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**HOPE COLLEGE**

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OFFICIAL CATALOG

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1987 - 1988





# HOPE COLLEGE

HOLLAND, MICHIGAN 49423

TELEPHONE (616) 392-5111

*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 Christian faith.



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# HOPE AT A GLANCE



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

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

The curriculum offers a variety of courses in 37 major fields leading to a Bachelor of Arts, Bachelor of Music, Bachelor of Science, or Bachelor of Science in Nursing degrees. 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 fully accredited by the North Central Association of Colleges and Secondary Schools, the National Council for Accreditation of Teacher Education, the American Chemical Society, the National Association of Schools of Art and Design, the National Association of Schools of Music, the American School of Classical Studies at Athens, the National Association of Schools of Dance, the National League for Nursing, and other agencies.

Hope is a member of the Michigan Intercollegiate Athletic Association and fields varsity teams for men and women in 17 sports. An active intramural program is also offered.



# HOPE'S REASON FOR BEING



**Hope** occupies a special place in the vast array of educational opportunities 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 activate personally 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. Five residence halls and apartment complexes, and all major campus buildings are accessible to mobility-impaired persons.



## HOPE'S REASON FOR BEING



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 sent alumni 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 into a life of meaning, purpose, and commitment.



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 approximately 40 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 alone have totaled more than \$1.5 million in the past five years.

The *New York Times Selective Guide to Colleges* describes Hope as a "treasure," and a columnist in *Christian Science Monitor* pointed to Hope as a college which offers such all-important assets as small classes, dedicated teachers, and "a springboard to the choice graduate schools."

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

A study released in 1984, called the *Wooster Report*, places Hope in the top three percent of America's 867 undergraduate institutions in the proportion of graduates who, since 1920, have gone on to earn doctorates. Such studies are widely regarded as a solid method of ranking an undergraduate institution's academic performance.

## ACADEMIC EXCELLENCE



Evidence of excellence abounds at Hope. For example, in 1979 Hope was the only college or university in the country to receive three Undergraduate Research Participation grants from the National Science Foundation. Moreover, Hope is one of four private colleges in Michigan which belongs to the National Association of Schools of Music, and Hope is the only college or university in Michigan to offer a dance major which is certified for teaching kindergarten-through 12th grade by the State Department of Education. In 1983, the Hope theatre department's production of "Tea and Sympathy" was one of seven national finalists in the American College Theatre Festival at the Kennedy Center for the Performing Arts in Washington, D.C. Only three other Michigan schools have been national finalists in the Festival's 15-year history. In 1980, Hope's teacher education program was reaccredited by the National Council for Accreditation of Teacher Education (NCATE). A very favorable interim report was approved in 1985. Hope's education department is currently accredited by NCATE until September 1, 1990.

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

# ACADEMIC EXCELLENCE



There is a wide diversity of honor societies at Hope. These organizations, open by invitation, give recognition to superior academic achievement and enable Hope's outstanding students to communicate with each other and discuss matters of mutual interest. Two national honor societies, Phi Beta Kappa and Mortar Board, are chartered at Hope. Induction into Phi Beta Kappa, which occurs during the spring of the senior year, is the highest recognition of scholastic achievement available to an undergraduate. Hope, having received its Phi Beta Kappa charter in 1971, is one of 228 institutions in the U.S. and only seven in the state of Michigan able to grant this distinction to its deserving students. A complete list of the honor societies at Hope follows:

Phi Beta Kappa (national honorary scholastic)

Mortar Board (national honorary)

Alpha Epsilon Delta (premedical, pre dental)

Beta Beta Beta (biology)

Delta Phi Alpha (German)

Eta Sigma Phi (classical languages)

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 Xi (science)

Sigma Gamma Epsilon (geology)

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

## ACADEMIC EXCELLENCE

In recent years, approximately 90 percent of those students registered with the prelaw advisor were accepted into law schools. Among the law schools that these graduates attend are: Harvard, Vanderbilt, Michigan, University of California-Berkeley, Wake Forest, George Washington, Indiana, Ohio State, Emory, and Notre Dame.

Hope premedical students have been accepted into medical schools at a rate well above the national average. For example, during the past three years (1984-1986), 94 percent of the Hope applicants whose grade point average was 3.4 or above were accepted by medical schools. During that same period, another 18 students were accepted who had grade point averages below 3.4.

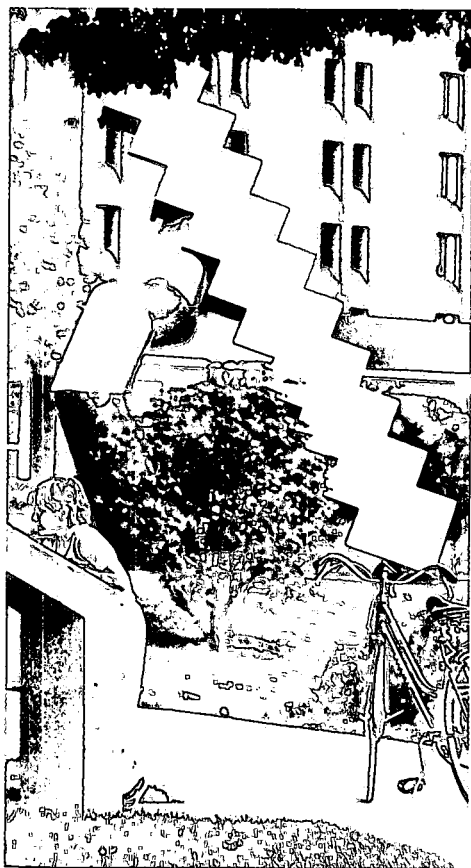
Over the past three years (1984-1986), all applicants with a grade point average of 3.2 or better were accepted into dental schools.

In the last five years, nearly 80 percent of the graduates who were certified and actively seeking teaching positions were placed. In special education the placement rate is approximately 90 percent.

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 37 major fields. Throughout this educational program, Hope is concerned with developing intellectual discipline and fellowship in inquiry. (See "The Degree Program," page 87 and departmental listings in "The Curriculum," beginning on page 117.)

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 a divisional colloquia.





## ACADEMIC EXCELLENCE



For students with unusual academic maturity, several challenging programs have been designed, as well as independent and tutorial study during all four years. (See "Programs for Talented Students," Page 108.)

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 in August. (See "Academic Sessions," page 107.)

**Domestic Off-Campus Programs** — Students may enroll in area and language programs at GLCA member colleges, or pursue the arts, government, and urban studies at several locations in the United States. (See "Special Academic Programs," page 109.)

# ACADEMIC EXCELLENCE



**International Education** — The scope of the College's involvement in international education is broad. Hope College believes that through exposure to a foreign society, students can expand knowledge of their own cultural heritage, gain facility in a foreign language, and achieve new perspectives on America and their own individual identity. (See "Foreign Study Opportunities," page 112.)

**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 78.)



## 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 co-educational balance, with last year’s student body consisting of 1,417 women and 1,128 men.

The student body is relatively homogeneous in terms of race (95 percent Caucasian). However, Hope is eager to increase its number of minority students. Last year, an Office of Multicultural Life was instituted as an endeavor which strives to counsel and accommodate the issues and concerns of minority students.

Most Hope students come from a middle-income background and 60 percent receive need-based financial aid.

Finally, it is evident that many Hope students consider religion to be a prominent part of their lives. Approximately 30 percent are affiliated with the Reformed Church in America. The second largest denomination is Roman Catholic, representing 10 percent of the student body. Ten other church affiliations have been consistently present during the past decade, indicating a diversity of denominational preference.

# HOPE PEOPLE



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

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

## HOPE PEOPLE



The faculty 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 the 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 informal contacts with the students.

Hope's full-time faculty numbers nearly 150, and approximately 40 individuals serve as part-time teaching associates. This faculty is drawn from approximately 110 different universities and colleges. Most (78 percent) of the faculty hold completed doctorates or other terminal degrees. The student-faculty ratio is 15:1, 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; last year 10 professors published books, one pressed an album, and another, John K.V. Tammi, received a Kennedy Center Medallion for his outstanding work in theatre. Several Hope professors have gained national and international stature in fields ranging from parasite-induced human diseases to social psychology to the writings of author/theologian C.S. Lewis on ornithology. Hope's faculty development program was cited in a periodical published by the Association of American Colleges and was included in a book entitled *Effective Approaches to Faculty Development*. In recent years members of the faculty, on their own initiative, have conducted semiannual colloquia focusing on selected classic texts, indicating faculty commitment to the improvement of teaching and to the benefits of interdisciplinary learning encounters.

## HOPE PEOPLE

### Jane Bach

#### Associate Professor of English

Freshman English, World Literature, Nature of Fiction, Nature of Poetry, Expository Writing, the 19th Century American Novel, American Women Authors, and a Senior Seminar — those are the courses Dr. Jane Bach has in her English teaching repertoire. And it's that range of classes that has helped her get to know the Hope student.

"I like to get a sense of what students are interested in — the questions they are asking about their own lives and the world around them," says the English professor who joined the faculty in 1975. "Many of those questions come up in literature, of course. That, and the fact that literature presents us with human experiences of all kinds, makes working with both students and literature fascinating to me."

Listening to students' ideas and reading their journal entries are two ways in which Bach watches students grow personally as well as intellectually. She says Hope students are generally "ready for change, ready to listen to new things, and ready to do some growing." Because college is a place for personal nurturing, Bach is willing to devote energy and attention to that kind of development.

Bach's special interest is poetry, and she takes special pleasure in re-introducing poetry to students who haven't liked it in the past. She likes the way class discussion gradually opens up a poem, letting its content and emotional nuances unfold.

"For teacher and students alike, entering a poem as fully as possible gives new perspectives, even new experiences. We can get outside ourselves and into another consciousness for a while, in a very concentrated, vivid way. And as we talk about the poem together, we learn from it and from each other. For me, that's the joy of teaching students something about poetry."

Poems allow the reader to take a new perspective, and Bach finds this refreshing. "To get outside of your own skin and brain and to get into somebody else's is the beauty of poetry."



## HOPE PEOPLE



**Robert Thompson**  
**Assistant Professor of Music**

“No civilization is without its own music. Every country has its own culture, and music revolves around that culture.”

The speaker is Robert Thompson, an assistant professor of music, who joined the Hope faculty in 1986.

“Music,” he explains, “is a way through which mankind expresses its innermost feelings. For me, music is a very unique medium in which to express myself as an individual. There’s just something about music that affects us in a way that words never could.”

Thompson specializes in teaching trumpet. About his teaching role he says, “I also learn from listening to other students perform. It gives me much satisfaction to see students set goals for themselves in and outside of music then achieve those goals.”

Besides giving trumpet lessons, Thompson is also the director of Hope’s jazz studies program. “Jazz is America’s true art form. It was the only musical form that was developed entirely in this country. It is an important part of our heritage.”

At Hope, Thompson finds the role of music professor goes beyond teaching. Performing also becomes a pleasant spin-off from the classroom.

“Very rarely will you see a college where the music faculty performs as much as we do here at Hope. The fact that we do perform so much enhances our teaching ability, and I think the students see that in us. We’re not just teaching. We are performing, working, studying. We are all students. I teach other students, but, in a sense, I am still a student, too, and probably always will be. The day I stop studying music is the day I should give it up!”

## HOPE PEOPLE

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### **Janet Meyer Everts** **Assistant Professor of Religion**

Dr. Jenny Everts likes to challenge — and be challenged. She finds that those objectives are being fulfilled at Hope.

“The fact that Hope, though a college with a strong Christian commitment, still has students who come from a wide variety of backgrounds, is the best of all possible worlds for someone like me,” she says.

An assistant professor of religion who specializes in New Testament studies, Everts is beginning her third year as a member of the Hope faculty. Also an ordained minister, she chose teaching undergraduates instead of seminary students because undergraduate students bring a huge spectrum of perspectives to her classroom.

“Variety helps my teaching. I am constantly challenged by the questions students raise.” And the students at Hope do not disappoint her.

But Everts regards her teaching as a challenge on more than one level. Reading the New Testament isn't just an “academic exercise,” it involves interacting with the text at many different levels. For Everts, this includes telling students, “What I'm teaching you is not an intellectual perspective that you ought to know because you went to a Christian college, it is also something that should challenge you personally.”

Too often, Everts believes, biblical studies can be taught as if they are either dull or irrelevant. She thinks they are neither and wants to make certain that her excitement for the subject comes across in her classroom.

“When I'm teaching, I want to say to my students, the issues that are addressed in the New Testament are still alive in the church and in our society. How you respond to the issues will shape the way you view the world we live in and the way you live your lives.”





## HOPE PEOPLE

### **James Piers** **Associate Professor of Sociology**

Jim Piers has fulfilled a dream.

“When I was a student at Hope, a wish I always had someplace in the back of my mind was to come back and teach,” says the associate professor of sociology who graduated from Hope in 1969.

Prior to returning to Hope, though, Piers was a school social worker. His specialty while in the field for three years was clinical social work and foster parent training. Since that time, he not only wrote a book for foster care workers, but has also been involved in consulting and training around the U.S.

While Piers had anticipated teaching in the future, he returned to Hope much sooner than he had thought. He joined the faculty in 1975.

“I’m excited to be back for a variety of reasons. I love the environment and the intellectual stimulation of my colleagues and the students. Probably because I was a Hope student, I’m also extremely excited about a liberal arts education. It’s a great way to learn — especially when students can have a lot of interaction with the professors.”

This is what Piers appreciated most as a former student, and this is what he looked forward to as a professor.

“If there was one thing (I felt) I definitely owed each student, it was some of the same positive interactions that I had had with my professors.”

In the classroom, Piers enjoys stimulating student enthusiasm by integrating theory and practice. One resource he draws upon is the collection of anecdotes he acquired from his own experiences in the social work field.

“I want to make sure I tell my students what it is really like out there. That’s a real concern of mine. Since my students are going into the profession, I feel they should not only hear the theory, but also get a good dose of how those theories can be practically applied.”



## HOPE PEOPLE

### **John Van Iwaarden** **Professor of Mathematics**

Professor, author, department chairperson, radio broadcaster. These are a few of the different hats John Van Iwaarden wears around Hope College. He likes variety in life.

“I want to make sure I’ve got a bunch of these hats laying around so I can take one off and always have another to put on,” he jokes.

Van Iwaarden, who is beginning his 27th year on the faculty, is a professor of mathematics and chairperson of the department. In past years, he has also taught in the physics department (when staffing was low) and for the computer science department (when enrollment was high).

Besides teaching, Van Iwaarden is also a successful author of two college mathematics texts — another outlet for his talents.

Also outside the classroom, he is known by students, faculty, and Holland community members as the “voice of the Flying Dutchmen.” Channeling his energies in yet another direction, Van Iwaarden broadcasts

Hope College basketball and football games on a local Holland radio station. He considers broadcasting one more way to contribute to the Hope community.

“I receive comments from people on campus who say they enjoy what I’m doing. They like to listen to the broadcasts especially when we’re at away games. It’s just more verbal support of the fact that Hope College is a caring community.”

Van Iwaarden says he also feels support even in his demanding role as a department chairperson. Although department deadlines and evaluations must take priority over his other interests, he affirms, “I’ve never found anything but cooperation from my colleagues and the administration in allowing me the flexibility to seek to do the things I enjoy doing.”

And that’s how John Van Iwaarden thrives — by being at a place where hat-changing is encouraged.



## HOPE PEOPLE

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Over the years, Hope students have displayed their academic and leadership talents, not only campus-wide, but also regionally and nationally. Some prominent 1986-87 award recipients appear below.

**1987 graduate Christine Morrison of Madison Heights, Mich.** (pictured at the right) was awarded second place in the highest prize given to an undergraduate student researcher in biology — the Frank G. Brooks Award of Excellence in Research sponsored by Tri-Beta, the national honorary undergraduate society in biology. She conducted research in the field of physiology.

**1987 graduate Daniel Stid of Mason, Mich.** was awarded an eminent Rhodes Scholarship last year to study at Oxford University in England. Only 32 undergraduates at American colleges and universities are designated Rhodes Scholars each year. A history and political science double major, he was the first Hope student to receive this highest undergraduate honor in more than 70 years.

**1987 graduate Jenise Brown of Houston, Tex.** was named one of 100 Women of Promise of the Class of 1987 by *Good Housekeeping* magazine and The Washington Center.

**1987 graduate Paul Deck of Trenton, Mich.** was awarded a prestigious National Science Foundation Graduate Fellowship to continue his studies of physical-organic chemistry toward the completion of a Ph.D. Only 36 students across the nation received this distinction.

**1987 graduate David Hofman of Chiapas, Mexico** was designated Hope's first General Electric Foundation Graduate Fellow to pursue graduate studies in the field of physics at the State University of New York at Stony Brook.

**Senior Julie Hunt of Montague, Mich.** was awarded a Congressional Teacher Scholarship by the U.S. Department of Education to continue her teaching studies at Hope. Only 72 students across the country were designated Congressional Teacher Scholars.

**Senior Tim Jarzembowski of Holland, Mich.** was named a winner in the 1987 Kalamazoo Bach Festival. He is a music performance major.

**Senior Malcolm Lippert of Manistee, Mich.** was awarded an undergraduate research fellowship by the Genetics Society of America to conduct research last summer in the field of genetics at Hope. A biology major, he was the first Hope student to receive this award.

**Sophomore Chris Shaffer of Dearborn, Mich.** authored a fictional story which was later published in the *Detroit News Sunday Magazine*.

**Senior Craig Sharp of Holland, Mich.** was named a Summer Language Fellow by the Program for Inter-Institutional Collaboration in Area Studies. A history and French major, he was given the opportunity to study Arabic in an intensive training program at the University of Michigan last summer.



## HOPE PEOPLE



**Daniel Stid '87**  
**Mason, Mich.**

Seventy-five years is a long time to wait, but Hope College couldn't have a worthier Rhodes Scholar than Dan Stid, the college's third scholarship recipient and the first since 1912.

A Rhodes Scholarship is the highest academic honor an undergraduate can receive. A 1987 graduate who majored in history and political science, Stid is currently continuing his studies at England's prestigious Oxford University, the reward for being a Rhodes Scholar.

Academic excellence isn't all that Stid achieved while at Hope, though. A varsity football standout for three years, Stid earned respect around the league as an outstanding defensive tackle. He was also a tri-captain on last year's MIAA championship team.

Looking back on his liberal arts education, Stid appreciates how it helped him grow outside of his academic and football achievements. During the course of his four years at Hope, he says he learned a great deal about himself, too.

"When I came to Hope I believed in many things, and I believed in them very strongly," he says. "Now I don't believe in quite as many things, but the beliefs that I do hold, I have thought through and believe in for good reason because they have been challenged, confronted, and questioned for four years."

Stid gives credit to his professors for leading him through this sorting process. He believes that the honor of receiving the Rhodes Scholarship is as much a result of his professors' teachings and concerns as his own efforts.

Stid also sees his award as a reflection of Hope's academic setting. While he could have chosen an Ivy League institution, Stid felt that Hope would be the right place for him.

"A liberal arts education cut out in a Christian context is Hope's biggest attribute," he adds.

## HOPE PEOPLE



**Steve Stroessner '87**  
**Whitewater, Wisc.**

As a student, Steve Stroessner wanted to be involved in learning more than classroom knowledge. He knew many extracurricular activities at Hope encourage "beyond the books" learning, so Stroessner made the *Inklings* campus magazine his organization of choice.

"I wanted to be part of an organization that encouraged people to look at things outside of the classroom," said the 1987 graduate who is currently in a social psychology Ph.D. program at the University of California — Santa Barbara.

*Inklings* is a monthly student publication in which contributors voice opinions on issues concerning the campus and the world. Stroessner, as the magazine's editor last year, believes the magazine plays an important role as a student organization because "it serves as a forum for campus-wide dialogue. Students are given the opportunity at Hope to use *Inklings* to instigate debate and discussion," says the Whitewater, Wisc. native.

Along with the student newspaper, the *anchor*, *Inklings* gives students the chance to hone their publishable writing skills. And of course, the magazine gives Hope students the opportunity to see their writing in print.

Furthermore, though, Stroessner sees *Inklings* as a vehicle to dissuade student apathy. And he acknowledges that a liberal arts education plays a vital role in relieving apathy and encouraging involvement.

"Through my studies of the structures of society I realize change can occur. As a psychology major, I've really recognized the importance of trying to enact change in my tiny corner of the world. If we all were trying to do a bit to change the world, our problems wouldn't seem so enormous."

## HOPE PEOPLE

### Verna Bond-Broderick '90 Ann Arbor, Mich.

After only one year, Verna Bond-Broderick feels right at home as a member of the Hope College community.

"I really like Hope, and I'm glad I came," says the sophomore from Ann Arbor, Mich. "When I was considering Hope, one strong appeal was its size. I knew I would receive more attention within the small classes Hope could offer."

And because fewer students crowd a Hope classroom, Bond-Broderick appreciates the accessibility of her professors, too.

"I can talk to them if I need help. They get to know me and can see if I am having problems. Last year, I found this to be especially true in my 'Introduction to Economics' class."

Besides the classroom, Bond-Broderick has benefitted from other small groups. During her first year, she lived in the freshman women's dormitory, Dykstra Hall. Dykstra is unique because it's the only dorm where rooms are grouped in a "cluster" system. Each cluster has six rooms that branch off one central living room. Bond-Broderick says the setting creates an easy and great way to make friends. "We were like one big family," she adds.

But classrooms and clusters aren't the only places where Bond-Broderick has found friends. A violinist since fifth grade, she now contributes her talents to the Hope College Symphonette — a smaller and select group of musicians who toured Europe last summer. Cohesiveness within this group not only yields quality music, but also allows members to build strong friendships, she notes.

Though Bond-Broderick is unsure of her major right now, the next three years will provide time and opportunities for her to explore what she likes best in a liberal arts education.



## HOPE PEOPLE

### Yuichi Kida '87 Tokyo, Japan

Back in 1983, Yuichi Kida arrived in Holland, Mich. on a short-term exchange program as a student from Hope's sister school, Meiji Gakuin University in Tokyo, Japan. During his four-week stay, he heard Hope professors deliver lectures on American politics and economics, as well as the role of women in society and different social problems. All were topics which interested Kida from his international point of view. So in 1986, the 1987 graduate from Toyko, Japan decided to return to Hope — this time for an entire academic year.

Kida studied business administration with the intention of pursuing a career in international business between the United States and Japan. The road to his degree, however, sometimes was a struggle against a language barrier.

“At first, it was hard to keep up with classes. I only understood 70 to 80 percent of what my professors said.”

While choosing the right words can still be difficult, Kida has acquired an outstanding working knowledge of the English language. He adds that a business writing course has taught him the essentials in written organization.

On top of building upon his knowledge of English, Kida also adjusted very well to the “oddities” of a new culture. He believes the presence of many international students on Hope's campus contributes to better understanding and the overall atmosphere.

“When Hope students positively interact with international students, they learn to appreciate our ideas and views of the United States. It helps cultivate a broader understanding for both groups of students.”

To this, Kida also adds another theory: Getting to know another country results in getting to know your own country better, too.



## HOPE PEOPLE

### Ariane Marolewski '89 New City, N. Y.

Ariane Marolewski wanted a quality science education while at the same time she was interested in more than simply science. She found that Hope College could offer her that "right combination."

"Hope seemed to be the best school that could give me what I wanted — both in my major and out of my major," says the junior chemistry major from New City, N. Y.

Marolewski says Hope has done much to challenge her as a student-chemist. She appreciates the time she spends in the chemistry lab, and more importantly, she sees a tremendous benefit from having hands-on experience with state-of-the-art equipment which she otherwise may not use as an undergraduate at a larger school. She also has the opportunity to collaborate with professors in independent research projects.

The ability to work individually with professors at Hope helps foster a clearer understanding, Marolewski believes. She finds her professors to be helpful and caring and always willing to answer questions about any aspect of classwork — or non-classwork, for that matter.

"The thing that really impressed me about professors here is that they are very excited about what they're doing, and they transmit that excitement to their students."

"The right combination" Marolewski has found at Hope also allows her to nurture her long-time participation in music. After playing the clarinet for 11 years, she still contributes her talents as a member of the Hope College Wind Ensemble. Because music is such an important, fulfilling part of her life, Marolewski is also earning a music minor.

She explains, "It would be nice to leave Hope with a minor in music — to have the ability to say I did something official with my talent."





## HOPE PEOPLE



### **DeeAnn Knoll '88** **Grand Rapids, Mich.**

“Sports are my release,” senior DeeAnn Knoll explains. “In the afternoons, after classes, I can go to practice and be in a totally different atmosphere. That is my social life, too. Plus, I feel better about myself after working out.”

A computer science and business administration double major, Knoll feels sports are a significant part and supplement to her liberal arts education. For the past three years, she has participated at the varsity level in volleyball, basketball, softball and track. In fact, she was the first woman athlete at Hope to earn four varsity letters in one year.

Athletics have not only been personally rewarding for Knoll, but over the years, she has earned several league awards as well. In each of her three main sports (volleyball, basketball and softball), Knoll was honored as an all-league player last year, ranking among the top MIAA players in almost every statistical category.

Because she and her coaches place academics first, Knoll always tries to maintain her school work while remaining an active and vital part of the team. As evidence, last year she was elected an Academic All-American in softball.

“My homework time is important to me,” says the Grand Rapids, Mich. native. Knoll is convinced Hope is special for her because she can participate in three sports and still keep up with the academics — but not without a little extra work and organization, though.

“Sports have also helped me make more friends, even outside of my areas of study. I might not have met some of my teammates otherwise.”

