International Economics
- Political Science 300  Government & Politics of Russia and Her Neighbors
- Sociology 311  Population Studies
- Sociology 312  Urban Sociology

or from any of those options not taken under Option A
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-U.S. history course numbered 200+

Modern Languages: Any literature or civilization course numbered 300+

Religion: 141, 221, 241, 243, 343
Faculty: Mr. Kraft, Chairperson; Ms. Eaton, Mr. Fritz, Ms. Irwin, Mr. Kreps, Mr. Northuis, Mr. Patnott, Mr. Ray, Mr. Slette, Mr. Ray Smith, Mr. Steve Smith, Mr. Van Wieren, Ms. Wolters. Assisting Faculty: Ms. Booker, Mr. Bos, Ms. De Bruyn.

The curriculum of the Department of Kinesiology is designed to provide the undergraduate student a strong liberal arts background in addition to a major concentration in physical education, exercise science, or athletic training.

Students currently majoring in the Department of Kinesiology also participate in the following activities:

- assisting in directing the intramural program at Hope College
- assisting coaches in collegiate sports
- assisting as instructors in Health Dynamics classes
- working as assistants to physical therapists in local schools, hospitals, and private practices
- serving as camp counselors in scout camps, camps for the handicapped and church camps
- providing meaningful experiences for children in elementary physical education
- serving as athletic 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 Kinesiology are currently leading satisfying careers:

- 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
- teachers and coaches 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 Kinesiology helpful in preparation for their future professional vocation. The department has major concentrations in athletic training, 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, or exercise physiologists.

WORK/INTERNSHIP PROGRAM: Opportunities to apply theories and principles developed in the classroom are available for all students planning to major or minor in kinesiology. Consult the staff for a copy of the program for your particular area of interest.
REQUIRED KINESIOLOGY: 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, KIN 140, during one of the first two semesters on campus. This is a two credit hour course and fulfills the college core requirement in kinesiology. Students are encouraged to take four additional 100 level activity courses in their remaining years at Hope.

APPLICATION PROCEDURES: Major concentrations are available in three areas — physical education, exercise science, and athletic training. Each major concentration has prerequisite requirements. Consult the department chair as soon as possible in your college career.

PHYSICAL EDUCATION MAJORS: The major in physical education consists of a minimum of 32 hours within the department. Physical education courses 101-199 do not meet this requirement. Required courses in addition to Education Department requirements are: Biology 112 and 116; Kinesiology 201, 205, 222, 223, 301, 330, 344, 345 (for elementary PE majors), 346 (for secondary PE majors), 350, and 221 or 383.

EXERCISE SCIENCE MAJORS: Exercise science majors must take a minimum of 28 hours within the department. Required courses are Biology 112, 116, 221, and 222; Kinesiology 221, 222, 223, 307, 323, 324, 325, 383, 499, and one research methods course.

ATHLETIC TRAINING MAJORS: Athletic training majors must take 30 hours within the department plus internship credit (4 hours maximum). Required courses are Biology 111, 112, 115, 116, 221, and 222; Kinesiology 203, 205, 221, 222, 223, 298, 307, 340, 401, 402, 403, 404; and Psychology 100 and 420.

TEACHING AND COACHING MINORS are available. Consult with the department chair.

Kinesiology 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 Kinesiology 140 and attempt to meet the guidelines established in this course. 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, tennis, badminton, swimming, jogging, lifeguard training, 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.

140. Health Dynamics — Course for all first year students. This course will establish the knowledge of diet, stress management, and exercise as it relates to fitness and health and will provide an opportunity for the student to personally experience those

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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. A laboratory experience is required for all majors and minors. In the lab an assessment of each student’s skills, fitness level, and motor performance will be determined and appropriate activity classes required in areas of deficiency. Four Hours  Wolters, Kraft  Fall Semester

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  Fritz  Both Semesters

221. Anatomical Kinesiology — The muscle-skeletal system and its action, with special reference to the fields of dance and kinesiology, are studied in detail. Same as Dance 221. Three Hours  Irwin  Spring Semester

222. Exercise Physiology — Introduces the specialized knowledge associated with the physiology and biochemistry of exercise and physical conditioning. Additionally, it illustrates the process of the derivation of exercise principles and the application of those principles to health, fitness and/or performance objectives. Kinesiology majors and minors must also take KIN 223 concurrently. Prerequisites: Biology 111 or 112 and 221. Three Hours  Patnott  Spring Semester

223. Exercise Physiology Lab — Laboratory experience designed to demonstrate physiological principles learned in Exercise Physiology. Taken concurrently with KIN 222. Required for kinesiology majors and minors. One Hour  Patnott  Spring Semester

230. Water Safety Instruction (W.S.I.) — 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 or Exercise Science — This program presents opportunities for students to pursue practical work experience in their chosen field of study as it relates to their professional plans. It is expected that the student intern will be a junior or senior with a major or minor in kinesiology. The department expects the student to have completed coursework necessary to carry
out the objectives of the internship as well as possess the habits and motivation to be of benefit to the sponsoring agency. An application for the internship must be completed and approved the semester prior to the experience. Prerequisite: Written permission of instructor.  

**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  Spring 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. Nutrition and Athletic 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: KIN 203, 307.

*Three Hours  Slette  Spring Semester Even Years*

**323. Exercise Science and Health** — Designed to familiarize the student with specialized knowledge in exercise science with application to health and fitness, advanced level. Prerequisites: Biology 111 or 112, KIN 222, 223 (Lab). Preferred: Biology 221.

*Three Hours  Patnott  Fall Semester*

**324. Fitness Assessment and Exercise Prescription** — The purpose of this class is to provide a well-balanced, integrated approach to the assessment of physical fitness and the design of exercise programs. Prerequisites: Biology 111 or 112, KIN 222, 223, 323.

*Three Hours  Northuis  Fall Semester*

**325. Science and Development of Endurance, Strength, and Power** — This class is designed to provide the student with specific knowledge of the changes which occur within the body during strenuous workouts, and how these changes relate to increased performance.

*Three Hours  Slette  Fall Semester*

**326. Children, the Elderly, and Exercise: Fitness and Health** — The purpose of this course is to familiarize the student with the specialized knowledge in exercise science with application to health and fitness benefits and potential risks in children and older adults. Three lectures per week.

*Three Hours  Northuis  Spring Semester Odd Years*

**330. Principles and Practices of Coaching** — The purpose of this course is to familiarize students who are preparing to become athletic coaches with the special knowledge needed to deal with people. One night class per week.

*Three 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 and 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 and One-Half or Three Hours  Kraft, Fritz  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 and 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 and 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. Prerequisite: KIN 205.

Three Hours Albers Spring Semester

344. Basic Methods of Teaching Physical Education and Lab — This course emphasizes task analysis, lesson planning, unit planning, styles of teaching, curriculum models, and behavior management in the physical education setting. The format will be two days per week in lecture and two days per week in laboratory settings.

Four Hours S. Smith Fall Semester

345. Methods of Teaching Early Physical Education and Lab — This course is taken after KIN 344 and applies the principles learned and mastered in KIN 344 to the situations encountered in the elementary school setting. Prerequisite: KIN 344.

Three Hours Fritz Fall Semester

346. Methods of Teaching Secondary Physical Education and Lab — This course is taken after KIN 344. Emphasis will be placed on development of sport specific unit planning for the secondary level. Application of material presented in KIN 344 will be required. Task analysis of a chosen curricular sport will also be expected. Two days per week will be in classroom lecture/discussion and one day in a practical lab setting. Prerequisite: KIN 344.

Three Hours S. Smith Spring Semester

350. Adapted and Therapeutic Physical Education — A course designed to introduce students to methods of teaching children with disabilities. The laws and issues regarding individualizing the educational process in physical education are examined. Practical application is included by placement in an adapted physical education setting one hour each week.

Three Hours S. Smith Fall Semester

371. Sport Psychology — The purpose of this course is to gain an understanding of the relationship of human behavior to sport and how sport influences human behavior. Emphasis is given to the theory, research and application in the area of sport psychology. Prerequisite: Psychology 100.

Three Hours Eaton 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

395. March to Hope — A week-long, multicultural backpacking/survival experience. Each participant is paired one-on-one with a 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. Same as EDUC 395.

Two Hours S. Smith Summer

401. Therapeutic Modalities — This course helps students understand the theory and application of various physical medicine devices commonly used in athletic training and sports medicine clinical settings. It is primarily intended for students
in the athletic training education curriculum, but may be of interest to pre-medical and pre-physical therapy students.  

Two Hours Ray Fall Semester Even Years

402. Therapeutic Exercise — This course helps students understand the theory and application of exercise methods and routines commonly used in athletic training and sports medicine clinical settings for the treatment of athletic injuries. It is primarily intended for students in the athletic training education curriculum, but may be of interest to pre-medical and pre-physical therapy students.

Two Hours Karafa Fall Semester Even Years

403. Advanced Assessment of Athletic Injuries — This course helps students understand the theory and application of various assessment methods used to evaluate athletic injuries. It is primarily intended for students in the athletic training education curriculum, but may be of interest to pre-medical and pre-physical therapy students.

Two Hours Karafa Spring Semester Even Years

404. Seminar in Athletic Training Administration — This course helps students understand the theory and application of managerial skills commonly employed in sports medicine settings. A heavy emphasis on the case method of instruction will help students apply administrative concepts in situations similar to those they will face in professional practice.

Two Hours Ray Fall Semester Odd 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

499. Special Studies in Exercise Science — This class is designed to give the senior exercise science students an opportunity to pursue a topic of their choosing in a supervised setting. The project may take one of two forms: 1) laboratory research, or 2) a scholarly project using the library. In both cases a thorough literature review will be required.

Three Hours Staff Spring Semester
Faculty: Mr. Tanis, Acting Chairperson; Ms. Andersen, Ms. DeYoung, Mr. Pennings, Mr. Sherburne, Mr. Stoughton, Mr. Swanson, Mr. Vandervelde, Mr. Van Iwaarden, Mr. Van Wyk.

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

Students should choose a course to fulfill the three-semester-hour graduation requirement in mathematics in consultation with their academic advisors.

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, 232, 331, 341 and 399
b) 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).

c) A minimum of four 3-credit hour courses numbered above 310.

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 310.
d) A minimum of 60 hours of courses from the natural science 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 mathematics education majors include in their program Mathematics 351 and 321. Mathematics 323 is also required.

MATHEMATICS MINOR: A minor in mathematics consists of Mathematics 131, 132, 231, 232, plus an additional three-credit course numbered above 300. A minor in mathematics for students obtaining elementary certification may consist of Mathematics 205, 206, 130, 131, 310, and an additional three credits. Mathematics education minors may also include Computer Science 120.

Mathematics Courses

100. The Nature Of Mathematics — A general introduction to the discipline of mathematics. 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. Prerequisite: 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. Prerequisite: Mathematics 110 or appropriate high school preparation for college calculus. Four Hours Both Semesters

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. This course is intended only for students planning to enroll in Mathematics 131. 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: completion of Mathematics 130 with a grade of C or better or satisfactory placement examination score. Four Hours Staff 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 Mathematics 205. Topics discussed will include measurement geometry, probability and statistics. For prospective elementary teachers only. Prerequisite: Mathematics 205 or permission of the instructor. Three Hours Spring Semester
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*

231. *Multivariable Mathematics I* — Systems of linear equations, matrices, vector spaces and linear transformation, functions of several variables, partial derivatives. Prerequisite: completion of Mathematics 132 with a grade of C or better.

*Four Hours  Both Semesters*

232. *Multivariable Mathematics II* — Multiple integrals, line integrals, Green's and Stoke's theorems, higher order differential equations, numerical techniques, eigenvectors, linear systems of differential equations, advanced techniques and applications. Prerequisite: completion of Mathematics 231 with a grade of C or better.

*Four Hours  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*

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 Hours  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: Mathematics 132.

*Three Hours  Spring Semester*

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 during various periods of time.

*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. Prerequisite: admission to the Teacher Education program.

*Two Hours  Spring Semester*

331. *Advanced Calculus I* — The real number system, sequences, functions, continuity, uniform continuity, differentiation. Theory of integration. Prerequisite: Mathematics 231.

*Three Hours  Fall Semester*

332. *Advanced Calculus II* — A continuation of Mathematics 331 including functions of several variables, series, uniform convergence, Fourier Series. Prerequisite: completion of Mathematics 331 with a grade of C or better.

*Three Hours  Spring Semester*
MATHEMATICS

334. Complex Analysis — Algebra and geometry of complex numbers, analytic functions, complex integration, series, conformal mapping. Prerequisite: Mathematics 232, or consent of department chairperson. Alternate years.  

Three Hours  Spring Semester 1996

341. Algebraic Structures I — An introduction to algebraic systems including a study of groups, rings, and integral domains. Prerequisite: Mathematics 231, 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: completion of Mathematics 341 with a grade of C or better.  

Three Hours  Spring Semester

345. Linear Algebra — Abstract vector spaces, matrices and linear transformations, determinants, canonical forms, the Hamilton-Cayley theorem, inner product spaces. Prerequisite: Mathematics 232.  

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.  

Three Hours  Fall Semester 1996

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. Prerequisite: Mathematics 132. A student may not receive credit for both Mathematics 310 and Mathematics 361.  

Three Hours  Fall Semester


Three Hours  Fall Semester

363. Laboratory For Mathematical Probability And Statistics I — The computer is used to aid in the learning and understanding of probability. Two hours per week. Corequisite: Mathematics 361.  

One Hour  Fall Semester

364. Laboratory For Mathematical Probability And Statistics II — The computer is used to aid in the learning of statistical concepts. Two hours per week. Corequisite: Mathematics 362.  

One Hour  Spring Semester


Three Hours  Spring Semester 1997


Three Hours  Spring Semester

399. Mathematics Seminar — A course for senior mathematics majors which includes problem solving, student presentations on mathematical topics, mathematical modelling, and discussions on the history and philosophy of mathematics. Attendance at department colloquia for two semesters also required.  

Two Hours
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 331. 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: Mr. de Haan, Chairperson; Mr. Agheana, Ms. Alvarez-Ruf, Ms. André, Mr. Bell, Ms. Brown, Ms. Everts, Mr. Forester, Ms. Hamon-Porter, Ms. Larsen, Ms. Motiff, Mr. Nyenhuis, Mr. Osborne*, Mr. Quinn, Ms. Reynolds, Ms. Strand, Mr. Weller. Assisting Faculty: Ms. Buurstra, Ms. Chamness, Ms. Chamin, Ms. Kallemeyn, Ms. Lucar, Mr. Munoa.

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 designed primarily to increase fluency in speaking, reading and writing, and understanding speakers of the second language. Others stress the patterns of life and thought and the great works of literature written in that language.

Since appreciation of other cultures and fluency in the use of another language is greatly enhanced by maximum immersion in the culture and constant challenge to use the language, the department offers many opportunities in which language students may participate:

- apprentice teachers in beginning language program
- language clubs
- special language tables in the dining halls
- the presence of native speaking assistants in French, German, and Spanish
- French, German, and Spanish language houses in which 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 Dijon, Paris, or Nantes
  the German semester or year program in Vienna, Freiburg, Berlin, or Munich
  the Spanish semester or year program in Madrid or Salamanca
  the Spanish semester or year program in Costa Rica or Mexico
  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
- practical experience through internships here or abroad

All departmental faculty have traveled and studied abroad. Eight 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 teachers of foreign languages and literatures
- teachers of English in countries with the language of their major
- librarians
- classical archaeologists
- translators
- agents for import-export firms
- foreign missionaries
- state level export development officers
- receptionists for foreign consulates

*Sabbatical Leave, Academic Year 1995-96
• foreign service officers — U.S. cultural officers
• editorial assistants for a news magazine
• newspaper reporters
• market research analysts with multi-national corporations
• linguistic consultants
• immigration assistants
• lexicographer assistants
• computational linguists
• attorneys
• purchasing agents for Europe for international manufacturers

MAJOR AND MINOR PROGRAMS
The department offers major programs in Classical Studies (Classics, Ancient Civilization, Greek and Latin), French, German, and Spanish; and academic minors in Classical Studies (Classics, Ancient Civilization, Greek and Latin), French, German, Japanese, Russian, and Spanish. The major programs are designed to meet the needs of students with a wide variety of career interests. Specific requirements for each major and academic minor will be found preceding the listing of the course offerings for each language.

CORE CURRICULUM
All French, German and Spanish courses fulfilling the language component of the Cultural History and Language Requirement are based upon an oral proficiency approach which combines classes taught by the faculty with review and reinforcement sessions conducted by undergraduate apprentice teachers.

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, 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 192
- Dutch, page 197
- Education, page 138
- English As a Foreign Language, page 145
- French, page 198
- German, page 202
- Japanese, page 205
- Linguistics, page 207
- Russian, page 207
- Spanish, page 209

CLASSICAL STUDIES: Classics, Greek and Latin
Mr. Bell, Ms. Everts, Mr. Munoa, Mr. Nyenhuis, Mr. Osborne, Mr. Quinn, 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 knowledge of the culture in which the language evolved. This major is ideal for students preparing for advanced studies in Classics at the graduate level or seeking 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 at any level, including 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 must include 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 reviewed by faculty from the the Classical Studies Section to insure that full credit is received.

**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 210, 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 215 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 in ancient civilization.
Option 2: 21 credits of course work, including 9 credits of college-level work in one ancient language, Classics 250 and Classics 210 (for Latin) or 215 (for Greek), History 130, and one 3-credit course selected from the following: Art 160 or 360, Philosophy 219.

Classics

*210. The Greek World — This course, which is cross-listed with History 210, surveys the major historical developments and literary figures of Greece from preclassical times to the end of the Hellenistic period. Students who enroll for Classics 210 will write a paper on a literary topic; those who enroll for History 210 will write a paper on an historical topic.

   Three Hours   Bell   Spring Semester Even Numbered Years

*215. The Roman World — This course, which is cross-listed with History 215, surveys major historical developments and literary figures from the foundation of the Roman Empire to the fall of the Empire. Students who enroll for Classics 215 will write a paper on a literary topic; those who enroll for History 215 will write a paper on an historical topic.

   Three Hours   Bell   Spring Semester Odd Numbered Years

*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   Staff   Spring Semester

*275. Greco-Roman Backgrounds of the New Testament — This course surveys the political, social, and religio-philosophical context in which the New Testament was written. The aim is for students to see how understanding the milieu in which the New Testament originated can illuminate their understanding of the text itself.

   Three hours   Bell   Fall Semester Even Numbered Years

*285. Women in Antiquity — This course surveys the status and accomplishments of women in the ancient Mediterranean world, from Egypt to the fall of the Roman Empire. It examines questions of matriarchy, marriage patterns, and attitudes toward women displayed in literature and art. Attention is given to problems of methodology and modern interpretations of ancient sources on this subject.

   Three Hours   Bell   Fall Semester Odd Numbered Years

*295. Studies in Classical Literatures and Cultures — This course is designed to allow a professor to teach in an area of special interest and experience. Prerequisite: permission of instructor.

   Two 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   Staff   Spring Semester

*480. Introduction to Literary Theory — A chronological survey of major 20th Century theoretical approaches to literature. Topics include Formalism and New Criticism, Reader-Oriented Theories, Marxism, Structuralism and Poststructuralism, Feminist, Postmodern and Postcolonialist theories. Strongly recommended to students considering graduate school. Prerequisite: permission of instructor. Alternate years, 1995-96.

   Four Hours   Larsen, Staff   Spring Semester

*Courses indicated with an asterisk are offered in English and designed to acquaint the student with a foreign literature or culture.
*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. This course may be repeated for credit. 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, Wilson Fall/Spring Semester


Four Hours Everts Fall Semester


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 Nyenhuis Fall Semester

202. Classical Greek IV — This course provides a transition from the study of grammar and the reading of edited passages in Greek III to the reading of unedited passages from orators such as Lysias and Demosthenes and from Plato's version of Socrates' final speech, the Apology.

Three Hours Osborne Spring Semester

271. Introductory New Testament Readings — Selected readings from the Gospels and Acts. Prerequisite: Greek 172, IDS 134, or equivalent.

Three Hours Staff Fall Semester

272. Advanced New Testament Readings — Selected readings from the Epistles and Revelation. Prerequisite: Greek 271, IDS 134, or equivalent.

Three Hours Munroa 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 hours involved per week. This course may be repeated for credit. Permission of chairperson required. Hours to be arranged. Any Semester

*Courses indicated with an asterisk are offered in English and designed to acquaint the student with a foreign literature or culture.
301. Greek Epic — Reading from Homer's *Iliad* and *Odyssey* and from Hesiod's *Theogony* and *Works and Days*. Discussion of the social context of Greek epic poetry and its value as an historical source for the study of archaic Greek society.  
*Three Hours  Staff  Fall Semester Odd Numbered Years*

302. Greek Drama — Readings from selected plays of Aeschylus, Sophocles, and Euripides. Discussion of the religious and social functions of Greek drama and its influence on later playwrights.  
*Three Hours  Staff  Spring Semester Even Numbered Years*

303. Greek Historiography — Reading of selected passages from the major Greek historians. Discussion of the origins of the genre of historiography and its importance as an expression of the Greek spirit on inquiry.  
*Three Hours  Staff  Fall Semester Even Numbered Years*

304. Greek Lyric Poetry — Reading of selected passages from the major lyric poets of the sixth and fifth centuries B.C. Discussion of the origins of the genre of lyric poetry, its social significance, and its influence on later poets.  
*Three Hours  Staff  Fall Semester Even Numbered Years*

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  Reynolds, Staff  Fall Semester*

*Three Hours  Reynolds, Staff  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  Staff  Fall Semester*

272. Intermediate Latin II — Selected readings from classical authors. Prerequisite: Latin 271, placement test, or equivalent.  
*Three Hours  Staff  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. This course may be repeated for credit. Permission of chairperson required. Hours to be arranged.  
*Any Semester*

301. Literature of the Early Republic — Reading of plays by Plautus and Terence and selections from Lucretius' *De rerum natura*. Discussion of genres of Roman comedy and epic poetry and the influence of Greek literature on Roman intellectual life in the early Republic. Also examines the impact of Latin poetry on Shakespeare and the French Enlightenment.  
*Three Hours  Staff  Fall Semester Even Numbered Years*

302. Literature of the Late Republic — Readings from authors of the last half-century of the Roman Republic. Emphasis on selections from Cicero's orations and
letters, Sallust's *Catiline*, and the poetry of Catullus and Horace. Discussion of the political upheaval of the period and its effect on these writers.

**303. Literature of the Early Empire** — Readings from authors of the first generation of the Roman Empire, the Augustan or Golden Age. Selections from Virgil's *Aeneid*, Livy's *History*, and the poetry of Ovid. Discussion of the relationship between literature and politics under the new regime of the Roman emperors.

**304. Literature of the Silver Age** — Readings from authors of the late first and early second centuries A.D. Selections from *Epistles* of Seneca and Pliny, Petronius' *Satyricon*, and Juvenal's *Satires*. Consideration of the effect of government censorship on literature and the relative merits of "Silver Age" writing in comparison to that of the 'Golden Age.'