The Fellowship of Christian Athletes (FCA) provides an additional channel for Knoll to be involved in a sports-related area. But FCA involves her outside of the court or field. Meeting once a week, FCA allows any student who wears a pair of sneakers the chance to become involved in spiritual inspiration and prayer.

Knoll says, “FCA brings athletics and the Christian atmosphere at Hope together.”

## HOPE PEOPLE



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 PEOPLE

### **John Jacobson** **President of Hope College**

Dr. John H. Jacobson became President of Hope College on July 1, 1987. He had previously served as Provost of Empire State College in the State University of New York.

What qualities of Hope College attracted him to the presidency?

"Hope offers an outstanding undergraduate education in the context of a caring and responsible community," he says. "I am impressed by the close contact among faculty and students and by the extent to which students become productively engaged in research side-by-side with their professors. The high achievement and loyalty of the alumni are sure signs that the college has been performing well. The present and historic ties to the Reformed Church tradition are deep roots which nourish healthy institutional growth. Few colleges enjoy as much enthusiastic support from their surrounding communities as does Hope. The excellent quality of the college is expressed in the intelligence, faith, courtesy and wit of the people of Hope."

What does he look forward to during his first few years at Hope?

"I am looking forward to getting to know as many students as I can. The Presidents House, in the middle of the campus, is an excellent place to entertain students and faculty, as well as other friends of the college. My wife, Jeanne, and I plan to make full use of it in that way. I am excited about the opening of the Van Wylen Library and the college's determination to make the library exemplary. The faculty of Hope College are highly creative, and I look forward to working with them to build upon the college's impressive strength in teaching, in research and in service. Hope alumni are outstandingly loyal to and supportive of their college, and I hope to engage them in dialogue about the many ways that they can continue their involvement with the college. Jeanne and I are eager to participate in the life of the college in a variety of informal ways and also by attendance at lectures and seminars, exhibits, plays, concerts, athletic contests and other campus activities."

President Jacobson's wife, Dr. Jeanne Jacobson, earned a Ph.D. in educational psychology. She is a member of the faculty of a nearby university where she teaches graduate and undergraduate courses and participates in the Reading Clinic.



## HOPE PEOPLE

### **Phyllis Hooyman Director of Financial Aid**

As the director of financial aid at Hope College, Phyllis Hooyman is keenly aware of students' monetary needs. While she is concerned that the Reagan administration is proposing cuts in gift aid funding and increases in loan funds, Hooyman remains optimistic.

"In my nine years here, there has been much discussion regarding financial aid cuts. Every year we hear the same thing and all the horror stories start circulating," she says. "But very little of that has actually happened. We've seen some changes and reductions, but a tremendous amount of money is still available to students."

Hooyman estimates that "\$17 billion is available annually to college students across the country." Conclusively then, she strongly believes all students should apply for aid to see if they qualify.

According to Hooyman, approximately 60 percent of Hope students receive financial aid based on need.

When scholarships, campus jobs, and other non-need resources are included, 80 percent of the total student body receives some type of aid.

The percentage of gift aid sponsored by Hope is high for a good reason. While the government is pressuring students to borrow, Hooyman emphasizes that Hope strives to control the level of student indebtedness.

"We have a commitment to try to avoid excessive indebtedness for our students. We are trying, within our capabilities and funding levels, to keep borrowing at a minimum."

From her experience, Hooyman knows money is a crucial and often an emotional subject for many people. And Hope students and parents are no exception.

"We are here to help every Hope family as much as possible."



## HOPE PEOPLE

### Jon Huisken Registrar

While students at a larger university may sometimes feel they exist as numbers in a file throughout their years of study, this is not the scenario at Hope College. Registrar Jon Huisken makes sure that personal attention is the primary standard in his office.

Huisken has worked with Hope students for the past 18 years, helping them fine tune their class schedules and keep track of academic records. He wholeheartedly believes his office, and the individual attention students can get there, is significant to a student's success in understanding academic administration at Hope.

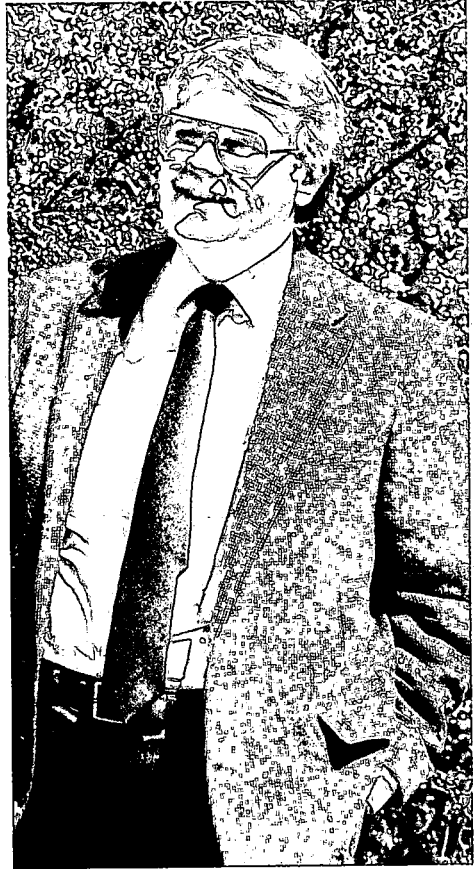
"Every college needs a 'front door' to the academic program. Someone needs to be accessible to the students in order to deal with academic concerns. That's the way this office functions. We are the front door to the academic aspect of the institution."

One objective of being a "front door" is helping students become aware of all that Hope has to offer. Because this is an important aspect of his job, Huisken encourages students to take advantage of Hope's resources — what he calls "the total institution." In other words, he encourages students to utilize the true meaning of a liberal arts education.

Besides giving students an "integrated perspective of the world," the liberal arts helps a student acquire analytical and critical thinking skills through required core courses. Accordingly, Huisken believes, "Those are the things that the student will be drawing on for years. The ability to articulate, to express themselves in a written or oral fashion is what's going to be the difference between Hope students and non-liberal arts graduates."

Plain and simple, though, Huisken's concern for students is because, well, he likes them. And the students like him, too. The Class of 1987 showed their appreciation for his work by giving him a Distinguished Service Award at last year's commencement.

"Students have a lot of energy and dreams. Their whole lives are ahead of them yet. They are excited about life. And that's invigorating to me."



## HOPE PEOPLE



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 her goals? The answer lies in the personal and professional lives of the 15,000 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.

## HOPE PEOPLE

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### Dean Overman '65 Washington, D.C.

“What Hope does really well is it fosters powerful relationships between faculty and students,” says Dean Overman '65. “I’ve never seen faculty relate to students like they do at Hope. When I left, some of my closest relationships were with professors. I think I knew some faculty members better than my classmates! At the time, I thought that was somewhat different from most colleges, but I didn’t realize it was unique.”

A psychology, philosophy, and literature triple-major, as well as a varsity golfer, basketball player, and Young Life worker while at Hope, Overman is currently a senior partner in the Washington, D.C. office of the Chicago-based law firm, Winston and Strawn, where he specializes in financial transactions. He holds a juris doctor degree from the University of California — Berkeley.

For such a young man, his credentials are already quite impressive. He was a White House Fellow and the associate director of the White House Domestic Council during the Ford administration, a White House consultant during the Carter years, and a special counsel to Governor James Thompson of Illinois. He also appears in *Who's Who in Finance and Industry*.

Overman is also still active in Young Life ministries and with “Cities in Schools,” a government-private sector program aimed at correcting the nation’s high school dropout problem. In fact, back in 1966, Overman and some friends started a street academy for high school dropouts in the Bedford-Stuyvesant area of Brooklyn, N. Y. That academy still exists today.

“Hope College gave me a very broad-based education which allows me to address some of the major questions that constantly pop up throughout my life. Hope helped me build a structure for understanding, a structure to experience different events and to learn many different subjects.”

He relates his experience at Hope to a Greek myth, “The Red Thread of Adriane” — a story that tells of Theseus, the hero who held onto a thread when he entered the treacherous labyrinth. The thread, given to him by Adriane, helped him find his way back out after he slayed the Minotaur monster.

“Hope’s educational philosophy gives the basics, the thread to hang onto when we begin to enter any complex circumstance where our goals can become confused and challenged.”



## HOPE PEOPLE

### **Sarah Koeppel '77** **New York, N.Y.**

When Sarah Koeppel '77 came to Hope, she had no intention of pursuing theatre as a major — or a profession, for that matter. But after two years of liberal arts learning, Koeppel decided there was nothing wrong with majoring in something she had previously enjoyed as an extracurricular activity.

"I originally came to Hope in the honors premedical program," she says.

But, since she had dabbled in theatre in high school, Koeppel decided to audition for a Hope production when she was a freshman. She got the part and was hooked.

Today, Koeppel, who resides in New York City, specializes in behind-the-scenes arrangements in the entertainment industry, particularly in the area of casting. Over the past few years, she has picked the players, in varying degrees, for several major movies like "Mosquito Coast," "Out of Africa," and "Outrageous Fortune" to name just a few.

If there is one word to fully describe Koeppel's years at Hope, though, it would be "diversity." As a student, she was involved in several different activities — a sorority, as a resident assistant, the Nykerk orator, and "on every committee that existed." She also majored in physical education and theatre along with a dance minor and a teaching certificate in a science composite. All in just four years!

"My time at Hope was far more than book-learning, though. I really enjoyed being involved outside of my classes. I learned and grew from that," says the Oklahoma native.

She also found that "Hope's liberal arts education is very important to a theatre student because to produce theatre demands so much more than the art of acting. Theatre draws on the resources of every department — communication, English, business, law."

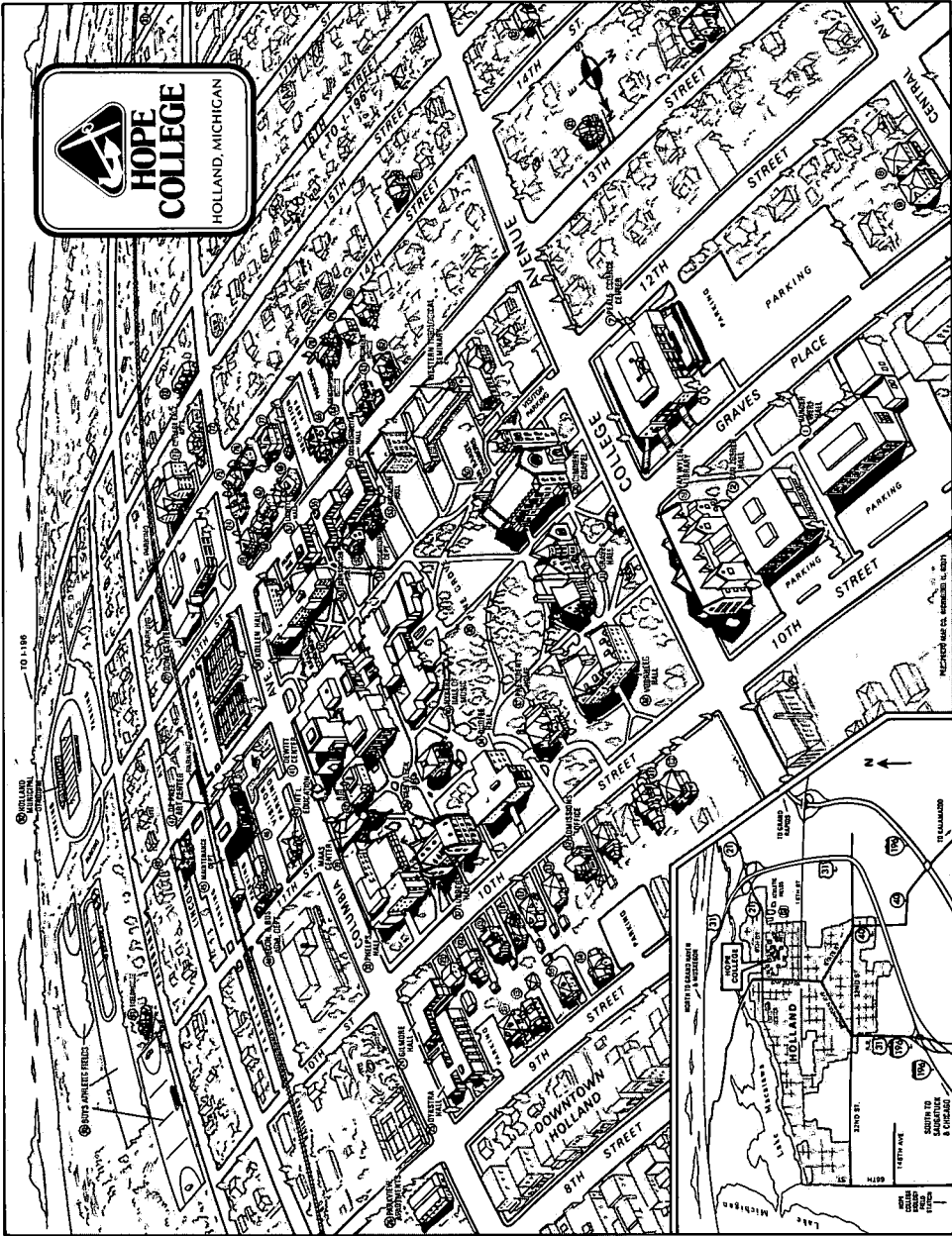
Koeppel still returns to campus every year to take in the Hope Summer Repertory Theatre shows. If there's one thing she really wants Hope students to know, though, it's that the world of entertainment is a very attainable goal.

"New York City or Hollywood aren't so far away."





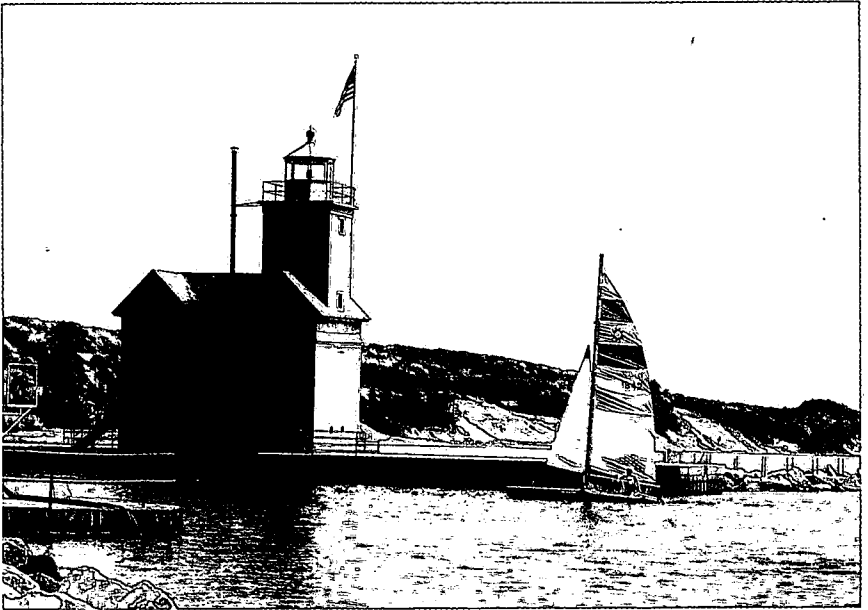
# THE CAMPUS



12. Admissions Office, 99 E. 10th St.  
 41. Advancement Office, DeWitt Center  
 69. Albers Guest House, 154 E. 13th St.  
 41. Alumini Office, DeWitt Center  
 \*53. Arcadian Hall, 111 E. 13th St.  
 47. Art Department, 174 E. 12th St.  
 70. Athletic Department, Dow Center  
 \*15. Beuwkes Cottage, 112 E. 9th St.  
 \*21. Belt Cottage, 130 E. 9th St.  
 7. Biology Dept., Peale Center  
 41. Bookstore, DeWitt Center  
 \*79. Bouma Cottage, 99 E. 14th St.  
 \*13. Boyd Cottage, 103 E. 10th St.  
 \*63. Brumler House, 106 E. 13th St.  
 41. Business Office, DeWitt Center  
 90. Buys Athletic Fields, 11th at Fairbanks Ave.  
 41. Career Planning and Placement, DeWitt Center  
 \*9. Centennial Cottage, 275 Central Ave.  
 \*64. Century House, 114 E. 13th St.  
 7. Chemistry Dept., Peale Center  
 \*71. College East Apartments, 174 E. 14th St.  
 \*73. Columbia Apartments, 367 Columbia Ave.  
 37. Communication Dept., Lubbers Hall  
 1. Computer Science Dept., VanderWerk Hall  
 34. Computer Services, Durfee Hall  
 \*54. Cosmopolitan Hall, 109 E. 13th St.  
 70. Counseling Services, Dow Center  
 70. Dance Dept., Dow Center  
 41. Dean of Students Office, DeWitt Center  
 \*52. Delta Phi House, 118 E. 12th St.  
 47. De Pree Art Center, 275 Columbia Ave.  
 \*75. Deutsches House, 143 E. 14th St.  
 41. DeWitt Student and Cultural Center, 137 E. 12th St.  
 30. Dinnert Memorial Chapel, 277 College Ave.  
 \*68. Doesburg Cottage, 148 E. 13th St.  
 \*8. Dosker Cottage, 279 Central Ave.  
 70. Dow Health and Physical Education Center, 160 E. 13th St.  
 \*14. DuMez Cottage, 106 E. 9th St.  
 \*34. Durfee Hall, 110 E. 10th St.  
 \*25. Dykstra Hall, 144 E. 9th St.  
 44. Economics & Business Adm. Dept., 174 E. 11th St.  
 51. Education Dept., 112 E. 12th St.  
 \*56. Emersonian Hall, 113 E. 13th St.  
 37. English Dept., Lubbers Hall  
 91. Field House, Buys Athletic Fields  
 41. Financial Aid Office, DeWitt Center  
 31. Foreign Languages and Literature Dept., Graves Hall  
 \*23. Fraternal Cottage, 135 E. 10th St.  
 41. Freshmen Studies Office, DeWitt Center  
 7. Geology Dept., Peale Center  
 \*24. Gilmore Hall, 143 E. 10th St.  
 31. Graves Hall, 265 College Ave.  
 69. Guest House, 154 E. 13th St.  
 70. Health Clinic, Dow Center  
 62. Higher Horizons Office (Maulder Cottage), 100 E. 13th St.  
 \*18. Hillgoonds Cottage, 117 E. 10th St.  
 37. History Dept., Lubbers Hall  
 92. Holland Municipal Stadium  
 76. Hope-Calvin Department of Nursing, 105 E. 14th St.  
 41. Hope-Geneva Bookstore, DeWitt Center  
 43. International Education, 265 Columbia Ave.  
 \*61. Klaaren Cottage, 90 E. 14th St.  
 \*73. Kleis Cottage, 326 Columbia Ave.  
 41. Kletz, DeWitt Center (lower level)  
 \*81. Knick House, 54 E. 13th St.  
 \*58. Kollen Hall, 140 E. 12th St.  
 \*10. Kuyper Cottage, 73 E. 10th St.  
 \*57. Lichy Hall, 129 E. 13th St.  
 \*48. Lincoln Avenue Apartments, 280 Lincoln Ave.  
 37. Lubbers Hall for Humanities and Social Sciences, 126 E. 10th St.  
 39. Maas Student and Conference Center, 150 E. 10th St.  
 41. Mailing & Word Processing Center, DeWitt Center  
 45. Maintenance Dept., 186 E. 11th St.  
 1. Mathematics Dept., VanderWerk Hall  
 \*22. Meyer Cottage, 129 E. 10th St.  
 62. Mulder Cottage (Higher Horizons Office), 100 E. 13th St.  
 40. Music Department, Nykerk Hall  
 77. Nursing Department, 105 E. 14th St.  
 40. Nykerk Hall of Music, 111 E. 12th St.  
 \*26. Parkview Apartments, 161 E. 9th St.  
 7. Peale Science Center, 35 E. 12th St.  
 \*38. Phelps Hall, 150 E. 10th St.  
 37. Philosophy Dept., Lubbers Hall  
 70. Physical Education and Recreation Dept., Dow Center  
 1. Physics Dept., VanderWerk Hall  
 55. Pine Grove, Center of Main Campus  
 37. Political Science Dept., Lubbers Hall  
 \*80. Poll Cottage, 34 E. 14th St.  
 33. Presidents Home, 92 E. 10th St.  
 41. President's Office, DeWitt Center  
 41. Provost, DeWitt Center  
 7. Psychology Dept., Peale Center  
 41. Public Relations Office, DeWitt Center  
 46. Public Safety Office, 186 E. 11th St.  
 \*78. Reese Cottage, 91 E. 14th St.  
 41. Registrar, DeWitt Center  
 37. Religion Dept., Lubbers Hall  
 31. Schoon Meditation Chapel, Graves Hall (ground floor)  
 \*55. Scott Hall, 115 E. 13th St.  
 \*65. Sib House, 118 E. 13th St.  
 \*77. Sigma House, 135 E. 14th St.  
 \*74. Smith Cottage, 151 E. 14th St.  
 39. Snow Auditorium, Nykerk Hall of Music  
 31. Sociology Dept., Graves Hall  
 \*66. Steffens Cottage, 138 E. 13th St.  
 \*16. Student Housing, 124 E. 9th St.  
 \*72. Student Housing, 349 Columbia Ave.  
 \*82. Student Housing, 18 E. 13th St.  
 41. Student Organizations, DeWitt Center  
 41. Student Services, DeWitt Center  
 41. Studio Theatre, DeWitt Center  
 \*17. Taylor Cottage, 111 E. 10th St.  
 41. Theatre Dept., DeWitt Center  
 79. Transportation Department, 176 E. 19th St.  
 31. Upward Bound, Graves Hall  
 1. VanderWerk Physics-Mathematics Hall, 25 Graves Pl.  
 \*19. Van Drezer Cottage, 123 E. 10th St.  
 \*67. Van Schaack Cottage, 144 E. 13th St.  
 \*36. Van Vleck Hall, Pine Grove  
 3. Van Wylen Library, 250 College Ave.  
 2. Van Zoeren Hall, 41 Graves Pl.  
 \*32. Voorhees Hall, 72 E. 10th St.  
 \*76. Welmers Cottage, 135 E. 14th St.  
 41. Word Processing & Mailing Center, DeWitt Center  
 39. Wynand Wichers Auditorium, Nykerk Hall of Music  
 \* Student Housing

# THE CAMPUS

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**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. All major facilities are accessible to the mobility-impaired. During the past decade more than \$16 million has been spent on improving the physical plant.

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

The College recently completed a major fund raising campaign.

# THE CAMPUS

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**Van Wylen Library**, a new \$8.5 million structure funded by the recently completed Campaign for Hope, will be open for campus-wide use during the second semester of the 1987-88 school year. The five floors will house Hope's large collection of publications (over 300,000 volumes), periodicals, and other reference materials. A very important part of this new facility will be the public access, on-line catalog system. With this system, which replaces the conventional card catalog, the library user can ask the computer to do on-line searches by the book title, author, subject, or even a key word. The new library is named for the ninth Hope president and his wife, Gordon J. and Margaret D. Van Wylen.

**Van Zoeren Library**, gift of alumnus Dr. G. John Van Zoeren, will serve as Hope's library during the first semester of the 1987-88 school year. During the second semester, renovation will begin on Van Zoeren Hall to provide more classroom and office space for the education and sociology departments.

**Branch Libraries** are located in the Peale Science Center and the music building. Each branch has its own separate catalog that is also included in the main catalog of the Van Zoeren Library.

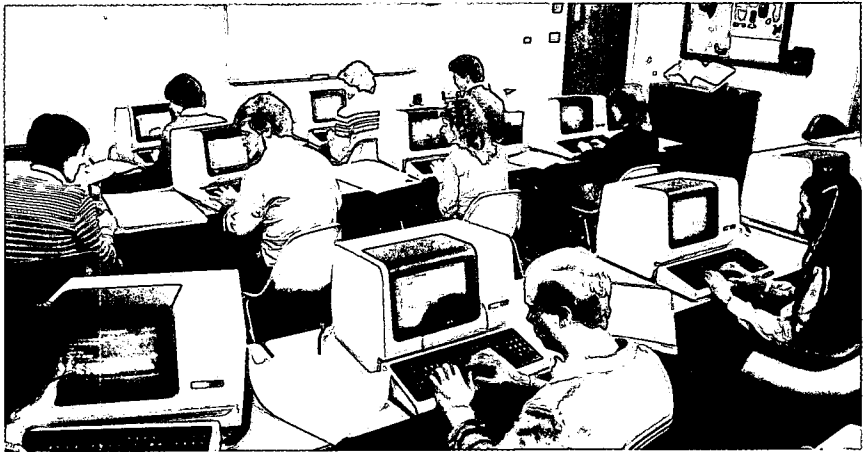
The three libraries provide the students and faculty a selective collection of books, periodicals, microfilm, and related materials. They now contain more than 190,000 volumes, approximately 1,150 current periodical subscriptions, 1,200 cassette tapes, and over 25,000 reels and cards of microtext all classified and on shelves open to all users. Other libraries in the community available to Hope College students are the Herrick Public Library and the Beardslee Library of Western Theological Seminary.

**The Archives** is the repository for documentary, photographic, and other materials of historic value to Hope College. The Archives, housed in the lower level of Durfee Hall, is available to scholars interested in the history of the college.

## THE CAMPUS



**Vander Werf Physics-Mathematics Hall**, completed in 1964, has two general physics laboratories, one advanced physics laboratory, a radiation laboratory, an electronics laboratory, four project rooms, darkroom, machine shop, mechanical equipment rooms, conference rooms, library, offices, and classrooms, all equipped with monitors for teaching computer science and for teaching courses where extensive use of the computer is important. Two large lecture halls are joined to the main building by a glass-enclosed lobby. Special facilities include a VAX 750 computer, computer terminal rooms, microcomputer and minicomputer laboratories, and the Van de Graaff accelerator laboratory. The building is named in honor of Calvin A. Vander Werf, eighth president of Hope College.

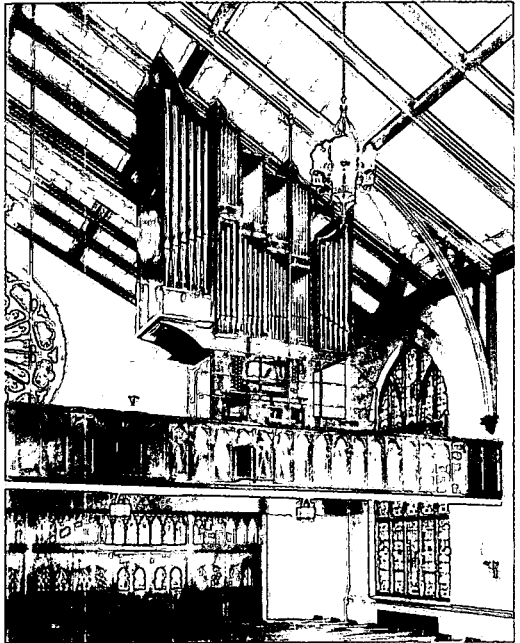


**The Computer Center** has new headquarters on the main floor of Durfee Hall. User terminals are located throughout the campus. In a number of academic programs, the computer has become an indispensable tool for both teaching and research; it is used by students in the arts, humanities, natural and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

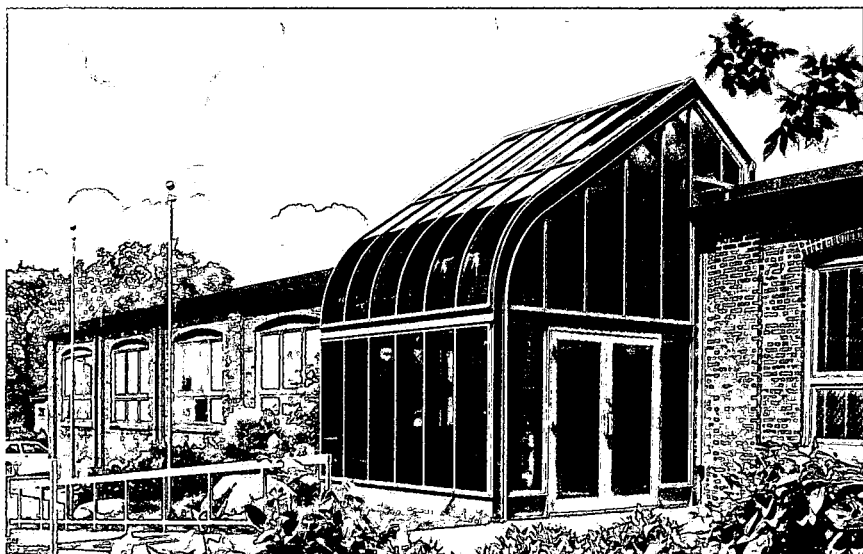
# THE CAMPUS



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



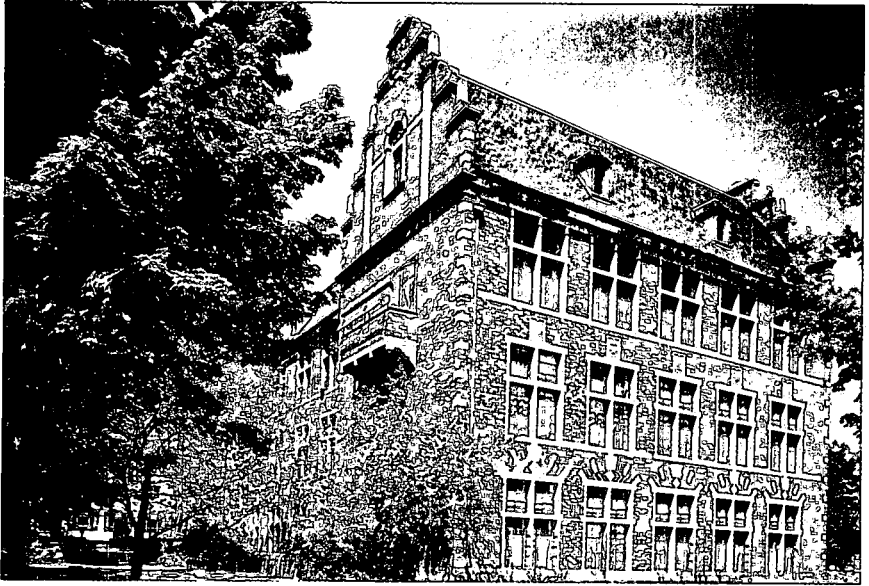
## THE CAMPUS



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



# THE CAMPUS



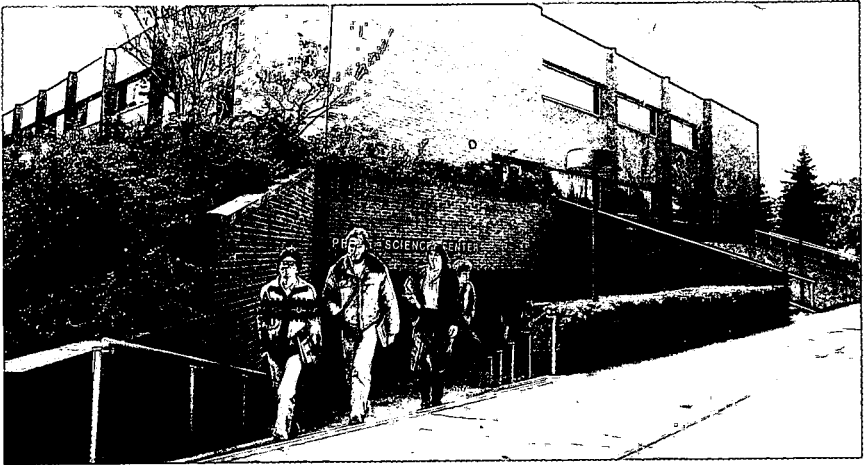
**Lubbers Hall** — This architecturally Dutch influenced building is the center for the humanities and social science departments. It houses the departments of communication, English, history, political science, philosophy, and religion as well as the technical services department. The center has been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

The offices of the economics and business administration department are located in the Sligh Center adjacent to the De Pree Art Center on the east side of campus.





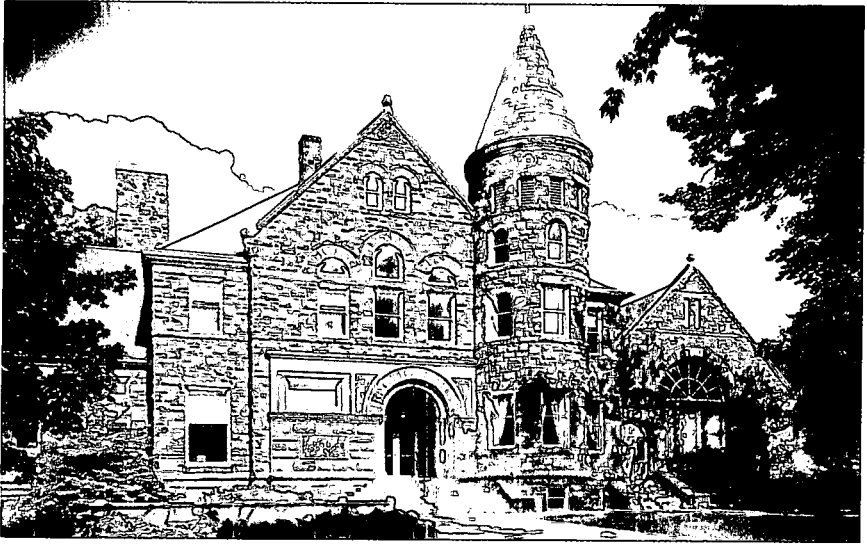
## THE CAMPUS



**The Peale Science Center** houses the departments of biology, geology, chemistry and psychology. The building contains laboratories, lecture halls, a museum, greenhouse, aviary, and a library-instructional resource center. 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 housed on Fourteenth Street between Columbia and College Avenues.



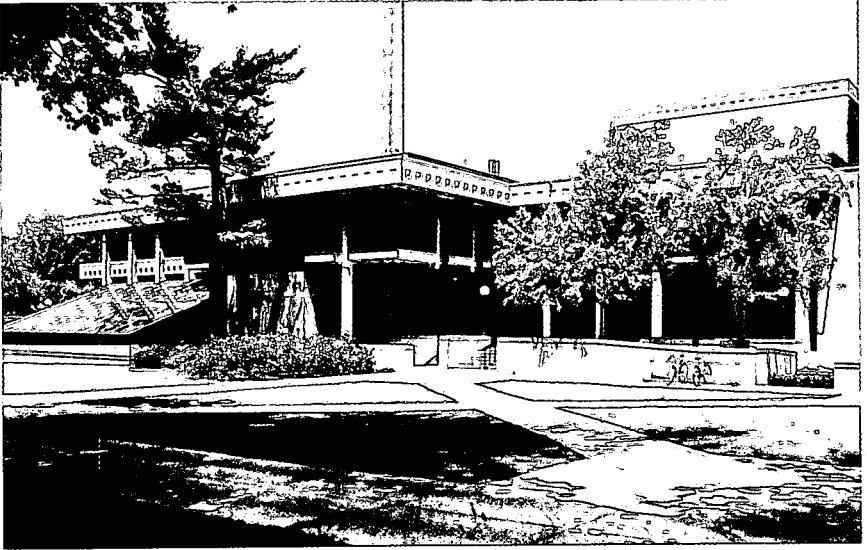
## THE CAMPUS



**Graves Hall**, built in 1894 and remodeled in 1962, is a beautiful stone building which houses classrooms, the language center, and a language laboratory equipped with 72 stations for foreign language study. Winants Auditorium in Graves Hall was the Upward Bound program, extensively remodeled in 1979. The sociology department, several offices, 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.



## THE CAMPUS



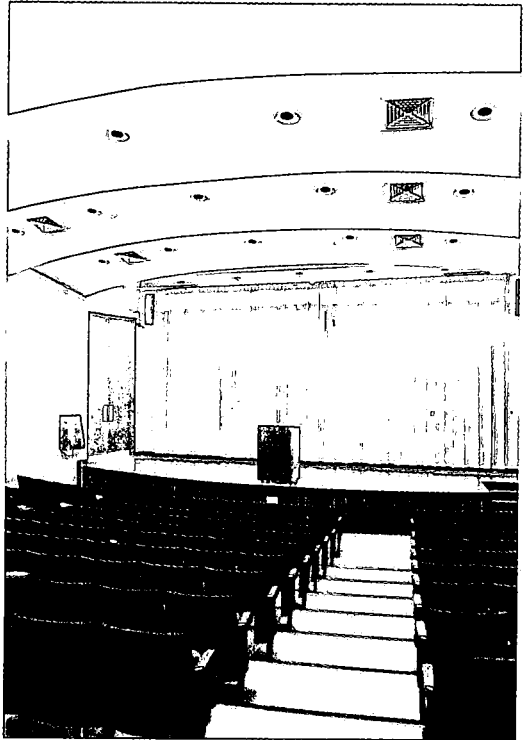
**The DeWitt Center**, expanded and renovated in 1983, includes a modern educational theatre, lounges, a snack bar, study areas, offices for student organizations, and the Hope-Geneva Bookstore. The DeWitt Center is also the administrative center. The facility is named for alumni brothers Dick and Jack DeWitt, the principal donors.



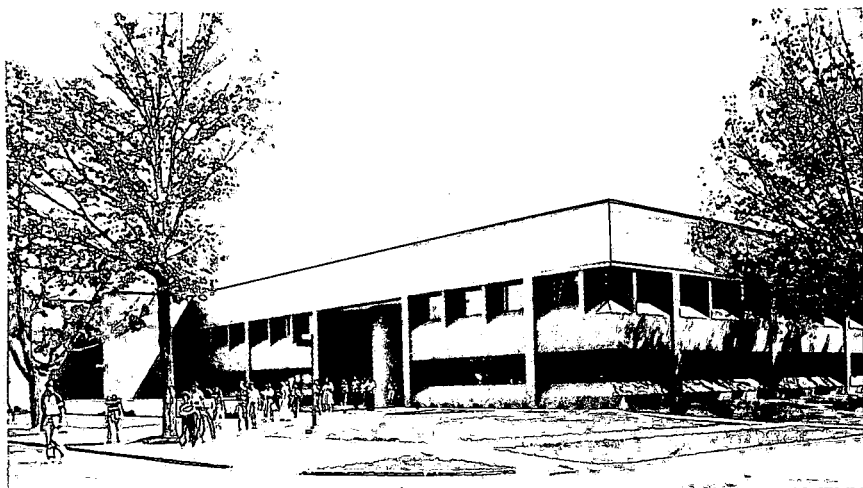
## THE CAMPUS



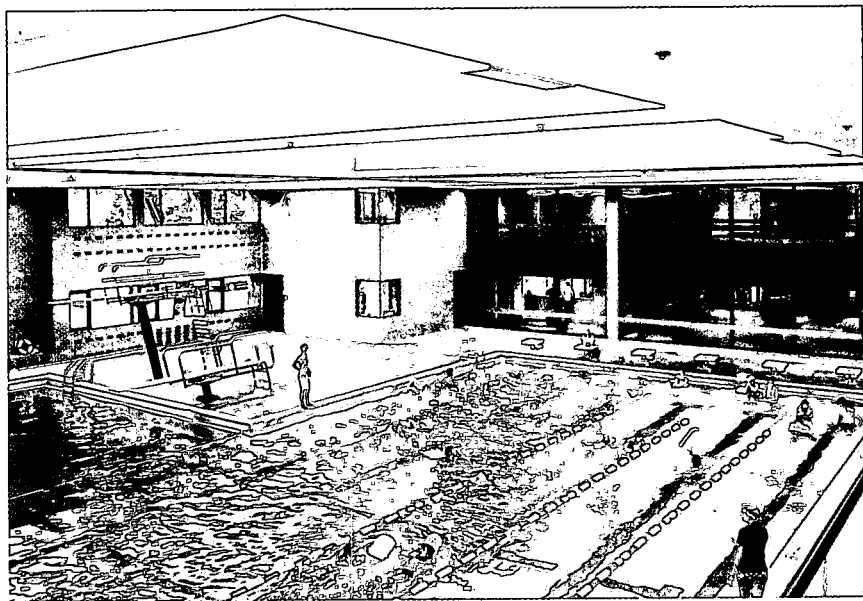
**Nykerk Hall of Music and Snow Auditorium**, constructed in 1956, provides modern facilities for the College's rapidly expanding music program. The Hall has seven teaching studios, 14 practice rooms, two classrooms, offices, a record library, three listening rooms, and Snow Auditorium which has a seating capacity for 200 persons. The Wynand Wichers addition to the Nykerk Hall of Music, constructed in 1970, includes nine practice rooms, eight studios, a large library, and another small auditorium, holding about 225 persons. The building was named for John Nykerk, former Hope professor and originator of the music program.



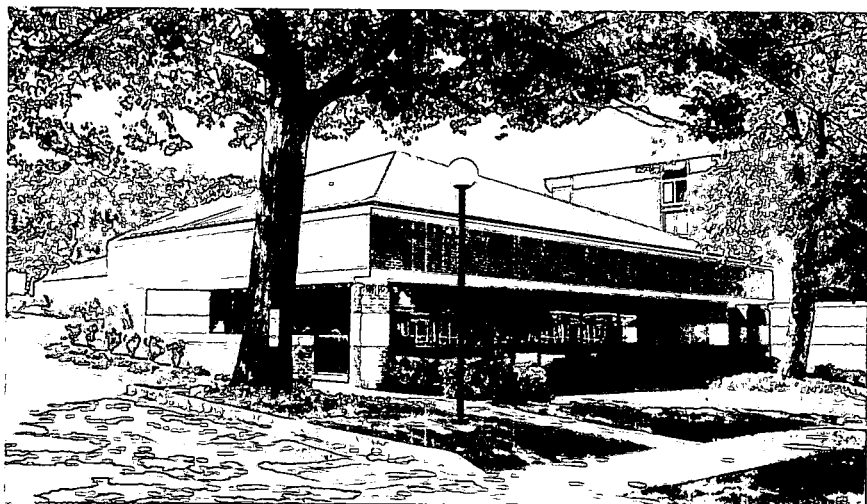
## THE CAMPUS



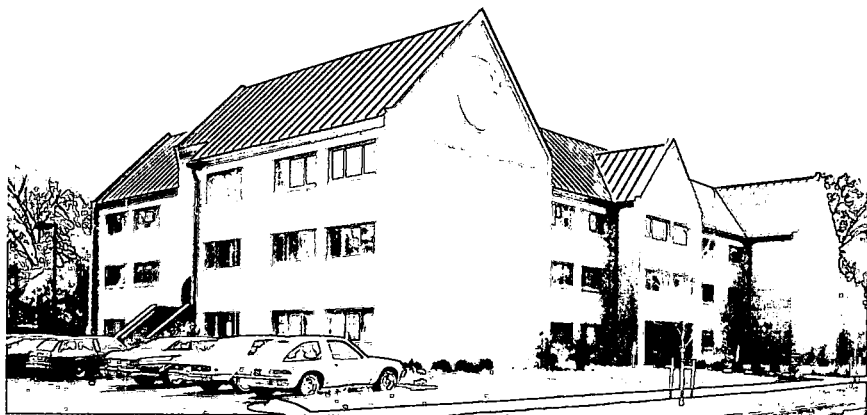
**Dow Health and Physical Education Center**, opened in the fall of 1978, is an activity-oriented facility. Emphasis has been placed on multiple use of space. Included are gymnasium areas to accommodate a variety of sports and games, a running track, an L-shaped swimming pool with a diving area, conditioning and exercise rooms, a dance studio, racquetball courts, wrestling and gymnastics rooms, classrooms, faculty offices, locker rooms, a training room, and the College's Health Clinic. The Dow Center also houses the Health-Fitness Center, containing sophisticated testing and therapy apparatus for the Hope-Kellogg Health Dynamics Program (see page 221).



## THE CAMPUS



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



**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 Development Office. There is a large variety of types of housing including the new College East Apartments. Residence halls are shown on a map of the campus on pages 34-35. Some students enjoy the home-like atmosphere of 25 cottages. (See "Residence Halls," page 52).



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

## **ACADEMIC ADVISING**

Each student is assigned a faculty advisor who will assist in selecting an appropriate schedule, discuss academic progress and future direction, and be of help when the student faces academic questions or difficulties.

Faculty advisors are initially assigned, whenever possible, on the basis of academic interests. Unless the student requests a change in advisors, this advisor will continue until the student declares a major or field of academic concentration. Upon declaration of a major, the student is reassigned an advisor by the chairperson of that department.

Changes in faculty advisors may be initiated through the Registrar's Office prior to declaring a major and through the department chairperson after the student has been accepted as a major. The academic advising program is under the direction of the Registrar.

## **ACADEMIC SUPPORT CENTER**

The Center provides services to students individually or in small groups to help improve their study habits, learning skills, and performance in classes. Trained peer tutors are available for appointments to guide students in improving their understanding in most introductory courses (especially English and mathematics courses taken by freshmen). Special attention is given to the organization and development of ideas for papers and the mechanics of writing (grammar, punctuation, spelling). Small group help sessions are scheduled twice a week in the evenings for pre-calculus and calculus courses. Workshops on study skills, time management, test preparation and note-taking are given at the beginning of each semester. Topical workshops are presented throughout the school year.

# CAMPUS SERVICES

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## COUNSELING SERVICES

The College provides counseling services to assist students in their personal development, in addition to academic advising and academic skills improvement. A professional counselor is available to students who wish to talk over a concern in a one-to-one, confidential setting. Some students want primarily information, or help with a situation of immediate concern. Others request an on-going, supportive relationship which may involve a regular meeting with a counselor for several weeks. Still others seek referral to other services on campus or in the community. Also available through the counseling services are personal growth groups and programs that are open to all students. Topics covered in the past have been: Eliminating self-defeating behavior, stress-management, sexuality, conflict resolution and assertiveness. The Counseling Center is located in the Health Clinic in the Dow Health and Physical Education Center.

The Office for Disabled Student Services seeks to aid students with special needs. Students with disabilities are given personal attention. Seminars and special programs are made available so that these students can acquire the necessary skills and confidence to live a more independent and productive life after college. The main focus of this office is to insure that students with disabilities become an integral part of the college community.

The coordinator for this office provides individual counseling and oversees a support group for students with disabilities. Other services provided are readers, note-takers, personal care attendants, liaison between faculty and rehab counselors. The Office of Disabled Student Services is located on the first floor of the DeWitt Center in the Office of Student Development.

Hope College believes that a heterogeneous community, made up of faculty, students, and staff from diverse ethnic and cultural backgrounds, is consistent with its liberal arts tradition and its commitment to the Christian faith. Acting on this belief, Hope College established the Office of Multicultural Life in 1986.

This office offers a variety of supportive services for minority students. In addition to the other services offered by the college, minority students can receive personal and academic counseling which is consistent with their values and cultural orientation. A mentorship program, a multicultural lecture series, visiting scholars, and special cultural programming provide a framework in which positive cross-cultural understanding between majority and minority students can be developed.

In addition to the supportive services, this office works with admissions personnel in recruiting minority students; with faculty and staff to develop college wide programs which address issues of multicultural nature; and with Hispanic, Black, Asian, and Native American communities in order to establish effective relationships between them and Hope College.

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



# CAMPUS SERVICES

## SPECIAL PROGRAMS

A recent addition to the Student Development Division, this office focuses on program development in such areas as women's issues, alcohol and drug education, non-traditional students, commuter students, and transfer students. Its programs are designed to address needs and provide services for these particular areas of campus life.

Some other programs originating from this office include National Collegiate Alcohol Awareness Week, Women's Week, the Women's Issues Organization, and coordinating orientation sessions for non-traditional students, transfers, and commuter students.

This office is located on the DeWitt Center main floor.

## OFFICE OF CAREER PLANNING AND PLACEMENT SERVICES

The Career Planning and Placement Office Center is staffed by two professionals available to help students who are concerned about their future vocational plans. For the student in the process of making a career choice, both individual and group counseling can assist in identifying positions which best fit the student's values, skills, and interests. Four different career evaluation tools (SIGI, MOIS, Strong Campbell, and Self Exploration Exercises) are offered. The Career Library contains information on over 80,000 vocations in all academic areas.

For the student in the process of seeking employment, there is help with resume writing, job hunting, and interviewing skills. Resources for seniors includes 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; and on campus interviews from corporate recruiters. The Career Planning and Placement Offices and Career Library are located on the first floor of the DeWitt Center. In conjunction with specific academic departments, the staff also offers LSAT and GMAT workshops for those students contemplating further studies in law and business.

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



# CAMPUS SERVICES



## HEALTH SERVICES

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

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

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

## FOOD SERVICES

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

# CAMPUS SERVICES

## RESIDENCE HALLS

Fifteen residence halls, ranging in capacities from 40 to 300, and 26 cottages (houses on or near campus) provide the home-away-from-home for approximately 1,700 Hope students. The living accommodations available range from the small group experience which the cottages provide, to the apartment, the cluster, and traditional dormitory which are available through various residence halls. Five of these residence halls — Phelps, Kollen, Voorhees, Parkview and College East — are coed with men and women either on separate floors or in separate wings. Residence hall and apartment accommodations are available for mobility-impaired students.

A staff of Head Residents and Resident Assistants live in the residence halls to assist students in creating comfortable living environments which are conducive to personal growth. The residence hall staff is trained to assist students in understanding and utilizing college resources and policies as well as to facilitate students' personal development.



Because of its commitment to the residential concept, Hope requires all full-time students to live on campus unless they are married, commuting from their parents' homes, or have special permission to live off-campus.

# CAMPUS SERVICES





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

## COMMUNITY GOVERNMENT

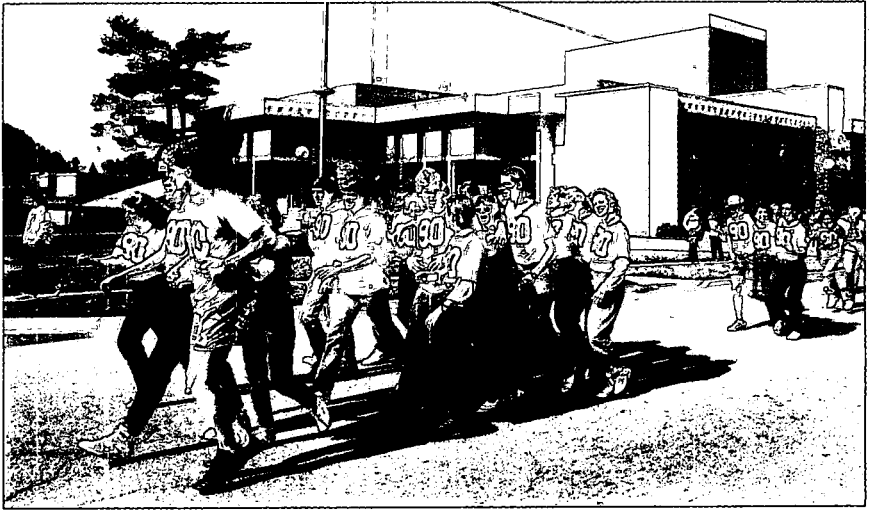
Decisions governing the college community are made primarily by boards and committees composed of students, faculty, and administrators. Three major Boards (the Academic Affairs, Administrative Affairs, and Campus Life Boards) bear the major responsibility for policy decisions, while committees of each 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, and International Education Committees. Board membership is: 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, and Student Standing and Appeals Committees. Board membership is: 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 is: four students, four faculty, three administrators.