**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.

**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.

**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 two times per week with a student Apprentice Teacher in a Review and Reinforcement Class. Laboratory work is also required. Conducted primarily in Dutch.

**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.

**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. This course may be repeated for credit. Permission of chairperson required. Hours to be arranged.

**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.

**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
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. This course may be repeated for credit. Approval of the chairperson required.

Both Semesters

Educ. 384. Teaching 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.

Two Hours Weller Fall Semester 1995-96

French

Ms. Charnin, Ms. Hamon-Porter, 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 and Francophone cultures and literatures. Linguistic proficiency and cultural competency are essential to this program for they will prepare the student for advanced studies at the graduate level, for secondary level teaching, or for other forms of employment in which linguistic skills and cultural knowledge are useful.

The French Major consists of a minimum of 37 credit hours of French, or a total of 10 courses of French, at the college level and approved by the chairperson. Students must take: a) 13 credit hours of French 101, 102, 201, and 202, placement, or equivalent; and b) 24 hours of courses numbered 341 or higher. In addition, Linguistics 364 is required. The major must include French 341 or 342, and a minimum of two 400-level courses. 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.

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 French 493 during their senior year.

MINOR

A French minor consists of a minimum of 21 credit hours, or a total of six courses of French, taken at the college level and approved by the chairperson. Of those hours, 8 must be at the 300 level or higher and must include French 341 or 342.
FRENCH/BUSINESS ADMINISTRATION DOUBLE MAJOR

In addition to on-campus courses in French and Business/Economics, students interested in a double major in French/Business Administration should consider a semester or full year in Dijon, the capital of French Burgundy. This program, administered by the Institute of European Studies, offers the following special features:

- One-semester study of European business management practices and international economics, offered in cooperation with l’Ecole Superieure de Commerce de Dijon, one of the leading business schools in France
- Full-year option available to students with advanced French language skills
- Courses available in both French and English Housing in French homes
- Field trips to companies and historic locations in Burgundy and other areas of Europe
- Selected internships available during the summer for students with advanced French language skills.

Majors and minors are strongly encouraged to complement their French major/minor with courses from other departments. Among recommended courses are:

Art 361, 365, 369 and 374; History 242 and 248; Music 323; Philosophy 230 and 342; Political Science 263; Theatre 153, 302 and 303.

101. French I — An introductory course teaching beginning communicative skills and enabling the student to develop cultural insights into the French-speaking world. Emphasis is on class participation through authentic video and audio materials, short readings and compositions. Students meet four times per week with the instructor and once a week in Drill class.

Four Hours  Motiff, Hamon-Porter  Fall Semester

102. French II — Further development of basic communicative skills with added emphasis on conversational practice, short readings and compositions. Students meet three times per week with the instructor and once a week in Drill class. Conducted primarily in French. Prerequisite: French I, equivalent, or placement.

Three Hours  Charnin, Hamon-Porter, Motiff  Both Semesters

201. French III — French Language and Culture — Continuation of French II. This course uses video segments of documentary material from French television to develop listening, speaking, reading and writing skills, and to address contemporary cultural topics such as the family, French college students, life in Francophone countries, immigrant experience in France, and the arts. Students meet three times per week with the instructor and once a week with the native assistant. Conducted primarily in French. Prerequisite: French II, equivalent, or placement.

Three Hours  Larsen  Fall Semester

202. French IV — Advanced French Language and Culture — Through authentic video and audio cassettes, conversation once a week with a native speaker, and the study of 19th and 20th century French authors such as Maupassant, Colette, Camus, and Simone de Beauvoir, students will gain increased communicative competency and knowledge of French culture. Students meet three times per week with the instructor and once a week with the native assistant. 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 in the Apprentice Teaching Internship or at the elementary level, translating, or using French skills in business. The number of
credits granted will be determined by the number of hours involved per week. This course may be repeated for credit. 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**

341. **French Society from Marie de France to Louis XIV** — An introduction to French cultural institutions from the Middle Ages to the seventeenth century. Cultural and literary topics include the troubadours and courtly love, the rise and consolidation of the French monarchy, and the salons in the development of French social, literary, and artistic life. Conducted entirely in French. Prerequisite: French 202, or equivalent.

**Four Hours  Hamon-Porter  Fall Semester**

342. **French Society from Voltaire to Beauvoir** — An introduction to the intellectual, social, and artistic developments in French society from the eighteenth to the early twentieth century. Topics include the social and political writings of the philosophes such as Montesquieu, Voltaire, Diderot and Rousseau; Paris and the provinces in works by Balzac, Baudelaire, Zola and Proust; and the roles of French women in works of Flaubert, Sand and Colette. Conducted entirely in French. Prerequisite: French 202, placement, or equivalent.

**Four Hours  Larsen  Spring Semester**

343. **Life Writings: Theory and Practice** — This course examines French and Francophone autobiographical texts through a variety of critical approaches. Students will write essays, keep a journal, and participate in group editing and class discussions with a view to developing writing techniques and perfecting linguistic skills. Conducted entirely in French. Prerequisite: French 202, placement, or equivalent.

**Four Hours  Motiff  Fall Semester**

344. **French and Francophone Cultures** — A study of aspects of French and Francophone cultures. Topics include language and communication; marriage, the family, and gender roles; immigration and colonization; socio-political institutions; and the arts. Materials are drawn from novels, short stories, plays, newspapers, films, music, and video documentation. Conducted entirely in French. Prerequisite: French 202, placement, or equivalent. Alternate Years, 1995-96.

**Four Hours  Hamon-Porter  Spring Semester**

346. **French for the Professions** — A study of the economic, legal-political, and sociocultural environment of France, Canada, and other selected countries in the Francophone world. Students will gain insight into the French and Francophone working environment and improve their understanding of commercial and everyday French through authentic materials such as newspapers, magazine articles, novels, short stories, and videos. Conducted entirely in French. Prerequisite: French 202, placement, or equivalent. Alternate Years, 1996-97.

**Four Hours  Hamon-Porter, Larsen  Spring Semester**

380. **French House Practicum** — A conversation practicum for students who are residing at the French House. Cultural and language-oriented activities will form part of the practicum, directed by the native assistant under an instructor's supervision. This course may be repeated for credit. Prerequisite: French 102 or equivalent.

**One-Half Hour  Staff  Both Semesters**
441. The Contemporary French and Francophone Experience — An integrated study of literature, criticism, and film representing select major currents in French and Francophone culture and socio-political thought. Topics include the quest for cultural and linguistic identity, recognition, and independence in Francophone texts from Africa, Quebec, and the Caribbean; and the influence of women writers and theorists on French culture, literature, and the arts. Prerequisite: French 341 or 342, placement, or equivalent. Alternate years, 1995-1996.

Four Hours Larsen Fall Semester

442. The Age of Revolution — An analysis of the conflicts between individuals or groups and social institutions during the revolutions of the late eighteenth and first half of the nineteenth century. Topics include the French Revolution; Napoleon’s rise to power and legacy to French society, literature and the arts; the emergence of socialist and republican ideals for women and the working class; and the rise of French Colonialism. Representative writers, critics, and artist of the period include Balzac, Chateaubriand, Daumier, David, Delacroix, Gouge, Hugo, Laclos, Roland, Rousseau, Sand, Stael, and Stendhal. Prerequisite: French 341 or 342, placement, or equivalent. Alternate years, 1996-1997.

Four Hours Hamon-Porter, Larsen Spring Semester

480. Introduction to Literary Theory — A chronological survey of major 20th Century theoretical approaches to literature. Topics include Formalism and New Criticism, Reader-Oriented Theories, Marxism, Structuralism and Poststructuralism, Feminist, Postmodern and Postcolonialist theories. Strongly recommended to students considering graduate school. Prerequisite: French 341 or 342, or permission of instructor. Alternate years, 1995-96.

Four Hours Larsen, Staff 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 upon consultation with departmental faculty advisor; a maximum of six credit hours may be counted toward the major. Prerequisite: permission of department chairperson.

Two or Three Hours Staff Both Semesters

493. Senior Research Project — An independent study designed to help students develop advanced research skills and culminating in a thesis or equivalent project. Not limited to the senior level. Prerequisite: one 400 level course in French and permission of department chairperson.

Three or Four 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: French 341 or 342, placement, or equivalent. Alternate Years, 1996-97.

Four Hours Hamon-Porter, Larsen Fall 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. This course may be repeated for credit. Approval of the chairperson is required.

Both Semesters

German
Ms. Chamness, 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 295 or higher, and must include at least 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. In addition, Linguistics 364 is required. 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 should take at least one 400-level course upon their return.

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 295 level or higher selected from among the following: German 310, 313, 330, 351, 352, 371, or 372. An alternate German minor consists of IDS 123-124, German 201-202, and two of the following: 310, 330, 371, or 372.

Majors and minors are strongly encouraged to complement their German major/minor with courses from other departments. Among recommended courses are: Economics 402; Education 305 and 384; History 131 and 240; Philosophy 373; Theatre 304.

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, Dell'Olio, 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 twice a week in Drill Class. Laboratory work is also required. Conducted primarily in German. Four Hours de Haan, 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 twice a week in Drill Class. Laboratory work is also required. Conducted primarily in German. Prerequisite: German I, equivalent or placement.

*Three Hours* de Haan, Forester, Strand *Spring Semester*

201. German III — Continuation of German II with emphasis on reading and writing skills, as well as the study of the culture in greater depth. Students meet three times per week in a Master Class and once a week in Drill 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 Drill 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. This course may be repeated for 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 teaching drill sections for German 101. Enrollment by selection.

*No Credit* Forester *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, 1996-97.

*Three Hours* Strand *Spring Semester*

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, placement, or equivalent. Alternate years, 1995-96.

*Three Hours* de Haan *Spring Semester*

371. Introduction to German Literature I — A study of works in German literature from the 13th Century 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  de Haan, Forester, 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, Forester, Strand  Spring Semester

399. Apprentice Teaching Internship — A practical and contractual internship in teaching Drill sections for German 102. Enrollment by selection.

No Credit  Forester  Spring Semester

410. Advanced Stylistics — A refinement of skills in written rhetoric. Conducted entirely in German. Prerequisite: German 310, equivalent, or permission of the instructor. Alternate years, 1996-97.

Three Hours  Staff  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, 1996-97.

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, 1996-97.

Three Hours  Forester  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, 1997-98.  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, 1995-96.

Three Hours  Strand  Fall Semester

480. Introduction to Literary Theory — A chronological survey of major 20th Century theoretical approaches to literature. Topics include Formalism and New Criticism, Reader-Oriented Theories, Marxism, Structuralism and Poststructuralism, Feminist, Postmodern and Postcolonialist theories. Strongly recommended to students considering graduate school. Prerequisite: German 371 or 372, or permission of instructor. Alternate years, 1995-96.

Four Hours  Larsen, Staff  Spring 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 upon consultation with departmental faculty advisor; a maximum of six credit hours may be counted toward the major. 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 internship will occur. The number of credits to be determined in consultation with instructor and the chairperson. This course may be repeated for credit. Approval of the chairperson is required.

Both Semesters

Japanese

Ms. Buurstra

JAPANESE STUDIES COMPOSITE MAJOR: Students may also pursue a Japanese Studies Composite Major by combining courses taken at Hope with off-campus study opportunities. Such a major would be an integrated program of language and culture leading to fluency in the language, a high level of understanding of and experience in Japanese culture, as well as a specialized field of study of the student's own choosing. It would consist of 24 credit hours in courses numbered 295 or higher. Students will develop their own programs in consultation with the Japanese language instructor. Study in Japan is highly recommended, and all majors need the approval of the chairperson.

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, 202, 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 of gaining insight into the Japanese language world comes by means of performing the language with an understanding of cultural and contextual appropriateness. Emphasis is placed on four language skills: listening, speaking, reading and writing, with a primary focus on oral communication. 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 Buurstra Fall Semester

102. Japanese II — A continuation of Japanese I. This course is designed to continue to develop appropriate communicative skills in the Japanese language world. Students meet three times per week in a Master Class and twice per week in a Review and Reinforcement Class. Laboratory work is also required. Emphasis is placed on all four
language skills: listening, speaking, reading and writing, with a primary focus on oral communication. Conducted primarily in Japanese. Prerequisite: Japanese I, placement or equivalent.

Three Hours Buurstra Spring Semester

201. Japanese III — A continuation of Japanese II. The objective of this course is to further expand communicative skills in Japanese with cultural and contextual appropriateness. Students meet three times per week in a Master Class and twice per week in a Review and Reinforcement Class. Prerequisite: Japanese II, placement or equivalent.

Three Hours Buurstra Fall Semester

202. Japanese IV — A continuation of Japanese III with added emphasis on reading and writing skills. Students meet three times per week in a Master Class and twice per week in a Review and Reinforcement Class. Prerequisite: Japanese III, placement, or equivalent. Conducted primarily in Japanese.

Three Hours Buurstra Spring Semester

280. Japanese - Practicum in Japanese — Practical experience in the Japanese language in various contexts such as teaching Japanese culture at the elementary level or using Japanese skills in business. The number of credits granted will be determined by the number of hours involved per week. This course may be repeated for credit. 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 May Term


No credit Buurstra Fall Semester

301. Advanced Japanese I — This course is designed to develop more advanced communicative skills with emphasis placed upon acquiring greater proficiency in performing the language in a culturally appropriate manner. Conducted primarily in Japanese. Prerequisites: Japanese 202 or equivalent.

Three Hours Fall Semester

302. Advanced Japanese II — A continuation of Advanced Japanese I. This course is designed to expand on the communicative skills acquired in the sequence of Japanese I-IV and Advanced Japanese I. Prerequisites: Japanese 301 or equivalent.

Three Hours Spring Semester


Three Hours Spring Semester


No credit Spring Semester

490. Special Problems in Japanese — Individual study under the direction of an instructor designated by the chairperson of the department in one of the following areas: literature, language, civilization or methodology. This course may be repeated upon consultation with departmental faculty advisor; a maximum of six credit hours may be counted toward the major. Prerequisite: permission of the department chairperson.

Three Hours Both Semesters

499. Internship in Japanese — This course provides supervised practical experience in international business, media, education or government. Normally junior
status and the completion of at least a Japanese minor are prerequisites. Although ordinarily taken in conjunction with an existing off-campus program, students working together with faculty may make individual arrangements with a local host institution of organization. Following consultation with the off-campus coordinator, each applicant for this internship is required to submit a proposal describing in detail this program to be pursued, including the materials which will be submitted; a time schedule for submitting evidence; and the criteria for performance evaluation. If possible, proposals should be finalized prior to the semester in which the internship will occur. The number of credits to be determined in consultation with instructor and the chairperson. This course may be repeated for credit. Approval of chairperson required.

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. Required for French, German and Spanish majors. Prerequisite: Junior standing, or permission of the instructor.

Three Hours Alvarez-Ruf Fall Semester

Russian
Mr. Forester.

ACADEMIC MINOR IN RUSSIAN STUDIES: A Russian studies minor consists of a minimum of 21 credit hours taken at the college level and approved by the chairperson. Of those, 6 must be at the 295 level or higher, and up to 6 may be taken in a department other than Modern and Classical Languages, e.g., History or Political Science. A typical pattern of courses might be: Russian 101, 102, 201, 202, 280, 295, plus History 232 and 335.

101. Russian I — 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 Forester Fall Semester, Not Offered 1995-96

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.

Three Hours Forester Spring Semester, Not Offered 1995-96
201. Russian III — Continuation of Russian II with greater emphasis on reading. Culture will also be studied in additional depth. Students meet three times per week in a Master Class and one hour per week with a native speaker. Prerequisite: Russian II, equivalent, or placement.

*Three Hours* Staff Fall Semester, Not Offered 1995-96

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 three times per week in a Master Class and once per week with a native speaker. Prerequisite: Russian III, placement, or equivalent.

*Three Hours* Staff Spring Semester, Not Offered 1995-96

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. This course may be repeated for credit. Permission of chairperson required. Hours to be arranged.

*Both Semesters*

285. 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* Staff Any Semester


*No Credit* Forester Fall Semester


*No credit* Forester 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 upon consultation with departmental faculty advisor; a maximum of six credit hours may be counted toward a minor. Prerequisite: permission of department chairperson.

*Three Hours* Staff 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. This course may be repeated for credit. Approval of the chairperson is required.

*Both Semesters*
Spanish
Mr. Agheana, Ms. Alvarez-Ruf, Ms. André, Ms. Brown, Ms. Kallemeyn, 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.

The Spanish Major consists of 24 credit hours of courses numbered 285 or higher and must include Spanish 310, 371, 372, and one 400-level literature course. In addition, LINGUISTICS 364 is required. 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. 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 285 level or higher and must include at least one language course (Spanish 310 or 330) and one literature course (Spanish 371 or 372).

Majors and minors are strongly encouraged to complement their Spanish major/minor with courses from other departments. Among recommended courses are: Economics 318; Education 384; History 260; Political Science 262.

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 once a week in a Drill Class. Laboratory work is also required. Conducted primarily in Spanish.

Four Hours Agheana, Alvarez-Ruf, André, Brown, Kallemeyn, 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 Hispanic 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 Drill Class. Laboratory work is also required. Conducted primarily in Spanish. Prerequisite: Spanish I, equivalent or placement.

Three Hours Agheana, Alvarez-Ruf, André, Brown, Kallemeyn, 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. Conducted primarily in Spanish. Prerequisite: Spanish II, equivalent, or placement.

Three Hours Agheana, Alvarez-Ruf, André, Brown, Weller
Fall and Spring Semester
202. Spanish IV — Reading, conversation and composition, with required supplementary readings. Prerequisite: Spanish III, placement, or equivalent. Conducted in Spanish.

Three Hours Agheana, Alvarez-Ruf, André, Brown, Weller 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 by the number of hours involved per week. This course may be repeated for credit. Permission of chairperson required.

Hours to be Arranged Both Semesters

285. Spanish Phonetics — Study of Spanish phonetics. Intended for students who need to improve their pronunciation in Spanish. The class meets in the Language Laboratory. Prerequisite: Spanish 201, or placement, or equivalent.

One Hour Alvarez-Ruf Spring Semester

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


No Credit Kallemeyn Fall Semester


Three Hours André, Weller Fall Semester

330. Advanced Spanish Conversation — A course designed to develop aural and oral competency in Spanish. Conducted entirely in Spanish. Prerequisite: Spanish 202, placement, or equivalent.

Two Hours Staff 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, 1995-96.

Three Hours Staff Spring Semester


Three Hours Staff 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 310, or equivalent.

Three Hours Brown 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 310, or equivalent.

Three Hours Staff Spring Semester


No Credit Kallemeyn, Lucar Fall and Spring Semester

410. Advanced Spanish Composition and Stylistics — An advanced course in composition which develops further the student's writing ability in a variety of styles as well as vocabulary and grammar skills. Conducted in Spanish. Prerequisite:
Spanish 310, equivalent, or permission of instructor. Alternate years, 1995-96.

Three Hours Staff Fall Semester, Not Offered Fall 1995


Three Hours Staff Spring Semester


Three Hours Staff Spring Semester


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 upon consultation with departmental faculty advisor; a maximum of six credit hours may be counted toward the major. 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. Prerequisites: 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. This course may be repeated for credit. Approval of the chairperson is required.

Both Semesters
That music has the power to shape the human mind and soul is a belief well articulated by ancient Greek philosophers. They asserted that music's effect on listeners was so powerful it could transform them into philosophers, poets, even political leaders. So important was the influence of music to these philosophers that they considered its study an essential component in the education of any civilized human being. In short, they asserted that music could make the world a better place; and this is what Hope's Music Department believes too. And this is why the department is strongly committed to increasing the awareness of the importance of fine music to society. The mission statement of the department embodies this belief: "The mission of the Music Department is to affirm and promote the understanding that musical experience enriches and ennobles human spirit." To fulfill this mission, the department adopted two goals:

- To enable students to become influential leaders in the areas of teaching, performing, and research; and to assist them in becoming professionally successful in their chosen fields.
- To cultivate an enduring appreciation of musical art and its positive impact on the human condition by providing significant musical experiences to the college community and beyond.

The Music Department is accredited by the National Association of Schools of Music. The 1994 Fiske Guide to Colleges rated it as being one of America's thirty best music departments.

For students intending to pursue careers in music and related fields, the department provides professional training which strongly emphasizes music performance. This training is concerned primarily with stimulating musical growth. Studies in general education ensure that students continue their intellectual growth outside of the field of music. These studies cultivate personal, spiritual, and leadership qualities. They increase the awareness and appreciation of the rich diversity of the world in which we live, and to which all of us are called to contribute.

Students who do not intend to have careers in music 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 Bachelor of Music 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
- 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
- a staff accompanist at a major university

**MAJOR:** Students who wish to major in music, following either the Bachelor of Music or the Bachelor of Arts degree programs, should start work in the department in their Freshman year, following the suggested schedule closely. If possible, students should indicate their preference in the application for admission to Hope College. Formal application for majoring takes place at the close of the sophomore year.

Every student whose major applied instrument is brass, wind or percussion is required to be a member of the symphony band 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.

**MINOR:** The requirements for the optional Music Minor are as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Music 111, 112</td>
<td>6</td>
</tr>
<tr>
<td>Music 113, 114</td>
<td>2</td>
</tr>
<tr>
<td>Music 197</td>
<td>2</td>
</tr>
<tr>
<td>Music 102 or 101</td>
<td>2 or 3</td>
</tr>
<tr>
<td>Music 201</td>
<td>1</td>
</tr>
<tr>
<td>Choice of one Music Lit Course:</td>
<td></td>
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<tr>
<td>Music 321, 323</td>
<td>4</td>
</tr>
<tr>
<td>Applied Music</td>
<td>6</td>
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<td></td>
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<tr>
<td><strong>TOTAL:</strong></td>
<td>23 or 24</td>
</tr>
</tbody>
</table>

The Music Minor requirements for elementary teacher certification are as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music 111, 112</td>
<td>6</td>
</tr>
<tr>
<td>Music 113, 114</td>
<td>2</td>
</tr>
<tr>
<td>Music 102 or 101</td>
<td>2 or 3</td>
</tr>
<tr>
<td>Music 197</td>
<td>2</td>
</tr>
<tr>
<td>Music 201</td>
<td>1</td>
</tr>
<tr>
<td>Music 300</td>
<td>3</td>
</tr>
<tr>
<td>Ensemble</td>
<td>2</td>
</tr>
<tr>
<td>Applied Music</td>
<td>6</td>
</tr>
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<td></td>
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<tr>
<td><strong>TOTAL:</strong></td>
<td>24 or 25</td>
</tr>
</tbody>
</table>

The Music Minor requirements for secondary teacher certification are as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music 111, 112</td>
<td>6</td>
</tr>
<tr>
<td>Music 113, 114</td>
<td>2</td>
</tr>
<tr>
<td>Music 102 or 101</td>
<td>2 or 3</td>
</tr>
<tr>
<td>Music 197</td>
<td>2</td>
</tr>
<tr>
<td>Music 201</td>
<td>1</td>
</tr>
<tr>
<td>Music 370 or 376</td>
<td>2 or 3</td>
</tr>
<tr>
<td>Ensemble</td>
<td>2</td>
</tr>
<tr>
<td>Applied Music</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td>23</td>
</tr>
</tbody>
</table>
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)

Basic Musicianship: 102, 111*, 112, 113, 114, 197, 198, 201, 211, 212, 213, 214, 297, 311, 321, 323, 491. Total: 38 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), 345 (2), 375 (2), 376 (2), 377 (2). Total: 14 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, 198, 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


Grand Total: 135 hours**

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), Kinesiology (2), Senior Seminar (3).

Basic Musicianship: 102, 111*, 112, 113, 114, 197, 198, 201, 211, 212, 213, 214, 297, 311, 315, 321, 323, 341, 345, 491. Total: 38 hours

Performance: Applied Major Area (24). Applied Minor Area (8), Ensemble (4), to be distributed over eight semesters, Literature and Pedagogy (3). Total: 44 hours

Electives: 7 hours

Grand Total: 128 hours**

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

*Students with little music theory background may be required to take Music 103 as a prerequisite to Music 111
**May be more or fewer based on test results in 111, 197, 113, 114, 213, 214
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, music librarians, music
business people, and communication arts technicians.

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), Kinesiology (2), Senior Seminar (3). Total: 57 hours
Electives - non-music (17) Total: 24 hours
Electives - music or non-music (7) Total: 23 hours
Basic Musicianship: 102, 111, 112, 113, 114, 197, 198, 201, 321, 323, 491
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.

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 Ball Spring Semester

103. Fundamentals Of Music — A course for the non-music major and those
music majors with no theory background. It includes principles of music notation,
basic keyboard skills (scales and triads) and elementary sight-singing.

Two Hours Ball Spring Semester

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 Sanborn 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 Sanborn 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.

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  Fall Semester*

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  Fall Semester*

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  Fall Semester*

198-01. A continuation of 197-01  *Spring Semester*

198-02. A continuation of 197-02  *Spring Semester*

198-03. A continuation of 197-03  *Spring Semester*

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** — Prerequisites: C average or better in 112 and one year of piano skills. 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, instruments, and movement. Students will present music lessons in a practicum setting, exploring current trends in pedagogy. Designed for the classroom teacher and the music specialist. Basic music skills (singing and note reading) are strongly recommended as a prerequisite.

*Three Hours  Ball  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. Prerequisites: C average or better in Theory I and Theory II.

Three Hours Craioveanu Spring Semester

315. Counterpoint — A study of the basic techniques of eighteenth century counterpoint using a modified species approach. Prerequisites: C average or better in Theory I and Theory II.

Three Hours Floyd Fall Semester

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. Prerequisite: 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 On Demand

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


One Hour Risema Fall Semester

334. String Applied Methods II — Continuation of Course 333. Alternate years, 1995-96

One Hour Risema Spring Semester

336. Woodwind Methods I — A course in the fundamentals of playing and teaching woodwind instruments. Designed primarily for the instrumental music major.

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.

Three Hours Morrison On Demand

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


One Hour Staff Fall Semester

340. Woodwind Methods II — Continuation of course 336.

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, 1994-95.

Three Hours Staff Spring Semester


Two Hours Ritsema Fall Semester

350. Service Playing — Instruction in anthem and oratorio accompaniment, conducting from the console, and improvisation. Prerequisite: one and one-half years of organ. Recommended for organ majors.

Two Hours Lewis 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 Coyle 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 Coyle On Demand

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, 1995-96.

Three Hours Scholten 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, 1994-95.

Two Hours Ball 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, 1994-95.

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
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. The Applied Music teacher will establish the exact requirements. 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.

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 — The Chapel Choir is an ensemble of approximately 60 voices. Membership is open to sophomores, juniors and seniors by audition. The choir is dedicated to the performance of the finest sacred and secular choral music of the past five centuries. This ensemble participates in Christmas Vespers concerts and presents numerous on and off campus concerts during the year including an annual spring break tour. Auditions are held in April for the following year’s membership.

Morrow Both Semesters

116. College Chorus — The Chorus is open to all students without audition. Choral literature spanning five centuries is rehearsed twice weekly. The Chorus participates in the annual Christmas Vespers concerts with the Chapel Choir in the fall semester and presents its own concert in the spring semester.

Morrow 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. Symphony Band — 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 Coyle Both Semesters

140. Collegium Musicum - Vocal — The Collegium is a chamber ensemble open to all students by audition. Annual performances include a Madrigal Dinner in December and a concert of music from the Medieval, Renaissance and Baroque periods in the spring semester. Auditions are held during the first week of each semester.

One-Half Hour Morrow 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 — A chamber orchestra which tours each spring break. Members must also perform in orchestra or symphony band. 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

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, Holland Community Hospital and St. Mary's Hospital provide 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 (NCLEX) 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 22 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. Science courses must have been completed during the past seven years. In order to be considered for admission to the program, 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. 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

Applicants for admission who are graduates of Hope College or Calvin College will be given equal consideration with current Hope or Calvin students. Hope or Calvin students and graduates will be given preference for admission over transfer students. Transfer students will be considered only on a space available basis. Applicants who submit applications after the due date will be considered last if space becomes available.

Students who have transferred to Hope or Calvin from some other college or university will be considered to be Hope or Calvin students (rather than transfer students) if they will have completed two semesters of full-time academic work (or the equivalent) at either Hope or Calvin by the end of the spring semester in which they apply for admission. Twenty-four (24) credit hours would be required for Hope students and 7 credit units would be required for Calvin students.

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
- Kinesiology:
  - KIN 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.

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. Non-nursing students are required to obtain the permission of the instructor.
NURSING

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

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. Non-nursing students are required to obtain the permission of the instructor.

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

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 Spring 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 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, population groups 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

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’ 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
- serving as 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

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

Note: The department recommends that students not take all of their electives in the same area of philosophy.

*Sabbatical Leave, Fall Semester 1995
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
   344 — Recent Moral Philosophy
   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 Staff 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 Staff Fall Semester
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 1995-96.

Three Hours Perovich

219. Ancient Philosophy — Western philosophy from its beginning to the Middle Ages, including such figures as Socrates, Plato, Aristotle, Plotinus, and St. Augustine, through a study of primary texts. Partial fulfillment of the Cultural 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, 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.

Three Hours Dell'Olio Fall Semester

III. FIELDS OF PHILOSOPHY

331. Philosophy of Religion — A study of the nature and theory of religion, including the following topics: the nature and existence of God; the concept of faith; the nature of religious experience and religious language; and the theory of religious pluralism.

Three Hours Dell'Olio Spring Semester

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.

Three Hours Simon Spring Semester

341. Ancient and Medieval Political Thought — We will examine such thinkers as Plato, Aristotle, Cicero, Augustine, Aquinas, Hobbes, Descartes and Machiavelli on such issues as: human nature, the good life, the role of government, the relation between the individual and the government, the meaning of freedom, the need for social order. We will also investigate how modern political thought differs from ancient and medieval views (cross listed as Political Science 341).

Three Hours Allis Not Offered 1995-96

342. Modern Political Thought — We will examine such thinkers as Machiavelli, Hobbes, Locke, Rousseau, Burke, Bentham, Mill, 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 Not Offered 1995-96

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 1995-96.

Three Hours Simon Fall Semester

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.

Three Hours Perovich Not Offered 1995-96

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 Staff Not Offered 1995-96

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.

Three Hours Allis Fall Semester

375. Philosophy of Law — What is law, and what gives law the obligatory force it has? In this course we will investigate such issues as the nature of law, the relation of law to morality, and problems with interpreting and applying the law, especially the Constitution.

Three Hours Allis Fall Semester

IV. THEMES IN CURRENT PHILOSOPHY

424. Existential Philosophy — A study of selected works of Kierkegaard, Ni­etzsche, Heidegger and Sartre. Themes include: the question of being and human being; freedom and responsibility; authenticity; anxiety, guilt, and death; truth; technicity; and art.

Three Hours Allis Spring 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, 1995-96.

Three Hours Perovich 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.) 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 Both Semesters

495. Topical Seminars — Seminars in topics not ordinarily offered in the department curriculum, focusing upon philosophic writing and the critique of papers in class. Prerequisite: permission of the instructor.

Three Hours Staff When Feasible
Faculty: Mr. De Young, Chairperson; Mr. Gonthier*, Mr. P. Jolivette, Ms. C. Jolivette, Mr. Krupczak, Ms. Larabee, Mr. Luchies, Ms. Mader, Mr. Rouze**, Mr. Thelen, Mr. van Putten.

The Department of Physics offers two majors: a physics major and an engineering physics major. The 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
- theoretical astrophysics investigations
- theoretical nuclear physics investigations
- heavy ion physics experiments at national laboratories
- computerized analysis of complex mechanical structures
- computer control of industrial processes
- experimental investigations of the mechanics of the human body
- computer modeling of the human balance control system
- 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, biomechanical engineering laboratories, atomic and nuclear laboratories, a 31 node VAX cluster computer system, 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 biomechanics is performed in a laboratory equipped with tools to measure body segment kinematics, fast/slow reactions, and muscle activity. Such extensive research opportunities 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 and on Hope's campus. The department has its own VAX cluster with VAX stations for faculty, students and research.

MAJOR PROGRAMS

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, 141, 142, 270, 280, 282, and 4 hours of advanced lab work. Also 2 semesters of PHYS 080 (Seminar) are required. The mathematics requirement is MATH 232. An additional laboratory course, designated for science majors, in chemistry, biology, or geology is required. Computer programming competence is expected by the beginning of the junior year. This requirement may be satisfied by CSCI 160 (preferred), 120, 220, or by requesting a waiver with demonstrated competence.

*Leave of Absence, 1995-96
**Sabbatical Leave, Academic Year 1995-96
Bachelor of Science Degree — A minimum of 36 hours in physics including 121 and 122, 141, 142, 241, 270, 280, and 282. In addition, three courses selected from PHYS 342, 361, 362, and 372 are required along with 6 hours of advanced laboratory coursework. Two semesters of PHYS 080 (Seminar) are required. In addition, 24 hours of courses in mathematics, computer science, and science are required, including MATH 232 and a laboratory science course, designated for science majors, in chemistry, biology, or geology. Computer programming competence is expected by the beginning of the junior year. This requirement may be satisfied by CSCI 160 (preferred), 120, 220, or by requesting a waiver with demonstrated competence. For those planning graduate work, PHYS 242, MATH 334, other physics courses, engineering science courses (especially 345), and research are strongly recommended.

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.

First Year:
Fall — PHYS 121, 141, MATH 131
Spring — PHYS 122, MATH 132

Second Year:
Fall — PHYS 241, 270, MATH 231
Spring — PHYS 242, 280, 282, MATH 232

Third Year:
Fall — PHYS 361, PHYS elective, Advanced Lab
Spring — PHYS 342, Advanced Lab, MATH 334

Fourth Year:
Fall — PHYS 372, Advanced Lab
Spring — PHYS 362, Advanced Lab

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 a minimum of 36 hours including the following courses: PHYS 121 and 122, 141, 142, 270, 280, ENGS 221, 295 (CAD), 241, and 495 (Design). In addition, the following courses are required for:

- Mechanical Engineering — ENGS 222, 295, (Mechanical Testing), 345, 346, and 361
- Electrical Engineering — ENGS 242, 331, 332, and 342
- Chemical Engineering — ENGS 345, 346, CHEM 221, and 251

Two semesters of PHYS 080 are required. In addition, 23 hours of mathematics, computer science, and science other than physics or engineering science are required. MATH 232 and CHEM 111 and 113 are required of all engineering students. Chemical engineering students must also take CHEM 121 and 114. These required courses are considered a minimum for those planning graduate work. It is strongly suggested that students wishing to enter graduate school should elect additional engineering, physics, and mathematics courses in consultation with a faculty member in the Physics Department. Computer programming competence is expected. Engineering students are expected to have programming experience by the beginning of the junior year. This requirement may be satisfied by CSCI 160 (preferred), 120, 220, or by requesting a waiver with demonstrated competence.
For those interested in chemical engineering, programming is very strongly recommended but not required.

**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.

**First Year:**
- **Fall** — PHYS 121, 141, MATH 131
- **Spring** — PHYS 122, 142, MATH 132

**Second Year:**
- **Fall** — ENGS 221, 295 (CAD), PHYS 270, MATH 231
- **Spring** — ENGS 222, 295 (Mechanical Testing), PHYS 280, 282, MATH 232

**Third Year:**
- **Fall** — ENGS 232, 241, 361
- **Spring** — ENGS 242, 344

**Fourth Year:**
- **Fall** — 331, 345, 495 (Design)
- **Spring** — ENGS 332, 346, ENGS elective

**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.

**First Year:**
- **Fall** — PHYS 121, 141, MATH 131
- **Spring** — PHYS 122, 142, MATH 132

**Second Year:**
- **Fall** — ENGS 241, PHYS 270, MATH 231
- **Spring** — ENGS 242, PHYS 280, MATH 232

**Third Year:**
- **Fall** — ENGS 221, 295 (CAD), 331, ENGS elective
- **Spring** — ENGS 222, 295, (Mechanical Testing), 232, MATH 334

**Fourth Year:**
- **Fall** — ENGS 361, 495 (Design), ENGS elective
- **Spring** — ENGS 342, ENGS elective

**COURSE PATTERN FOR CHEMICAL ENGINEERING EMPHASIS**

The following course pattern is strongly suggested for students interested in chemical engineering and who expect to stay at Hope College for four years.

**First Year:**
- **Fall** — PHYS 121, 141, MATH 131, CHEM 111, 113
- **Spring** — PHYS 122, 142, MATH 132, CHEM 121, 114

**Second Year:**
- **Fall** — ENGS 221, 295 (CAD), MATH 231, CHEM 221, 255
- **Spring** — ENGS 222, 295 (Mechanical Testing), PHYS 280, MATH 232, CHEM 231, 256

**Third Year:**
- **Fall** — ENGS 241, 345, PHYS 270
- **Spring** — ENGS 242, 346

**Fourth Year:**
- **Fall** — ENGS 232, 331, 495 (Design)
- **Spring** — ENGS 332

**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, 116, and other courses for non-science majors providing departmental approval is obtained.

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, 122, 141, 142, 241, 270, and at least one 300 level course are required. The remaining courses are to be chosen by the student in consultation with the department chairperson. The exact courses will depend upon the intended major program of the student. Approval of the courses by the department chairperson is required.

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 291.

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, computer design and operation, and

2) the high degree to which mathematical concepts are applied to the understanding of solving problems.

Physics 241 and 242 are highly recommended 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.

HEALTH PROFESSIONS — Medicine, Dentistry, Physical Therapy, Veterinary Medicine

Students considering one of the health professions may enroll either in Physics 105, 106, 141, 142, or Physics 121, 122, 141, 142. Consultation with your advisor about the appropriate course is strongly advised. Students who may pursue graduate work in the sciences should take Physics 121, 122, 141, 142.
Non-Science Major Oriented Courses

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  Gonthier  Spring Semester

Two Hours  P. Jolivette

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 chairperson of the Education Department. Lecture 2 hours per week and 2 hours of laboratory. No prerequisites.  
Two and One-Half Hours  Mader  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 twofold. One is the presentation of fields of current interest and questions of concern for researchers so that students can learn the content of and approaches to research. The other is to provide students contemplating further study at the graduate level with opportunities to discuss with speakers the programs at their institutions. In this manner, students can make better informed decisions on the course of their further education. Prerequisite for registration: junior standing.  
Zero Hours  Both Semesters

105. College Physics I — This course is algebra based. 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 130 (Precalculus) or the equivalent is a prerequisite.  
Three Hours  Staff  Fall Semester

106. College Physics II — A continuation of College Physics I, Physics 105. The course is algebra based with an accompanying laboratory. The course provides a rigorous introduction to the following topics: 1) electricity and magnetism, 2) geometric optics, 3) light and color, and 4) atomic and nuclear physics. Physics 142 is a corequisite.  
Three Hours  Staff  Spring Semester

121. General Physics I — The course is calculus based and designed for students desiring professional science careers. It provides a rigorous examination of the following physical phenomena and systems: 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  Gonthier  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. Mathematics 132 must accompany or precede this course.

Three Hours Gonthier Spring Semester

141. Physics Laboratory I — The laboratory is designed to accompany Physics 105 and 121. Basic laboratory skills are developed. The use of modern instrumentation in physical measurements is explored. Students gain experience in using computers to analyze scientific measurements. Phenomena such as mechanical systems, sound, and radioactivity, are studied in quantitative terms. Corequisite: Physics 105 or 121.

One Hour Staff Fall Semester

142. Physics Laboratory II — A continuation of Physics 141, Physics Laboratory I. The laboratory accompanies Physics 106 and 122. 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.

Three Hours De Young 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 De Young Spring Semester

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, various logic circuits are built, including scalers, 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, Mathematics 132, or permission of instructor.

Three Hours De Young 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. Special attention is given to physical examples from multiple areas to show the generality of the techniques. Prerequisite: Physics 122. Corequisite: Mathematics 270.

Three Hours Jolivette 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 De Young 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 are discussed thoroughly. Corequisite: Mathematics 232 (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. Host-target 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 Mader 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 Rouze Spring Semester


Four Hours Rouze Fall Semester
PHYSICS AND ENGINEERING

362. States of Matter — The prominent states of matter are examined from classical and quantum mechanical points of view. An overview of thermodynamics and statistical mechanics is given. Effects of Bose-Einstein and Fermi-Dirac statistics are detailed for gases, liquids and solids. Slightly degenerate perfect gases, electrons in metals and Bose-condensation, viewed as a first order phase transition, are discussed. Applications are made to such systems as plasmas, semiconductors, white dwarfs, and neutron stars. Special emphasis is given to superfluids, superconductors, and the Josephson effect. Alternate years.

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 241, 270, and Physics 160 or Computer Science 120, 160, 220 or equivalent 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.

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 221.

Three Hours Luchies Spring Semester

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, Physics 122, Chemistry 111, and Engineering 221 and 222

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 laboratory, various logic circuits are built, including scalers, 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

290. Independent Studies — With departmental approval, freshmen or sophomores may engage in independent studies at a level appropriate to their ability and class standing, in order to enhance their understanding of engineering. Students may enroll each semester.

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 are discussed thoroughly. Corequisite: Mathematics 232 (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. Host-target 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 Mader Spring Semester


Three Hours Luchies Spring Semester Alternate Years

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 232, Physics 122, and Chemistry 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. Prerequisites: Mathematics 232, Engineering Science 221, 345, Physics 280.

Three Hours Luchies Spring Semester Alternate Years


Four Hours Rouze Fall Semester

490. Research — With departmental approval, juniors or seniors may engage in independent studies at a level appropriate to their ability and class standing, in order to enhance their understanding of engineering. Students may enroll in each semester.

One or Two Hours Staff Both Semesters

499. 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 Both Semesters
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 these goals students majoring in political science take courses such 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 George Bush and Gerald Ford
- 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 and the U.S. House of Representatives
- an assistant Presidential Press Secretary
- a professor in 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 staff person
- 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 fewer than 25 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. 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, 242, 251, 4 hours advanced American Government, 4 hours advanced International Relations or theory, 4 hours Comparative Government, and Capstone Seminar, which cannot be taken unless 101, 242, 251 are fulfilled. Each major is strongly urged to take Economics 211 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 110 or 120.

MINOR IN POLITICAL SCIENCE: A minor consists of a minimum of 16 credits selected as follows: POL 101, 242, 251 and one to two advanced courses to reach the 16 hours requirement. For a teaching minor, students should select one or two additional courses from the foreign and domestic courses described below.

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 31 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 any of the faculty members who serve as program advisors: Dr. Dandavati, Dr. Elder, or Dr. Holmes. For most of these area programs, up to six of the 31 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 — This course presents 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. Elder’s course places the heaviest emphasis on simulation and small group discussion primarily in areas of domestic government politics. Dandavati places considerable emphasis on discussion and focuses on the United States in world politics, using her strengths in international relations, comparative politics, and Third World development issues. Zoetewey relies on a lecture-discussion format and emphasizes historical, institutional and practical politics. Ryden, the department’s newest member, has major interests in legal rights and the law.

210. Political Geography — This course presents the basics of world geography while keeping students abreast of current events in different regions of the world. A three-hour project option is available to Model United Nations students with permission of the department chair.

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.

221. State and Local Government — The course examines the major constraints on state and local governments in making public policy, examines the institutions of
state and local government, analyzes several public policy areas, and studies municipal and metropolitan governments. Students who are interested in pursuing careers in state and local government should also take Political Science 235 (Public Administration) and Political Science 391 (Internship in local government or state government).

235. Public Administration and Policy — This course is an introduction to the underlying principles of government management at the federal, state and local levels. Students who are interested in careers in government should also take Political Science 294 (Government in Washington) or 391 (Internship in local or state government) or a Washington Honors Semester internship (392-01, 392-02, 393-01, 393-02). Not offered 1995-96.

242. Introduction to Political Science (Scope and Methods) — Now a major requirement, methodology is a course dealing with research methods and approaches to the study of politics which teaches 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 several 2-3 page papers and a final exam.

251. International Relations — This course is an introduction to, and an examination of, the major problems confronting the peoples and nations of the modern world. Units include modernization, ideologies, military power management, diplomatic games, and international law and organization. Material on the international political economy also is covered.

262. Latin American Politics — The purpose of this course is to familiarize the student with the politics and culture of Latin America and in the process provide a base of knowledge from which analyses and comparisons can be made. The course is essentially comparative in orientation. The primary focus of the course will be on understanding problems of economic and political development and studying institutions such as the state, the military, and the Church in order to provide a basis for identifying similarities and appreciating differences within Latin America itself. We will build on these broader issues by focusing on the political, socioeconomic and cultural realities of particular countries in the region. We will evaluate alternative frameworks for social, political and economic change, and democracy in the continent as a whole and individual countries in particular.

264. African Politics and Society — The purpose of this course is to familiarize the student with the politics and culture of Africa, and in the process, provide a base of knowledge from which analyses and comparisons can be made. The course is essentially comparative in orientation. The primary goal of the course will be on understanding the major historical, social, economic, and cultural forces that determine African Politics. The course focus will be on understanding problems of economic and political development and studying institutions such as the state, the military, political parties, etc., in order to provide a basis for identifying similarities and appreciating differences within Africa itself. We build on these broader issues to achieve a better understanding of the specific workings of African nations within Africa in particular and the international system in general. The class will conclude by evaluating alternative frameworks for social, political and economic change, and democracy in the continent as a whole and individual countries in particular. Not offered 1995-96.
265. Women in a Changing World — The primary purpose of this course is to introduce the student to the subject of gender in the United States and the Third World. The course is about gender and change, two of the most important and interrelated issues in comparative politics. We will examine differences and similarities among feminist movements and ideas in the U.S. and the Third World. Emphasis will be placed on feminist movements and ideologies in Latin America, Asia, Africa, and the Middle East. We will analyze the obstacles to women’s development and strategies for women’s empowerment across different states and societies. We will examine the relation of women to the family, politics, education, work, violence, health, and reproduction. We will evaluate the strengths and limitations of different strategies of change in various contexts: personal change, collective efforts, women’s relations with political parties and the State, nationalist and revolutionary movements, and other movements for change. Cross-listed with WS 265. Not offered 1995-96.