## CAMPUS LIFE



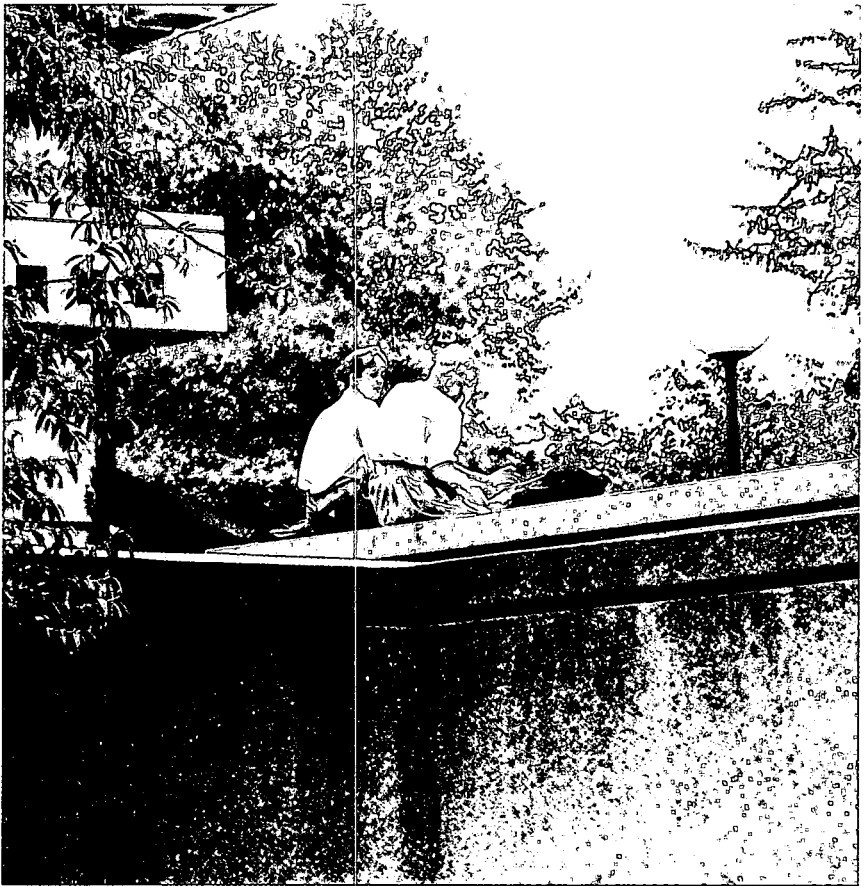
**Student Congress** — The main body of student government on Hope's campus is the Student Congress. Since most policy decisions are made in the boards and committees noted above, students are elected to the Student Congress to represent residence hall units and off-campus students. Following their election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

**College Judicial Board** — Much of the responsibility for maintaining high standards of student life in the college community is entrusted to the students. Operating on a basic principle of self-governance, responsibility for the development and enforcement of regulations is centered on residence hall units under the approval of the Campus Life Board. The Judicial Board has jurisdiction in handling infractions of all-college rules. Membership is comprised of: seven students, two faculty, one member of the Student Affairs 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.

## CAMPUS LIFE



In this context, the College community has established 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 are allowed to have alcoholic beverages only at events held at off-campus establishments with facilities licensed to sell alcohol.

The *Student Handbook* is prepared annually and contains discussion of the all-college rules and regulations that govern community life at Hope College. It is available through the Office of Student Development. The *Student Handbook* contains the following summary suspension statement: "Whenever the President or his designate determines that a student has been guilty of such flagrant misconduct that his/her continued presence on campus would seriously endanger the safety, health, or morals of persons within the campus community or impair the proper functioning of the College, he/she may summarily suspend the student pending the final disposition of the case in accordance with the college's judicial procedures. Summary suspension may also be instituted for students who are dangerous to themselves."

# CAMPUS LIFE





## CAMPUS LIFE



### THE RELIGIOUS DIMENSION

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

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

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

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

## CAMPUS LIFE

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

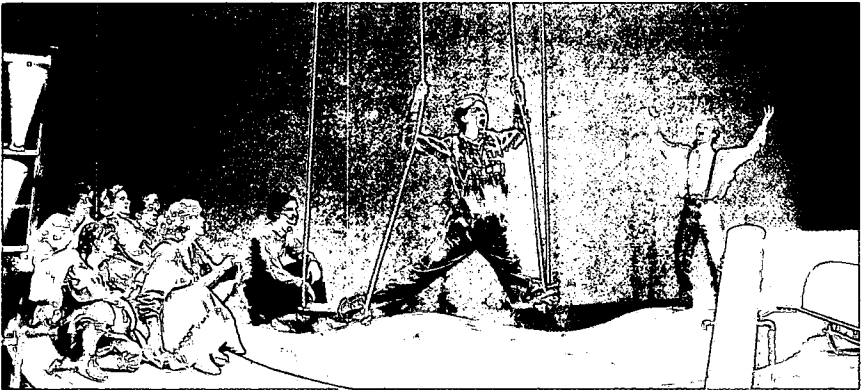
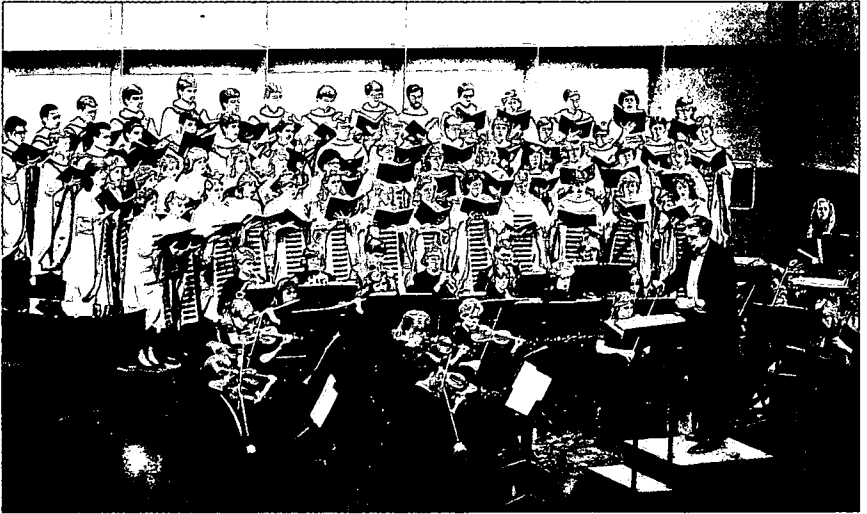
**Social Ministries** — In this area, the Ministry challenges students to be aware of social needs and injustices, to meet human needs within the community, and to speak to critical issues, such as racism, poverty, housing, drug abuse, hunger, as well as peace and ecological concerns.

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

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



## CAMPUS LIFE



### CULTURAL AFFAIRS

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

**The Cultural Affairs Committee** — The Cultural Affairs Committee is the student-faculty committee which bears primary responsibility for sponsoring the Great Performance Series and supports the visits of guest artists and lecturers, all of which are open to the campus as well as the Holland community. Past concerts have featured such groups as the Grand Rapids Symphony Orchestra, Alvin Ailey Dance Ensemble, and James Dapogny Jazz Band.

## CAMPUS LIFE

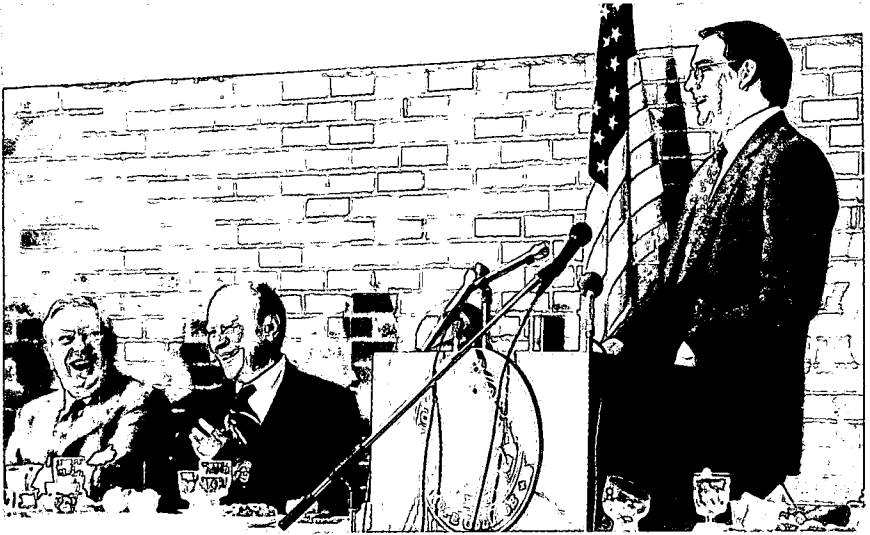


**Theatre and Dance Productions** — Four major productions for public performance are presented annually by the Department of Theatre. These productions are usually faculty-directed, though opportunity is provided for advanced students to gain directing experience. Participation is open to all members of the college community. One of the 1982-83 productions, "Tea and Sympathy," was selected by the American College Theatre Festival for performance in Washington's Kennedy Center. The 1986-87 productions were "Cotton Patch Gospel," "Bus Stop," "Rosencrantz and Guildenstern are Dead," and "Agnes of God." Several student-directed one-act plays normally are also presented each year, in addition to the summer season of musicals and dramas by the Hope Summer Repertory Theatre. The dance program, accredited by the National Association of Schools of Dance in 1985, offers classes in jazz, tap, modern, and ballet, and presents a recital each spring.

**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 Center. The college also has a permanent collection which is on loan throughout the campus.

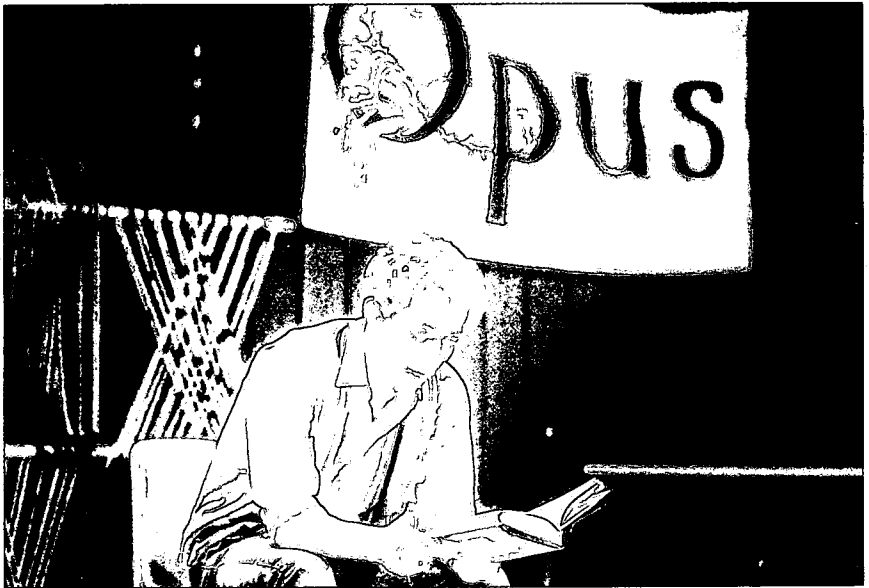
**Music Programs** — More than 80 concerts and recitals are given annually by the Music Department's students and faculty. In addition to performance classes offered by the department, there are numerous musical groups which are open to all students. Some of these vocal groups are: The College Chorus, Chapel Choir and the Women's and Men's Chorus, and Collegium Musicum. Instrumental groups include: the Concert Band, Jazz Ensemble, Orchestra, Symphonette, and various smaller ensembles. The Chapel Choir and the Symphonette take an extensive two-week tour each spring, while others will perform both on- and off-campus throughout the year.

## CAMPUS LIFE



### 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.





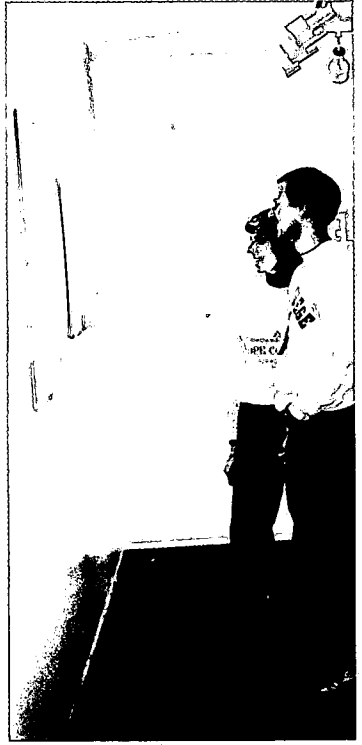
## SOCIAL LIFE

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 Campus 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. Dances, concerts, Weekend Film Series, and traditional events, such as Homecoming, Parents' Weekend, Winter Week, an All-College Sing, and the frosh-soph competitions of the Pull and Nykerk are also sponsored by the committee. The Pull pits a team of men from the freshman class against the sophomore team in a tug-of-war across the Black River, while the freshman women compete against the sophomore women in song, drama, and oration in the Nykerk Cup competition.

# CAMPUS LIFE



## CAMPUS LIFE



**Fraternities and Sororities** — Six fraternities and five sororities of a social nature, all local, exist on Hope's campus. Each of these organizations has a club room in one of the residence halls, or 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 take place in the spring semester.

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

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

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

**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.



## CAMPUS LIFE



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

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

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

**WTHS** — The student radio station is housed in studios in the 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 70 students, including management personnel and disc jockeys, is responsible for programming.

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



## 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. Those seeking an additional challenge in skill development choose one or more of the 17 sports now offered at the intercollegiate level. The purpose of both programs is to provide enjoyment and fulfillment for the athlete, as well as entertainment for college and community.

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

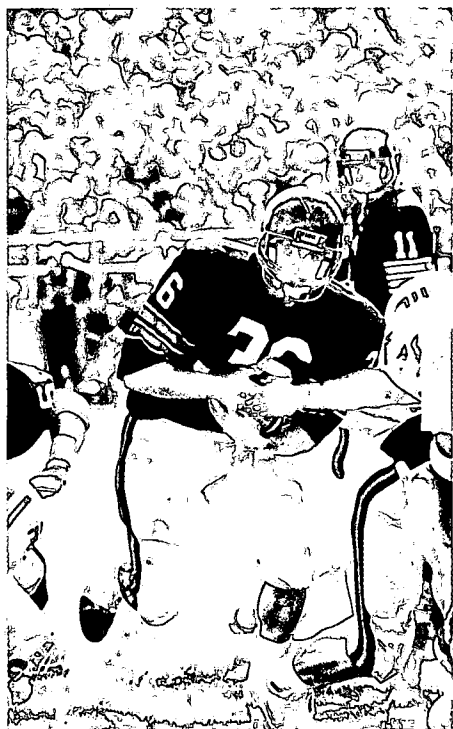
Hope's commitment of time, money, and personnel to the various sports is predicated on the belief that such experience contributes to the overall development of the individual. The potential for self-discovery, self-discipline, physical efficiency, and character development can be realized in the proper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

# CAMPUS LIFE



## CAMPUS LIFE



**Varsity Athletics** — As a member of the Michigan Intercollegiate Athletic Association, which is comprised of seven Michigan colleges, Hope's varsity athletic program has established a solid reputation for excellence and championship caliber. Ray Smith is the Director of Men's Athletics; Anne Irwin is the Director of Women's Athletics. Coaching staffs are listed below:

### **MEN'S COACHING STAFF**

Baseball — Bob Johnston  
Basketball — Glenn Van Wieren  
Cross Country — William Vanderbilt  
Football — Ray Smith  
Golf — Doug Peterson  
Soccer — Todd Kamstra  
Swimming — John Patnott  
Tennis — Bill Japinga  
Track — Gordon Brewer

### **WOMEN'S COACHING STAFF**

Basketball — Terri McFarland  
Cross Country — William Vanderbilt  
Field Hockey — Karla Wolters  
Softball — Karla Wolters  
Swimming — John Patnott  
Tennis — Kathy Van Tubergan  
Track — Russ DeVette  
Volleyball — Donna Eaton

**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: archery, badminton, basketball, cross country run, football, racquetball, softball, swimming, tennis, track and volleyball. Men also may compete in golf and soccer. There are also club sports including competition in lacrosse, water polo, sailing, women's soccer, and ultimate frisbee.



## Fall Semester (1987)

August 28, Friday	Faculty Conference
August 29, Saturday	Residence Halls Open, 8 a.m.
August 29, Saturday	Freshman Orientation Begins
August 29-31, Sat.-Mon.	Freshman Orientation
September 1, Tuesday	Late Registration 10 a.m.-Noon, DeWitt
September 1, Tuesday	Classes Begin, 8 a.m.; Formal Convocation (evening)
September 7, Monday	Labor Day, Classes in Session
September 9, Wednesday	Last Day to Enroll for Credit; Last Day to Drop Classes
October 10, Saturday	Homecoming
*October 13, Tuesday	Thursday Schedule in Effect
October 14, Wednesday	Fall Recess Begins, 6 p.m.
October 19, Monday	Fall Recess Ends, 8 a.m.
October 21, Wednesday	Mid-Term Grades Due in Registrar's Office, 4 p.m.
October 23-25, Fri.-Sun.	Parents' Weekend
November 6, Friday	Last Day to Withdraw with a "W" Grade or Pass/Fail a Course
November 16-20, Mon.-Fri.	Registration for Spring Semester 1988
November 26, Thursday	Thanksgiving Recess Begins, 8 a.m.
November 30, Monday	Thanksgiving Recess Ends, 8 a.m.
December 11, Friday	Last Day of Classes
December 14-18, Mon.-Fri.	Semester Examinations
December 18, Friday	Residence Halls Close, 7 p.m.
December 22, Tuesday	Final Grades Due in Registrar's Office, Noon
January 29, Friday	Incompletes from the First Semester not made up become an "F"

## Spring Semester (1988)

January 10, Sunday	Residence Halls Open, Noon
January 11, Monday	Registration for New Students, 3-5 p.m., Maas Aud.
January 12, Tuesday	Classes Begin, 8 a.m.
January 20, Wednesday	Last Day to Enroll for Credit; Last Day to Drop Classes
February 12, Friday	Winter Recess Begins, 6 p.m.
**February 17, Wednesday	Winter Recess Ends, 8 a.m.
March 2, Wednesday	Mid-Term Grades Due in Registrar's Office, 4 p.m.
March 2, Wednesday	Critical Issues Symposium (classes not in session)
	Symposium Topic: "Contemporary Issues in Medicine"
March 17, Friday	Last Day to Withdraw from Courses with a "W" Grade or Pass/Fail a Course
March 17, Friday	Spring Recess Begins, 6 p.m.
March 27, Sunday	Residence Halls Open, Noon
March 28, Monday	Spring Recess Ends, 8 a.m.
April 4-8, Mon.-Fri.	Registration for Fall Semester 1988
April 21, Thursday	Van Wylen Library Dedication (classes not in session)
April 29, Friday	May Day, Classes Dismissed at 12:30 p.m.
May 2-6, Mon.-Fri.	Semester Examinations
May 6, Friday	Residence Halls close for those not participating in commencement, 7 p.m.
May 7, Saturday	Alumni Day
May 8, Sunday	Baccalaureate and Commencement
May 8, Sunday	Residence Halls Close for graduating seniors, 7 p.m.
May 11, Wednesday	Final Grades Due in Registrar's Office, Noon
June 24, Friday	Incompletes from Second Semester not made up become an "F"

## May Term (1988)

May 9, Monday	Registration & Payment of Fees, 8:30 a.m.-11 a.m. DeWitt Lobby
May 9, Monday	Classes Begin in Afternoon at 1 p.m.
May 27, Friday	May Term Ends

## June Term (1988)

May 31, Tuesday	Registration & Payment of Fees, 8:30 a.m.-10 a.m. DeWitt Lobby
May 31, Tuesday	Classes Begin in Afternoon at 1 p.m.
June 6, Monday	Extra half day session to compensate for Memorial Day holiday
June 13, Monday	Extra half day session to compensate for Memorial Day holiday
June 17, Friday	June Term Ends

## Summer Session (1988)

June 20, Monday	Registration & Payment of Fees, 8:30 a.m.-10 a.m. DeWitt Lobby
June 20, Monday	Classes Begin (abbreviated schedule)
July 4, Friday	Classes Not in Session — 4th of July Holiday
July 29, Friday	Summer Session Ends

\*Thursday Schedule in effect

\*\*Monday Schedule in effect

# CALENDAR 1987-88



S M T W T F S

## AUGUST — 1987

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2	3	4	5	6	7	8	
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30	31						

## SEPTEMBER — 1987

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27	28	29	30				

## OCTOBER — 1987

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## NOVEMBER — 1987

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## DECEMBER — 1987

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## JANUARY — 1988

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S M T W T F S

## FEBRUARY — 1988

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28	29						

## MARCH — 1988

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## APRIL — 1988

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## MAY — 1988

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29	30	31					

## JUNE — 1988

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## JULY — 1988

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# IMPORTANT DATES FOR PROSPECTIVE STUDENTS



## FINANCIAL AID DEADLINES FOR PRIORITY CONSIDERATION

Students should apply for admission and submit the Financial Aid Form (FAF) by the following dates:

### Fall Semester

1. Freshmen: March 1\*
2. Michigan Residence Transfers: March 15
3. Out-of-state Residence Transfers: May 1

\*Michigan Residents by February 15

### Spring Semester

1. Freshmen: Dec. 1
2. Transfers: Dec. 1

## MERIT-BASED SCHOLARSHIP DEADLINE

February 15, 1987 (Postmark Date)

## CAMPUS VISITATION DAYS FOR HIGH SCHOOL STUDENTS & PARENTS

Friday, October 23, 1987  
Friday, November 6, 1987  
Friday, November 20, 1987  
Friday, December 4, 1987

Friday, January 22, 1988  
Friday, February 19, 1988  
Friday, March 4, 1988  
Friday, April 1, 1988

### JUNIOR DAY:

Friday, April 15, 1988

## NATIONAL TESTING DEADLINES

ACT — For information see your high school guidance counselor.

Hope College Code Number is 2012

October 24, 1987  
December 12, 1987  
February 27, 1988

April 16, 1988  
June 11, 1988

SAT — For information see your high school guidance counselor.

Hope College Code Number is 1301

November 7, 1987  
December 5, 1987  
January 23, 1988

March 19, 1988  
May 7, 1988  
June 4, 1988

PSAT — For information see your high school guidance counselor.

Hope College Code Number is 1301

Saturday, October 17, 1987  
Tuesday, October 20, 1987

## DEPOSIT DEADLINES

Freshmen: \$200 by May 1  
Transfers: \$200 by May 1



## 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:

Office of Admissions

Hope College

Holland, Michigan 49423-3698

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

1. Completed application
2. \$20 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, Social Studies or Natural Sciences 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 after submission of the proper forms. 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

All accepted applicants are asked to pay a \$200 advance deposit by May 1. \$150 of this amount is applied to the fall tuition and the remainder is used as a security deposit. The \$50 security deposit is refundable, minus any fees owed, upon leaving the college through graduation or withdrawal. All accepted applicants are asked to pay the \$200 fee as early as possible (after acceptance) to insure adequate planning on the part of the college. Students accepted after May 1 are expected to pay this fee within 15 days of acceptance.



# ADMISSION TO HOPE

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## 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 10th Street between College and Columbia Avenues, and can be reached by calling (616) 394-7850 or by writing Admissions Office, Hope College, Holland, Michigan 49423-3698. Those arriving at Kent County Airport in Grand Rapids may arrange transportation to Hope College through the Admissions Office at a round trip cost of \$20.00. Persons should notify the Admissions Office of transportation needs prior to arrival at the airport. Holland is also serviced by the Short-Way North Star and Greyhound Bus Lines. Transportation is available for visitors arriving at the Holland Bus Terminal providing prior arrangements have been made with the Office of Admissions. Amtrack services Holland from Chicago.

**VISITATION DAYS** are held several times through the year and provide high school students, transfer students, and their parents an opportunity to experience a day on campus. Activities available include attending classes, pre-professional conferences, eating lunch in the dining hall, and having a guided tour of the campus. Visitors should meet at 9:00 a. m. in the Maas Conference Center. Pre-registration is preferred and can be arranged by calling the Admissions Office at (616) 394-7850. Please enter the Maas Center from the south side of Phelps Hall which is located on the corner of 10th and Columbia Streets. Dates for Visitation Days this academic year are:

Friday, October 23, 1987  
Friday, November 6, 1987  
Friday, November 20, 1987  
Friday, December 4, 1987

Friday, January 22, 1988  
Friday, February 19, 1988  
Friday, March 4, 1988  
Friday, April 1, 1988

**JUNIOR DAY** is scheduled for Friday, April 15, 1988. Students and their parents should arrive at the Maas Center at 9:00 a. m. for an opportunity to learn more about Hope College, admissions, and financial aid, as well as meeting with faculty and students in academic departments of the visiting student's interest.

**PARENTS** of interested students may also attend Visitation and Junior Days. 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. \$20 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 after submission. 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.