Four Hours Dandavati Fall Semester

270. Introduction to Culture and Politics of Indian Subcontinent — Considerable emphasis will be placed on comparative methodology and 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 Sri Lanka. Prerequisite: one semester of college work.

Four 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 officials 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 consider combining Political Science 294 with a Washington summer internship (Political Science 391).

Three Hours Elder, Ryden 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, Public Policy Issues, Urban Government and Politics, Lobbying Issues, Political Violence, and Global Political Economy. Prerequisite: One semester of college work.

Three or Four Hours Staff Both Semesters

303. China and Japan — The purpose of this course is to familiarize the student with the politics and culture of China and Japan and, in the process, provide a base of knowledge from which analysis and comparisons can be made. The primary focus of the course will be on understanding problems of economic and political development and studying institutions such as the state, the military, and bureaucracy. We build on broader issues of Human Rights status of women and different socio-economic, and cultural realities. We will evaluate alternative frameworks for social, political, and economic change; and democracy in China and Japan.

Four Hours Dandavati Fall Semester

332. Congress and the President — This course examines the organization and operations of Congress and the role of Executive and Administrative agencies in the process of law-making. Subjects such as functions of Congress and the President, reapportionment and redistricting, nominations and elections, role of political parties and lobbyists, congressional committees, the law-making process, war powers, treaties and executive agreements, congressional investigations, budgets
and appropriations, and ethics in government will be studied. Major issues before Congress and the president will be explored in some detail.

**Four Hours: Zoetewey Spring Semester**

### 337. Judicial Process — This course examines the fundamentals of the American Judicial Process, with an emphasis on the judiciary as a political institution and on the political forces which shape and determine judicial behavior and legal outcomes. Not offered 1995-96.

**Four Hours Ryden Spring Semester**

### 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 judicial procedures, 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 regulation of commerce, due process, equal protection, first amendment protections, privacy, and criminal justice. Open to qualified sophomores.

**Four 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 Ryden Spring Semester**

### 341. Ancient and Medieval Political Thought — We will examine such thinkers as Plato, Aristotle, Cicero, Augustine, Aquinas, Luther, 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, and the need for social order. We will also investigate how modern political thought differs from ancient and medieval views. Not offered 1995-96.

**Four 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, and the need for social order. We will also investigate how modern political thought differs from ancient and medieval views. Not offered 1995-96.

**Four Hours Allis, Elder Spring Semester**

### 344. 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.

**Four Hours Allis Fall Semester**

### 346. American Political and Social Thought — This course is an introduction to political thought in America. It will include 1) a review of the antecedent and origins of American political thought, 2) a tracing of the history and development of political thought in this country, 3) a survey of the imported political theories which have surfaced in the courses of that historical development, and 4) a careful examination of the variety of political ideologies present in contemporary American political thought, and the outlook for the future. Open to qualified sophomores.

**Four Hours Ryden Fall Semester**

### 352. International Law, Organization, and Systems — This course surveys present and possible future international procedures and systems for resolving
problems arising from relations among nation-states. Open to qualified sophomores.  

Four Hours Hoeksema 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 alternative political moods of the public, processes by which policy is formulated and executed, its current substance, and challenges of international politics. Open to qualified sophomores.  

Four Hours Holmes Fall Semester

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 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.  
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 — 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 two to four hours credit. The two hour course is open to all students. The four hour course may be taken with the consent of the instructor.  

Two or Four Hours Elder 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.

Four Hours Holmes 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 to Four 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 or Two Hours Holmes Fall Semester

494. Capstone Seminar — This course emphasizes individual research projects in some field of politics and the preparation of the research paper. Special requirement for majors: an oral exam on 101, 242, and 251 at the start of the course.

Three Hours Elder, Ryden, Zoetewey 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.

Sixteen Hours Holmes Spring Semester
PSYCHOLOGY

Faculty: Mr. Motiff, Chairperson; Ms. Dickie*, Mr. Green, Ms. Hernandez-Jarvis, Ms. Kasimatis, Mr. Ludwig, Mr. Myers**, Ms. Roehling, Mr. Shaughnessy, Mr. Spencer. Adjunct: Mr. Schregardus.

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 research experience. The department also offers some thirty-five internships with Holland area human service agencies. Other internships and research opportunities are available on campus (e.g., Frost Social Science Research Center) and 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 and many present their research at professional conferences.

The Psychology-Sociology Composite Major has been discontinued. Those psychology majors intending to work in the human service professions with a B.A. degree or intending to seek an advanced degree in human service should consider courses developing both helping skills and research/evaluation skills. Currently, helping skills can be learned in the May Term course The Helping Relationship (PSY 365), certain internships (PSY 496), and Helpline (PSY 290). Human service agencies value evaluation and research skills, and students should consider especially courses offered by the Carl Frost Social Science Research Center: Data Analysis (SSR 395) and Research Practicum (SSR 495) and SOC 262. Other pertinent courses include Communication 210, 220, 320, and 330. Students considering work in probation and the criminal justice system might want to take Political Science 338 and 340. Human services professions related courses include Sociology 101, 231, 232, 241, 262, 312, and 331, and IDS 295 (Encounter with Cultures). Consultation with your psychology advisor is recommended in making choices from among the courses listed above. Students intending to enroll in a MSW program can choose either the Social Work major or the Psychology major.

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 Meth-
ods (Psychology 200), two of the following three courses: Developmental Psychology (Psychology 230), Personality (Psychology 260), Social Psychology (Psychology 280); two the following three courses: Physiological Psychology (Psychology 320), Cognitive Psychology (Psychology 340), Behavior Disorders (Psychology 370); and one psychology course numbered 300 or above (but not to include 490 or 496). 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 Computer Science 110 are strongly recommended. Because behavior is rooted in biological processes, course work in biology such as Biology 100 or 111 or 112 is also recommended. In preparation for an increasingly diverse culture, Encounter with Cultures (IDS 295) is also strongly 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 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, 395, 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 science of behavior and mental life, ranging from biological foundations to social and cultural influences on behavior (and including most of the subjects suggested by other psychology course titles). Psychology 100 or Psychology 200 is a prerequisite for all other psychology courses.

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 basic concepts and methods of observation, measurement, hypothesis formation, experimental design, data collecting, data analysis, interpretation and generalization.

225. The Exceptional Child — Same as Education 225.

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).


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.
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. Prerequisites: sophomore standing and Psychology 100.  
Three Hours Spencer Both Semesters

281. Faith Seeking Justice, An Encounter with the Power of the Poor in the Voices of Latinas — This course is an interdisciplinary exploration of the liberating character of Base Christian Communities in Mexico, especially as that liberating character is voiced by Latinas. The course is on campus for one week and in Mexico for two weeks.  
Three Hours Dickie May Term

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 (Helpline) 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. Prerequisites: Psychology 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

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 Every Other Year

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

335. Adult Development and Aging — A study of research and theory about human development during the post-adolescent years, with emphasis on the issue of continuity versus change in the various stages of life. Special attention is paid to the problems and challenges of late adulthood. Prerequisite: Psychology 230.  
Three Hours Ludwig Alternate Years

340. Cognitive Psychology — An introduction to the major topics in cognitive psychology and the mental processes of perception, attention, memory, imagery, knowledge representation, categorization, problem solving, language, decision making, and reasoning. Theories dealing with these issues will be reviewed with an emphasis on current research findings and applications.  
Three Hours Hernandez-Jarvis Both Semesters

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

Three Hours Roehling Both Semesters

380. Psychology of Women — This course helps students recognize that women have historically been excluded from defining theory and research in psychology and remedies this bias by 1) providing a feminist critique of existing theories, research and methods, 2) exploring current scholarship on women, and 3) connecting psychology with women’s lives in their diversity and particularity, and in issues of race, class and sexual orientation. Women’s lives are viewed as valid for serious study and discussion.

Three Hours Dickie Once a Year

390. Research Laboratory in Psychology — A psychology laboratory course in a specific content area such as Developmental Psychology, Cognitive Psychology, Social Psychology, Personality Psychology, Memory, or Health Psychology, stressing contemporary methods of investigation and behavioral research. Prerequisites: Research Methods (PS 200) and permission of the instructor. 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. This course may be taken only once.

Two, Three, or Four Hours Staff Both Semesters

395. Studies in Psychology — An experimental lecture or seminar course designed as a one-time or trial offering. May be repeated for credit but no more than four hours may be applied to the 18-hour psychology minor. Prerequisite: permission of instructor.

Two or Three Hours Staff

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: Psychology 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 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-coll...
prerequisites are Psychology 200 and 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 departmental 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, 395, 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, Motivation and Personality, Psychology of Language, and Psychology of Religion.)

*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  Motiff, Roehling  Both Semesters*

Special learning opportunities for psychology students are available through the Chicago, Philadelphia, and Washington semesters. See pages 283-284.
Faculty: Mr. Verhey, Chairperson; Mr. Bandstra*, Mr. Bouma-Prediger, Ms. Everts, Ms. Japinga, Mr. Munno, Mr. Tyler, Mr. Wilson**.

The broad academic purpose of the study of religion at Hope College is to understand the Christian faith and the role of religion in human society. To accomplish that end, the Department of Religion divides its field into 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. The major includes upper-level courses (200-300) in the following areas: two courses in Biblical Studies, two courses in Historical Studies, two courses in Theological Studies, one course in Studies in World Religions, one course in Religion in Culture. Two 400 level courses are also required. At least one of the 400 level courses must be a departmental seminar (Religion 493 or 495), specifically designed for religion majors and minors who

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*Meiji Gakuin University Exchange Professor, Fall Semester 1995
**Sabbatical Leave, Spring Semester 1996
are Juniors and Seniors. The other 400 level course requirement may be met through a second seminar, or an Independent Study (Religion 490). Also required is Expository Writing, English 213. 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 a youth ministry emphasis is recommended for students interested in pursuing careers in youth ministry. This program consists of the regular religion major course of study to which the youth ministry course and two youth ministry internships 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

   Three Hours Bandstra, Everts, Munoa, Verhey

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, Munoa

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 contemporary contexts.  
   Three Hours Wilson, Bouma-Prediger

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 ways in which religion shapes the beliefs and actions of individuals and groups, with particular emphasis on the role of Christianity in contemporary American culture.  
   Three Hours Japinga

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
RELIGION

the development of Judaism during the intertestamental period.

Three Hours Bandstra, Munoa

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 Munoa

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

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, 1 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 Munoa


Three Hours Verhey

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, Staff

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, Staff

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, Staff


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 Staff
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 Wilson, Bouma-Prediger

233. Perspectives on Christ — A study of major views and images of Jesus Christ which have arisen from theological, historical, cultural, and artistic perspectives. These views and images are evaluated on the basis of the biblical witness. Three Hours Bouma-Prediger

234. Holy Spirit and Christian Spirituality — A study of major views within the Christian tradition on the work of the Holy Spirit and the nature and practice of spirituality. These views will be evaluated on the basis of the biblical witness. Three Hours Bouma-Prediger

236. Christian Feminism — A study of the role of women in the Bible, the history of Christianity, and contemporary culture, with an emphasis on the writings of feminist theologians. Three Hours Japinga

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 compared to those of other religious traditions, and all are evaluated on the basis of the biblical witness. Three Hours Bouma-Prediger

334. Theological Reflections — A study of major issues and questions which arise in Christian theology. Topics covered include grounds for belief in God; how God is known; what God is like; theology and science; nature and miracles; the problem of evil; religious pluralism; the meaning of guilt and death in religious life. Three Hours Bouma-Prediger

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. This course is taught alternately as Religions of China and Religions of Japan. 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 introduces students to models of Christian reflection about moral issues, to methodological considerations in moral theology, and to a variety of contemporary moral concerns. Three Hours Verhey
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 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. 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 One-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 One-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
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 two major areas. The Sociology major prepares students who plan to enter graduate or professional school in the disciplines of sociology, law, urban planning, the ministry and numerous other 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 Social Work program is fully described following the Sociology course list.)

SOCIOLOGY MAJOR

Sociology can be defined as the scientific study of human societies. Students majoring in sociology will be introduced to the major theoretical and methodological issues of the discipline. In addition, they 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. Finally, majors will participate in a senior-level capstone course which will focus on current issues of significance in the discipline.

The 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) Theoretical Perspectives in Sociology (Sociology 261); d) Methods of Social Research (Sociology 262) and e) Seminar in Sociology (Sociology 495).

Sociology majors are encouraged to take the following sequence of courses:

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<tr>
<th>First Year</th>
<th>Hours</th>
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<tbody>
<tr>
<td>SOC 101</td>
<td>Sociology and Social Problems</td>
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<tr>
<td>KIN 151</td>
<td>Religion and Society</td>
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<td>PE 140</td>
<td>Health Dynamics</td>
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<tr>
<td>POL 101</td>
<td>National Government or ECON 211 Macroeconomics</td>
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<tr>
<td>BIOL 100</td>
<td>Biology</td>
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<td>ENGL 113</td>
<td>Expository Writing</td>
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<td>Foreign Language requirement</td>
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<td>1 Cultural History requirement</td>
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<tr>
<th>Second Year</th>
<th>Hours</th>
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<tr>
<td>SOC 261</td>
<td>Theoretical Perspectives (Spring)</td>
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<tr>
<td>SOC 262</td>
<td>Social Research Methods</td>
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<td>1 Sociology Elective</td>
<td>3</td>
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<tr>
<td>PSY 100</td>
<td>Introduction to Psychology</td>
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<tr>
<td>MATH 210</td>
<td>Introductory Statistics</td>
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<tr>
<td>BIOL 217</td>
<td>Heredity and Evolution (Spring)</td>
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<tr>
<td>BIOL 218</td>
<td>Human Ecology</td>
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<tr>
<td>1 Cultural History requirement</td>
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<tr>
<td>1 Performing Arts requirement</td>
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<tr>
<td>2 General Electives</td>
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*Sabbatical Leave, Spring Semester 1996
**Sabbatical Leave, Fall Semester 1995
Sociology and Social Work

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<th>Third Year</th>
<th>Hours</th>
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<td>2 Sociology Electives</td>
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<td>2 Cultural History Requirements</td>
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<td>5 General Electives</td>
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<tr>
<td>SOC 495 Capstone Course in Sociology (Spring)</td>
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<td>IDS 495 Senior Seminar</td>
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<td>6 General Electives</td>
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</tbody>
</table>

This schedule is intentionally structured so students can undertake off-campus programs during either their junior year or the first semester of their senior year.

Sociology Minor

A minor in the field of sociology consists of three required courses (Sociology 101, 261, and 262) and three sociology electives of the student's choosing.

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 the ways in which the sociological perspective can aid in understanding social phenomena in the contemporary world. Sociology 101 is a prerequisite for all 200, 300, and 400 level sociology courses.

Three Hours Luidens, Nemeth, Swanson 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

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.

Three Hours Luidens Fall Semester Even Years

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

261. Theoretical Perspectives in Sociology — This course will consider the major theorists of sociology and the major questions asked or primary aspects focused on by each.

Three Hours Luidens 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 research experience is emphasized.

Three Hours Nemeth, Swanson Both Semesters

263. Research Methods Lab — Research Methods Lab will serve as an extension of Social Research Methods by providing more in-depth discussion and application of survey research. Students will participate in the development and administration of a survey of the campus or the surrounding community.

One Hour Nemeth, Swanson Fall Semester
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.

Three Hours  Luidens

268. Sociology of Gender — A variety of theories and perspectives will be used to examine the different roles prescribed for individuals on the basis of their gender, with particular focus on the roles of socialization and social structure. Same as Women's Studies 268.

Three Hours  Swanson  Spring Semester Odd Years

269. Race and Ethnic Relations — The role that racial and ethnic diversity plays in society continues to be crucial. Much of contemporary social inequality, social conflict, and efforts toward accommodation and assimilation have their roots in this diversity. In addition to describing and analyzing these themes, this course will offer an assessment of the American experience in light of broader global trends.

Three Hours  Staff  Fall Semester Odd Years

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. Prerequisites: sophomore standing and Psychology 100. Same as Psychology 280.

Three Hours  Spencer  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 relationship between population and other social, economic, and political factors. Issues about population control are also considered.

Three Hours  Nemeth  Spring Semester Even Years

312. Urban Sociology — This course analyzes the perspectives sociologists use in studying cities, factors involved in urbanization, and the problems facing contemporary cities. It will involve the study of the origin and development of cities and the impact of urbanization on social life. The changing shape and nature of cities and urban social problems will be discussed.

Three Hours  Nemeth  Fall Semester Odd Years

325. Sociology of Formal Organizations — An analysis of the nature and dimensions of formal, complex organizations. Examination will be made of the interrelationship between the principal organizational variables, such as centralization of power, job satisfaction among employees, formalization of tasks, and effectiveness of performance.

Three Hours  Luidens  Fall Semester Odd Years

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.

Three Hours  Swanson  Fall Semester Even Years

333. Medical Sociology — This course serves as an introduction to the concepts of health, illness, and disease. The impact of gender, race, and social class on the perception and distribution of disease is stressed. Attention is also given to the social structure of the health care delivery system and of alternative systems of health care.

Three Hours  Nemeth  Fall Semester Even Years
341. Sociology of Religion — This course will introduce students to the variety of approaches, concepts and theoretical understandings which constitute the sociological study of religion. In addition, recent research findings will be considered.

Three Hours  Luidens  Spring Semester  Even Years

351. Sociology of Sport — An examination of the scope and social 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 the future of sport.

Three Hours

356. Social Movements — Understanding of macro social change is a fundamental concern in sociology. This course will examine social movements as attempts to promote social change through collective action using institutionalized and non-institutionalized tactics. Emphasis will be given to both structural and cultural aspects of movement experiences.

Three Hours  Swanson  Fall Semester  Odd Years

490. Independent Studies in Sociology — This program affords an opportunity for advanced students in sociology to pursue a project of their own interest beyond the regular course offerings. The project may take one of several forms: 1) library readings on a topic in sociology, 2) a supervised research project, 3) a supervised field project combining study with appropriate work experience. Open to senior 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 culminating the major with a synthesis provided through theoretical perspectives. Prerequisite: 15 hours of sociology.

Three Hours  Luidens, Nemeth, Swanson  Spring Semester

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.

In addition to their classroom and experiential programs, social work 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

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) Human Behavior and Social Environment (Social Work 310); f) Contemporary Social Policy (Social Work 322); g) Social
Work Interventions I, II and III (Social Work 351, 352 and 401); h) Social Work Interviewing (Social Work 420); and i) Social Work Field Experience I and II (Social Work 443 and 446).

In addition, the following cognate courses are required: a) Introduction to Psychology (Psychology 100); b) Developmental Psychology (Psychology 230); c) National Government (Political Science 101); d) Sociology and Social Problems (Sociology 101); e) General Biology (Biology 100); and f) Introductory Statistics (Mathematics 210).

It is strongly recommended that Social Work students take Encounter with Cultures (IDS 295) to fulfill one of their core requirements.

To ensure the fulfillment of all the Social Work degree requirements, students are urged to follow the schedule of courses indicated in the following four year curriculum:

<table>
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<tr>
<th>First Year</th>
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<tbody>
<tr>
<td>BIOL 100</td>
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<td>POL 101</td>
<td>National Government 3</td>
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<td>Expository Writing 4</td>
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<tr>
<td>SWK 232</td>
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<td>SWK 241</td>
<td>Social Welfare 3</td>
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<td>PSY 230</td>
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<td>SWK 310</td>
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<td>SWK 322</td>
<td>Social Policy 3</td>
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<td>SWK 351</td>
<td>Social Interventions I 3</td>
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<td>SWK 401</td>
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<td>SWK 420</td>
<td>Social Work Interviewing 3</td>
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<td>SWK 443</td>
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<td>Field Practicum 6</td>
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<td>General elective courses</td>
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The Social Work Department is in candidacy for accreditation by the Council on Social Work Education.

All Social Work Majors must formally apply to the Social Work Program by July 15 of their sophomore year. To be eligible for admission the student must have a) completed freshman and sophomore Social Work course requirements, b) a minimum cumulative G.P.A. of 2.3, c) a minimum G.P.A. of 2.5 in freshman and sophomore Social Work requirements, d) two recommendations from Hope College faculty, e) a personal statement explaining his or her commitment to the field and describing volunteer service in the field.

Sociology 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. With prior permission, social work students may be allowed to carry out internships at the Chicago Metropolitan Semester.

Graduates of Hope’s Social Work Program have been involved in a variety of satisfying careers such as:
- graduate programs in sociology and social work
- 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
- community organizing

No academic credit for life experience and previous work experience will be given in lieu of any social work or cognate courses required for the social work major.

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. 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. Corequisite: Sociology 101.

Three Hours Sturtevant Both Semesters

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. Probability theory, hypothesis testing, sampling, and elementary descriptive and inferential statistics are introduced. Practical research experience is emphasized. Same as Sociology 262. Corequisite: Math 210.

Three Hours Nemeth, Swanson Both Semesters

290. Independent Study in Social Work — Designed to give a student 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.

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

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. Prerequisites: Biology 100, Psychology 100, Social Work 241; corequisite: Psychology 230. Three Hours Piers Fall Semester

322. 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. Prerequisite: Social Work 241, Political Science 101. Three Hours Sturtevant Spring Semester

351. Social Interventions I — This course is the first in a series of practice courses in the social work major curriculum. It will focus on the generalist interventions process of working with client systems: intake, assessment, goal setting, treatment planning, contracting, intervention applications, evaluation, and termination. Attention will be given to social work values; ethical decision making; roles of the social worker; and ethnic, racial and gender sensitive practice. Prerequisite: Social Work 241. Three Hours Piers Fall Semester

352. Social Interventions II — This course is the second in a series of practice courses in the social work curriculum. It will focus on the generalist practice skills, interventions and issues involved in working with client systems consisting of families and small groups. Planning, assessment, intervention and termination stages will be addressed. Attention will be given to social work values; ethical decision making; roles of the social worker; and ethnic, racial and gender sensitive practice. Prerequisite: Social Work 351. Three Hours Piers Spring Semester

401. Social Interventions III — This course is the third in a series of social work practice courses. It will examine the types of human service organizations within the community and examine the political and social context in which community organizing takes place in contemporary society. An interventions course, it will continue to focus on the stages and processes utilized in generalist social work practice through a problem solving approach. Prerequisite: Social Work 352. Three Hours Sturtevant 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. Social work majors only. Prerequisite: Social Work 241. Three Hours Osborn Both Semesters

443. Social Work Field Experience I — This program offers the opportunity for advanced social work students to work with individuals, groups, and community organizations under the close supervision of professional social workers. The program is offered in cooperation with several social and criminal justice agencies in Western Michigan. Work may include direct service, client advocacy, training, referral service, and community organizing for client systems. Students will spend 200 hours per semester in the field. Prerequisite: Social Work 351, 352, previously or concurrently
taken, and permission of the instructor during the semester prior to registration. Social work majors only.