# ADMISSION TO HOPE

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## TRANSFER OF CREDIT

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

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

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

## ADMISSION OF INTERNATIONAL STUDENTS

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

1. Completed application
2. \$20 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 approximately 550 or above.

Students who have scores below 550 will be required to register for six semester hours of English 101, English as a Second Language, for the first semester of residence and for three semester hours of English 102, English as a Second Language II, for the second semester of residence. Students with TOEFL scores of 550 or higher will be evaluated prior to registration to determine whether English 101 or 102 will be a requirement. New students for the Spring Semester will be required to have a minimum TOEFL score of 500.

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 nor an application fee. Students accepted on a non-degree basis are not eligible for financial assistance.

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

## AUDITING COURSES

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

# ADMISSION TO HOPE

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Credit is not granted for persons auditing classes. However, the course will be recorded on the student's permanent transcript.

## SUMMER SESSIONS

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

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

## COLLEGE CREDIT BY EXAMINATION

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

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

**COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)** — Hope will generally grant credit for subject area examinations based on the guidelines as established by The College Board. Hope is a Limited Test Center and students can take CLEP exams on campus. (Please refer to page 103 of this catalog.)

**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 104 of this catalog.

## READMISSION

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

Readmitted students are required to pay a \$100 deposit before registering for classes. \$50 of this amount is applied to tuition and the remainder is used as a security deposit. The \$50 security deposit is refundable, minus any fees owed, upon leaving the college through graduation or withdrawal.

## FINANCIAL ASSISTANCE

To determine most equitably the distribution of funds available for financial aid, Hope College requires all students applying for assistance to make application for admission to Hope College and to have forwarded to the college a copy of the Financial Aid Form (FAF) which is a part of the College Scholarship Service. Students applying for entrance into Hope College should address all inquiries concerning financial aid to the Office of Financial Aid. The FAF should be submitted by March 1 (February 15 for Michigan residents) to receive consideration for the following school year. A renewal form of the FAF should be submitted by

## ADMISSION TO HOPE

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March 15 for Michigan residents and May 1 for out-of-state residents to receive financial aid consideration for the subsequent school year.

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

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

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



## SCHOLARSHIP AND FINANCIAL AID

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

The financial resources for this program of financial assistance come from Hope College resources — primarily, endowed scholarships (which are listed in the last section of this Catalog), and gifts to the Annual Fund — and also from the State of Michigan and the Federal Government. Details on these programs and procedures for applying are given in the following paragraphs.

## NEED-BASED FINANCIAL AID

To determine most equitably the distribution of funds available for financial aid, Hope College requires all students applying for assistance to complete a copy of the *Financial Aid Form* and have it analyzed by the College Scholarship Service. Our desire is to help in every way possible the qualified student who is in need of financial assistance. Most awards are based upon financial need, but specific funds may have additional eligibility requirements.

## DETERMINATION OF AWARDS

Most aid dollars are awarded on the basis of a national formula that measures each family's ability to pay college expenses. The formula takes into account factors such as family income and assets, family size, retirement needs of parents, students savings, student summer work expectation, number of children in college, and unusual medical expenses. The "fairness" of the formula is continually reviewed and alterations frequently occur to insure that the results represent a realistic measurement of each family's ability to make college expense payments. The financial need equation is as follows:

$$\begin{array}{rcl} \text{Total College Expenses} & - & \text{Family Contribution} & = & \text{Financial Need} \\ \text{(direct and indirect} & & \text{(national formula} & & \text{(aid eligibility} \\ \text{costs)} & & \text{determination)} & & \text{maximum)} \end{array}$$

The expense budget is set by the college and reflects modest indirect costs (books, travel, clothing, and spending money) beyond the standard tuition, room and board charges. The family contribution is calculated by the national formula, thus "financial need" will be relative to college costs.

## APPLYING FOR FINANCIAL AID

The process of applying for financial aid is not nearly as complicated as you might think. A family can apply for federal, state, and Hope College aid by sending one form to a processing agency. We prefer that you file the *Financial Aid Form* (FAF) with the College Scholarship Service, but we will also accept the *Family Financial Statement* (FFS) processed by the American College Testing Service. Both forms are readily available in all high schools. You do have to file an admission application with Hope College as we will not act upon your aid request until you have been accepted for admission. Hope College does not require an application for aid in addition to the FAF, but you should apply prior to the deadline dates listed below to insure priority treatment:

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

# FINANCIAL AID TO STUDENTS

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

## DESCRIPTION OF AID TYPES AND SOURCES

**A. GIFT ASSISTANCE** — Scholarships and grants are non-repayable forms of aid. Both are normally based upon need and the scholarship normally requires a B average in order to be renewed the following year.

**HOPE COLLEGE AID** — Each year a number of the scholarships awarded are sponsored by gifts to the college. These scholarships are listed on page 303. Without the generous support of these friends of the college, Hope would not be able to offer the great number of scholarships it does. No special application is necessary since recipients are picked from those students awarded general scholarships.

1. **Scholarship** — Gift aid based upon need plus a cumulative GPA of 3.0 at the time of application. Awarded for one school year and renewable based upon continued need and a 3.0 + cumulative GPA. The award is credited automatically to the student's account each term. Aid is restricted for use toward tuition. Eligibility limited to full-time degree students and normally a maximum of 8 semesters of aid can be received.
2. **Grant** — Same conditions as the scholarship except for the GPA requirement. No GPA requirement established for the grant. However, the student must meet the Satisfactory Progress Standards of the College for renewal of the award.
3. **Academic Achievement Award** — Gift aid based upon financial need, plus a cumulative GPA of 3.0 at the time of application. The awards range from \$400 to \$600 and are in addition to the regular Hope Scholarship. This scholarship is only available to students not already receiving other Hope sponsored awards; i.e., National Merit, Presidential, Distinguished Scholar Awards, Valedictorian Awards, Distinguished Artist Awards, and Alumni Honor Scholarships. Renewal of this scholarship is contingent upon retaining a cumulative 3.0 GPA.

## FEDERAL AID

1. **PELL Grant** — Gift entitlement based upon exceptional need; awarded directly from the federal government. Maximum gift of \$2100 in 1987-88 based upon expected appropriations. Students must be enrolled at least half-time (6 hours) in order to be eligible. *Aid is credited automatically to the student's account upon presenting a valid "Student Aid Report (S.A.R.)" to the aid office.* Grants averaged \$1325 in 1986-87.
2. **Supplemental Education Opportunity Grant** — Gift assistance based upon exceptional need awarded from funds granted to Hope College. Full-time enrollment required by Hope College due to limited funds. Grants averaged approximately \$768 in 1986-87. Aid is directly credited to a student's account each semester.

## STATE OF MICHIGAN AID

1. **Michigan Competitive Scholarship** — Gift assistance based upon financial need and ACT test score taken prior to college. Aid is directly credited to a student's account each semester and a 2.0 GPA is required for renewal. Students enrolled at least half-time are eligible if need is established. Maximum semesters of eligibility are 10. Maximum amount per school year are expected to range up to \$2400 in 1987-88 (contingent upon pending legislation).
2. **Michigan Tuition Grant** — Gift assistance based upon financial need only and must be used at a Michigan private college. Aid is directly credited to a student's account each semester. No minimum GPA is required, but recipients must meet Hope College's satis-

# FINANCIAL AID TO STUDENTS

factory academic progress standards. Students enrolled at least half-time are eligible if need is established. Maximum amount per school year are expected to range up to \$2400 in 1987-88 (contingent upon pending legislation).

- 3. Congressional Teacher Scholarship Program** — A federally funded program to provide college scholarships to outstanding high school graduates who plan to pursue teaching careers at the pre-school, elementary, or secondary school level. To qualify, students must be Michigan residents who will be full-time students at a Michigan college or university. Maximum awards are \$5,000 per year, not to exceed the cost of attendance.

**B. EDUCATIONAL LOANS** — Long term educational loans are awarded on the basis of financial need and repayment does not begin until after graduation, withdrawal from college, or dropping below six hours of enrollment. Before deciding whether to accept a loan you should carefully read the section below which describes the loan which may be offered. You are urged not to accept a loan for an amount larger than absolutely necessary, and are encouraged to consider both part-time employment and cutting down on expenses as a means to keep your aggregate loan debt to a minimum.

Loans offered have been made possible by previous student borrowers repaying their loans and your repayment will be required to assist future students. You should keep this in mind when it comes time for you to begin repaying your loan.

There have been considerable changes in the interest rates for student loan programs and some students receive funds from more than one program at rates which can vary from 5% to 9%.

In order to provide you with an estimate of the repayment implications of student loans, the following chart demonstrates payment sizes for a ten year repayment plan:

Total Amount Borrowed	Monthly Payments @5%	Monthly Payments @8%	Monthly Payments @9%
\$ 2,500	\$30 Minimum*	\$50 Minimum*	\$50 Minimum*
5,000	53.04	60.67	63.34
7,500	79.55	91.00	95.02
10,000	106.07	121.33	126.68

\*Repayment would be in less than 10 years.

## HOPE COLLEGE AID

- 1. Institutional Loans** — Hope College institutional loans are for students who meet various criteria. Generally, no interest accrues nor is repayment required while the recipient maintains at least half-time student status at Hope College. Interest, at the rate of 5%, begins six months after graduation or termination of student status at Hope. Repayment is to be made in 16 quarterly payments over four years. Deferment of principal payment can be made during graduate study only. These loan funds are listed on page 315.

## FEDERAL AID

- 1. Perkins Loan Program (formerly the National Direct Student Loan Program)** — These loan funds are awarded on the basis of financial need to students enrolled full-time in a degree program at Hope College. Students can borrow up to \$4500 in their first two years, with a maximum aggregate debt of \$9000 for undergraduate study (dependent upon available funding levels at Hope College). Repayment of principal and interest begins nine months (six months for students who borrowed under this program prior to 7/1/87) after the borrower ceases at least half-time enrollment and may not continue for a period not to exceed ten years. The interest rate is 5% and there is a cancellation provision for enrollment in special areas of teaching, certain types of military service,

# FINANCIAL AID TO STUDENTS

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or for volunteers under the Peace Corps Act or the Domestic Volunteer Service Act of 1973.

2. **Guaranteed Student Loan** — Educational loans for students enrolled at least one-half time. Financial need is a requirement. The annual maximum loan amount for freshmen and sophomores is \$2625. The annual maximum for juniors and seniors is \$4000. Aggregate indebtedness at the undergraduate level cannot exceed \$17,250 under this program. For students who have borrowed under this program prior to July 1, 1988, the interest rate is 8% and the federal government pays the interest as long as the borrower maintains one-half time enrollment status. For students borrowing for the first time under this program after July 1, 1988, the interest rate will be 8% during the first four years of repayment and will increase to 10% beginning with the fifth year of repayment. Repayment normally begins six months after one-half time enrollment ceases and up to ten years may be allowed for repayment. Application is normally made to a hometown bank or lender.
  3. **PLUS Loan** — An educational loan available to parents of dependent students not based upon financial need. These loans are obtained through home banks. The parent may borrow a maximum of \$4000 per academic year (with an aggregate loan limit of \$20,000), per dependent at a variable rate of interest not to exceed 12%. Repayment begins within 60 days of the loan disbursement. Parents may have up to 10 years for repayment.
  4. **Supplemental Loan for Students (SLS)** — An educational loan available to independent students not based upon financial need. These loans are obtained through hometown banks or lenders. An independent student may borrow a maximum of \$4000 per academic year, with an aggregate loan limit of \$20,000. The interest rate is variable not to exceed 12%. Repayment of principal begins within 60 days of the loan disbursement. The student may have up to 10 years for repayment.
- C. **STUDENT EMPLOYMENT** — During the academic year, 1200 Hope students hold part-time jobs on campus. The average work load is 10-12 hours per week which allows a student to earn approximately \$1000-1200 per academic year (based on the hourly rate of \$3.35).

Students are paid on a bi-weekly basis, and it is their responsibility to make payments toward any outstanding balance on their account.

If a student is eligible to be employed on-campus, he/she will be advised of such eligibility via their Financial Aid Award Letter. Employment placement is determined by a student's financial aid eligibility with highest priority given to those students with the greatest need. Because of the high degree of competition among students for certain positions, it is sometimes difficult to place each student according to their preference. However, every effort is made to accommodate each student's request.

**IMPORTANT NOTE:** A student accepting certain forms of federal aid (e.g., Perkins Loan, Supplemental Grant, College Work-Study, or Guaranteed Student Loan) is limited by law in the amount of on-campus work he or she may accept. Should it appear that a student may exceed his/her limit, it will be necessary for the student to terminate all on-campus employment or to decline an amount of aid equal in amount to the projected surplus earnings.

Campus employment is funded both via institutional monies and the federally-funded College Work-Study Program. Through this federal program, Hope College is annually awarded federal funds to pay 80% of eligible student wages.

## PAYMENT OF FINANCIAL AID TO STUDENTS

Most financial aid is directly credited to the student's account each semester. The credit is normally for 50% of the total aid unless otherwise indicated and will appear on the advance billing mailed prior to the semester by the Student Accounts Office. Pell Grant funds cannot



# FINANCIAL AID TO STUDENTS

be disbursed until the complete triplicate Student Aid Report (SAR) is received and verified. Perkins Loans and Hope Loans require that student recipients sign a promissory note each semester prior to disbursement. Guaranteed Student Loan checks are sent directly to Hope College, co-payable to the student and to Hope College. Campus employment earnings are not credited to the student's account since payment is made directly to the student. Aid from outside private and community sources is frequently sent directly to the student, but may be sent directly to the college for endorsement. Such funds are not credited to the student's account until they are received.

If a student is a recipient of any form of federal aid, he/she may be selected by the federal government to undergo a verification process. If selected, the Hope College Financial Aid Office will solicit the necessary documents (e.g. 1986 1040) from the student's family. Should any of the collected data prove inconsistent with the data originally submitted on the original financial aid application, federal regulations dictate that the student's financial aid award be adjusted accordingly. If required verification materials are not submitted by October 30, 1987, federal financial aid will be cancelled.

## RENEWAL OF FINANCIAL AID

Renewal consideration for financial aid each year depends upon three factors: satisfactory academic progress, continued demonstration of financial need, and the availability of funds. In order to be eligible for renewal consideration, students must submit the required Financial Aid Form (FAF) by *March 15* for Michigan residents and by *May 1* for non-Michigan residents. Each summer, renewal candidates who demonstrate financial need based upon the FAF will be awarded financial assistance for the next academic year. The dollar amounts of aid will normally remain constant if a student's need remains the same. Aid increases or decreases are based upon the FAF evaluation. *It is the student's responsibility to secure a new FAF each year from the Financial Aid Office.*

Satisfactory academic progress means that students are allowed to continue their full-time degree status by the Registrar's Office *plus* they must meet the following minimum standards of credit accumulation in order to be eligible for aid renewal. 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 demonstrates the minimum requirements a student must meet in order to remain in good standing:

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After this number of Academic Years in attendance:	1	2	3	4	5	6	7	8	9	10
<b>A Full-time student must have earned at least this number of hours:</b>	15	40	69	99	126					
<b>A Part-time student must have earned at least this number of hours:</b>	8	20	35	50	63	75	88	100	114	126

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

For full-time students, aid beyond four years is awarded only if funds are available after meeting the needs of students enrolled less than four years.

No aid is available beyond five years of full-time enrollment.

# FINANCIAL AID TO STUDENTS

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IF YOU HAVE ANY QUESTIONS OR PROBLEMS, CONTACT US:

Financial Aid Office  
Hope College  
Holland, MI 49423

Phyllis K. Hooyman  
Director of Financial Aid

Phone: (616) 392-5111

Gail H. Smith  
Associate Director

## 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 restricted to one per student recipient.

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

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

1. **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 superior records of academic achievement, marked intellectual interest, and demonstrated leadership abilities.

Number: Forty per class

Contact: Office of Admissions

Renewable annually to a maximum of 8 semesters contingent upon academic performance.

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.

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

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

Number: Twelve per class

Contact: Phyllis Hooyman, Director of Financial Aid

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

Number: Eighty per class

Contact: Office of Admissions

Renewable annually to a maximum of 8 semesters contingent upon academic performance.

# FINANCIAL AID TO STUDENTS

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4. **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. Certification by the high school of valedictorian status will serve as authorization to award the scholarship.  
Number: Open  
Contact: Office of Admissions  
Renewable annually to a maximum of 8 semesters contingent upon academic performance.
5. **ALUMNI HONOR SCHOLARSHIPS** — These scholarships are awarded on the basis of a freshman's entering grade point average. Any freshman (not selected for any other Hope merit scholarship) possessing a 3.75 or greater grade point average upon admission will receive an Alumni Honor Scholarship.  
Number: Open  
Contact: Office of Admissions  
Renewable annually to a maximum of 8 semesters contingent upon academic performance.
6. **DISTINGUISHED ARTIST AWARDS** — These scholarships are awarded to students from the incoming freshman class on the basis of artistic talent and academic records. Awards will be made in the visual arts, dance, theatre, and music.  
Number: Twenty per class  
Contacts: Chairman of the Art Department: Delbert Michel  
Chairman of the Dance Department: Maxine De Bruyn  
Chairman of the Theatre Department: Richard Smith  
Chairman of the Music Department: Stuart Sharp  
Renewable annually to a maximum of 8 semesters contingent upon academic performance.

# STUDENT EXPENSES

## ACADEMIC YEAR 1987-1988



General Fees: <sup>1</sup>	Per Semester	Academic Year
Tuition — 12 to 16 credit hours <sup>2</sup>	\$3,621.00	\$ 7,242.00
Board — 21 meals per week <sup>3</sup>	882.00	1,764.00
Room <sup>4</sup>	635.00	1,270.00
Activity Fee	19.00	38.00
Total	\$5,157.00	\$10,314.00

Laboratory Fees: Certain courses require payment of laboratory fees to cover the costs of special materials and activities provided during course instruction. These fees generally range from \$5.00 to \$125.00 per course and are in addition to the general fees.

### Applied Music:<sup>5</sup> Organ, Piano, Voice or Instrument

One thirty-minute lesson per week		
for one semester . . . . .	2 hrs. credit	\$ 40.00
One forty-five minute lesson per week		
for one semester . . . . .	3 hrs. credit	60.00

### Special Fees:

Application (paid by each student upon application for admission)	\$ 20.00
FOCUS Program	140.00
Enrollment Deposit: \$150 applied against general fees and \$50 used as a deposit which is refundable upon graduation or withdrawal if all other fees and charges have been paid in full.	200.00
Readmit Deposit <sup>6</sup>	100.00
Tuition Deposit: <sup>6</sup> Payable at time of fall registration which occurs during the spring and applied toward Fall tuition	75.00
Tuition above normal 16-hour load (per credit hour)	85.00
Tuition: 8-11 hour load (per credit hour)	240.00
Tuition: 5-7 hour load (per credit hour)	160.00
Tuition: <sup>7</sup> 1-4 hours load (per credit hour)	112.00
Tutorial: Per credit hour (by special arrangement)	215.00
Audit: Fees are equal to credit hour charges.	
Late Payment Service Charge — assessed if full payment is not received by due date	50.00

1. Hope College reserves the right to increase the tuition, room, and board fees at any time
2. Nursing students enrolled on a less-than full-time basis will be charged the pro-rata full-time tuition fee for the number of credit hours enrolled.
3. Other board options are: 15 meal plan: \$1,650.00 per year, 10 meal plan: \$1,516.00 per year.
4. 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 \$260.00 per year.
5. Fees for applied music are in addition to the normal credit hour charge.
6. Tuition deposit and readmit deposit are not refundable if the student does not enroll.
7. Students enrolled for 1-4 credit hours are not eligible for special College services or allowed to attend College events without purchasing an identification card.

# STUDENT EXPENSES

## Payment of College Bills:<sup>1</sup>

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 of \$50.00 is made on all accounts not paid in full by September 30, 1987 for the fall semester and January 30, 1988 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 examination, graduation, the issuance of transcripts, or registration for a succeeding term. A service charge of 1½% 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:<sup>2</sup>

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

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

### FALL SEMESTER 1987 —

Sept. 2 — Sept. 9	100%
Sept. 10 — Sept. 16	80%
Sept. 17 — Sept. 23	60%
Sept. 24 — Sept. 30	40%
Oct. 1 — Oct. 7	20%
After Oct. 7	NO REFUND

### SPRING SEMESTER 1988 —

Jan. 12 — Jan. 20	100%
Jan. 21 — Jan. 27	80%
Jan. 28 — Feb. 3	60%
Feb. 4 — Feb. 10	40%
Feb. 11 — Feb. 17	20%
After Feb. 17	NO REFUND

1. Special arrangements for payment of your college expenses on a monthly basis can be made by contacting The Hope College Student Accounts Office and requesting information about the Budget Payment Plan.
2. Failure to complete a non-returning student form by the end of the fourth week of the succeeding semester will result in the forfeiture of the \$50.00 Enrollment Deposit. See Page 100 for more information regarding withdrawal and non-returning procedures.
3. Students who drop classes after the official drop-add period but remain enrolled in the college will not receive a refund for the dropped classes.



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

The Hope College curriculum requirements are divided into two areas: the Core Curriculum and the Academic Major. The Core Curriculum is designed primarily to enable students to acquire a broad understanding of various aspects of human activity which will enlarge their comprehension of the world in which they live, help them in disciplining their mind, and assist them in developing a vital Christian philosophy.

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

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

## I. OBJECTIVES OF THE CURRICULUM AT HOPE COLLEGE

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

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

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

## II. REQUIREMENTS FOR THE BACHELOR'S DEGREE

Requirements for the Bachelor's degree briefly stated are:

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

## 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.

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 sections 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 1. (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 DEGREE PROGRAM

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The emphasis of this course is placed, therefore, upon rhetoric and the fundamentals of expository writing. Specifically the course aims at furthering the freshman student's ability to reflect critically, logically, and speculatively on significant topics and ideas and to express his reflections clearly, forcefully and in orderly fashion.

### *Course Pattern*

A four semester-hour course to be taken in the freshman year. Since it may be difficult to learn and to teach the fundamental writing skills without using some issue or topic with its attendant literature to provide focus, model and inspiration, faculty employ such an organizing principle in the teaching of rhetorical skills.

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 27 on the ACT-English exam qualify for a waiver of this component of the core.

## 2. Mathematics (3 hours)

### *Rationale and Objectives*

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

### *Course Pattern*

Since students enter college with significant differences in their mathematical skills, and since their vocational directions may require specific mathematical skills, no single course is best for all students. Therefore, a variety of course offering is 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 27 on the ACT-Math exam qualify for a waiver of this component of the core.

## B. CULTURAL HISTORY AND LANGUAGE — 19 SEMESTER HOURS

### *Rationale and Objectives*

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

### *Course Pattern — Language (7 semester hours)*

Four options can be exercised to satisfy this requirement:

Option 1 — Complete a course number 102 or 172 in the Department of Foreign Languages and Literatures.

# THE DEGREE PROGRAM

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Option 2 — Be placed in Hope's 200-level course on the basis of a placement test administered by the Department of Foreign Languages and Literature.

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 foreign language in a country where that language is an official language and under the auspices of a foreign study program recognized by the College and approved by the chairperson of the Department of Foreign Languages and Literatures.

NOTE: A student who speaks natively 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 this 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 Foreign Languages and Literatures. Or complete philosophy 218, The History of Science and Technology.

*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 in the Cultural History requirement will include writing and the evaluation of writing.

## C. SOCIAL SCIENCE — 6 SEMESTER HOURS

*Rationale and Objectives*

This requirement is designed to help students understand the structure and functions of the major institutions of society and the major patterns of human behavior, and to bring these understandings to bear upon the problems they will face and decisions they will be required to 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 201 and Political Science 101; and one course must be chosen from the core-designated courses in the communication, psychology, or sociology areas — courses cur-



# THE DEGREE PROGRAM

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rently designated to satisfy this portion of the core are Communication 101, Psychology 100, Sociology 101, and Sociology 151.

Students who present a score of 27 on the ACT-Social Science exam qualify for a waiver of three hours of this requirement. Students with such scores may elect any three-hour course from those approved to satisfy this requirement.

## D. NATURAL SCIENCES — 8 SEMESTER HOURS

### *Rationale and Objectives*

The magnitude of the influence of science and technology in today's world is obvious and raises challenges and problems for modern men and women individually and collectively. The purposes of this segment are to deepen the student's understanding of the scientific interpretation of the natural world, to explore the aims, methods, limitations, and moral implications of the scientific enterprise, and to study the influence of science and technology on society and man's 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-semester hour topical courses in the natural sciences (excluding computer science). At least one of these courses must be taken in a department other than the one in which the laboratory course is taken. Total requirement is 8 hours.
2. OR, for students who have good high school preparation in natural science and who present a score of 27 on the ACT-Natural Science exam, complete 6 hours of science courses usually taken as 3 two-hour topical courses in the natural sciences. At least two departments must be represented in the student's choice. A course in computer science is allowed toward fulfillment of this requirement. The total requirement is 6 hours for students who have met the waiver requirement.

## E. PERFORMING & FINE ARTS — 6 SEMESTER HOURS

### *Rationale and Objectives*

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

To develop aesthetic sensibilities and awareness of richness of the arts of the past and present, a student should not only be introduced to the artistic reactions of others, but also be involved in the creative process. Part of the arts requirement (three hours) is designed to introduce students to masterpieces of one or more of the arts and to provide them with the background and skills important for an appreciative understanding of them. 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 160, IDS 101, Music 101, Theatre 101, 105 (Theatre majors), 153.
2. AND, Completing three hours of course work in one or more disciplines other than the one chosen for the introductory course. Another introductory course may be taken, or any performance or studio course including dance studio, or any fine arts theory or fine arts history course, unless specifically exempted, may be used to fulfill or partially fulfill this three-hour block.