**Six 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.

**Six Hours  Piers, Sturtevant  Spring Semester**

**490. Independent Study** — This program allows advanced students in social work to pursue a project of their own interest beyond regular course offerings. Project may take the form of library research and study project or supervised research project. Students must have a specific project in mind. Prerequisite: 20 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 course offerings which enable faculty and students to organize and integrate a variety of interest areas in social work. Prerequisites: senior standing, social work major, and permission of the instructor.

**Three Hours  Staff  Both Semesters**
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, stage managing
- 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
- designing properties for the 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;

*Sabbatical Leave, Spring Semester 1996
**Sabbatical Leave, Fall Semester 1995
one course in modern Theatre History (either 304 or 306); and a total of 3 hours singly or in combination from Advanced 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, performance, 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: 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. The theatre majors handbook, available in the department office, contains further information on the theatre minor.

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 will 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 Fall Semester
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. 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 Staff 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 Staff 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 two-hour lab per week.

Three Hours Landes 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 two-hour lab per week.

Three Hours Bombe 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
222. Scene Design — An introduction to designing scenery for stage production. Course work is divided into three major areas of study: (a) history of architecture, furniture styles, and interior decor from the early Egyptians to the present day; (b) theoretical considerations in analyzing a production visually for an open theatre space; and (c) training in the techniques of sketching, painting, and model-building for set designs. Prerequisites: Theatre 210 and 211, or permission of the instructor. Offered alternate years, 1996-97. Three Hours

223. Lighting Design — A study of the tools, technology, and artistic considerations of theatrical lighting. Course deals with the aesthetic problems of lighting design as the artistic effort of an individual working within a producing group. Prerequisites: Theatre 210 and 211, or permission of the instructor. Offered alternate years, 1996-97. Three Hours

224. Costume Design — An introduction to the role of the costume designer in the theatre. Emphasis will be placed on developing each student's imagination, creativity, and technique in designing costumes for the theatre. Course work will include consideration of the designer's responsibilities as a visual artist, based on analysis of the script and production concept, development of techniques for analysis, historical research, and rendering. Prerequisites: Theatre 210 and 211, or permission of the instructor. Offered alternate years, 1995-96. Three Hours Fall Semester

256. Playwriting — Practice in the art of writing for the stage through work on selected special problems of the playwright. Whenever possible provision will be made for reading performances of work-in-progress, and in cases of exceptional merit arrangements may be made for public performance of a finished script. Course offered jointly with the Department of English. Offered alternate years, 1995-96. Three Hours Bombe Fall Semester

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 performance-emphasis majors enroll in the sophomore year. Prerequisites: Theatre 161 and 162, or permission of the 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 Tammi Fall 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, 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 instructor. One or Two Hours Staff Both Semesters

295. Studies in Theatre — Instruction in specific performance or production techniques, such as furniture design, mime, stage combat, musical theatre, and special problems in acting. Each class will be limited to one such performance or production area. Frequency of course offering is determined by student demand and by availability.
THEATRE

of theatre specialists or guest artists. Enrollment requires permission of the instructor. (Laboratory fee in some instances.)

One or Two Hours

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 Robins Fall Semester

332. Stage Direction II — A continuation of Theatre 331. Each student will produce at least one one-act play. Prerequisite: Theatre 331, or equivalent.

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 the instructor.

Three Hours Tammi 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 Robins Spring Semester

380. Advanced 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, playwriting, theatre or film criticism, theatre management. Course is offered on a selective basis, by permission of the department. The student must submit in writing on a form available from the department office a project proposal for departmental approval during the previous semester and prior to registration for the course.

One, Two or Three 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 Spring Semester and May Term
243. Play Analysis — The objective in this course is to learn how to read a playscript as a work intended for stage performance. Regularly assigned written analyses will deal with such matters as structure, plot, characterization, relationships, motivation, and language. Recommended that intended theatre majors enroll in the freshman year.

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.

Three Hours Ralph

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.

Three Hours Robins Spring Semester

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 17th 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, 1996-97.

Three Hours Ralph 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, 1996-97.

Three Hours Fall 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.

Three Hours Tammi Spring Semester

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, 1996-97.

Three Hours Ralph

400. Religious Perspectives in the Drama — (See listing under “The Senior Seminar,” Interdisciplinary Studies 400.)

Three Hours Ralph

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
WOMEN’S STUDIES

Faculty: Ms. Alvarez-Ruf, Ms. Bach, Mr. Bell, Ms. Dandavati, Ms. Dickie*, Mr. Ellis, Mr. Hemenway, Ms. Japinga, Ms. Kasimatis, Ms. Klay, Ms. Larsen, Ms. Mahsun, Ms. Mezeske, Ms. Roehling, Ms. Simon, Ms. Swanson, Ms. Wessman.

Hope College prepares students to become informed members of the global community. This process includes understanding and valuing 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. One of the courses must have multicultural content. (See * Courses) The final course should be an independent study numbered WS 490 or WS 496. Additional resources include study in off-campus women’s studies programs and internships such as those the Philadelphia Center offers.

The courses below are described in the catalog under the discipline to which they refer. Often other courses may be offered that fulfill the minor. Check the class schedule under Women’s Studies or contact Jane Dickie or Annie Dandavati. To declare the minor, see Jane Dickie; or for Spring 1995-96, see Annie Dandavati.

A. Institutions and Society

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
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</thead>
<tbody>
<tr>
<td>History. Women in Antiquity</td>
<td>Bell</td>
</tr>
<tr>
<td>History 295. European Women’s History</td>
<td>Cho</td>
</tr>
<tr>
<td>*IDS 404 or WS 281. Encounter with Power of Poor in Mexico</td>
<td>Dickie</td>
</tr>
<tr>
<td>Political Science 295. Women and Political Thought</td>
<td>Dandavati</td>
</tr>
<tr>
<td>Political Science 494 Seminar. Gender Issues</td>
<td>Dandavati</td>
</tr>
<tr>
<td>Political Science 340. Women and the Law</td>
<td>Swanson</td>
</tr>
<tr>
<td>Sociology 268 or WS 268. Sociology of Gender</td>
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</table>

B. Literature and the Arts

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>Art 295. Women, Art &amp; Society</td>
<td>Mahsun</td>
</tr>
<tr>
<td>English 295. American Women Authors</td>
<td>Bach</td>
</tr>
<tr>
<td>*English 295. 20th Century African Literature</td>
<td>Mezeske</td>
</tr>
<tr>
<td>*English 331. African-American Literature</td>
<td>Hemenway</td>
</tr>
<tr>
<td>*English 395. Ethnic American Literature</td>
<td>Ellis</td>
</tr>
</tbody>
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C. Psychological and Human Development

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<tr>
<th>Course</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>Psychology 380 or WS 380. Psychology of Women</td>
<td>Dickie</td>
</tr>
<tr>
<td>Psychology 295. Human Sexuality</td>
<td>Kasimatis</td>
</tr>
</tbody>
</table>

D. Ideas and Culture

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<th>Course</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>Classics, French, German, Spanish 480 or English 495. Introduction to Literary Theory</td>
<td>Larsen &amp; Verduin</td>
</tr>
<tr>
<td>*IDS 295. Encounter with Culture</td>
<td></td>
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<tr>
<td>Philosophy 295. Knowledge &amp; Knowers</td>
<td></td>
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<tr>
<td>Religion 236 or WS 236. Christian Feminism</td>
<td></td>
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<tr>
<td>IDS 431 or WS 331. Female, Male, Human</td>
<td></td>
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</tbody>
</table>

*Sabbatical Leave, Spring Semester 1996
Independent Projects

WS 490. Independent Projects

An in-depth study of women, women’s issues or other topics analyzed from a feminist perspective.

WS 496. Internship Program in Women’s Studies

An internship in Women’s Studies with the Philadelphia Program, or a placement approved by the Director of 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
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 their Hope College transcript.

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

The programs described 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
- housing in college dormitories
- year program

Nairobi, Kenya (GLCA at the University of Nairobi)
- courses in liberal arts
- full integration into the university
- housing in YMCA or YWCA
- year program

Kwaluseni, Swaziland (GLCA at the University of Swaziland)
- full range of courses
- several excursions, including environmental and community development study
- instruction in English
- housing in dormitories in singles or with Swazi roommates
- semester or year program

Harare, Zimbabwe (ACM)
- study of language and the process of nation-building
- students design and complete an independent field project of choice
- instruction in English
- 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
- one year college-level Mandarin Chinese required
- housing in university residence halls
- semester and full year options

Nanjing, China (GLCA at Nanjing University)
- courses in Chinese language (Mandarin) and area studies
- partial integration into the university
- instruction in English
- housing in university dormitories
- fall or spring semester program

Pune, India (GLCA)
- courses in Indian language and culture
- instruction in English
- 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
- one year of Japanese required (for spring semester only)
- 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 wide range of university courses
- instruction in English
SPECIAL ACADEMIC PROGRAMS

-previous Japanese language study encouraged but not required
-juniors and seniors are eligible
-housing in Japanese homes or residence halls
-fall semester or year program

Tokyo, Japan (Hope College at Meiji Gakuin University)
-advanced Japanese language study
-full integration into the university
-instruction in Japanese
-tuition scholarship available
-sophomores and juniors 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 and 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 (Hope College at Ferris University)
-full integration into the university
-instruction in Japanese; Japanese language proficiency required
-admission limited to women
-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

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
-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
-housing in homes
-semester or year program
SPECIAL ACADEMIC PROGRAMS

Hanoi, Vietnam (CIEE)
- courses in Vietnamese language, culture and history
- partial integration into the university
- instruction in English
- 2.75 GPA and one Asian studies course are required
- 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
- 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
- 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
- students with a minimum 2.75 GPA are eligible
- housing in university residences or off-campus apartment
- semester program

EUROPE

Vienna, Austria (IES)
- courses in German language, arts, humanities, social sciences
- housing in Austrian homes
- semester or year program

Olomouc, Czech Republic (GLCA/ACM)
- courses in Czech language, social sciences, humanities and Slavic Studies
- 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
- housing in university dormitories
- year program

London, England (IES)
- courses in arts, humanities, social sciences
- internship opportunities available
- 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
- housing in apartments
- semester or year program

European Community, Freiburg, Germany (IES)
- courses in the economic, political and historic developments of the European Union
- instruction in English
- housing in small dormitory
- semester program

Berlin, Germany (IES)
- courses in German language, humanities, and social sciences
- instruction in German
- 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
- housing in various accommodations during the program
- fall semester program

Dijon, France (IES)
- courses in business, economics, French language and culture
- optional integration into Ecole Superieure de Commerce de Dijon
- minimum of two semesters college-level French or equivalent are required
- housing in French homes or apartments
- fall or spring semester

Nantes, France (IES)
- courses in French language, arts, humanities and social sciences
- optional integration into l' Universite de Nantes
- instruction in French
- two years of college-level French or equivalent required
- housing in French homes
- semester or year program

Paris, France (IES)
- courses in French language, arts, humanities and social sciences
- optional integration into l'Universite de Paris IV (Sorbonne), l'Institut d'Etudes Politiques, and l'Institut Catholique
- instruction in French
- two years of college-level French or equivalent required
- housing in French homes
- semester or year program
SPECIAL ACADEMIC PROGRAMS

Freiburg, Germany (IES)
- full range of university courses available
- optional integration into the University of Freiburg
- instruction in German
- two years of college-level German or equivalent required
- housing in university dormitories
- semester or year program

Milan, Italy (IES)
- courses in Italian language, arts, humanities, social sciences
- optional integration into the Universita Cattolica
- instruction in Italian and English
- 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 or with a Dutch family

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

Moscow, Russia (IES)
- advanced Russian language study and area studies
- opportunities for weekends and holidays with Russian families
- instruction in Russian
- 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
- 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
- juniors and seniors are eligible
- housing in university dormitories and apartments
- year program

Madrid, Spain (IES)
- courses in Spanish language, arts, humanities, social sciences
- optional integration into the Universidad Complutense de Madrid
- instructions in Spanish
- two years of college-level Spanish or equivalent required
SPECIAL ACADEMIC PROGRAMS

-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
-four to five semesters of college-level Spanish or equivalent required
-housing in Spanish homes
-semester or year program

LATIN AMERICA

Santiago, 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 years of college-level Spanish are eligible
-housing with Chilean families
-semester or year program

Santiago, Dominican Republic (CIEE)
-courses in Spanish language, Caribbean and Latin American studies
-opportunity for internships within the community
-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)
-independent natural and social science field 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

MIDDLE EAST

Jerusalem (Hope)
even-handed study of the Palestinian-Israeli conflict and the peace process
-courses in history, politics, sociology and religion as background to Israeli-Palestinian relations
-instruction in English
-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 Religion (Jerusalem), Art, Education (England), Classics (Greece), 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 a home 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 also open to qualified applicants from other institutions.

Academic Work in Vienna: The academic program consists of two consecutive three-week sessions which offer a choice of work in Art History, Communication, Senior Seminar, Economics, Austrian History, Music History, German and Austrian Literature, Eastern European Literature — all taught in English — as well as courses in German language, taught in German. European instructors in the program emphasize those aspects of their respective fields which can best be studied in the European location. Attendance at concerts, visits to museums, and field trips are included in the various course requirements. Students receive Hope College transcripts and credits for work completed in Vienna.

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

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.

MEIJI GAKUIN UNIVERSITY

For nearly 30 years Hope College and Japan’s Meiji Gakuin University have been associated in a plan for international cooperation in education through mutual
SPECIAL ACADEMIC PROGRAMS

exchange of students and faculty. Founded in 1877 by the Presbyterian and Reformed Church missions of the United States, Meiji Gakuin University has a student body numbering approximately 14,000 at its Tokyo and Yokohama campuses. Through a summer program established in 1965, over 500 Japanese students have come to the U.S. to study "Contemporary America." Beginning in 1980 this program has since evolved into a bilateral exchange through which Hope students study at Meiji Gakuin University in Tokyo and Japanese students study at Hope College.

TECHNOS INTERNATIONAL COLLEGE

Technos International College of Tokyo, Japan, and Hope College have since 1992 offered special opportunities for the students of both institutions to learn more about each other's countries.

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. For further information, contact Professor Neal Sobania.

THE NEWBERRY LIBRARY PROGRAM IN THE HUMANITIES

The Newberry Library Program in the Humanities enables students and faculty to tap the extraordinarily rich resources of the Newberry Library in a semester-length fall seminar, several month-long seminars in winter, spring independent study at any time after December, and occasional internships. The Newberry Library, founded in 1887, is a privately endowed research library located on Chicago's Near North side. Over one million volumes and six million manuscripts comprise its strong general collection of Western history and the humanities from the Middle Ages to the early twentieth century. Special collections concentrate on linguistics, the American Indian, Chicago history and culture, the Renaissance, the history of cartography and printing, and the history and theory of music. The Humanities program is jointly sponsored by the 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 Anne Larsen.

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 Mike Seymour or Charles Green.

THE PHILADELPHIA CENTER SPONSORED BY THE GLCA

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, Investment, 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 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.

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 Huiskens, Registrar, or faculty representatives: Tony Muiderman, Economics and Business Administration Department; Joe MacDoniels, 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, Department of Modern and Classical Languages.

WASHINGTON HONORS SEMESTER PROGRAM

The Washington Honors Semester Program enables superior students from all disciplines to study in Washington, D.C., and to apply knowledge of their area as it relates to government and politics. Select junior and senior students will take a seminar on American government and politics; participate in group interviews with congressmen and legislative staff, executives, lobbyists, political party officials, and journalists; intern for two six-week periods in Congress, the executive branch, or with political interest groups; and prepare extensive research papers upon their semester's work. For further information, contact 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 research, both at the underclass and upperclass level, may be pursued to fully develop a student's interest in a particular topic. In many departments, completely individualized study or upper level tutorials are open to superior students in either the junior or senior year.

In several departments, notably biology, chemistry, 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.

Presidential Scholars are invited to special sessions with faculty and distinguished campus guests. This program is under the direction of the President of the college.

UPWARD BOUND PROGRAM

Upward Bound is an educational program designed to assist 70 high school students from the Allegan-Ottawa-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 post-secondary education.

This year-round program consists of two phases:

1. Residential Summer Session
   An intensive six-week academic session offering two different programs:
   a. Non-bridge Program
      Includes students who have completed grades 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.
   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 and placement assistance (admission to college and financial aid) are provided to all the 11th and 12th grade students and their parents. Recreational activities are also part of the program.

   Eligible students may participate at no cost; the Upward Bound Program is funded by the United States Office of Education, Hope College, and other local private sources.
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 282-284 of the Catalog and contact the on-campus representatives for these programs.

Sander de Haan
Dale Austin
Jack Holmes
Anthony Muiderman
Joseph MacDoniels
Jon Huisken
Mike Seymour
Charles Green
Stuart Sharp

Chicago Metropolitan Semester
Chicago Metropolitan Semester
Washington Honors Semester
Washington Honors Semester
Washington Honors Semester
Washington Honors Semester
Oak Ridge Science 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.
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
Biology — Mr. Van Faasen
Business and Economics — Mr. Heisler
Chemistry (Industrial and Research) — Mr. Boyer
Christian Ministry — Mr. Patterson, Mr. Verhey
Church Work — Mr. Patterson, Mr. Verhey
Dance — Ms. DeBruyn
Dentistry — Mr. Gerbens
Diplomatic and Government Service — Mr. Holmes
Engineering — Mr. van Putten, Mr. Luchies
Geology — Mr. Hansen
Journalism — Mr. Dennis Renner
Law — Mr. Zoetewey, Mr. Curry
Library and Information Sciences — Ms. Conway
Medicine — Mr. Boyer, Mr. Gentile, Mr. Mungall, Mr. Cronkite, Mr. Gerbens
Medical Technology — Mr. Gerbens
Music — Mr. Lewis
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  Secondary School — Mr. Schackow
College — Department Chairperson
Physical Therapy — Mr. Gerbens
Physics — Mr. Rouze
Religion — Mr. Verhey
Social Work — Mr. Piers, Ms. Sturtevant
Theatre — Mr. Smith
Writing, Editing — Mr. Schakel

Christian Ministry and Church Vocation

Students with an interest in Christian ministry and church vocations should consult the religion major program described on pages 252-253. 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.
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, page 93, or the special program in foreign area studies in the Department of Political Science, page 241.

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 284). Internships are also available, including a one-hour campaign internship open to all students during every national election year. Students may also want to participate in Hope's Model United Nations held each spring semester on campus.

Journalism

Because of the variety of vocations in the field of journalism, the college offers students a broad base of knowledge and skills fundamental of all forms of journalism. The department of Communication offers courses in media production and print media; the department of English offers several writing courses of interest to prospective journalists. Broad study in the social sciences is highly recommended. The chairperson of the department of Communication or the department of English can provide additional advice.

A number of positions on the campus newspaper, literary review, yearbook, radio station, or local cable television station provide practical experience in such aspects of journalism as editorial work, news reporting, proofreading, sports-casting, advertising, radio script writing, and layout. In addition, internships through the department of Communication or the department of English are encouraged; credit is awarded for these internships.

Law

The Law School Admission Council in its Pre-Law Handbook stresses that the highest quality of education needed for law school should emphasize comprehension and expression in words; critical understanding of the human institutions and values with which law deals; and creative power in thinking.

Students intending to enter the legal profession will find that most law schools do not prescribe a specific pre-professional program but insist on broad background in the liberal arts with an emphasis on courses which will help students develop the skills listed above.

Practically speaking, the prelaw students can select a major in any subject area. Business administration, economics, English, history, philosophy, or political science are common areas of concentration, but almost any major could provide a well-read student with a good preparation for legal studies.

Students should plan to take a number of courses in writing. Because one of the most valuable activities in preparation for the study and practice of law is academic debate and public speaking, students should consider being involved in the forensics program. This extracurricular competition encourages the development of research, reasoning, and communication skills. Finally, since law is neither studied
nor practiced in a vacuum, students should explore widely to understand their physical, psychological, physiological, social, and ethical environment.

Prelaw students may want to take part in the Washington Honors Semester Program or internships offered in their major department.

Seminars to help students prepare for the Law School Admissions Test (LSAT) are offered each semester through the Department of Political Science and the Career Planning and Placement Office. Students with an interest in law are informed through a newsletter of campus lectures and other activities which may be of special interest to them.

Library and Information Sciences

Students intending to prepare for a career in librarianship should consider these points in planning their undergraduate years. Since opportunities exist for many kinds of subject specialists, students should plan a major in the discipline that most interests them. In addition, students should try to develop broad knowledge by selecting a number of courses in the humanities, social sciences, 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 213-215.

Social Work

Hope offers a major in social work described on pages 260-262. This major introduces students to the theoretical perspectives in psychology, political science, economics, sociology, and social work as well as to the practical application of material from these disciplines.

Graduate schools of social work are interested in students who have a broadly based liberal arts education and a theoretical background in the disciplines of social sciences. The present job market reflects the advisability of Spanish as a second language.

In their senior year, social work students will enroll in one or more internships. Opportunities also exist to volunteer for Higher Horizons’ big brother-big sister
program or for community-based opportunities through the Chaplains’ Office or through the Community Service Office (Michigan Campus Compact) in the DeWitt Center.

TEACHING

Students planning to teach in elementary or secondary schools must be formally admitted to the teacher education program and receive permission to student teach; generally students are admitted in the spring of their sophomore year. Information is available from Hope’s department of education.

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 department of education.

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.

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 provides 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, the 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 the 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 231-232). 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.
PRE-PROFESSIONAL PROGRAMS

Medicine and Dentistry

While most pre-medical and pre-dental students at Hope College major in biology or chemistry, students are encouraged to major in any academic field in which they have an interest. Regardless of the student's choice of major, the person oriented toward a career in medicine or dentistry should take Biology 111/115 and 112/116; Chemistry 111/113, 121/114, 221/255, 231/256, and 311; and one year of college physics. Mathematics 131 is highly recommended, as are additional courses in biology. These courses should be completed in the first three years of college in order to provide the optimum preparation for the Medical College Admission Test (MCAT) and/or Dental Admission Test (DAT). These tests are usually taken in April of the junior year.

The pre-medical/pre-dental program is not a rigid curriculum. Students are permitted considerable latitude in the selection of courses beyond those required by the professional schools. Courses in the humanities and social sciences are highly recommended. It is advisable for students to select possible medical or dental schools early in their undergraduate careers in order to prepare for the specific requirements of the schools of their choice. Although it is uncommon, pre-dental students are able to complete the minimum requirements and enter dental school after three years at Hope College.

Students interested in medicine or dentistry should contact the Health Professions Advisor, Mr. Dan Gerbens, as soon as possible after arriving at Hope.

Veterinary Medicine and Optometry

Pre-veterinary and pre-optometry students generally follow the same preparation as pre-medical/pre-dental students, although specific course requirements may vary from school to school. It is also possible to complete the minimum requirements in three years and enter professional school following the junior year.