# THE DEGREE PROGRAM

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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 students with the methodological tools used in the study of religion, to sharpen their ability to evaluate their own religious commitments, and to assist them in evolving an integrated world view.

### *Course Pattern*

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

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

## G. PHYSICAL EDUCATION — 2 SEMESTER HOURS

### *Rationale and Objectives*

Physical health and fitness have been part of the ideal of the liberally educated person since the time of the ancient Greeks. In this modern mechanized and affluent society, man has tended to forget the importance of physical activity and proper diet. 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.

### *Course Pattern*

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

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

Through 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 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, 3) to understand secular contemporary values in Christian perspective.

# THE DEGREE PROGRAM

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## *Course Pattern*

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

Waivers are not granted for this requirement.

## THE MAJOR PROGRAMS

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

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

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

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), or the student may be asked to withdraw from the degree program.

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

### 1. **The Department Major**

The departmental major is the most common means by which Hope's students engage in an intensive study in one field of knowledge. Upon deciding in what department to 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 93-95 of the catalog.

# THE DEGREE PROGRAM

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

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

Humanities (Literature, Art, Music)

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

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

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

Requirements include: Psychology 100 or 200, 230, 260, 280 or 330, 370, 380 or 410.

Sociology 101, 232, 241, 242, or 312, 262, 442.

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

Sociology 443 or 446 is recommended for all students.

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

Also see "Social Work" listed under pre-professional programs, pg. 263.

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

# THE DEGREE PROGRAM

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## **Required Courses:**

Geology: 101, 241, 242, 315, 341 and 441

Mathematics: 131, 132, 231

Physics: 121, 122, 270, 241, 242, 341, 381, 382

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

Geology: 332, 432, 453

Physics: 342, 352, 361, 362

Students contemplating the geophysics major should consult with the Chairmen of the Geology and the Physics Departments 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 geo-chemistry.

## **Required Courses:**

Chemistry: 111, 121, 221, 321, 322, and 343

Geology: 101, 241, 242, 315, 332, 432

Mathematics: 131, 132, 231, 270

Physics: 121, 122, 225

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

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

In addition to the normal sequence of courses taken to satisfy the general requirements at Hope College, eighteen credit hours of required courses plus eighteen credit hours of elective courses are needed to complete this major.

Requirements include: Economics 308  
Economics 402  
History 355  
Political Science 251  
Political Science 352  
Sociology 151

Among the eighteen elective hours of credit students must take:

- one non-U.S. History course
- a Foreign Language 250 course (or a course which comparably stresses a cultural approach to International Studies)
- an Independent Study intended to draw work of this major together.

It is strongly recommended that students participate in an internship with an international focus for at least one semester and preferably for a full year.

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

## **ALL-COLLEGE REQUIREMENTS:**

English 113

English 231

Communication 101

# THE DEGREE PROGRAM

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## COMMUNICATION AND ENGLISH REQUIREMENTS:

Communication 140 or 160

Communication 151

Communication 220 or 210

Communication 460 or 365

English 245

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

Five or six hours of writing to be chosen from: English 213, English 214, English 215,

English 254, English 255, English 256, English 313, English 454, English 493, Communication 255, and Communication 356

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

English 359 or Communication 395

Additional writing courses in English and/or Communication

Communication 251 and/or other broadcasting courses

Additional literature courses

## CO-CURRICULAR PROGRAMS:

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

## SEMESTER HOURS AND QUALITY POINTS

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

## RESIDENCE REQUIREMENTS

Under normal circumstances, the final 30 semester hours of the Hope College degree program must be completed at Hope College or in an off-campus program sponsored by Hope College. This latter category would include the Great Lakes Colleges Association programs, and those of the Institute for European Studies. In certain individual cases, an exception may be granted through the following procedure:

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

## MINORS

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

# THE DEGREE PROGRAM

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

## III. THE CONTRACT CURRICULUM

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

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

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

1. In order to be admitted into the Contract Curriculum program, students must have completed two semesters of full-time study (minimally 24 hours) at Hope College. However, students may apply and complete all preliminary steps for admission to the program at any time after the midterm point of the semester in which they will complete a minimum of 24 semester hours taken at Hope College. (Action on applications will be deferred until students have completed the 24 hour requirement.)
2. It will be the responsibility of the students to provide concrete evidence that they are able and both sufficiently responsible and motivated to pursue such an independent program. (The evidence shall include past academic record, letters of recommendation, an interview, and other appropriate support.) Students entering the Contract Curriculum must accept the contract as their full-time academic program for that semester.
3. Students must seek out one faculty member who will act as mentor for a period normally not to exceed two semesters. The student and the mentor will propose a contract which outlines the course of study.
4. The writing of the contract is of crucial importance and care must be taken to make it as comprehensive as possible. The contract shall state the education objectives and means for carrying them out, provide criteria for evaluation, acknowledge educational risks involved, and make provisions for "Statements of Progress" to the Faculty Contract Committee which may include oral examinations and/or the presentation of papers or special projects.
5. The written contract shall be submitted to the Registrar who will convene a Faculty Contract Committee composed of a divisional dean, one faculty member appointed by the Registrar who will serve as chairman of the committee, and two faculty members selected by the student and the mentor. The Faculty Contract Committee will evaluate the contract in light of the educational objectives stated above in item 4 and grant approval based upon additional criteria designed to maximize the possibility of the student's successful completion of the contract.

# THE DEGREE PROGRAM

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6. Academic credit for students involved in the Contract Curriculum will be recorded on the student's transcript in any of the three following ways:
  - a. As independent study in an existing department;
  - b. As an IDS course specifically designated to cover contract curriculum programs;
  - c. As a course already in existence in the *Catalog*.

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

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

Students registered for the Contract Curriculum are assessed regular tuition.



# GENERAL ACADEMIC REGULATIONS



## SYSTEMS OF GRADING

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

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

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

## GRADE REPORTS

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

## INCOMPLETES

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

## ACADEMIC HONESTY

The Hope community is bound together by certain mutual trusts. Regarding scholarly activity, the primary and binding trust is that all scholarship shall be conducted according to the highest standards of honesty and personal integrity. All members shall share the common responsibility for upholding this trust.

# GENERAL ACADEMIC REGULATIONS

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Cheating and plagiarism are the two most obvious violations of academic honesty. In brief, plagiarism is the borrowing of ideas, words, organization, etc., from another source or person, and claiming them as original. Any specific questions of a student regarding the nature and various forms of plagiarism should be discussed with individual faculty members.

If any member of the community takes part or acquiesces to any form of cheating, plagiarism, or other academic dishonesty, he clearly demonstrates his lack of personal integrity and his disregard of this mutual trust of the community.

Such activity can result in failure of a specific assignment, an entire course or, if flagrant, dismissal from the College.

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

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

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

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

## CERTIFICATION OF VETERANS

Students receiving benefits from the Veterans Administration should be aware of the following: 1) Benefits are discontinued if a student is on academic probation for more than two suc-

# GENERAL ACADEMIC REGULATIONS

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cessive semesters. The schedule on page 99 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.

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 mark in a course, he 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 regular quota of courses, is permitted to elect and designate in each semester one course for which he 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:

# GENERAL ACADEMIC REGULATIONS

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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.
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, have it approved by his academic advisor, who will be responsible for seeing that the course is not an all-college requirement. This form will then be returned to the Registrar's Office where change in designation of this single course from a grade to a pass-fail plan will be made. A student may not change a course either to or from a pass-fail designation at any time other than the period allowed for electing the pass-fail option.
5. The student will, during the semester, receive grades for his work in the course, but at the end, will receive on his 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 particular course, but this information will be available to the Professor at his 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 Chairman and the Hope College Registrar. Forms to insure the transferability of these courses are available in the Registrar's Office in the DeWitt Center.

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

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

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

# GENERAL ACADEMIC REGULATIONS

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## HONORS INDEPENDENT STUDY OR RESEARCH

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

## STUDENT LOAD

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

Permission to take more than a normal load is based upon the student's previous academic record. Seventeen hours may be granted by the advisor. Application for more than seventeen hours must be made to the Registrar. Under no circumstances will a student be permitted to take more than nineteen semester hours. Students carrying more than a normal load must pay a fee of \$85.00 for each semester hour in excess of sixteen.

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

## CLASSIFICATION OF CLASSES — Eligibility

**FRESHMAN** — Less than 24 hours of credit

**SOPHOMORE** — Student must have 24-57 hours of credit

**JUNIOR** — Student must have 58-89 hours of credit

**SENIOR** — Student must have 90 hours of credit

## CLASS ATTENDANCE

Since class attendance is regarded as an essential part of the educational process at Hope College, the student is expected to benefit by classroom discussions as well as by his daily text assignments. It is the student's responsibility to present an excuse to his 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 attempt to make up his 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 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 Chairman of Appeals Committee within ten days after notification of the decision.

# GENERAL ACADEMIC REGULATIONS

## 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 chairman, the student may appeal to the department chairman, who will act as mediator. 2) If a chairman'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.

CLEP Test	Score For Credit	Sem. Hrs.	Hope Equivalent Course
Am. Gov't.	47	3	Poli. Sci. 101
Am. History I: Early-1877	46	3	None at this level
Am. History II: 1865-Pres.	46	3	None at this level
Am. Lit.	46	6	None at this level
Analysis & Interp. of Lit.	49	6	English 245, 246, 247
Biology	46	6	Biology 100, or 110, 111, 112
Computer & Data Proc.	47	3	None/Elective Credit
Comp. Prog. — Fortran	48	3	Computer Science 160
Ed. Psych.	46	3	Education 220
Elem. Comp. Prog.	48	3	Computer Science 120
English Lit.	46	6	None at this level
French — First Year	41	6	French 101, 102
French — Second Year	53	6	French 201, 275
General Chemistry	47	6	Chemistry 101, 102
General Psychology	47	3	Psychology 100
German — First Year	40	6	German 101, 102
German — Second Year	48	6	German 201, 202
Hist. Am. Ed.	46	3	None/Elective Credit
Human Growth & Devel.	45	3	Psychology 230
Intro. Bus. Mgmt.	47	3	Bus. Ad. 351
Intro. Accounting	47	6	Bus. Ad. 221, 222
Intro. Bus. Law	51	3	Bus. Ad. 341

# GENERAL ACADEMIC REGULATIONS

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CLEP Test	Score For Credit	Sem. Hrs.	Hope Equivalent Course
Intro. Macroecon.	48	3	Econ. 201
Intro. Microecon.	47	3	Econ. 201
Intro. Marketing	48	3	Bus. Ad. 331
Intro. Sociology	47	6	Sociology 101
Microbiology	48	3	Biology 301
Money & Banking	48	3	Bus. Ad. 460
Spanish — First Year	41	6	Spanish 101, 102
Spanish — Second Year	50	6	Spanish 201, 202
Statistics	49	3	Math 210
Tests & Measurements	46	3	None/Elective
Western Civilization	50	6	History 130, 131

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.

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

Contact the Registrar to make such arrangements.

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

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

## THE HOLT HANDBOOK

The faculty has chosen **The Holt 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. 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

# GENERAL ACADEMIC REGULATIONS

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is obligated to sit for a competency examination in writing administered at the Academic Support Center. NO MAJOR MAY BE DECLARED UNTIL THE COMPETENCY EXAMINATION HAS BEEN PASSED. The examination will normally be taken in the second semester of the sophomore year.

## APPLICATION FOR DEGREE/AWARDING DEGREES

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

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

## ACADEMIC RECORDS OF TRANSFER STUDENTS

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

## TRANSCRIPT OF ACADEMIC RECORDS

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

In order to insure the confidentiality of its student records, transcripts will be released only upon the written request of the student.

## GRADUATION HONORS

Graduation honors will be conferred according to the following regulations:

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



# GENERAL ACADEMIC REGULATIONS

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

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

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

## ACCREDITATION

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

# ACADEMIC SESSIONS



## THE REGULAR SESSION

The majority of the curricular offerings are given in the two-semester regular session, beginning late in August and ending in May. Classes are held Monday through Friday throughout the day, the first class beginning at 8:00 a. m. and the last (ninth) period ending at 5:20 p. m. , with some evening offerings available. The College calendar is listed on page 70 of this catalog. Consult the Registrar for a list of course offerings.

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

## MAY TERM — JUNE TERM

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

## THE SUMMER SESSION

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

## SUMMER SEMINARS IN LITERATURE AND METHODS OF TEACHING ENGLISH

In August the English Department offers one-week seminars in literature and in methods of teaching English. See English Department listings for information.



## 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 develop fully a student's interest in a particular topic. In many departments, completely individualized study or upperlevel tutorials are open to superior students in either the junior or senior years.

In several departments, notably biology, chemistry, geology, mathematics, physics, and psychology, opportunity is provided for talented upperclass majors to participate in summer research carried on by staff members. Students chosen take part in important research and under foundation research grants receive stipends for this work.

Students with excellent academic records and an interest in college teaching as a career may apply for entrance into the Michigan Scholars in College Teaching Program at the close of the sophomore year. Selected seniors in this program participate in a colloquium, "Explorations in College Teaching," and receive several scholarly privileges and opportunities that help them move toward this career.

### THE PRESIDENTIAL SCHOLARS PROGRAM

The Presidential Scholars Program was established to give academically gifted students who also demonstrate strong leadership potential an opportunity to broaden their educational program while at Hope College.

The students are invited into this program at the beginning of their freshman year. To continue to be designated as a Presidential Scholar, a student must maintain high scholastic standing. He or she is encouraged to participate in the seminar for freshman Presidential Scholars and in individual study programs as upperclassmen. In addition, the Presidential Scholars are invited to special sessions with faculty and distinguished campus guests and to participate in special forums and off-campus field trips.

The goal of this program is to create opportunities for intellectual exploration and to assist students in finding challenging educational roles.

The Presidential Scholars program is under the direction of the Provost of the College.

### UPWARD BOUND PROGRAM

Upward Bound is an educational program designed to assist 70 high school students from the 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.

# SPECIAL ACADEMIC PROGRAMS

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The above courses are complemented by electives in social sciences (sociology, psychology, communications, etc.), 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 9-12 attend twice a week, two and one-half hours each night, evening classes in reading, writing, and math, as well as tutorial sessions. Saturday sessions are held every month to foster the cultural and social development of the students along with their vocational education; speakers, study-tours, films, and group communication skills workshops are among the activities featured at these sessions. College testing, placement assistance (admission to college and financial aid) is provided to all the 11th and 12th grade students and their parents. Recreational activities are also part of the program.

Eligible students may participate at no cost; the Upward Bound Program is funded by the United States Office of Education, Hope College, and other local private sources.

## OFF-CAMPUS STUDY OPPORTUNITIES

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 the student to demonstrate to the Off-Campus Programs Admissions Committee that he has 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 his continuing responsibility to communicate any program changes to the chairman of the department from which credit is expected. Students in these official programs continue to receive administrative support and will be regarded as regular Hope College students in all respects. They are entitled to retain financial aid and to have grades and credit earned recorded on the Hope College transcript.

### 2. Non-Official Programs

Students may, of course, enroll in other programs over which Hope College does not exercise administrative or academic control. In the case of foreign 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 thinking about 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 wishing to return to Hope College will need to apply for readmission.

# SPECIAL ACADEMIC PROGRAMS

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

## DOMESTIC STUDY OPPORTUNITIES

### 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.

### AREA AND LANGUAGE PROGRAMS AT GLCA MEMBER COLLEGES

Hope's membership in the Great Lakes Colleges Association enables Hope students to make arrangements for the study of a number of critical languages. Depending on individual programs, students may transfer for a quarter, semester, year, or longer to one of the member schools and still receive full credit towards graduation at Hope College. The following area and language programs are currently available: Chinese at Oberlin and Wabash, Japanese at Earlham, Arabic at Kenyon, Hindi at Wooster, and Portuguese at Antioch. For further information contact Professor Neal Sobania.

### THE PHILADELPHIA CENTER

One semester only, offered fall and spring. The Philadelphia Center is a liberal arts program designed to promote intellectual and professional development for students while living in the City and learning in an experienced-based as well as a traditional academic context. Students use the City and all its resources as a "classroom for learning." Students take courses in such subject areas as: Art, Urban Anthropology, Systems Analysis, Communication, Psychology, Philosophy, Justice, Women's Studies, Architecture, and Microcomputer Applications. Students identify areas of personal, professional, and academic interest, and, with the help of faculty, select from over 500 available internship sites for a semester term placement. The Learning Plan, a goal oriented 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, Business/Econ Dept., Joe Mac Doniels, Communication Dept.

### 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 in a Work Internship, A Metropolitan Seminar, a Humanities Seminar, a Fine Arts Seminar, and a Values Seminar. 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

# SPECIAL ACADEMIC PROGRAMS

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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 Thomas Ludwig, Psychology Department.

## 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 John Wilson in the Department of Art.

## 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 John Van Iwaarden or Robert Cline.

## THE NEWBERRY LIBRARY PROGRAM IN THE HUMANITIES

The Newberry Library Program in the Humanities enables students and faculty to tap the extraordinarily rich resources of the Newberry Library in a semester-length fall seminar, several month-long seminars in winter and spring, independent study at any time after December, and occasional internships. The Newberry Library, founded in 1887, is a privately endowed research library located on Chicago's Near North side. Over one million volumes and six million manuscripts comprise its strong general collection of Western history and the humanities from the Middle Ages to the early twentieth century. Special collections concentrate on linguistics, the American Indian, Chicago history and culture, the Renaissance, the history of cartography and printing, and the history and theory of music. The Humanities program is jointly sponsored by the GLCA<sup>2</sup> and ACM<sup>3</sup>. Recent seminary topics have included Herman Melville,; American Dissent from 1870 to Present; The Concept of Revolution; Cultural Ideals and Realities in History and Literature; Play and Society in Literature and History; and Governmental Influence on European and American Culture. Applications are due March 28, 1988 for the fall 1988 seminar on the topic Encounters with the Primitive:

# SPECIAL ACADEMIC PROGRAMS

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Western Contacts with Indigenous Peoples. For further information, consult Professor Charles Huttar.

## FOREIGN 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. Opportunities to do so for a short term, a summer, a semester, or a full year are available in virtually every part of the globe. Detailed descriptions of various programs and application forms may be obtained from the International Education Office, or by writing to Director of International Education, Hope College, Holland, Michigan 49423.

### PROGRAMS IN EUROPE

Austria	Vienna Summer School (Hope) Semester or Year in Vienna (IES <sup>1</sup> )
France	Semester or Year in Nantes (IES) Summer, Semester or Year in Paris (IES)
Germany	Summer, Semester or Year in Freiburg (IES) Semester or year European Common Market in Freiburg (IES)
Great Britain	European Term in Comparative Urban Studies (GLCA <sup>2</sup> ) Junior Year in Aberdeen (GLCA) Junior Year in Durham (IES) Semester in London (IES) Semester in Southampton (Chemistry — Hope)
Italy	Semester or year in Milan (IES)
Netherlands	Semester in Groningen (Chemistry — Hope) European Term in Comparative Urban Studies (GLCA)
Spain	Summer, Semester or Year in Madrid (IES)
Yugoslavia	Fall Semester (GLCA/ACM <sup>3</sup> ) European Term in Comparative Urban Studies (GLCA)

### PROGRAMS IN NON-EUROPEAN AREAS

Africa	Fall and Winter in East or West Africa (GLCA)
Asia	Year in Tokyo at Waseda University (GLCA) May-June Term in Tokyo at Meiji Gakuin University (Hope) Semester or Year in Hong Kong (GLCA/ACM) Summer or fall semester in Shanghai or Beijing (CIEE <sup>4</sup> /GLCA) Fall semester in Nanjing (CIEE/GLCA)
India	Year in India (GLCA/ACM)
Latin America	Summer, Semester or Year in Bogota, Colombia (GLCA)
Middle East	Fall semester in Jerusalem (Hope)

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1 Institute of European Studies

2 Great Lakes Colleges Association

3 Associated Colleges of the Midwest

4 Council on International Educational Exchange

# SPECIAL ACADEMIC PROGRAMS

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## EUROPEAN STUDY PROGRAMS

### THE HOPE COLLEGE VIENNA SUMMER SCHOOL

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

*Academic Work in Vienna:* The academic program consists of two consecutive three-week sessions which offer a choice of work in Art, Economics and Business Administration, History, Literature and Music, taught in English, as well as courses in German language and literature, 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.

In Vienna, Hope College utilizes the facilities of the Institute of European Studies with which the College is affiliated, but the academic program is under the complete and sole direction of Hope College. 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. On school days, students have their noon meal together. They are free to plan their leisure time and to take weekend excursions to places like Salzburg, Budapest, Prague and Munich, all of which can easily be reached in a few hours from Vienna.

*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.

### SEMESTER AND YEAR PROGRAMS IN EUROPE

1. The affiliation between Hope College and the Institute of European Studies (IES) provides for preferred enrollment of qualified Hope College students in study centers which the Institute maintains in Austria, France, Germany, Great Britain, Italy and Spain. In Vienna, Paris, Nantes, Freiburg, London, Milan and Madrid, students may register either for a full year or a semester. Enrollment at the University of Durham in England is for the full year only.
2. Under direct arrangements between the Hope College Chemistry Department and the Chemistry Departments of the University of Groningen in The Netherlands and the University of Southampton in England a limited number of exceptionally qualified Hope chemistry students have been invited to spend one semester of their senior year at one of the two universities abroad where they have worked under the direct supervision of senior professors in their field.
3. In addition to the various study opportunities in non-European areas, the Great Lakes Colleges Association (GLCA) offers an academic year at the University of Aberdeen, Scotland as well as a fall semester program, European Term in Comparative Urban Studies, in England, The Netherlands and Yugoslavia. Both programs are administered by Antioch College.
4. The GLCA and the Associated Colleges of the Midwest (ACM) jointly sponsor a fall semester program at the University of Zagreb, Yugoslavia. The program is administered by the ACM.

### PROGRAMS IN NON-EUROPEAN AREAS

Membership in the Great Lakes Colleges Association makes available to Hope College students a variety of overseas study programs in Africa, Asia and Latin America. In each case one of the member schools serves as "agent" for the program abroad, but students from all twelve institutions are able to participate in any of the programs.



## SPECIAL ACADEMIC PROGRAMS

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1. *Africa*: In East and West Africa Kalamazoo College arranges for programs lasting a semester or longer in which the language of instruction is English. Kalamazoo College also arranges for a program at the University of Dakar, Senegal in which the language of instruction is French.

2. *Asia*:

a. *Japan*: The Great Lakes Colleges Association and Waseda University in Tokyo have a cooperative arrangement whereby GLCA students may enroll in the International Division for an eight-month or twelve-month program. A GLCA liaison secretary is in residence at Waseda University to assist students and a GLCA faculty member is program coordinator. Instruction in the program is in English, but study of Japanese is required during the student's stay in the Far East. Preceding the academic year a summer program is held involving approximately two weeks of U.S. orientation, four weeks of language study in Japan, and four weeks of work experience in rural Japan. Earlham College is the agent school for this program.

b. *Japan*: For over twenty years Hope College and Japan's Meiji Gakuin University have been associated in a plan for international cooperation in education through mutual exchange of students and faculty. Founded in 1877 by the Presbyterian and Reformed Church missions of the United States, Meiji Gakuin University has a student body numbering approximately 10,500 at its Tokyo campus.

Through a summer program established in 1965, over 500 Japanese students have come to the U.S. to study "Contemporary America." This program has since evolved into a bilateral exchange through which Hope students study at Meiji Gakuin University in Tokyo during May and June, and Japanese students study at Hope College during September.

During the five-week May-June program Hope students are exposed to Japanese language, culture, and history and to the major economic and social issues of modern Japan through lectures, field trips and contacts with Japanese students and families. The five-credit seminar is part of Hope's Interdisciplinary Studies curriculum (see IDS 280: Contemporary Issues in Japan).

c. *Hong Kong*: GLCA and The Associated Colleges of the Midwest (ACM) sponsor a program at the Chinese University in Hong Kong. Except for Mandarin language courses, instruction is in English. There is no Chinese language prerequisite. Students may elect to attend the fall or spring semester or the entire academic year, which extends from September through June.

d. *China*: Through the GLCA students have access to a summer or fall program in Shanghai or Beijing, and a fall semester program in Nanjing. There is a minimum language prerequisite of one year of Mandarin, and this can be met through intensive courses during the summer. These programs focus on language study, Chinese economics and business, Chinese society and government, and Chinese history and culture.

3. *Latin America*:

a. *Colombia*: This flexible program, administered by Kenyon College for the GLCA, is divided into three separate stages allowing students to participate in those which best accommodate them.

*Summer Session at Bogota, Colombia* is especially designed to provide basic intensive language instruction for students who have only high school Spanish or as little as one semester of college Spanish.

*Fall Term in Bogota, Colombia* is a special program for American students who have either completed the summer session in Bogota or who have already had two semesters of college Spanish in the U.S.

# SPECIAL ACADEMIC PROGRAMS

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*Spring Term in Bogota, Colombia* is for American students who have sufficient Spanish to compete with Colombian students in regular university classes in humanities and social sciences at the Universidad de los Andes in Bogota.

During all of these stages students live with Colombian families. The total cost for the program including transportation, is similar to tuition, room, and board for an equal length of time on the Hope campus.

- b. *Mexico*: The IES program in Mexico City offers students the opportunity for a semester or year of study in a small highly-regarded private university, the Instituto Tecnológico Autónomo de México (ITAM). In addition to the study of Spanish language, the program focuses on two areas of Mexican studies: cultural studies and developmental studies. Courses are also available at ITAM for majors in economics, management, math and sociology. Students live with Mexican families.
4. *Middle East*: Administered by Hope, Earlham, Albion and Antioch colleges, the fall semester program in Jerusalem is designed to study Arab and Israeli cultures and their current conflict through a Peace Studies focus. Because half of the professors are Israeli and half are Palestinian, students are afforded a first-hand perspective of the current Middle-East situation. The program is based in Jerusalem, is conducted in English, and includes field trips and work camp experiences as well as conventional study.

## NON-ACADEMIC PROGRAMS ABROAD

In addition to the materials on college-credit programs in all parts of the world the Hope College International Education Office also provides information on work, travel and residence opportunities abroad for students who are primarily interested in adding an international dimension to their experiences through a summer of living or working in a different cultural environment.

Among those recommended are summer work camps abroad, programs of the Experiment in International Living and the Operation Crossroads Africa project. Though some of these programs are less expensive than foreign study opportunities in which students can earn academic credits, there is almost no way in which students can expect to earn enough to pay for this type of overseas program.

A program designed particularly for students in the sciences is administered by the International Association for the exchange of students for Technical Experience (IAESTE) which places American students in short term trainee positions in twenty or more countries. AIESEC is a similar type program, designed to serve the needs of students in the field of Economics and Business Administration.

Further information on any of the foreign study programs may be obtained from the Hope College Office of International Education.



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## COURSE NUMBER GUIDE

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

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

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

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

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

## GLOSSARY OF TERMS

**CREDIT HOURS** — The number of hours a course meets each week determines its worth in credit hours. Courses usually run 2, 3, or 4 credit hours a semester, which means classes meet two or three times a week. Since each credit hour of class work requires a minimum of two hours of preparation out of class, two or three hours of laboratory work, requiring no outside preparation, are generally equivalent to one class credit hour.

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

**MAJOR** — An area of concentration in one particular subject in which the student earns a fairly large amount of required credit hours.

**MINOR** — The fulfillment of a specified number of credit hours in fields of study related to the student's minor. Particularly applicable to those students concerned with teacher certification, but all students may declare minor programs which will become part of the student's record.

**PREREQUISITE** — The course(s) a student must have taken before he can take the course in question.

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

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



**Faculty:** Mr. Michel, Chairperson; Mr. Mayer, Mr. McCombs, Mr. Vickers, 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.

The Department of Art faculty members are teaching, producing and research oriented artists and art historians.

The Department of Art offers assistantships to qualified upper classmen.

Students majoring in art at Hope College participate in a wide variety of activities:

- 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 College 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, etc.
- 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 36 credit hours of art in either of the following two programs:

#### **A. ART MAJOR — STUDIO CONCENTRATION**

The studio major consists of a broad selection of studio courses, including Art 103, 104, 111 or 121, 131, 141 and 171. The studio major is also required to have a concentration (at least 9 additional hours above the basic course) in either painting, printmaking, drawing, sculpture, ceramics, or Photography (may be taken in Special Problems Studio-Photography). In addition to the above studio courses, the student is required to take Introduction to Art and Art History (Art 160) and three 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 work at the end of his 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: 24 hours in art history, including Art 160; 6 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). If graduate work is contemplated, a reading knowledge of two foreign languages is recommended.

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 160 or 365, and Art 103, 104, 141, and Art 111 or 171.

A minor with an art history concentration consists of 21 credit hours in Art, including 3 credit hours in studio and 18 credit hours of Art History.

## The History of Art

**160. Introduction to Art and Art History** — An introduction to a basic visual vocabulary of art to create in the viewer a heightened perceptual awareness and a sense of his/her cultural roots. Selected critical approaches to art which are necessary for thoughtful appreciation will be considered. Many of the illustrations will be drawn from recent art. The course will survey western art in a selective manner, concentrating on important period styles, individual artists and works of art from Ancient Greece to the 20th century. During the survey, continuing reference will be made to the art and values of our own time. No prerequisite.

*Three Hours Wilson Both Semesters*

**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: permission of professor.

*Three Hours Staff Both Semesters*

**360. Ancient Art** — A study of the development of the arts from the early Mediterranean cultures to late antiquity. Pre-historic, Near Eastern, Egyptian, Aegean, Greek, Etruscan and Roman art and architecture will be surveyed with special attention to Greece and Rome. No prerequisite.

*Three Hours Wilson When Feasible*

**361. Medieval Art** — A study of the development of the arts and architecture of the Early Christian, Byzantine, Islamic, Barbarian, Carolingian, Ottonian, Romanesque and Gothic periods. No prerequisite.

*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. No prerequisite.

*Three Hours Vickers When Feasible*

**363. Baroque and Rococo Art** — A study of the features of the art and architecture of Europe in the 17th and 18th centuries. Special focus is placed on the Dutch Baroque tradition. No prerequisite.

*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. No prerequisite.

*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. No prerequisite. Studio majors are strongly advised to take this course early in their art program.

*Three Hours Wilson 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. No prerequisite.

*Three Hours Wilson When Feasible*

**367. Non-Western Art** — A brief survey of the Arts of India, China and Japan. No prerequisite.

*Three Hours Staff When Feasible*

**368. African Art** — A survey of the major art producing groups of sub-Saharan West Africa. No prerequisite.

*Three Hours Vickers Alternate Years*

**369. Contemporary Art Movements (1900-Present)** — A course in the development of current movements involving research and readings in Pop Art, Minimal Art, Op Art, Kinetic Art, Happenings, Earthworks and Conceptual Art, with specific references to Dadaism, Surrealism and Abstract Expressionism. No prerequisite. Studio majors are strongly advised to take this course early in their art program.

*Three Hours Mayer, Wilson When Feasible*

# ART

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## Studio Courses in Art

**101. Introduction to Materials and Methods in Art** — An historical survey of the basic materials and techniques in painting, drawing, sculpture, and graphics.

*Three Hours Vickers When Feasible*

**103. Basic Painting** — A study of the elements of design through applied problems in painting. The course investigates two-dimensional design concepts and is also a useful preparation for Art 111 and 171. No prerequisite.

*Three Hours Michel, Vickers 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*

**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, such as oil, watercolor and acrylic, 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, Vickers 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, Art 141 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 Michel, McCombs, Vickers 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 Mayer Both Semesters*

**171. Basic Silk Screen** — A study of the techniques, procedures, and aesthetics of silk screen as a print making media. Prerequisite: Art 141 or written permission of instructor.

*Three Hours Michel Both Semesters*

**201. Fundamentals of Photographic Art** — Using the camera as a visual instrument, this course examines the still-photographic medium as an expressive art form through the creation and critical study of black and white photographic form, structure and content. Camera required. Prerequisite: Art 141 or written permission of instructor.

*Three Hours McCombs Both Semesters*

**301. Developing Visual Awareness** — Designed for the prospective art teacher, this course investigates the many facets of creative development from childhood to adulthood. Materials and techniques suitable for teaching and supervising art as a major subject are emphasized and methods of guiding and motivating creative expression K-12 are observed, discussed and practiced. Not open to students who have taken Art 340. No prerequisite.

*Three Hours Staff When Feasible*

**311. Printmaking II** — Continuation of Art 111. May be repeated for credit with permission of instructor. Prerequisite: Art 111.

*Three Hours McCombs Both Semesters*

**321. Painting III** — Continuation of Art 121. May be repeated for credit with permission of the instructor. Prerequisite Art 121.

*Three Hours Michel Both Semesters*

# ART

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**331. Sculpture III** — Individual experimentation in all sculptural media including oxyacetylene and arc welding, M.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 Michel, McCombs, Vickers Both Semesters*

**351. Ceramics II** — Continuation of Art 151, including work in both sculptural and utilitarian directions, elementary chemistry of glazes, and oxidation and reduction firing techniques. May be repeated for credit with permission of the instructor. Prerequisite: Art 151. *Three Hours Mayer Both Semesters*

**371. Silk Screen II** — Continuation of Art 171. May be repeated for credit by permission of the instructor. The student develops the aesthetic possibilities of the silk screen media including photographic processes. Prerequisite: Art 171. *Three Hours Michel 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 chairman 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 chairman. Prerequisite: advanced standing and written permission of the instructor. *Two or Three Hours Vickers, Wilson Any Semester*



**Faculty:** Mr. Barney, Mr. Blankespoor, Mr. Brady, Mr. Cronkite, Mr. Gentile, Mr. Greij, Mr. Murray, Mr. Netzly, Mr. Nieuwkoop, Mr. Van Faasen, Ms. Winnett-Murray.

The Department of Biology has a tradition of excellence in the preparation of students planning professional careers in biology. A national study ranked the Department eleventh out of 222 colleges in the preparation of students who received the Ph.D. in biology during the period from 1920-1976. For the more recent period of 1968-1973, our position improved to eighth. The Biology Department has an outstanding record of placing students in medical and dental schools. Other careers selected by biology majors, in addition to graduate and professional schools, include the allied-health professions, industrial research and laboratory positions, and secondary education.

In addition to the regular curriculum, students are encouraged to participate in research programs with our faculty. Stipends are usually available to give selected students an opportunity to pursue full-time research during the summer. More than 50 papers co-authored by students have been presented or published during the past five years. Examples of current research projects that involve students are:

- breeding biology of the Common Moorhen
- temperature regulation and thirst of rats
- systematics and ecology of spiders
- host-parasite relationships of trematodes
- seed germination
- water and ion regulation in protozoa
- environmental mutagenesis and carcinogenesis
- gene regulation in bacteria

The Department has excellent facilities for both teaching and research and a well-stocked library. The most recently acquired items of equipment include a scanning electron microscope (SEM), an ultracentrifuge, a gamma counter, six electronic physiological recording instruments, and several personal computers.

Qualified students have the opportunity to spend a semester doing research and taking courses at the Oak Ridge National Laboratory in Tennessee. Studies in environmental health science are offered for students who wish to pursue advanced degrees or employment in fields of environmental toxicology. For specific details regarding these programs students are encouraged to contact Dr. James Gentile.

**BIOLOGY MAJOR:** Most careers in biology require training in the physical sciences, but the amount of such training is variable. It is essential, therefore, that students planning to major in biology talk to the chairman or a biology advisor to discuss their particular needs.

The minimum requirements for a B.A. degree in Biology are 25 hours of biology and one year of chemistry. The requirements for a B.S. degree are at least 60 hours in the natural sciences, of which 36 hours must be in biology, and 8 hours in chemistry. Biology majors must take Biol. 110 or 111, 112, and 115 and at least one course from each of three areas: A) Molecular-Physiological; B) Zoological; and C) Botanical. Courses that will fill the area requirement are: A) Biol. 301, 348, 355, 356 and 442; B) Biol. 232, 234, 351, 353 and 372; and C) Biol. 241, 340 and 343. Biol. 110 or 111, 112, and 115 should be taken in the freshman year if possible. If a student takes Biol. 110 he/she **MUST** take Biol. 221 to complete their major. The preferable chemistry sequence for the minimum requirement is Chem. 111, 113, 114 and 121. Chem. 101 and 102 will satisfy the chemistry requirement for some, but these are terminal courses and do not prepare a student to take additional chemistry. Students planning to attend graduate, medical, or dental schools, or to pursue other biology careers that require rigorous training, should take Math 131, 132, Physics 121, 122, 141 and 142, and Chem. 111, 113, 114, 121, 221, 231, 255 and 256. Biochemistry, statistics, and computer programming are desirable for many biological careers.



# BIOLOGY

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**BIOLOGY MINOR:** The minimum requirement for a biology minor is 20 hours of biology. Biology minors must take Biology 110 or 111, 112, and 115 and at least one course from each of the three areas: A) Molecular-Physiological, B) Zoological, and C) Botanical. If a student takes Biol. 110 he/she **MUST** take Biol. 221 to complete their minor. Courses that meet the area requirements are listed in the preceding paragraph. Biology 315 or 421 may be substituted for one of the three area requirements.

**NON-SCIENCE MAJORS:** The Department of Biology offers several courses that are designed primarily for students who wish to satisfy the college science requirement with biology.

## Courses designed primarily for non-science majors:

**100. General Biology** — A human-oriented course in which principles of life and man's position in and relationship to the world are the main focus. Three lectures and one 2-hour laboratory per week.  
*Four Hours Staff Both Semesters*

**217. Heredity and Evolution** — This course considers the mechanisms of inheritance of genetic traits and their evolutionary implications. Emphasis is upon Mendelian and human genetics. Two lectures per week.  
*Two Hours Brady Spring Semester*

**218. Human Ecology** — This course focuses on man and his environment. Basic ecological principles, environmental problems, and human populations and resources will be examined. Two lectures per week.  
*Two Hours Greij Fall Semester*

**230. Plant Growth** — This course covers the basics of plant growth. Topics include plant structure and function, effects of hormones, propagation of house plants, soils and plant nutrition, plant distribution, and agriculture. Two lectures per week. Alternate years, 1988-89.  
*Two Hours Van Faasen Fall Semester*

**245. Biology for Elementary Teachers** — A course designed to introduce the prospective elementary teacher to concepts of biology. Topics include structure and function of plants and animals and the identification, natural history, and handling of common plants and animals in the laboratory and field. Prerequisite: none. Offered for one-half semester along with Physics 245. This course is open to prospective elementary teachers, and they are expected to take this course as a part of their college science requirement unless excused by the chairman of the Education Department. Four lectures and one 2-hour laboratory per week.  
*Two and One-Half Hours Staff Fall Semester*

## Courses designed for science majors:

**110. Biological Principles I** — An introductory course covering molecular biology, cell structure and function, genetics, and vertebrate physiology. This course is designed for persons with average high school background in math, chemistry, and physics. Since the physiology portion of this course is reduced, Biology majors who take Biology 110 must take Biology 221, Human Physiology in their sophomore year. Three lectures per week. Persons in this course must also enroll in Biology 115.  
*Three Hours Staff Fall Semester*

**111. Principles of Biology I** — An introductory course emphasizing molecular biology, cell structure and function, genetics and vertebrate physiology. This course is designed for persons with a strong high school background in math, chemistry, and physics. 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 animal and plant structure, function, diversity, and ecology. Three lectures and one 3-hour laboratory per week.  
*Four Hours Staff Spring Semester*

# BIOLOGY

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**115. Laboratory: Biological Principles I** — The laboratory course to accompany Biology 110 and 111. Three hours per week. *One Hour Staff Fall 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. Can be applied toward area requirement A for biology minors but not for biology majors. Not recommended for biology majors who have taken Biology 111, premedical or pre dental students, or for students intending to pursue advanced degrees in biology. Prerequisite: Biology 110 or 111 or permission of the instructor. *Four Hours Barney Fall Semester*

**222. Human Anatomy** — A series of lectures covering the organ systems of the human body to give students a sense of appreciation for the organization, complexity and uniqueness of their own body. Three lectures and one 3-hour laboratory period per week. Can be applied toward area requirement B for biology minors but not for biology majors. Not recommended for biology majors, premedical or pre dental students, or for students intending to pursue advanced degrees in biology. Prerequisite: Biology 110 or 111 or permission of the instructor. *Four Hours Murray Spring Semester*

**232. Comparative Anatomy of Vertebrates** — A selected series of vertebrate types is studied. Three lectures and one 3-hour laboratory periods per week. Prerequisite: Biology 112. *Four Hours Winnett-Murray Fall Semester*

**234. Invertebrate Zoology** — The biology of selected invertebrate animals will be studied with emphasis upon their ecology, systematics, and behavior. Laboratory includes field studies with weekend trips to southern localities. Two lectures and two 3-hour laboratories per week. Prerequisite: Biology 112. *Four Hours Brady Spring Semester*

**241. Plant Morphology** — A comparative morphological study of the major plant groups from the algae through the vascular plants. Three lectures and two 2-hour laboratories per week. Prerequisite: Biology 112. Alternate years, 1988-89. *Four Hours Van Faasen Spring Semester*

**290. Independent Study of Biology** — A special course to allow students to study an area of biology not included in the regular curriculum or an in-depth study of a selected biological topic. *One, Two, or Three Hours Staff Both Semesters*

**295. Studies in Biology** — A lecture, laboratory or seminar class in a special topic of biology.

**301. General Microbiology** — Selected viruses, bacteria, fungi, and algae will be used to introduce microbial techniques. Special emphasis will be given to physiology, genetic systems, and pathogenicity. Three lectures and two 2-hour laboratories per week. Prerequisites: Biology 110 or 111, 112, and two years of chemistry. *Four Hours Gentile Fall Semester*

**315. Principles of Ecology** — The basic concepts of the interrelation of living organisms and their environment are studied. Three lecture periods and one 3-hour laboratory per week. Prerequisites: Biology 110 or 111, 112, and one year of chemistry. *Four Hours Greij Fall Semester*

**340. Plant Anatomy** — A study of plant cells and tissues, especially those of flowering plants. Laboratory includes tissue processing and microscope slide preparation. Two lectures and two 2-hour labs per week. Alternate years, 1987-88. Prerequisite: Biology 112. *Four Hours Van Faasen Spring Semester*

**343. Vascular Plant Systematics** — A study of selected families of vascular plants, including their biology and evolutionary relationships and principles of plant classification. Two 3-hour periods per week include lecture, laboratory, and field work. Alternate years, 1987-88. Prerequisite: Biology 112. *Three Hours Van Faasen Fall Semester*

# BIOLOGY

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**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 Cronkite Fall Semester*

**351. Ornithology** — An introductory study of the identification, classification, ecology, behavior, and adaptations of birds. Three lectures and two 2-hour laboratories per week. Prerequisite: Biology 112.

*Four Hours Greij Will not be offered in 1987-88*

**353. Histology** — The structure of the cell and its modifications into various tissues. Two lectures and one 3-hour laboratory period per week. Prerequisite: Biology 112.

*Three Hours Will not be offered in 1987-88*

**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 110 or 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 cr. hr.) is optional and may be taken concurrent with the lecture portion or after the lecture portion is completed. Prerequisites: Biology 110 or 111, 112, and one year of chemistry, or permission of instructor.

*Three Hours Gentile Spring 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 110 or 111, 112, 356, and one year of chemistry.

*One Hour Gentile Spring Semester*

**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. Alternate years, 1987-88.

*Four Hours Blankespoor Fall Semester*

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

*Variable Credit 1-3 Hours Staff May Session*

**385. Environmental Genetic Toxicology** — This course deals with the biological consequences to humans of the chemical contamination of the environment. Topics cover principles and practices of toxicology and mutagenicity of a variety of chemicals such as drugs, heavy metals, pesticides and food additives. Alternate years, 1986-87. Prerequisite: Biology 356, or Chemistry 311, or permission of instructor.

*Three Hours Gentile Spring Semester*

**421. Evolutionary Biology** — A study of current theories concerning the process of evolution and its mechanisms including population genetics, population ecology, systematics, and behavior. Current theories concerning human evolution are explored. Three lectures per week. Prerequisite: One year of biology.

*Three Hours Brady Fall Semester*

# BIOLOGY

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**442. Vertebrate Physiology** — A study of the various organ systems of vertebrates (e. g. nervous, cardiovascular, digestive, excretory, endocrine, respiratory) with particular emphasis on their integration to maintain homeostasis under different physiological conditions. Three lectures and two 3-hour laboratories per week. Prerequisites: Five semesters of biology or permission of instructor. *Five Hours Barney Spring Semester*

**490. Independent Research in Biology** — This course is designed to give students majoring in biology a chance to do research in an area in which they have a special interest. Requires formal application and permission of the instructor with whom the student will work. *Credit by Arrangement Staff Both Semesters*

## **495. Advanced Topics in Biology**

**499. Internship** — An opportunity to gain practical experience in the work place. Prerequisite: Permission of the Department Chairman

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

**Biology Laboratory Assistant** — Qualified students are invited to apply for laboratory assistant positions. Selection will be made by the department. Not for credit. Assistants receive an hourly wage.



**Faculty:** Mr. Boyer, Mr. Brink, Mr. Jekel, Mr. Mungall, Mr. Seymour, Mr. Silver, Mr. Taylor, Mr. Williams. **Adjunct Faculty:** Mrs. Jekel

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

The chemistry program provides students with a rigorous introduction to the field of chemistry in a setting that is complete with knowledge of current developments in chemistry and experience with modern instruments and laboratory techniques. The program offers students the opportunity to achieve outstanding levels of accomplishment through the challenge of chemical research. The chemistry faculty maintains a keen interest in students' professional involvement and scholarly development. The chemistry department has an active seminar program which brings students into contact with nationally recognized authorities in chemistry and chemistry-related fields.

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

- storage and transport of biological iron
- synthesis of temperature stable polymers
- aluminum enolate reactions
- measurement of atmospheric trace gases
- preparation of mixed transition metal clusters
- reactions of epoxides

Studies in chemistry can begin in several different courses so that students can match their program with their skills and goals. The chemistry major includes sequences of both lecture and laboratory courses designed to establish a fundamental understanding of the diverse areas of the discipline. Students can elect to complete a minimum 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.) Approved Major Program which generally requires one course beyond the B.S. degree in chemistry. 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 program options, it is essential that they discuss their plans with the chairman 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 322, 331 and 332, or 343. (Chemistry 331 and 332 must be taken together and are considered one course.)

# CHEMISTRY

**BACHELOR OF SCIENCE DEGREE AND THE A.C.S. APPROVED MAJOR IN CHEMISTRY** — The B.S. degree in chemistry requires thirty-six (36) credit hours of chemistry major oriented courses and a total of sixty (60) credit hours in the natural sciences. Both the B.S. degree and the A.C.S. approved major in chemistry require the same basic courses in chemistry, physics, and mathematics. Dependent on the student's background in Mathematics, Physics 121 should 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. approved major are listed below:

Basic Chemistry, Mathematics, and Physics courses required for the B.S. degree and for the A.C.S. Approved 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	Math 231 Multivariable Calc
Chem 114 (1) Gen Chem Lab II	Math 270 Diff Eqn+
Chem 221 (3) Organic Chem I	Phys 121 Gen Phys I
Chem 255 (2) Org Chem Lab I	Phys 141 Phys Lab I
Chem 231 (3) Organic Chem II	Phys 122 Gen Phys II*
Chem 256 (2) Org Chem Lab II	Phys 142 Phys Lab II*
Chem 322 (3) Inorganic Chem	
Chem 331 (2) Analytical Chem	
Chem 332 (2) Analyt Chem Lab	
Chem 343 (3) Physical Chem I	
Chem 345 (1) Phys Chem Lab I	
Chem 344 (3) Physical Chem II	
Chem 346 (1) Phys Chem Lab II	

\* Corequisite or prerequisite for Chem 343  
+ Strongly recommended for Chem 344

In addition, for the B.S. degree, a student must complete four (4) additional credit hours of chemistry courses at the 300 or 400 level. Suggested advanced level courses are listed below.

For the A.C.S. Approved Chemistry Major with a B.S. degree, a student must complete six (6) additional credit hours of 300 or 400 level chemistry lecture courses and additional laboratory experience which must include either (a) Chem 315 and Chem 452, or (b) Chem 490. With approval of the Chairman of the Chemistry Department, a chemistry-related, advanced level course from another natural science may be substituted for one advanced level chemistry course in the A.C.S. Approved Chemistry Major Program.

Advanced level Chemistry courses for the B.S. and A.C.S. Approved Chemistry Major include:

Chem 311 (3) Biochemistry I	Chem 452 (3) Chem Instrumentation
Chem 314 (3) Biochemistry II	Chem 490 (1) Research
Chem 315 (1) Biochem Lab	
Chem 421 (3) Struct. Dynam. & Syn I	
Chem 422 (3) Struct. Dynam. & Syn II	

For students planning to go to graduate school in chemistry, additional courses in mathematics and physics, such as Physics 241, 242, 270, 341, Mathematics 237, 240, and courses in statistics and computer science, are highly recommended.

Premedical, pre dental and preveterinary students are advised to take the following courses in Chemistry: 111, 113, 114, 121, 221, 231, 255, 256, and 311. To qualify for a chemistry major, health profession oriented students must meet the department's minimum requirements. These students design their chemistry major according to the specific requirement of their intended profession. Suggested courses for medicine are given on page 266.

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

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and additional advanced-level chemistry courses. Chemistry 105 may also count toward the 30 hour requirement.

Chemistry majors who wish to pursue graduate work in biochemistry and biochemistry-related fields should take courses for the ACS Approved Chemistry Major including Chemistry 311, 314, and 315. Also recommended are Biology 111, 112, 301, 348, and 356.

Students interested in chemical engineering should consult with the chairman 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 265 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.

## 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.

## COURSES DESIGNED PRIMARILY FOR NON-SCIENCE MAJORS:

**101. General Chemistry** — This course aims to develop an understanding of fundamental chemical principles and introductory descriptive inorganic chemistry. The course is designed for pre-nursing, pre-physical therapy, and liberal arts students and does not count toward a chemistry major. Lecture 3 hours, laboratory 3 hours, per week.

*Four Hours Williams Fall Semester*

**102. General Chemistry** — 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 Spring Semester*

**105. Contemporary Chemistry** — This course for non-science majors is intended to provide an understanding of the nature and scope of chemistry today and in the future. It treats the development of chemical technology and the accompanying benefits and problems, including pollution, drugs, consumer products, and nuclear chemistry. Lecture, 2 hours per week.