Pre-optometry students are required to take the Optometry Admission Test (OAT). This test may be taken in February of the junior year or in October prior to the fall for which entry is being sought. Schools of veterinary medicine usually accept either the Veterinary College Admission Test (VCAT) or the MCAT. Some also accept the general Graduate Record Exam (GRE). Students should begin to select possible optometry or veterinary schools early in their undergraduate careers in order to prepare for the specific requirements of their choice.

Students interested in veterinary medicine or optometry should contact the Health Professions Advisor, Mr. Dan Gerbens, as soon as possible after arriving at Hope.

Physical Therapy

The pre-professional requirements for application to physical therapy programs vary widely. Some programs require completion of a bachelor's degree; others admit students following two or three years of undergraduate work. Nearly all physical therapy programs award a master's degree. Depending upon the particular program, earning a bachelor's degree and a master's degree in physical therapy may require up to seven years of education. Students are advised to select a major course of study regardless of whether they intend to complete a bachelor's degree at Hope College or apply to physical therapy programs following their second or third year.

Since requirements for physical therapy programs are not uniform, student's schedules should include Chemistry 111/113 and 112/114, and Biology 111/115 and 112/116 in order to keep application options as open as possible. Other course
requirements may include Biology 221, 222, and 356; Chemistry 221; Mathematics 130 and 210; a year of college physics; Psychology 100, 230, and 420. Some schools require the GRE general test for admission.

Students intending to apply for admission to physical therapy programs following two or three years at Hope College have very little flexibility in their schedules. They should consult the Health Professions Advisor, Mr. Dan Gerbens, as soon as possible regarding specific program requirements.

Pharmacy

Students interested in careers in pharmacy usually complete a two year pre-pharmacy program, followed by three years of professional study leading to a Bachelor of Science in pharmacy. Some programs may require a single year of pre-professional study. Following completion of the bachelor's program, students may elect to continue into a Master or Doctor of Pharmacy program. Applications to pharmacy programs must be completed during the third semester of the pre-pharmacy program.

Pre-pharmacy requirements include Biology 111/115, 112/116, 221, and 222; Chemistry 111/113, 121/114, 221/255, and 231/256; Mathematics 131. Courses in the humanities and social sciences are also required. Thirty-six (36) of the seventy-five (75) colleges of pharmacy require students to take the Pharmacy College Admission Test (PCAT).

Students intending to apply for admission to pharmacy programs have limited flexibility in their schedules. They should consult the Health Professions Advisor, Mr. Dan Gerbens, as soon as possible regarding specific program requirements.

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 who 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 Mr. Gerbens 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 for 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 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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   Litt.D., Hope College, 1987

JACOB E. NYENHUIS — Provost and Professor of Classics (1975)
   A.B. Calvin College, 1956;
   A.M., Stanford University, 1961;
   Ph.D., Stanford University, 1963

ALFREDO M. GONZALES — Assistant Provost (1984)
   B.S., Grand Valley State Colleges, 1979;
   M.S.W., University of Michigan, 1982

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

JON J. HUISKEN — Dean for Academic Services and Registrar (1969)
   A.B., Calvin College, 1965

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

WILLIAM D. REYNOLDS — Dean for the Arts and Humanities and Professor of English (1971)
   A.B., Xavier University, 1966;
   M.A., Columbia University, 1967;
   Ph.D., University of Illinois-Urbana, 1971

PRESIDENT EMERITUS

GORDON J. VAN WYLEN — President and Professor of Physics (1972-1987)
   A.B., Calvin College, 1942;
   B.S.E., University of Michigan, 1942;
   M.S., University of Michigan, 1947;
   Sc.D., Massachusetts Institute of Technology, 1951;
   Litt.D., Hope College, 1972;
   L.H.D., Meiji Gakuin University, 1987

FACULTY EMERITI

LESLIE R. BEACH — Professor Emeritus of Psychology (1964-1991)
   B.A., Houghton College;
   M.Ed., Wayne State University;
   Ph.D., University of Michigan

EDWARD BRAND — Professor Emeritus of English (1946-1972)
   B.A., Central College;
   M.A., University of Iowa;
   Ed.D., University of Denver

GORDON M. BREWER — Professor Emeritus of Physical Education (1956-1988)
   A.B., Hope College;
   M.A., 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.
ELTON J. BRUINS — Evert J. and Hattie E. Blekkink Professor Emeritus of Religion (1966-1992) and Director of the A.C. Van Raalte Institute for Historical Studies (1994)
A.B., Hope College;
B.D., Western Theological Seminary;
S.T.M., Union Theological Seminary;
Ph.D., New York University

ROBERT M. CECIL — Professor Emeritus of Music (1962-1985)
B.S., Juilliard School of Music;
B.Mus., Yale University School of Music;
M.Mus., Yale University School of Music

RUSSELL B. DE VETTE — Professor Emeritus of Physical Education (1953)
(1955-1988)
A.B., Hope College;
M.A., University of Michigan

LAMONT DIRKSE — Professor Emeritus of Education (1964-1992)
A.B., Hope College;
M.A., Northwestern University;
Ed.D., Michigan State University

D. IVAN DYKSTRA — Professor Emeritus of Philosophy (1947-1980)
A.B., Hope College;
Th.B., Western Theological Seminary;
Ph.D., Yale University

JAY E. FOLKERT — Professor Emeritus of Mathematics (1946-1982)
A.B., Hope College;
M.A., Ph.D., University of Michigan

PAUL G. FRIED — Professor Emeritus of History (1953-1984)
A.B., Hope College;
M.A., Harvard University;
Ph.D., Erlangen, Germany

HARRY F. FRISSEL — Professor Emeritus of Physics (1948-1985)
A.B., Hope College;
M.S., Iowa State University;
Ph.D., Iowa State University

LARS I. GRANBERG — Professor Emeritus of Psychology (1947) (1960)
(1975-1984)
A.B., Wheaton College;
A.M., Ph.D., University of Chicago;
L.H.D., Northwestern College

WERNER W. HEINE — Associate Professor Emeritus of German (1960-1973)
B.A., Michigan State University;
M.A., Michigan State University

RENZE L. HOEKSEMA — Professor Emeritus of Political Science (1971-1986)
A.B., Hope College;
M.A., Harvard University;
Ph.D., Harvard University

JANTINA W. HOLLEMAN — Professor Emerita of Music (1946-1987)
B.A., Central College;
M.A., Columbia University

JOHN W. HOLLENBACH — Professor Emeritus of English (1945-1978)
B.A., Muhlenberg College;
M.A., Columbia University;
Ph.D., University of Wisconsin
THE FACULTY

ELAINE Z. JEKEL — Adjunct Professor Emerita of Chemistry (1982-1993)
A.B., Greenville College;
B.S., Greenville College;
M.S., Purdue University;
Ph.D., Purdue University

A.B., Hope College;
M.S., Purdue University;
Ph.D., Purdue University

ANTHONY KOOIKER — Professor Emeritus of Music (1950-1987)
B.Mus., Northwestern University;
M.Mus., University of Rochester;
Ph.D., University of Rochester

WILLIAM RUSSELL MC INTYRE — Professor Emeritus of Sociology (1971-1977)
B.A., M.A., Ph.D., Northwestern University

GERHARD F. MEGOW — Professor Emeritus of German (1959-1977)
B.A., M.A., Ph.D., Indiana University

ZOE MURRAY — Associate Professor Emerita of English (1960-1970)
B.A., Sul Ross State College;
M.A., Baylor University

B.A., Calvin College;
B.D., Calvin Seminary;
Ph.D., University of Edinburgh

A.B., Hope College;
M.A., University of Michigan;
Ed.S., Western Michigan University;
Ed.D., Western Michigan University

LAMBERT PONSTEIN — Professor Emeritus of Religion (1952-1977)
A.B., Hope College;
B.D., Western Theological Seminary;
S.T.M., Oberlin College;
D.Min., Vanderbilt University

ALBERT JAMES PRINS — Professor Emeritus of English (1946-1981)
A.B., Hope College;
M.A., University of Michigan;
Ed.D. in English, University of Michigan

MARGUERITE MEYER PRINS — Professor Emerita of French (1919-1962)
A.B., Hope College;
A.M., University of Wisconsin

NORMAN W. RIECK — Professor Emeritus of Biology (1962-1986)
A.B., Hope College;
M.S., University of Michigan;
Ph.D., University of Michigan

ROGER J. RIETBERG — Professor Emeritus of Music (1954-1990)
A.B., Hope College;
S.M.M., Union Theological Seminary, New York
THE FACULTY

B.S., University of Toledo;
M.S., Michigan State University

CHARLES A. STEKETEE — Professor Emeritus of Mathematics (1946-1981)
A.B., Hope College;
M.A., University of Michigan

HENRY ten HOOR — Professor Emeritus of English (1946-1979)
B.A., Calvin College;
M.A., University of Michigan;
Ed.D. in English, University of Michigan

RUTH W. TODD — Professor Emerita of Classics (1977-1986)
B.A., University of Iowa;
M.A., Wayne State University;
Ph.D., University of Colorado

ALVIN W. VANDERBUSH — Professor Emeritus of Political Science (1945-1972)
A.B., Hope College;
M.A., University of Michigan

F. PHILLIP VAN EYL — Professor Emeritus of Psychology (1959-1993)
A.B., Hope College;
M.A., Claremont Graduate School;
Ph.D., Claremont Graduate School

A.B., Hope College;
M.Div., Western Theological Seminary

HENRY "CY" VOOGD — Professor Emeritus of Religion (1947-1983)
A.B., Hope College;
B.D., Western Theological Seminary;
Th.D., Princeton Theological Seminary

THE TEACHING FACULTY

ION T. AGHEANA — Professor of Romance Languages (1979)
Licence es Lettres, University of Bucharest, 1961;
M.A., Harvard University, 1967;
Ph.D., Harvard University, 1970

JAMES B. ALLIS — Associate Professor of Philosophy (1986)
B.A., Dartmouth College, 1975;
M.A., Jersey City State College, 1980;
Ed.M., Harvard University, 1980;
M.A., University of Pittsburgh, 1984;
Ph.D., University of Pittsburgh, 1986

HERSILIA ALVAREZ-RUF — Associate Professor of Spanish (1984)
B.A., University of Concepcion, Chile, 1962;
M.Phil., University of Leeds, England, 1978;
Ph.D., University of Michigan, 1986

JANET L. ANDERSEN — Assistant Professor of Mathematics (1991)
B.A., LeTourneau College, 1979;
M.S., University of Minnesota, 1988;
Ph.D., University of Minnesota, 1991

MARIA CLAUDIA ANDRÊ — Assistant Professor of Spanish (1994)
A.B. [equiv.], Universidad del Salvador, Buenos Aires, 1982;
Ph.D., SUNY Albany, 1994
THE FACULTY

CHARLES C. ASCHBRENNER — *Professor of Music* (1963)
B.Mus., University of Illinois, 1959;
M.Mus., Yale University, 1963

PRISCILLA D. ATKINS — *Librarian with the rank of Assistant Professor* (1994)
B.A., Smith College, 1979;
M.Ed., University of Hawaii at Manoa, Honolulu, 1985;
M.L.I.S., University of Hawaii at Manoa, Honolulu, 1990

JANE G. BACH — *Professor of English* (1975)
A.B., Hope College, 1958;
M.A., University of Wisconsin, 1959;
Ph.D., University of Notre Dame, 1978

MARC BRADLEY BAER — *Professor of History* (1983)
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 — *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
(Meiji Gakuin University Exchange Professor Fall Semester, 1995)

CHRISTOPHER C. BARNEY — *Professor of Biology* (1980)
B.S., Wright State University, 1973;
Ph.D., Indiana University, 1977

JACQUELINE BARTLEY — *Visiting Assistant Professor of English* (1989)
B.S., Clarion University, 1973, 1974;
M.F.A., Western Michigan University, 1988

ALBERT A. BELL, JR. — *Professor of History and Chairperson of the Department* (1978)
B.A., Carson Newman College, 1966;
M.A., Duke University, 1968;
M.Div.,Southeastern Seminary, 1973;
Ph.D., University of North Carolina, 1977

SHARON BENNER — *Assistant Professor of Nursing* (1988)
B.S.S., Eastern Mennonite College, 1977;
M.S.N., Case Western Reserve University, 1984

NICOLE S. BENNETT — *Assistant Professor of Chemistry* (S'1996)
B.S., University of North Carolina at Chapel Hill, (1990);
Ph.D., University of Wisconsin at Madison, 1995

HARVEY D. BLANKESPOOR — *The Frederick Garrett and Helen Floor Dekker Professor of Biology and CASE 1991 U. S. Professor of the Year* (1976)
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

STEVEN C. BOUMA-PREDIGER — Assistant Professor of Religion (1994)
A.B., Hope College, 1979;
M.Phil.F., Institute for Christian Studies, Ontario, 1984;
M.Div., Fuller Theological Seminary, 1987;
Ph.D., University of Chicago, 1992

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 — The Edward and Elizabeth Hofma Professor of Chemistry and Chairperson of the Department (1974)
B.A., Westmar College, 1964;
M.S., Colorado State University, 1967;
Ph.D., Colorado State University, 1969

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 (1957)
A.B., Hope College, 1952;
Ph.D., University of Illinois, 1957

ANN MARIE BROWN — Assistant Professor of Spanish (1993)
B.A., Saint Mary's College, 1987;
M.A., Middlebury College, Madrid, 1989

C. BAARS BULTMAN — Associate Professor of Education (1987)
A.B., Hope College, 1971;
M.A., Western Michigan University, 1976;
Ph.D., Michigan State University, 1995

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

SUSAN M. CHERUP — Professor of Education (1976)
A.B., Hope College, 1964;
M.A., Western Michigan University, 1967

MARK A. CHRISTEL — Humanities Reference Librarian with rank of Assistant Professor (1994)
B.A., University of Wisconsin, 1990;
M.A., Rutgers University, 1992;
M.I.L.S., University of Michigan, 1994

WILLIAM COHEN — Professor of History (1971)
B.A., Brooklyn College, 1957;
M.A., Columbia University, 1960;
Ph.D., New York University, 1968
THE FACULTY

COLLEEN M. CONWAY — Librarian with rank of Associate Professor and Head of Technical Services (1989)
 B.A., Grinnell College, 1978;
 M.A., 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
 (Leave of absence academic year 1995-96)

BRIAN R. COYLE — Assistant Professor of Music (1993)
 B.S.Mus., University of South Florida, 1987;
 M.Mus., California State University at Northridge, 1990

MIHAI D. CRAIOVEANU — 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 (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 Denver, 1992

MAXINE DE BRUYN — Professor of Dance and Chairperson of the Department (1965)
 B.S., Michigan State University, 1959

SANDER DE HAAN — Professor of German and Chairperson of the Department of Modern and Classical Languages (1979)
 A.B., Calvin College, 1967;
 M.A., Northwestern University, 1970;
 Ph.D., Northwestern University, 1980

ANDREW J. DELL’OLIO — Assistant Professor of Philosophy (1993)
 B.A., Rutgers University, 1981;
 M.A., Columbia University, 1984;
 M.Phil., Columbia University, 1991;
 Ph.D., Columbia University, 1994

JEANINE M. DELL’OLIO — Assistant Professor of Education (1993)
 B.A., U.C.L.A. School of Fine Arts, 1976;
 M.A., New York University, 1987;
 Ed.M., Teachers College, Columbia University, 1990;
 Ed.D., Teachers College, Columbia University, 1993
THE FACULTY

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

MARY DE YOUNG — Assistant Professor of Mathematics (1982)
A.B., Hope College, 1975;
M.A., Western Michigan University, 1987

PAUL DE YOUNG — Associate Professor of Physics and Chairperson of the Department (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
(Sabbatical leave spring semester 1996)

MARY M. DOORNBOSS — Associate Professor of Nursing (1983; Calvin apmt.)
B.S.N., University of Michigan, 1980;
M.S., University of Michigan, 1983;
Ph.D., Wayne State University, 1993

DONNA EATON — Assistant Professor of Kinesiology (1984)
B.S., Grand Valley State College, 1978;
M.A., Michigan State University, 1982

ROBERT ELLSWORTH ELDER, JR. — Professor of Political Science and Chairperson of the Department (1969)
B.A., Colgate University, 1964;
M.A., Duke University, 1969;
Ph.D., Duke University, 1971

REUBEN J. ELLIS — Assistant Professor of English (1993)
B.A., Western State College of Colorado, 1977;
M.A., University of Idaho, 1985;
Ph.D., University of Colorado at Boulder, 1990

SANDRA J. ESCH — Assistant Professor of Nursing (1994)
B.S.N., Michigan State University;
M.S.N., Grand Valley State University, 1991

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 — Associate Professor of Religion (1985)
B.A., Wellesley College, 1972;
M.A., Claremont Graduate School, 1973;
M.Div., Fuller Theological Seminary, 1977;
Ph.D., Duke University, 1985

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

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

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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., Southern Baptist Theological Seminary, 1979;
Ph.D., Michigan State University, 1988

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

STUART W. FRITZ — Assistant Professor of Kinesiology (1993)
B.A., Wartburg College, 1988;
M.A., University of Northern Colorado, 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 The 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

TAMARA BLOOM GEORGE — Associate Professor of Nursing (1992)
B.S.N., Ohio State University, 1962;
M.S.N., Wayne State University, 1979

DAN A. GERBENS — Assistant Professor of Biology and Health Professions
Advisor (1993)
B.S., Calvin College, 1973;
M.A., Western Michigan University, 1980

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

PETER L. GONTHIER — Associate Professor of Physics (1983)
B.A., Texas A & M, 1975;
Ph.D., Texas A & M, 1980
(Leave of absence academic year 1995-96)

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 — Librarian with rank of Associate
Professor and Head of Public Services (1988)
B.A., Northern Michigan University, 1979;
M.L.S., School of Library Science, University of Michigan, 1982

MARY LINDA GRAHAM-FALLON — Associate Professor of Dance (1983)
B.F.A., University of Illinois, 1979;
M.F.A., University of Illinois, 1982

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CHARLES W. GREEN — Associate Professor of Psychology and Director of the Carl Frost Center for Social Science Research (1983)
B.S., Trevecca College, 1978;
M.A., University of Florida, 1980;
Ph.D., University of Florida, 1983

BRIGITTE HAMON-PORTER — Visiting Assistant Professor of French (1994)
License d'Histoire, Universite d'Angers, 1984;
Maitrise d'Histoire, Universite de Nantes, 1987;
M.A., Indiana University, 1992

EDWARD C. HANSEN — Associate Professor of Geology and Chairperson of the Department (1984)
B.S., University of Cincinnati, 1978;
Ph.D., University of Chicago, 1983

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
(Sabbatical leave spring semester 1996)

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

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 and Chairperson of the Department (1984)
B.A., California State University, 1976;
M.A., University of California, 1978;
Ph.D., University of Wisconsin-Madison, 1986

JUDY HILLMAN — The Howard R. and Margaret E. Sluyter Assistant Professor of Art and Design (1989)
B.S., Western Michigan University, 1967

B.A., Knox College, 1963;
M.A., University of Denver, 1967;
Ph.D., University of Denver, 1972

CHARLES A. HUTTAR — Professor of English and Interim Director of Interdisciplinary Studies (1966)
B.A., Wheaton College, 1952;
M.A., Northwestern University, 1953;
Ph.D., Northwestern University, 1956

STEVEN IANNACONE — Assistant Professor of Dance (1990)
B.A., Newark State College

ANNE E. IRWIN — Associate Professor of Kinesiology, 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
VICKI J. ISOLA — Visiting Assistant Professor of Biology (1995)
B.S., Michigan Technological University, 1981;
Ph.D., University of Pennsylvania, 1988

JOHN H. JACOBSON, JR. — President and Professor of Philosophy (1987)
B.A., Swarthmore College, 1954;
M.A., Yale University, 1956;
Ph.D., Yale University, 1957;
Litt.D., Hope College, 1987

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

LORNA HERNANDEZ JARVIS — Assistant Professor of Psychology (1993)
B.A., University of Akron, 1988;
M.A., Kent State University, 1990;
Ph.D., Kent State University, 1993

DAVID P. JENSEN — Director of Libraries (1984)
B.A., Greensboro College, 1965;
MSLS, University of North Carolina, 1968

MICHAEL J. JIPPING — Associate Professor of Computer Science (1987)
B.S., Calvin College, 1981;
M.S., University of Iowa, 1984;
Ph.D., University of Iowa, 1986

DEIRDRE D. JOHNSTON — Assistant Professor of Communication (1994)
B.A., Drake University, 1983;
M.A., University of Texas, 1985;
Ph.D., University of Iowa, 1988

PETER L. JOLIVETTE — Professor of Physics (1976)
B.S., University of Wisconsin, 1963;
M.S., Purdue University, 1965;
Ph.D., University of Wisconsin, 1971

MARGARET KASIMATIS — Assistant Professor of Psychology (1991)
B.A., Loyola Marymount University, 1985;
M.S., Purdue University, 1989;
Ph.D., Purdue University, 1992

ROBIN K. KLAY — Associate Professor of Economics and Business Administration (1979)
B.A., Whitman College, 1968;
Ph.D., Princeton University, 1973

GORDON KNIGHT — Visiting Assistant Professor of Philosophy (S’1995)
B.A., University of Iowa, 1986;
Ph.D., University of Iowa, 1993

GEORGE KRAFT — Professor of Kinesiology 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 Kinesiology (1986)
B.A., Monmouth College, Illinois, 1984;
M.S., University of Illinois, 1986

JOHN KRUPCZAK, JR. — Visiting Assistant Professor of Engineering (1994)
B.A., Williams College, 1980;
M.S., University of Massachusetts, 1986;
Ph.D., University of Massachusetts, 1994

NAVJOTIKA KUMAR — Visiting Instructor of Art History (1995)
B.A., Hope College, 1992;
M.A., University of Notre Dame, 1994

PERRY LANDES — Associate 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
(Sabbatical leave spring semester 1996)

ARLENE J. LARABEE — Visiting Assistant Professor of Physics (1995)
B.Sc., McMaster University, Hamilton, Ontario, 1976;
Ph.D., McMaster University, Hamilton, Ontario, 1984

ANNE R. LARSEN — Professor of French (1984)
A.B., Hope College, 1970;
M.A., Columbia University, 1971;
Ph.D., Columbia University, 1975

HUW R. LEWIS — Associate Professor of Music and Chairperson of the Department (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

DONALD A. LUIDENS — 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
(Sabbatical leave spring semester 1996)

JOHN E. LUNN — The Robert W. Haack Professor of Economics (1992)
B.A., Samford University, 1970;
M.A., California State University, Hayward, 1975;
Ph.D., University of California, Los Angeles, 1980

JOSEPH W. MAC DONIELS — Professor of Communication (1972)
B.A., Culver-Stockton College, 1963;
M.S., George Williams College, 1965;
Ph.D., University of Kansas, 1972
THE FACULTY

CATHERINE M. MADER — Assistant Professor of Physics (1993)
B.Sc., Colorado School of Mines, 1987;
M.Sc., Colorado School of Mines, 1989;
Ph.D., Michigan State University, 1993

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
(Sabbatical leave academic year 1995-96)

HERBERT L. MARTIN — Associate Professor of Business Administration (1982)
B.S., John Brown University, 1975;
M.S., University of Arkansas, 1977
(Acting Chairperson spring semester 1996)

WILLIAM R. MAYER — Professor of Art and Chairperson of the Department (1978)
B.F.A., University of Minnesota, 1976;
M.F.A., Pennsylvania State University, 1978

BRUCE MCCOMBS — Professor of Art (1969)
B.F.A., Printmaking, Cleveland Institute of Art, 1966;
M.F.A., Printmaking, Tulane University, 1968

VIRGINIA M. MC DONOUGH — Assistant Professor of Biology (1995)
B.S., Cook College, 1983;
Ph.D., Rutgers University, 1992

B.S., Hope College, 1993;
M.S., Michigan State University, 1995

RICHARD MEZESKE — Assistant Professor of Education (1992)
B.A., Hope College, 1969;
M.A., 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 — Assistant Professor of Nursing (1982; 1991)
B.S.N., Wayne State University, 1977;
M.S.N., University of Wisconsin, 1979

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

JAMES MORROW — Assistant Professor of Music and Director of Choral Activities (1994)
B.M., Hardin-Simmons University, 1986;
M.M., Ohio State University, 1989

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 (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 — The Elmer E. Hartgerink Professor of Chemistry (1971)
B.A., State University of New York at Buffalo, 1967;
Ph.D., Northwestern University, 1970
(Sabbatical leave academic year 1995-96; Resident Director for GLCA/ACM
Oak Ridge Science Semester Program fall semester 1995)

PHILLIP B. MUNOA III — Associate Professor of Religion (1993)
B.Th., Grace Bible College, 1979;
M.A., Fuller Theological Seminary, 1983;
M.A., University of Michigan, 1989;
Ph.D., University of Michigan, 1993

K. GREGORY MURRAY — 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 academic year 1995-96)

DAVID G. MYERS — The 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;
L.H.D., Whitworth College, 1989
(Sabbatical leave academic year 1995-96)

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 — Associate 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
(Sabbatical leave fall semester 1995)

THEODORE L. NIELSEN — The Guy VanderJagt Professor of Communication (1975)
B.A., University of Iowa, 1955;
M.A., University of Michigan, 1958;
Ph.D., University of Wisconsin, 1971
(Sabbatical leave fall semester 1995)

MARK E. NORTHUIS — Assistant Professor of Kinesiology (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 — Associate 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
(Sabbatical leave academic year 1995-96)

JOHN PATNOTT — Associate Professor of Kinesiology (1978)
B.A., California State University, 1969;
M.A., California State University, 1972;
Ph.D., University of Utah, 1989

J. BEN PATTERSON — The Hinga-Boersma Dean of the Chapel (1993)
A.B., La Verne University, 1966;
M.Div., American Baptist Seminary of the West, 1972

GRAHAM F. PEASLEE — Assistant Professor of Chemistry (1994)
A.B., Princeton University, 1981;
Ph.D., State University of New York, 1987

TIMOTHY J. PENNINGS — Associate 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 — Professor of History (1970)
B.A., Portland State University, 1966;
M.A., Indiana University, 1968;
Ph.D., Indiana University, 1975
(Director of ACM/GLCA Russia Program fall semester 1995)

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
(Sabbatical leave fall semester 1995)

JONATHAN W. PETERSON — Assistant Professor of Environmental Science (1994)
A.B., Hope College, 1984;
Ph.D., University of Chicago, 1989

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 — Associate Professor of Chemistry (1988)
B.A., Dartmouth College, 1982;
Ph.D., University of California, Berkeley, 1988

DIANNE R. PORTFLEET — Visiting Associate Professor of English (1988)
B.H., Pennsylvania State University, 1969;
Ph.D., Columbia Pacific University, 1984

JOHN THOMAS QUINN — Visiting Assistant Professor of Classics (1995)
B.A., University of Notre Dame, 1984;
M.A., University of Texas at Austin, 1986;
Ph.D., University of Texas at Austin, 1994
THE FACULTY

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 Associate Professor of Kinesiology (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

MAURA M. REYNOLDS — Assistant Professor of Latin and Director of Advising (1975)
B.A., University of Illinois, 1968;
M.A., University of Illinois, 1970

WILLIAM D. REYNOLDS — Dean for the Arts and Humanities and Professor of English (1971)
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
(Sabbatical leave spring semester 1996)

ROBERT A. RITSEMA — Professor of Music (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 — Associate Professor of Psychology (1987)
B.A., University of Michigan, 1980;
M.A., Wayne State University, 1984;
Ph.D., Wayne State University, 1986

JIMMY ROSS — Percussionist for Dance (S’1991)

NED C. ROUZE — Associate Professor of Physics (1985)
B.A., Hastings College, 1977;
Ph.D., University of Washington, 1982
(Sabbatical leave academic year 1995-96)

DAVID K. RYDEN — Assistant Professor of Political Science (1994)
B.A., Concordia College, 1981;
J.D., University of Minnesota Law School, 1985;
Ph.D., The Catholic University of America, 1994
ELIZABETH M. SANFORD — Assistant Professor of Chemistry (1994)
B.A., Smith College, 1987;
Ph.D., University of California, Los Angeles, 1992

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 — The Peter C. and Emajean Cook Professor of English and Chairperson of the Department (1969)
B.A., Central College, Iowa, 1963;
M.A., Southern Illinois University, 1964;
Ph.D., University of Wisconsin, 1969

B.A., University of Missouri — St. Louis, 1979;
M.A., University of Missouri — Columbia, 1981;
Ph.D., University of Wisconsin-Madison, 1995

HEATHER L. SELLERS — Assistant Professor of English (1995)
B.A., Florida State University, 1985;
M.A., Florida State University, 1988;
Ph.D., Florida State University, Tallahassee, 1992

MICHAEL D. SEYMOUR — Professor of Chemistry (1978)
B.A., Saint John University, 1972;
Ph.D., 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

DEBRA L. SIETSEMA — Assistant Professor of Nursing (1993)
B.S.N., University of Michigan, 1984;
M.S.N., Grand Valley State University, 1992

MICHAEL E. SILVER — Professor of Chemistry (1983)
B.S., Fairleigh Dickinson University, 1975;
M.S., Cornell University, 1979;
Ph.D., Cornell University, 1982

CAROLINE J. SIMON — Associate Professor of Philosophy and Chairperson of the Department (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

STEIN SLETTE — Assistant Professor of Kinesiology (1993)
B.A., Hope College, 1987;
M.S., University of Utah, 1992

MARcia L. SMIT — Assistant Professor of Nursing (1993)
B.S.N., Grand Valley State University, 1975;
M.S.N., Grand Valley State University, 1992
THE FACULTY

JENIFER A. SMITH — Collections Archivist with the rank of Assistant Professor (1993)
A.B., Hamilton College, 1991;
M.I.L.S., University of Michigan, 1993

RAYMOND E. SMITH — Professor of Kinesiology 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 and Acting Chairperson of the Department (spring semester) (1972)
B.F.A., University of Minnesota, 1969;
M.F.A., University of Minnesota, 1972
(Sabbatical leave fall semester 1995)

STEVEN D. SMITH — Assistant Professor of Kinesiology (1990)
B.A., Grand Rapids Baptist College, 1982;
M.A., Michigan State University, 1984;
Ph.D., Michigan State University, 1989

THOMAS M. SMITH — Assistant Professor of Business Administration (1993)
B.B.A., University of Michigan, 1980;
M.B.A., University of Iowa, 1983;
Ph.D., University of Michigan, 1994

NEAL W. SOBANIA — Director of International Education and Professor of History (1981)
A.B., Hope College, 1968;
M.A., Ohio University, 1973;
Ph.D., University of London, 1980

STEVEN J. SPENCER — Assistant Professor of Psychology (1995)
A.B., Hope College, 1988;
A.M., University of Michigan, 1990;
Ph.D., University of Michigan, 1993

TODD P. STEEN — Associate 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
(Sabbatical leave spring semester 1996)

JOANNE L. STEWART — Associate 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 — Associate Professor of Sociology and Social Work (1988)
    A.B., Hope College, 1975;
    M.S.W., Western Michigan University, 1984
    (Sabbatical leave fall semester 1995)
DEBRA H. SWANSON — Assistant Professor of Sociology (1989) (1994)
    B.A., Hope College, 1983;
    M.A., Catholic University of America, 1988;
    Ph.D., Catholic University, 1994
TODD M. SWANSON — Visiting Assistant Professor of Mathematics (1989)
    (1995)
    B.S., Michigan State University, 1982;
    B.S., Grand Valley State University, 1985;
    M.A., Michigan State University, 1989
MARY ANNE SYDLIK — Visiting Associate Professor of Biology (1994)
    B.A., Clarion State College, 1970;
    M.A., Western Michigan University, 1980;
    Ph.D., Syracuse University, 1985
JOHN K. V. TAMMI — Professor of Theatre and Acting Chairperson of the Department (fall semester) (1968)
    B.A., Gustavus Adolphus College, 1963;
    M.A., University of Minnesota, 1966
ELLIOI'T A. TANIS — Professor of Mathematics and Acting Chairperson of the Department (1965)
    B.A., Central College, 1956;
    M.S., University of Iowa, 1960;
    Ph.D., University of Iowa, 1963
STEPHEN K. TAYLOR — Professor of Chemistry (1985)
    B.A., Pasadena College, 1969;
    Ph.D., University of Nevada, Reno, 1974
J. COTTER THARIN — Professor of Geology (1967)
    B.S., St. Joseph College, 1954;
    M.S., University of Illinois, 1958;
    Ph.D., University of Illinois, 1960
DARRYL G. THELEN — Assistant Professor of Engineering (1994)
    B.S., Michigan State University, 1987;
    M.S.E., University of Michigan, 1988;
    Ph.D., University of Michigan, 1992
BARBARA TIMMERMANS — Assistant Professor of Nursing (1983; 1989)
    B.S., Grand Valley State University, 1979;
    M.S.N., University of Michigan, 1983
LOIS A. TVERBERG — Assistant Professor of Biology (1995)
    B.A., Luther College, 1989;
    Ph.D., University of Iowa College of Medicine, 1993
J. JEFFERY TYLER — Assistant Professor of Religion (1995)
    B.A., Hope College, 1982;
    M.Div., Western Theological Seminary, 1986;
    Ph.D., University of Arizona, 1995
RICHARD VANDERVELDE — Professor of Mathematics (1967)
    B.A., Simpson College, 1960;
    M.S., University of Iowa, 1962;
    Ph.D., University of Iowa, 1967
THE FACULTY

PAUL VAN FAASEN — Professor of Biology and Chairperson of the Department (1963) (1969)
A.B., Hope College, 1956;
M.S., Michigan State University, 1962;
Ph.D., Michigan State University, 1971

JOHN VAN IWAARDEN — Professor of Mathematics (1961)
A.B., Hope College, 1957;
M.A., University of Michigan, 1958

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

GLENN VAN WIJEREN — Professor of Kinesiology (1966) (1973)
A.B., Hope College, 1964;
M.A., Western Michigan University, 1968;
Ed.D., Brigham Young University, 1973

LEONARD A. VAN WYK — Assistant Professor of Mathematics (1994)
B.A., State University of New York at Potsdam, 1980;
M.A., University of California, Berkeley, 1983;
Ph.D., State University of New York at Binghamton, 1993

KATHLEEN VERDUIN — Professor of English (1978)
A.B., Hope College, 1965;
M.A., George Washington University, 1969;
Ph.D., Indiana University, 1980

ALLEN D. VERHEY — The Evert J. and Hattie E. Blekkink Professor of Religion and Chairperson of the Department (1975) (1993)
B.A., Calvin College, 1966;
B.D., Calvin Theological Seminary, 1969;
Ph.D., Yale University, 1975

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

JAMES R. VYVYAN, JR. — The Camille and Henry Dreyfus Postdoctoral Fellow in Chemistry (1995)
B.S., University of Wisconsin-Eau Claire, 1991;
Ph.D., University of Minnesota, 1995

LARRY J. WAGENAAR — Director of the Joint Archives of Holland with the Rank of Associate Professor (1988)
A.B., Hope College, 1987;
M.A., Kent State University, 1992

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. WESSMANN — 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
THE FACULTY

DONALD H. WILLIAMS — Professor of Chemistry and Faculty Secretary (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
(Sabbatical leave spring semester 1996)

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
(Sabbatical leave spring semester 1996 and fall semester 1996)

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

KARLA H. WOLTERS — Associate Professor of Kinesiology (1987)
A.B., Hope College, 1973;
M.A., Michigan State University, 1978

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

JOHN A. YELDING — Associate Professor of Education (1994)
B.A., Michigan State University, 1969;
M.A., Western Michigan University, 1981

JAMES M. ZOETEWEY — 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

MARCIA DE YOUNG — Adjunct Assistant Professor of Education (1975)
A.B., Hope College, 1955;
M.A., Western Michigan University, 1987

DAWN DEWITT-BRINKS — Adjunct Assistant Professor of Communication (1989)
B.A., Hope College, 1984;
M.A., Western Michigan University, 1989

JOHN H. FIEDLER — Adjunct Assistant Professor of English (1990)
B.A., Whitman College, 1980;
M.A., University of Washington, 1983
THE FACULTY

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 — The 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

DOUGLAS IVERSON — Adjunct Assistant Professor of Business Administration (1983)
A.B., Hope College, 1972;
M.B.A., Western Michigan University, 1975

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

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

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

WILLIAM H. MOREAU — Adjunct Assistant Professor of English (1983)
A.B., Hope College, 1976;
M.Ed., Grand Valley State College

STEVE NELSON — Adjunct Assistant Professor of Art and Coordinator of IDS Encounter with the Arts (1989)
B.F.A., Western Michigan University, 1982;
M.F.A., Syracuse University, 1985

JONATHAN W. OSBORN — Adjunct Assistant Professor of Sociology and Social Work (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
THE FACULTY

DARELL J. SCHREGARDUS — Visiting Associate Professor of Psychology and Assistant Dean, Director of Counseling Services (1988)
A.B., Hope College, 1963;
M.A., Roosevelt University, 1966;
Ph.D., University of California, Davis, 1976

LINDA KAY STROUF — Adjunct Assistant Professor of Music (1988)
B.M., Hope College, 1984;
M.M., University of Wyoming, 1986

WILLIAM VANDERBILT — Adjunct Professor of Kinesiology (1967)
A.B., Hope College, 1961;
M.A., University of Michigan, 1963;
Ph.D., University of Utah, 1971

DENNIS N. VOSKUIL — Evert J. and Hattie E. Blekkink Adjunct Professor of Religion (1977)
B.S., University of Wisconsin, 1966;
B.D., Western Theological Seminary, 1969;
Ph.D., Harvard University, 1974

GAIL L. WARNAAR — Adjunct Assistant Professor of Music (1965)
B.Mus., Central Michigan University;
M.Mus., Michigan State University, 1972

F. SHELDON WETTACK — Adjunct Professor of Chemistry (1994)
B.A., San Jose State College;
M.A., San Jose State College;
Ph.D., University of Texas

DAVID M. ZESSIN — Adjunct Assistant Professor of Business Administration (1982)
A.B., Hope College, 1978;
J.D., University of Toledo, College of Law

PART-TIME LECTURERS

SUSAN E. WISE BECKMAN — IDS (1988)
B.A., College of William and Mary;
M.S., Purdue University

RON BOEVE — Kinesiology (1985)
A.B., Hope College

LINDA BOOKER — Kinesiology (1987)
B.A., Central Michigan University

TOM BOS — Kinesiology (1988)
B.A., Hope College
M.A, Michigan State University

CAROLYN R. CHARNIN — French (1990)
A.B., Hope College

PATRICIA A. CHATARY — Art (1992)
B.A., Grand Valley State University;
B.F.A., Grand Valley State University

TOM DAVELAAR — Kinesiology (1984)
B.A., Hope College

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)

LAURA SUTTON FLOYD — Music (1984)
B.M., University of Louisville;
M.M., Michigan State University

BARBARA GRAS — Kinesiology (1989)
B.S., Hope College

ELEANOR HUGHES — Education (1992)
B.S., Western Michigan University

B.Mus., Western Michigan University

RICHARD JIPPING — Kinesiology (1985)

SYLVIA KALLEMEYN — Spanish (1990)
B.R.E., Reformed Bible College;
M.A.T., Calvin College

FRANK KRAAI — Education (1990)
B.A., Hope College;
M.A., Michigan State University

NICK KRAMER — Kinesiology (1987)
B.A., Hope College

CALVIN LANGEJANS — Music (1959)
A.B., Hope College;
M.Mus., University of Michigan

B.M., Hope College;
M.A., Western Michigan University

CHARLES LARSEN — Kinesiology (1987)
B.A., University of Massachusetts

DIANE K. LUCAR — Spanish (1990)
B.A., Calvin College;
M.Ed., Grand Valley State University

DAWN M. MC ILHARGEY — Dance (1991)

JEFF MUNROE — Religion (1988)
B.A., Michigan State University
M.Div., Western Theological Seminary

MATT NEIL — Kinesiology (1986)
B.A., Hope College;
M.A., Grand Valley State University

ROB POCOCK — Communication (1989)
A.B., Hope College;
M.A., Michigan State University

TERRANCE POTT — English (1985)
B.A., Calvin College;
MAT, Fairleigh-Dickinson University

B.A., Kalamazoo College;
M.A., American University of Beirut;
Ph.D., Michigan State University
DOUG SMITH — Kinesiology (1978)
A.B., Hope College;
M.A., Michigan State University

PHIL SUMMERS — Kinesiology (1985)
B.S., Central Michigan University

JIM VANDER MEER — Kinesiology (1985)
B.A., Hope College;
M.A., Western Michigan University

MARCIA VANDERWEL — Education (1976)
B.S., University of Michigan;
M.A., Western Michigan University

KATHY VAN TUBBERGEN — Kinesiology (1988)

THOMAS WORKING — Music (1985)
B.Mus., Hope College;
M.Mus., Western Michigan University

GAIL ZANDEE — Instructor of Nursing (1994; Calvin apmt.)
B.S.N., Calvin College, 1990;
M.S.N., Wayne State University, 1993
MINISTRATIVE STAFF

PRESIDENT OF THE COLLEGE

JOHN H. JACOBSON, JR.* — President and Professor of Philosophy (1987)
KATHERINE MERVAU — Administrative Assistant to the President (1980)
Staff
Lori Trethewey, Receptionist/Secretary (1993)

ACADEMIC ADMINISTRATION

JACOB E. NYENHUIS* — Provost and Professor of Classics (1975)
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)
WILLIAM D. REYNOLDS* — Dean for the Arts and Humanities and Professor
of English (1971)
SUSAN J. FELDKAMP — Administrative Assistant to the Provost (1984)
ANN W. FARLEY — Administrative Assistant to the Dean for Arts and
Humanities (1976)
CHERYL MCGILL SCHAIRER — Administrative Assistant to the Dean for
Social Sciences (1977)
BEVERLY KINDIG — Administrative Assistant to the Dean for Natural Sciences
and Biology (1973)
Staff
Barbara 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 Forgwe (1983)
............................................................. Linda Koetje (1994)
Education................................................... Barbara Scholten (1990)
Geology................................................... Lois Roelofs (1985)
History..................................................... Kathleen O'Connor (1993)
Kinesiology................................................. Joyce McPherson (1986)
............................................................. Beverly Larsen (1979)
............................................................. Marianne Yonker (1988)
Modern & Classical Languages..................... Karen Barber (1986)
Music..................................................... Denise Wilson (1994)
Philosophy & Political Science.................... Sally Smith (1991)
Psychology............................................... Kathleen Adamski (1981)
Religion.................................................... Karen Michmerhuizen (1980)
Theatre..................................................... Judyth Thomas (1987)
ACADEMIC RECORDS/REGISTRAR

JON J. HUISKEN* — Dean for Academic Services and Registrar (1969)

MAURA REYNOLDS* — Director of Academic Advising (1988)

GLORIA SHAY — Associate Registrar (1986)
B.A., Mundelein College

SUSAN B. WILLIAMS — Director of FOCUS and SOAR Programs (1990)
B.A., Muskingum College;
M.S.W., Grand Valley State University

CAROL DE JONG — Records Manager (1988)
B.A., Dordt College

Staff
June Weener (1986)
Sharon Hoogendoorn (1987)
Roxanne Eagle (1993)
Jamie Kooiker (1993)
Sheryl Lunn (1995)

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
Laurie Menken, Secretary (1984)

THE CARL FROST CENTER FOR SOCIAL SCIENCE RESEARCH

CHARLES W. GREEN* — Director of the Carl Frost Center for Social Science Research and Associate Professor of Psychology (1983)

MILLIE HUDGINS — Administrator (1994)

DOW HEALTH AND PHYSICAL EDUCATION CENTER

JANE HOLMAN — Director of Dow Center and DeWitt Tennis Center (1975)
B.A., Michigan State University

GORDON VANDER YACHT — Physical Education and Athletic Equipment Manager (1988)
B.S., Grand Valley State University

B.A., Augustana College;
M.S., Eastern Illinois 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 of International Education and Professor of History (1981)
LAURIE ENGLE — International Student Advisor (1987)
A.B., Hope College;
M.A., University of Michigan
SHARON DWYER — English as a Second Language Coordinator (1989)
B.A., University of Colorado;
M.A., University of Minnesota
Staff
Lisa Masselink, Office Manager

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
BRAD MULDER — Physics Laboratories (1989)
KATRINA PARMELEE — Biology Laboratories (1995)

LIBRARY
DAVID P. JENSEN* — Director of Libraries (1984)
COLLEEN CONWAY* — Librarian with rank of Associate Professor and Head of Technical Services (1989)
KELLY GORDON-JACOBSSMA* — Librarian with rank of Associate Professor and Head of Public Services (1988)
PRISCILLA D. ATKINS* — Librarian with rank of Professor (1994)
DAVID O'BRIEN* — Librarian with rank of Assistant Professor (1992)
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
PATRICIA O'BRIEN — Library Associate (1992)
B.A., Grand Valley State University
CHRISTINE NELSON — Library Associate (1979)
A.B., Hope College
JOYCE NIELSEN — Library Associate (1977)
B.A., University of Iowa
DOROTHY PEARSON — *Music Library Technician* (1979)
A.B., Hope College

DAWN VAN ARK — *Library Associate* (1971)
A.B., Hope College

HELEN EINBERGER — *Inter-Library Loan Associate* (1984)

Staff
Machelle Beukema, Secretary (1988)
Patti Carlson, Secretary (1990)
Nancy Malda, Technical Services Assistant (1991)
Janet Ramsey, Circulation Assistant (1979)
Jan Zessin, Media Services Assistant (1989)

THE JOINT ARCHIVES OF HOLLAND

LARRY J. WAGENAAR* — *Director of the Joint Archives of Holland with rank of Associate Professor* (1988)

JENIFER A. SMITH* — *Collections Archivist with rank of Assistant Professor* (1993)

THEATRE PRODUCTION

PERRY LANDES* — *Manager of Theatre Facilities* (1987)

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* (1981)
A.B., Hope College

JUDYTH THOMAS — *Business Manager, Hope Summer Repertory Theatre* (1987)
A.B., Hope College

ADMISSIONS

JAMES R. BEKKERING — *Vice President for Admissions* (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

GARRETT M. KNOTH — *Assistant Director* (1991)
B.A., Cornell College;
M.A., University of Iowa

BRIAN D. MOREHOUSE — *Assistant Director* (1991)
A.B., Hope College

STUART POST — *Assistant Director* (1992)
B.A., Hope College
M.A., Western Michigan University
ADMINISTRATIVE STAFF

ALISON DEMARCO — Admissions Counselor (1994)
   A.B., Hope College
CAROL FRITZ — Admissions Counselor (1993)
   B.S., Wartburg College
LEEANN WAIDE — Admissions Counselor (1991)
   A.B., Hope College
Staff
Karen Barr (1981)
Christine Bakker (1993)
Margaret Buckley (1993)
Georgia de Haan (1988)
Sheryl DeJonge (1987)
Dianne DeYoung (1991)
Janet Gibson (1992)
Barb Muller (1989)

BUSINESS OFFICE

WILLIAM K. ANDERSON — Vice President for Business and Finance (1966)
   B.S., Ferris State College
DIANA BENZENBERG — Financial Analyst and Assistant to the Vice President (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)
DOUGLAS VAN DYKEN — Director of Accounting (1987)
   A.B., Hope College
Staff
Brenda Brewer, Receptionist/Cashier (1986)
Mary Essenburg, Accounts Payable (1985)
Donna Franks, Payroll (1977)
Beverly Harper, Accounts Payable/Purchasing (1994)
Shirley Larsen, Cashier (1982)
Robilynn Snip, Accounts Receivable (1990)
Kris Welmers, Accounts Payable/Purchasing (1979)

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
EMIKO MORSE — Manager of the Knickerbocker Theatre (1995)
COMPUTING AND INFORMATION TECHNOLOGY

GREG MAYBURY — Director of Operations and Technology (1990)
A.B., Dartmouth College;
M.S., University of Illinois

CARL E. HEIDEMAN — Director of Computing and Information Technology (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., M.S., University of Illinois

STEVEN DE JONG — Computer Applications Specialist (1985)
A.A., Champlain College

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 State University

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, Manager of Technical Support (1983)

CONFERENCE SERVICES

BARBARA SCHIPPER — Director of Conference Services (1990)
B.A., DePauw University

Staff
Sandra Bruins, Facilities Coordinator (1995)

FINANCIAL AID

PHYLLIS K. HOOYMAN — Director of Financial Aid (1974)
A.B., Hope College

CONNIE RAMIREZ — Associate Director of Financial Aid (1984)
A.B., Hope College

MARTY STROM — Assistant Director of Financial Aid (1978)

KENDRA L. WILLIAMS — Assistant Director of Financial Aid (1985)

Staff
Cindy Groters, Office Manager (1989)
Jamie DeWitt, Office Assistant (1992)
Cheryl Van Appledorn, Office Assistant (1992)
HOPE-GENEVA BOOKSTORE

MARK COOK — Manager of Hope-Geneva Bookstore (1973)
A.B., Hope College
Staff
Sarah Anderson, Supplies Buyer (1978)
Julie Barney, Accounts Receivable (1985)
Maxine Greij, Office Manager (1978)
Sally Hoekstra, Trade Books (1989)
Jeanne Kinkema, Cashier (1973)
Laura Sample, Mailroom (1994)
Deborah Sanderson, Supplies Buyer (1993)
Paula Shaughnessy, Textbook Manager (1980)
Sue Smith, Clothing Buyer (1984)
Bruce ten Haken, Art Annex Manager (1988)

HUMAN RESOURCES

BRUCE HIMEBAUGH — Director of Human Resources (1970)
B.A., M.A., Western Michigan University
PATRICIA KELLER — Assistant Director of Human Resources (1994)
B.B.A., Grand Valley State University
Staff
Ann Mason, Office Assistant (1977)

PHYSICAL PLANT

FRED COATES — Director of Physical Plant (1977)
B.S., University of Rhode Island
GERALD RADEMAKER — Associate Director of Physical Plant (1994)
B.S., Western Michigan University
KATHLEEN ARNOLD — Office Manager/Support Service Coordinator (1989)
MICHAEL MC CLUSKEY — Supervisor of Maintenance Services (1994)
PAUL SCHRO TENBOER — Supervisor of Custodial Services (1977)
MARTIN C. STRANG — Groundskeeper (1970)
B.S., Michigan State University

PUBLIC SAFETY

RAY GUTKNECHT — Director of Public Safety (1981)
B.S., Michigan State University
DUANE TERPSTRA — Assistant Director of Public Safety (1980)
B.S., Grand Valley State College;
M.S., Western Michigan University
JERRY GUNNINK — Campus Safety Specialist (1981)
B.S., Grand Valley State College
Officers
Chris Gesink
Mike Lafata
Glendene Lahr
Kathy Ransom
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 (1983)
Staff
Pat DeWitt, Transportation Scheduler (1989)
Karl Ruf, Transportation Services (1995)

COPY 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
ELLEN WINTER BOLLINE — Regional Advancement Director (1994)
A.B., Hope College
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 — Annual Fund Director (1991)
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
KRIS WITKOWSKI — Director of Advancement Services (1987)
A.B., Hope College
LOIS MILLER — Administrative Assistant (1991)
A.B., Hope College
ADMINISTRATIVE STAFF

Staff
Karen Brandsen, Advancement Services (1987)
Deborah Nykamp, College Advancement (1994)
Kimberly Salisbury, Advancement Services (1994)
Jane Schoudt, Advancement Services (1985)
Sandy Tasma, Advancement Services (1973)

PUBLIC RELATIONS
THOMAS L. RENNER — Director of Public Relations (1967)
GREGORY S. OLGERS — Director of Information Services (1988)
   A.B., Hope College
LYNNE M. POWE — Assistant Director for College Advancement for Alumni Affairs (1992)
   A.B., Hope College;
   M.A., Western Michigan University
KATHRYN H. MILLER — Manager of Public Relations Services (1993)
   B.A., University of Michigan
Staff
Karen Bos, Secretary (1987)

STUDENT DEVELOPMENT SERVICES
RICHARD FROST — Dean of Students (1989)
   B.A., Luther College;
   M.A., Ph.D., Michigan State University
LAURIE BROCK — Administrative Assistant (1976)
FONDA GREEN — Director of Special Programs (1983)
   B.S., Trevecca Nazarene College;
   M.Ed., Ed.S., University of Florida
JULIE GOEBEL — Director of Housing and Residence Life (1994)
   B.A., Saginaw Valley State University
   M.A., Michigan State University
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
LOUISE SHUMAKER — Director of Disabled Student Services (1987)
   A.B., Hope College
SUSAN FROST — Coordinator of Student Leadership and Greek Affairs (1990)
   B.S., Viterbo College;
   M.A., University of Georgia
CAREER SERVICES
DALE AUSTIN — Director of Career Services (1981)
B.S., Central Michigan University;
M.A., Michigan State University
DINEAN RUNYAN — Assistant Director of Career Services (1994)
B.A., Bowling Green State University;
M.A., Miami University

CAMPUS MINISTRIES
J. BEN PATTERSON* — Dean of the Chapel (1993)
PAUL H. BOERSMA — Chaplain (1994)
A.B., Hope College;
M.Div., Western Theological Seminary
DOLORES NASRALLAH — Chaplain (1994)
A.B., San Diego State University;
M.A.T.S., Bethel Theological Seminary
DWIGHT BEAL — Director of Music and Worship (1994)
A.B., Hope College

HEALTH SERVICES
Jayne Pettinga — Clinic Assistant (1989)
B.S.N., 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, Adjunct
Associate Professor of Psychology and Assistant Dean (1988)
JEANNE LINDELL — Counselor (1992)
A.B., Hope College;
M.S.W., Western Michigan University

Staff
Cheryl Bruce, Secretary (1991)
CREATIVE DINING SERVICES
CHARLES MELCHIORI — Executive Director of Hospitality (1986)
   B.A.S., Grand Valley State College
BOB VAN HEUKELOM — Food Service Director (1994)
LUCILLE JONGEKRIJG — Catering Manager (1981)
SANDY HARMON — Kletz Manager (1990)
RICK BALFOUR — Food Service Production (1989)
   B.A.S., Grand Valley State College
JILL ELMS — Service Manager (1995)
   Staff
   Chris Branderhorst, Secretary (1990)
   Jean Carpenter, Secretary (1980)
   Linda Wilson, Secretary (1994)

SPECIAL PROGRAMS

CHILDREN'S AFTER SCHOOL ACHIEVEMENT (CASA) PROGRAM
LILLIAM VILLAGRAN BELTRAN — Prevention Specialist (1989)
   B.A., Michigan State University

HIGHER HORIZONS
MARCIA BRADSELL — Higher Horizon Coordinator (1989)
   B.A., Governors State University
PAT CRUM — Family Life Coordinator (1979)
   B.A., Central Michigan University
   Staff
   Terry Rayder, Secretary (1993)

PHILADELPHIA CENTER — FACULTY AND STAFF
STEVEINS 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)

UPWARD BOUND PROGRAM
ELIZABETH COLBURN — Director of Upward Bound Program (1985)
   B.A., Miami University
YOLANDA VEGA — Assistant Director of Upward Bound Program (1990)
   A.B., Hope College
ANDREA MIRELES — Program Assistant (1984)
   Staff
   Debbie Urtado, Secretary (1993)
ADMINISTRATIVE STAFF

VIENNA SUMMER SCHOOL — FACULTY AND STAFF

PAUL G. FRIED — Founder of Vienna Summer School (1956)
  Ph.D., University of Erlangen

STEPHEN I. HEMENWAY — Director of Vienna Summer School (1976)
  Ph.D., University of Illinois

DEBORAH BOCK — German (1969)
  Ph.D., University of Vienna

HERBERT 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.
Hope Alumni are represented in all fifty states and in more than fifty foreign countries. Organized in 1967, the Alumni Association numbers over 24,000 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 Alumni and 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 through volunteerism, contributions to one's profession, and active involvement with the college.

**BOARD OF DIRECTORS, 1995-96**

**Executive Directors**

President .................................................................Janet Lawrence
Vice President .........................................................Jennifer Liggett
Secretary ...............................................................Bryan Bush
Treasurer ...............................................................William K. Anderson
Immediate Past President .................................John Abe

**Directors**

**TERMS EXPIRING 1998**

Janette Vandenberg '79 Aardema ..........................Grand Rapids, Michigan
Bryan Bush '84 ..................................................Anaheim, California
Claire Vander Meulen '75 Gibbs ..................Melbourne, Florida
Michelle Baker '89 Laverman .........................Phoenix, Arizona
Jennifer Liggett '80 .....................................Kalamazoo, Michigan
Linda Selande '64 Schaap .............Barrington, Illinois
Andrew Van Eden '97 .........Holland, Michigan

**TERMS EXPIRING 1997**

John Broadbent '79 ........................................Livonia, Michigan
Kenneth E. Dulow '64 .........................Ocean, New Jersey
Vicky TenHaken '81 Hawken ...........Baldwinsville, New York
Doris Kellom '80 ..................................Arlington, Massachusetts
Valerie Pacheco '96 .....................Holland, Michigan
Katherine Moores '76 Walker ........Traverse City, Michigan
Martha Corbin '72 Whiteman ............Indianapolis, Indiana

**TERMS EXPIRING 1996**

Marianne Dykema '81 Griffin ......................Fort Worth, Texas
Janet Lawrence '80 ..................................Schenectady, New York
Michael Percy '86 ................................Mentor, Ohio
Jane Terpstra '82 ..........................Minneapolis, Minnesota
Richard Webster '84 ............Sterling, Virginia
Michael Yantis '95 ..................Portage, Michigan
Each year the faculty honors those students whose academic careers are marked by high achievement. The following honors and awards 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.

**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.

**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.

**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.

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 have been most significant.

GRACE MARGUERITE BROWNING SCHOLARSHIP IN VOICE — Awarded each year to the Junior or senior music student who, in the opinion of the music faculty, has proved himself/herself worthy of such a scholarship under the following conditions:

a. She/he has been in residence at Hope College for one year.
b. She/he maintains a good general academic record during the year the scholarship is granted and does superior work in his/her applied music field. Failure to do so means immediate termination of the scholarship. The scholarship is for one thirty-minute lesson per week throughout the year. A student may receive the scholarship for one year only.

FLORENCE CAVANAUGH DANCE AWARD — An award presented by the Dance Department to a deserving student.

ROBERT W. CAVANAUGH SCHOLARSHIP IN VOICE — Given each year to the sophomore music student who, in the opinion of the music faculty, has proved most worthy in terms of his/her academic record and superior work in the study of voice. The scholarship provides private voice lessons during the student’s junior year.

ROBERT W. CAVANAUGH SENIOR MUSIC AWARD — A book and 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.

CHRISTIAN SERVICE NURSING AWARD — The award is presented to the junior or senior who displays a commitment to Christian service. The award is a one-year subscription to the Journal of Christian Nursing.

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.

CLARENCE DE GRAAFT 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.
DEKRUIF WRITING AWARD — The Paul deKruif Writing Prizes in biology are meant to increase awareness of writing among biology students and encourage biology students who write well through annual recognition. The prizes were made possible by gifts from Dr. and Mrs. Louis Pepoy and other admirers of Paul deKruif.

DELOITTE & TOUCHE JUNIOR ACCOUNTING BOOK AWARD — A book award to an outstanding junior accounting student who is planning a career in public accounting, as selected by the faculty of the Department of Economics 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, annually presents 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. Information on auditions may be secured by writing to the head of the Music Department.

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.

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. GOFREY PRIZE IN CHEMISTRY — A cash award to the senior student chosen the outstanding student in chemistry.

JEANETTE GUSTAFSON MEMORIAL GIFT — An award to the most deserving graduating student of the Social Work 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.

**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.

**RENEZE LYKE 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.

**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 student 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.

**JUNIOR NURSING AWARD** — The award is presented to the junior student who, in the estimation of the nursing faculty, demonstrates outstanding performance in the classroom and in clinical practice. The award is a book donated by a publisher.

**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.

**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. KINEMA 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.
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 on the basis of scholarship, contribution to campus life and promise of an outstanding career.

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.

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.

STANLEY KUNITZ EMERGING WRITER AWARD — A cash award to the student who exhibits notable and promising talent in the literary arts. The award, initiated by Ellen Bryant Voigt, is named for Stanley Kunitz to honor his poetry, his teaching, and his generosity toward young writers.

LAMBDA PI ETA BOOK AWARD TO THE TOP COMMUNICATION GRADUATE — A book award to the senior communication major who has the highest grade point average in the discipline.

CHARLES E. LAKE 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.

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.

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.

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.
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.

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.

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.

JEAN ANDERSON PALMER MEMORIAL AWARD IN PIANO — A fund to provide piano awards in the Music Department to students who are deserving on the basis of talent, achievement and financial need. Funded by friends in loving memory of Jean A. Palmer, a friend of the Music Department.

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.

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.

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.

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, to provide a scholarship of one organ lesson per week for one year. This scholarship is awarded to a member of the junior or senior class who, in the opinion of the music faculty, best qualifies on the basis of talent and financial need.

JOHN SCHOUTEN AWARD — An award given by his daughter, Bess Schouten, in memory of “Jack” Schouten who was a long-time physical educator and Hope’s first athletic director. The award is presented annually to a woman athlete in the senior class who, in the estimation of the athletic staff and the Kinesiology 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 NURSING AWARD — This award is presented to a senior who, in the judgment of the nursing faculty, shows promise for outstanding achievement and intent to continue in graduate education as a professional nurse. The award is a book donated by the chairperson and faculty.

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.

SOCIAL WORK SENIOR AWARD — An award to be presented to the senior who has exhibited superior academic ability, extensive volunteer involvement, and promise of significant contribution to the social work profession.

SOPHOMORE NURSING AWARD — This award is granted to the sophomore nursing student who, in the judgment of the faculty, has demonstrated outstanding performance in pre-nursing courses in the past two years and will begin the nursing major. The award is a stethoscope donated by the Hope-Calvin Student Nurses’ Association.

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.

MINER STEGENGA AWARD — An award in memory of the Reverend Miner Stegena 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 Stegena’s deep love of sports and his deeper love and Christian concern for those who played on both sides.

C. JAMES STRINGER, JR. MEMORIAL AWARD — A cash award to a student entering his or her junior or senior year and majoring in psychology, as selected by the psychology faculty as showing promise of becoming an outstanding psychology student.

TECHNOS INTERNATIONAL PRIZE — This prize is awarded annually to two Hope College seniors to recognize their accomplishments in international studies and their commitment to developing global awareness on the college campus. This prize was established in 1992 by Technos International of Tokyo, Japan. It consists of a certificate, a book and a framed Japanese print.

THE ARTHUR JOHN TERKEURST PSYCHOLOGY SCHOLARSHIP — This scholarship is awarded at the conclusion of the junior year to a student majoring in psychology who has a distinguished academic record and financial need and, in the opinion of the faculty in the Department of Psychology, shows promise of a distinguished career in psychology.

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 careers show promise of continued excellence in the geo-sciences.

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 prize is a computer disk for the course, "Introduction to Polymer Chemistry."

WILLIAM AND MABEL VANDERBILT, SR. FAMILY AWARD — An award established by Mrs. Mabel Vanderbilt Felton in memory of William Vanderbilt, Sr. It is awarded annually to students majoring in physical education and recreation who, in the judgment of the faculty in this department, contributed outstanding service to others.

ALVIN W. VANDERBUSH STUDENT ATHLETE AWARD — A non-cash award established by former Hope College athletes to be given to a student athlete who demonstrates the qualities and ideals exemplified by former Professor and Coach Alvin Vanderbush's life and career — integrity, diligence, commitment and caring. The recipient is chosen by the Department of Kinesiology.

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 dedicated service as a minister or missionary.

MIRIAM JOYCE VAN EYL AWARD — 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.

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.
HONORS AND AWARDS

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.

VISSEY SUMMER RESEARCH FELLOWSHIP — A fellowship established by Dr. Donald W. Visser, Class of 1937, and his wife, Marie. Awards from this fund are used to support student research in chemistry and biochemistry.

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.

BRAD WILLIAMS MEMORIAL AWARD FUND — A fund which will provide a cash award to one or more students, completing their junior or senior year, who are selected by the theatre faculty for demonstrating outstanding creativity and promise in the theatre arts. The award honors Brad Williams, Hope Class of 1973, who was involved for over 20 years at Hope as an actor, designer and puppeteer.

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.

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 chairperson 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.
FINANCIAL AID DEADLINES FOR PRIORITY CONSIDERATION

Students should apply for admission and submit the Free Application for Federal Student Aid (FAFSA) and the CSS PROFILE FORM by the following dates:

Fall Semester
1. Michigan Residents by February 21
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 DEADLINES (Postmark Date)

January 20, 1996 Trustee Scholarship
February 15, 1996 All Other Academic Merit Scholarships
February 24, 1996 Fine Arts Audition Day

CAMPUS VISITATION DAYS FOR HIGH SCHOOL STUDENTS & PARENTS

Friday, October 20, 1995
Friday, November 3, 1995
Friday, November 17, 1995
Friday, December 1, 1995

Friday, February 2, 1996
Friday, February 16, 1996
Friday, March 1, 1996
Friday, March 29, 1996
Friday, April 19, 1996

NATIONAL TESTING DEADLINES

ACT — For information see your high school guidance counselor.
Hope College Code Number is 2012
October 28, 1995 April 13, 1996
December 9, 1995 June 8, 1996
February 3, 1996

SAT — For information see your high school guidance counselor.
Hope College Code Number is 1301
October 14, 1995 March 23, 1996
November 4, 1995 May 14, 1996
December 2, 1995 June 3, 1996
January 27, 1996

PSAT — For information see your high school guidance counselor.
Hope College Code Number is 1301
Saturday, October 21, 1995
Tuesday, October 24, 1995

DEPOSIT DEADLINES

Freshmen: $300 by May 1
Transfers: $300 by May 1
These deposits are not refundable after May 1.
HOPE COLLEGE CALENDAR 1995-96

**Fall Semester (1995)**
August 24-25, Thurs.-Fri.
August 25, Friday
August 25, Friday
August 27, Sunday
August 28, Monday
August 28, Monday
August 29, Tuesday
September 4, Monday
September 6, Wednesday
September 26, Tuesday
September 26-27, Tues.-Wed.
October 6, Friday
October 11, Wednesday
October 14, Saturday
October 18, Wednesday
November 3, Friday
November 3-5, Fri.-Sun;
November 13-17, Mon.-Fri.
November 23, Thursday
November 27, Monday
December 8, Friday
December 11-15, Mon.-Fri.
December 15, Friday
December 20, Wednesday
January 26, Friday
*Monday Schedule in effect*

**Spring Semester (1996)**
January 7, Sunday
January 8, Monday
January 9, Tuesday
January 17, Wednesday
February 9, Friday
February 14, Wednesday
February 28, Wednesday
March 14, Thursday
March 14, Thursday
March 25, Monday
April 5, Friday
April 8-12, Mon.-Fri.
April 25, Thursday
April 26, Friday
April 29-May 3, Mon.-Fri.
May 3, Friday
May 4, Saturday
May 5, Sunday
May 5, Sunday
May 8, Wednesday
June 21, Friday
*Monday Schedule in effect*

**May Term (1996)**
May 6, Monday
May 6, Monday
May 24, Friday

**June Term (1996)**
May 28, Tuesday
May 28, Tuesday
June 3, Monday
June 10, Monday
June 14, Friday

**Summer Session (1996)**
June 17, Monday
June 17, Monday
July 26, Friday

**Summer Seminars (1996)**
July 29-August 2, Mon.-Fri.
Hope's student body is comprised of 2,825 men and women, representing 40 states and 34 foreign countries. Approximately 90 percent are from Midwestern states, 5 percent from the East, and 5 percent from the West, South, and foreign nations.

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<thead>
<tr>
<th></th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
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<tbody>
<tr>
<td>Freshmen</td>
<td>327</td>
<td>436</td>
<td>763</td>
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<td>Sophomores</td>
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<td>Juniors</td>
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<td>Specials</td>
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<td>TOTAL</td>
<td>1,208</td>
<td>1,617</td>
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**GEOGRAPHICAL DISTRIBUTION OF STUDENTS**

Foreign Countries Represented:

- Australia
- Botswana
- Bulgaria
- Canada
- Chile
- China
- Croatia
- Ethiopia
- France
- Germany
- India
- Indonesia
- Israel
- Japan
- Jordan
- Kampuchea
- Kenya
- Korea
- Malawi
- Netherlands
- Peru
- Poland
- Romania
- Russia
- Singapore
- South Africa
- Spain
- Taiwan
- Tanzania
- Thailand
- United Kingdom
- Vietnam
- Yugoslavia
- Zambia
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