*Two Hours Staff Any Semester*

**246. Chemistry for Elementary Teachers** — This course is designed to introduce the prospective elementary school teacher to chemical sciences appropriate to elementary education. An understanding of the properties of materials and the nature of chemical change in terms of atomic and molecular behavior is stressed. Laboratory involves experiments that are applicable for teaching elementary pupils. This course is open only to prospective elementary teachers, and they are expected to fulfill their college science requirement with this course unless excused by the chairman of the Education Department. Lecture, 4 hours; laboratory, 2 hours per week for one-half of the semester.

*Two and One-Half Hours Elaine Jekel 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 Seymour, Jekel, Silver Fall Semester*

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**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 with special emphasis on the use of the pH meter. Laboratory, 3 hours per week including time for discussion of experiments. Corequisite: Chemistry 111. *One Hour Jekel, Staff Fall Semester*

**114. Laboratory of General and Analytical Chemistry II** — This is a continuation of Chemistry 113 including qualitative and quantitative measurements including the use of visible spectrophotometers to study reaction rate. Laboratory, 3 hours per week including time for discussion of experiments. Corequisite: Chemistry 121. Prerequisite: Chemistry 113. *One Hour Staff Spring Semester*

**121. General Chemistry II** — The course consists of a continuation of the basic principles of chemistry including chemical energy, electrochemistry, acids and bases, and ionic equilibria with an emphasis on inorganic reactions and the chemistry of metals. Lecture, 3 hours per week. Prerequisite: Chemistry 111. *Three Hours Staff 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 determination of structure by spectral means as well as mechanistic treatments of aliphatic and aromatic chemistry are stressed. Lecture, 3 hours per week. Prerequisite: Chemistry 121. *Three Hours Taylor Fall Semester*

**231. Organic Chemistry II** — This is a continuation of Chemistry 221 with emphasis on construction of complex molecules, including those found in biological systems. Lecture, 3 hours per week. Prerequisites: Chemistry 221 and 255. *Three Hours Taylor Spring Semester*

**255. Organic Chemistry Laboratory I** — The laboratory 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; discussion session, 1 hour per week. Prerequisite: Chemistry 121. *Two Hours Mungall, 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; discussion session, 1 hour per week. Prerequisites: Chemistry 221 and 255. *Two Hours Mungall, Taylor Spring Semester*

**295. Studies in Chemistry** — A lecture and/or laboratory course in a chemical area of current interest. *Three Hours Staff Any Semester*

**311. Biochemistry I** — The biochemistry of proteins, carbohydrates, lipids, enzymes, coenzymes, and nucleic acids is discussed together with the important metabolic pathways. Lecture, 3 hours per week. Prerequisite: Chemistry 231. *Three Hours Boyer Fall Semester*

**314. Biochemistry II** — The course is a continuation of Chemistry 311 with emphasis on biosynthetic pathways, regulatory processes and transfer of genetic information. Special topics will include neurochemistry, and the biochemical basis of metabolic disorders. Lecture, 3 hours per week. Prerequisite: Chemistry 311. *Three Hours Boyer Spring Semester*

**315. Biochemistry Laboratory** — This laboratory course introduces general biochemistry experiments including characterization of amino acids, carbohydrates, nucleic acids, and lipids, N-terminal analysis of proteins, and spectrophotometric enzyme assays. Techniques include gas and liquid chromatography, gel filtration, thin-layer chromatography, centrifugation, electrophoresis and spectrophotometry. Laboratory, 3 hours per week. Prerequisite: Chemistry 311. *One Hour Boyer Spring Semester*



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**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 will include statistics and sampling, chemical equilibrium and electrochemistry as applicable to analysis, and 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 will include the total analytical process as applied to real samples, and will include taking representative samples, chemical workup, wet chemical and instrumental quantitation, and data handling. Laboratory, 6 hours per week. Co-requisite: Chemistry 331. Chemistry 331 and 332 must be taken during the same semester.

*Two Hours Seymour, Staff 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 or corequisites: Chemistry 121, Mathematics 235 and Physics 122.

*Three Hours Staff Fall Semester*

**344. Physical Chemistry II** — The quantum description of matter will be investigated with particular emphasis on the theoretical concepts and the implications of those concepts for chemical systems. Lecture, 3 hours per week. Prerequisites or corequisites: Chemistry 221, Mathematics 235, Mathematics 270 and Physics 122.

*Three Hours Staff Spring Semester*

**345. Physical Chemistry Laboratory I** — Laboratory experiments provide an introduction to modern laboratory techniques used in physical chemistry. The work stresses the use of instrumentation, spectroscopic methods, vacuum techniques, glass blowing, kinetics, and thermo chemistry in obtaining accurate data from chemical systems. Laboratory, 3 hours per week; discussion session, 1 hour per week. Corequisite: Chemistry 343.

*Two Hours Staff Fall Semester*

**346. Physical Chemistry Laboratory II** — This is a continuation of Chemistry 345, adding spectroscopic and physicochemical studies of molecular structure and interactions. Laboratory, 3 hours per week; discussion session, 1 hour per week. Prerequisites: Chemistry 343 and 345.

*Two Hours Staff Spring Semester*

**421. Structure, Dynamics, and Synthesis I** — This course provides an integrated discussion of advanced topics in chemistry. Topics will include statistical thermodynamics, group theory with applications to molecular structure and vibrational spectroscopy, chemical kinetics, and inorganic kinetics and mechanism. Lecture, 3 hours per week. Prerequisite: Chemistry 231 and 344.

*Three Hours Silver Fall Semester*

**422. Structure, Dynamics and Synthesis II** — Lectures will cover organometallic chemistry, organic syntheses, and selected topics in advanced inorganic chemistry. Lecture, 3 hours per week. Prerequisites: Chemistry 231, 322, and 344.

*Three Hours Silver, Taylor Spring Semester*

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**452. Chemical Instrumentation** — Selected electrochemical and spectral measurements and techniques useful in chemistry and to general principles that guide present rapid developments in chemical instrumentation are covered in this course. Topics will include separation techniques, electrochemical methods, optical and X-ray emission spectroscopy, mass spectroscopy, and nuclear magnetic resonance spectroscopy. Lecture, 2 hours; laboratory, 3 hours per week. Prerequisites: Chemistry 231, 331, 332, and 345.

*Three Hours Seymour Spring Semester*

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

*One, Two or Three Hours Staff Fall 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 157).



**Faculty:** Mr. Mac Doniels, Chairperson; Ms. Alspach, Mr. Herrick, Mr. Nielsen.

With increasing societal complexity, the demand for effective communicators is being expressed dramatically. A 1982 Endicott Study surveying 242 major private sector employers underscores the extreme importance of communication skills to success among college graduate new-hires. Victor R. Lindquist, Director of Placement at Northwestern University and co-author of the report, cautions college professors and academic advisors to "encourage training in communication skills."<sup>1</sup>

Acknowledging the historical centrality of communication training to the liberal arts tradition, and recognizing contemporary societal demands for enlightened, skillful communicators, the Department of Communication offers a curriculum to enhance a student's understanding of the human communication process as well as to develop and to refine a student's communication skills. Communication situations varying in purpose and context (interpersonal relationships, small group interactions, face-to-face persuasive presentations, electronically mediated mass contexts) are addressed through the course offerings.

Students interested in improving their communication effectiveness as a means of increasing their overall success in disciplines outside the communication department are welcome to draw on communication course offerings and laboratories to serve their individual needs. Communication majors at Hope often link their academic programs with other disciplines in preparation for their careers in business, ministry, theatre, law, and teaching. Professional plans in 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 widely recognized, strong foundation for students planning graduate level 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.

A communication major may be obtained by completing 33 hours in the Communication Department according to the following criteria:

	Hours
Required: 101 Introduction to the Communication Process	3
140 Public Presentations	3
151 Introduction to Mass Communication	3
160 Analytic Skills in Communication	3

<sup>1</sup> Reported in *Higher Education and National Affairs*, American Council on Education, Vol. 30, No. 40, December 18, 1981, p.3.

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	Skills Labs	Total of 2
	201, 301, 401 Public Presentational Skills Labs	
	202, 302, 402 Reasoning and Analytic Skills Labs	
	203, 303, 403 Interpersonal/Group Skills Labs	
	204 Media Presentational Skills Lab	
	304 Multi Media Skills Lab	
either	210 Interpersonal Communication	
	220 Task Group Leadership	3
either	261 Persuasive Presentations	3
	295 Topics in Communication: Applied Theory (with advisor approval)	
Electives:	12 hours with at least 9 hours above the 304 level and at least 3 hours above the 403 level	12
Colloquia:	Majors must be continuously enrolled in a communication colloquium throughout their junior and senior years (all semesters). Three semesters of satisfactory participation are required for the major.	0
		Total 33

**COMMUNICATION MINOR** — A minor in communication may be obtained by taking at least 20 hours of communication courses in one of several areas: Business/Organizational Communication, Communication and Mass Media, Communication and Social Influence (recommended for pre-seminary and pre-law students) and Communication in Interpersonal Relations. Minors are defined by these options:

**OPTION A — BUSINESS/ORGANIZATIONAL COMMUNICATION**

- 101 The Communication Process
- 160 Analytic Skills in Communication
- 220 Task Group Leadership
- either 255 Print Media I
- 140 Public Presentations
- 320 Small Group Communication
- 420 Organizational Communication
- Communication Skills Labs: 1 hour

**OPTION B — COMMUNICATION IN MASS MEDIA**

- 101 The Communication Process
- 151 Introduction to Mass Communication
- 160 Analytic Skills in Communication
- 251 Media Production I: Radio and Television
- either 255 Print Media I
- 352 Media Production II
- either 353 Media Production III
- 356 Print Media II
- Communication Skills Labs: 1 hour

**OPTION C — COMMUNICATION AND SOCIAL INFLUENCE**  
(recommended for pre-seminary and pre-law students)

- 101 The Communication Process
- 140 Public Presentations
- 160 Analytic Skills In Communication
- 220 Task Group Leadership
- 261 Persuasive Presentations

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365 Case Studies in Persuasion  
Communication Skills Labs: 1 hour

## OPTION D — COMMUNICATION IN INTERPERSONAL RELATIONS

101 The Communication Process  
151 Introduction to Mass Communication  
160 Analytic Skills in Communication  
210 Interpersonal Communication  
220 Task Group Leadership  
320 Small Group Communication  
Communication Skills Labs: 1 hour

**COMMUNICATION SKILLS LABORATORY** — It is the objective of the Communication Department to develop students' communication skills as well as to build their understanding of communication theory. Communication majors, particularly, should exhibit good communication skills as well as understand basic theory in the discipline. Development and reinforcement of several skills are important to developing a competent communicator. Among these are analytic skills, verbal and nonverbal expressive skills, listening skills, and technical skills. Since communicators' purposes and communication contexts vary (i.e., from less formal, small face-to-face situations to formal, mass audience, technologically mediated situations), these skills must be appropriately adapted. Lab offerings, therefore, are diverse enough to encourage this adaptive skill as well.

**050. Communication Majors Colloquium** — A regularly scheduled meeting of all majors to conduct programs related to professional issues or topics, departmental business, vocational or career matters, advising or enrollment. *O Hours Staff Each Semester*

**201, 301. Public Presentational Skills** — Verbal and nonverbal expressive skills are emphasized in these laboratories, with attention to analytic skills as well. Intensive extemporaneous and impromptu verbal activities are utilized to refine skills in delivery, style and organization. Students are trained to compose and deliver their verbal messages spontaneously in clear, concise fashion. As students move through stages of development, the presentation assignments move from drill exercises to extended, persuasive public presentations prepared for audiences outside the laboratory. Advanced students assist in coaching beginning students, thus improving their own skills by serving as models for instructional purposes.

**202, 302. Reasoning and Analytic Skills** — These laboratories develop and refine analytic skills, verbal expressive skills, and critical listening skills appropriate to oral argument. Skills are developed through practice in impromptu oral argument exercises, direct class activities, and diverse formats for debate and discussion of controversial positions. As students' skills become more refined, the activities move from shorter intensive drill exercises to extended formal debates and discussions presented publicly. Advanced students assist in coaching beginning students, thus improving their own skills by serving as models for instructional purposes.

**203, 303. Interpersonal/Group Skills** — Active listening skills, and verbal and nonverbal expressive skills appropriate to the interpersonal setting are stressed in this laboratory. Students' capacities to create supportive, nondefensive communication climates, to facilitate smooth small group interaction, and to recognize multiple levels of meaning in interpersonal encounters are developed through role play, media feedback, and small group experiential activities. As students progress in skill development, their responsibilities as sources of feedback for beginning students and facilitators for group activities become more significant, providing the forum in which they can refine the skills they are modeling.

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**204. Media Presentational Skills** — Study of and participation in non-dramatic performance in radio and television. Practical experiences in common media formats and development of approaches to voice, movement and physical presentation will be featured.

**304. Multi Media Skills** — Experiences in creating sound and picture materials (electronic, sound and picture, film, slides, multi-screen) utilized in closed-circuit specialized audience communication. Primary attention to approaches for internal and external business utilization.

*One-Half Hour Staff Various Sections Each Semester*

**101. The Communication Process** — This course is a general introduction to the nature of human communication, with emphasis on the roles of self-esteem, interpersonal perception, language, nonverbal behavior and environment in the communication process. Students are given opportunities to apply theoretic principles in performance situations. Essential concepts introduced in the course provide a foundation for advanced communication courses.

*Three Hours Mac Doniels, Herrick, Alspach Each Semester*

**140. Public Presentations** — This course introduces the student to the theory and practice of public speaking. Topics covered include methods of organizing a speech, delivery, the types and uses of evidence, and the effective use of visual aids. Students prepare and deliver an informative speech, as well as persuasive speeches on questions of fact, value and policy.

*Three Hours Alspach 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 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, as well as the preparation and presentation of written and oral arguments.

*Three Hours Herrick, Staff Each Semester*

**210. Communication in Interpersonal Relations** — A systematic analysis of the process of communication in the development and maintenance of interpersonal relationships. The developing and ongoing interpersonal relations of members of the class will be considered through theories of interpersonal communication. Prerequisite: Communication 101.

*Three Hours Mac Doniels, Staff Each Semester*

**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 Mac Doniels Fall Semester*

**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)** — A study of the methods of gathering and evaluating news and re-writing and editing journalistic copy. The course emphasizes journalistic writing

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and its influence in contemporary society. Prerequisite: English 113 recommended only.

*Three Hours Staff Fall Semester*

**261. Persuasive Presentations** — This course introduces the student to preparation and delivery of more sophisticated persuasive presentations. Theories of attitude change, interpersonal perception, speaker credibility, language and nonverbal behavior provide the conceptual foundation upon which principles of effective persuasion are taught. Students prepare and deliver direct and indirect persuasive presentations, with consideration to informed methods of audience analysis. There is a balanced emphasis between theory and practice, along with consideration of the inherent ethical choices confronting the persuader. Prerequisites: Communication 140 and Communication 160.

*Three Hours Staff Spring Semester*

**295. Topics in Communication (Applied Theory)** — A lecture or seminar class in a special topic of the discipline offered at the sophomore level. Prerequisite: Communication 101, or permission of the instructor.

*One, Two or Three Hours Staff Any Semester*

**320. Small Group Communication** — An investigation of the principles and methods of small group communication. The course emphasizes problem solving, leadership and group structure, group interaction dynamics and approaches to effective group methods. Prerequisites: Communication 220 or permission of instructor.

*Three Hours Mac Doniels Spring Semester*

**352. Media Production II** — Advanced experiences in the area of television production — broadcast, closed-circuit instructional and cable. Focus will be on the creation of media formats in the student's interest area, techniques of television program direction and analysis and critique of current commercial and educational programming forms. Emphasis is given to the importance of viable content development prior to integration with media communication processes. Class members will produce programming for MOSAIC television series. Prerequisite: Communication 251, or permission of instructor.

*Three Hours Nielsen Spring Semester*

**353. Media Production III** — Advanced experiences in electronic field production/film technique for broadcast, closed-circuit and cable television. Focus on location/studio shooting and editing of video tape filmic materials. Class members will function as producers/directors/camera operators/editors for projects. Student presentations will be cablecast on MOSAIC television series. Prerequisite: Communication 251, or permission of instructor.

*Three Hours Nielsen Fall Semester*

**356. Print Media II (Journalism)** — An advanced course in special principles and applications of Journalism. Advanced reporting, criticism and reviews, treatment of copy, news sources and news suppression, total production stages, and journalistic ethics are emphasized. Prerequisite: Communication 255, or equivalent.

*Three Hours Staff Spring Semester*

**357. Broadcast News and Documentary Production** — An investigation of the news and information 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 non-fiction material for broadcast, create awareness of process by which television creates a view of the world and understand the impact of news and documentary formats on audiences.

*Three Hours Nielsen Spring Semester*

**365. 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, St. Augustine, George Campbell, Richard Whately, Kenneth Burke and I. A. Richards. Prerequisite: Communication 160, 261 or permission of instructor.

*Three Hours Herrick, Staff Fall Semester*

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**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. Prerequisite: A major or minor in communication.

*Two Hours Staff Occasionally*

**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) Mac Doniels Any Semester*

**420. Organizational Communication** — This course is designed to provide students with understanding of and appreciation for the influence of intentional and unintentional communication within large organizations. The focus of study is on communication within a social system complex enough to be planned, deliberately structured (with codified rules, formalized roles among individuals, task assignments, etc.) and goal directed. Attention is paid to the role of communication in developing and sustaining the organization, to the impact of communication systems and climates on organizational members, and to the communication strategies most useful for the individual within the organization. Designed as a field study, this course guides the student through a naturalistic observation of an actual organization of which he or she is a member. Some understanding of interpersonal and small group communication and familiarity with social scientific research procedures are presumed. Prerequisites: Communication 101, Communication 320, and permission of instructor.

*Three Hours Alspach Fall Semester*

**450. 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 Nielsen Fall Semester*

**460. Communication Theory** — This course integrates the major theoretical contributions to the communication discipline. In tracing the development of the field, attention is paid to diverse philosophical, scientific, social scientific, and humanistic influences in the development of communication theory. Among the influences considered are Aristotelean rhetorical theory; positivist research assumptions; symbolist perspectives and symbolic interactionism; existential philosophy; phenomenology; and technological innovation (electronic media). The course is conducted in seminar fashion; students are taught to appreciate original works as opposed to textbook treatments. Prerequisite: Communication 160.

*Four Hours Mac Doniels Spring Semester*

**490. Independent Studies in Communication** — A program permitting advanced students in Communication an opportunity to broaden their perspectives or intensify study in a communication area of unique interest. Eligibility requirements for the program are: senior standing (or approval), approved topic area, written proposal following format prescribed by department and presented at time of registration to chairperson and instructor, and final departmental approval of proposal. Prerequisite: approval.

*One, Two or Three Hours Staff Any Semester*

**495. Advanced Studies in Communication** — A lecture, seminar or intern program in a special topic of the discipline offered for majors in the department.

*One, Two or Three Hours Staff Any Semester*





**Faculty:** Mr. Dershem, Chairperson; Mr. Jipping, Mr. Stegink, Mr. Slack

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, software development environments, concurrent systems, programming languages, and artificial intelligence.

**COMPUTER RESOURCES** — The computing facilities at Hope College give the student an opportunity to obtain a rich variety of experiences. The Hope College DEC VAX 11/750 computers support a wide variety of software features and provide a contemporary environment for computer science education. More than 200 terminals are available throughout the campus for student and faculty use. There are also opportunities to use and apply minicomputers and microcomputers. A variety of microcomputers are available for use by students and faculty. The Department of Computer Science also supports an NCR Tower Unix system for classroom and research work.

**THE COMPUTER SCIENCE MAJOR** — The department offers a major program which emphasizes problem solving and communications skills and allows 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 the computer 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 including applications programming, systems programming, systems analysis, computer design, process control, operations research, teaching, or software engineering.

**COMPUTER SCIENCE MAJOR REQUIREMENTS** — The requirement for an A.B. degree in Computer Science is a plan of study approved by the department which includes at least 30 hours of credit in Computer Science courses, not including 110. These 30 hours must include Computer Science 220, 283, 286, and 480. Physics 241 and 242 may be counted toward the 30 hour requirement. Mathematics 131, 132, and 260 are required in addition to the 30 hour Computer Science requirement.

The requirement for the B.S. degree in Computer Science is a plan of study approved by the department which includes at least 36 hours of credit in Computer Science courses, not including 110. These 36 hours must include Computer Science 220, 283, 286, 480, and Physics 241. Physics 241 and 242 may be counted toward the 36 hour requirement. Mathematics 131, 132, 260, and 310 are required in addition to the 30 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 requirements for a Computer Science major for education certification is at least 30 hours of Computer Science including 110, 120, 220, 283, 286, 380 and 700.

**COMPUTER SCIENCE MINOR** — A minor in Computer Science consists of a minimum of 18 hours of Computer Science credit, six hours of which must be numbered 300 or higher.

The requirements for a Computer Science minor for education certification include the following: a minimum of 21 hours of Computer Science credit, including 110, 120, 220, 283, 286, 380, and 700.

# COMPUTER SCIENCE

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**110. Introduction to Computer Information Systems** — This course is designed to expose the student to sufficient computing to become an effective computer user. It is intended for the student who will take no further Computer Science. Topics include: components and functions of a computer, description of file organization, study of data communications, data base management systems, the systems analysis process, comparison of programming languages, algorithmic problem solving, word processing, and electronic spread sheets.

*Three Hours Staff*

**120. Introduction to Computer Science** — This is an introductory course and serves as a prerequisite for all other computer science offerings. Emphasis is placed on problem solving techniques, programming skills, and program style and design. Students in this class gain extensive experience in programming in Pascal.

*Three Hours Staff*

**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 Physics 160.

*Three Hours Brockmeier Fall Semester*

**170. Pascal for Programmers** — An introduction to the Pascal programming language for students with previous programming experience in a higher-level language like Fortran or Basic. Emphasis will be placed on control structures, data structures, modularity, top-down design, and program testing and verification. Prerequisite: Physics/Computer Science 160 or equivalent programming experience.

*One Hour Staff Fall Semester*

**220. Computer Science II** — Advanced features of the Pascal programming language will be introduced and an overview of computer science will be emphasized. Particular attention will be given to the design and implementation of large systems and the development of useful software tools. Analysis of algorithms for string processing, sorting, and searching will be introduced. Elementary data structures, including linked lists, stacks, and queues, will be studied and implemented. Students will be required to write several very extensive programs. Prerequisite: Computer Science 120.

*Three Hours Staff*

**283. Introduction to Computer Systems** — Computer structure and machine language. Assembly language. Addressing techniques. Macros. Program segmentation and linkage. Assembler construction, linkers, and loaders. Interpretive routines. Prerequisite: Computer Science 220.

*Three Hours Staff Fall Semester*

**286. Introduction to Data Structures** — Data structures and their representations; data abstraction, internal representation, sets, stacks, queues, graphs, and their applications. Prerequisite: Computer Science 220. Corequisite: Mathematics 260.

*Three Hours Staff Spring 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.

*Two or Three Hours Staff*

**320. Business Information Systems** — Top-down design of business information systems. Structured analysis and design. System refinement. Data flow diagrams. Human factors. Business data communications. Post-audit of information systems. Essential characteristics of information systems are developed through the use of case histories. Alternate years, 1988-89. Prerequisite: C.S. 120.

*Three Hours Stegink Spring Semester*

# COMPUTER SCIENCE

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**331. Process Control** — Control of experiments and processes using microcomputers. Theory of discrete and continuous sampling methods of control. Experience in programming microcomputers to illustrate problems of control, data manipulation and data analysis. Skill will be developed in assembly language programming and an understanding developed of the relationship between assembly language and hardware. Prerequisites: Computer Science 120 or equivalent and one year of a laboratory course for science students other than Physics 241, 242. Same as Physics 331. *Three Hours Van Putten Fall Semester*

**332. Process Control Laboratory** — Application of control methods studied in Computer Science 331 to actual systems. Interfacing microcomputers with terminals, displays, analog to digital converters, and other input-output devices. Application of microcomputers to data acquisition and on-line data analysis. Prerequisites: Computer Science 331 and Physics 241. *One Hour Van Putten Spring Semester*

**340. Computer Graphics** — An introduction to the concepts, techniques, algorithms, and data structures used in computer graphics and their implementation in programming. Topics include graphics hardware, move-draw graphics, transformations, clipping and windowing, perspective, fractals, hidden lines, color, shading, graphics packages, and applications in business, CAD, CAI, and microcomputers. Prerequisite: Computer Science 120. Alternate years, 1987-88. *Three Hours Stegink Spring Semester*

**352. Hardware/Software Systems** — Overview of operating systems. Operating system functions. Support functions for the operating system. Overview of hardware organization. Microprogramming. Multiprocessor systems. System considerations for reliability, availability, and serviceability. Prerequisite: Computer Science 283. *Three Hours Staff Spring Semester*

**380. Advanced File Structures** — Analysis and implementation of algorithms using files. File structures, organizations, and access methods. Cobol programming. Interfaces to Database Management Systems. Prerequisite: Computer Science 286. Alternate years, 1989-90. *Three Hours Staff Fall Semester*

**383. Programming Languages** — Survey of programming languages. Programming language syntax. Theory of computation. Control Structures. Recursion. Language extensibility. Application languages. Applicative languages. Object-oriented languages. Experience programming in Ada. Prerequisite: Computer Science 220. Alternate years, 1988-89. *Three Hours Staff 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, 1987-88. *Three Hours Staff Fall Semester*

**390. Database Management Systems** — Detailed study of the fundamentals of database technology to establish the vocabulary and processing methods of the subject. Practical database models. Applications of database systems in business organizations. Management considerations for effective implementation of database systems. Case studies, written reports, and programming exercises will be employed to develop relevant knowledge. Prerequisite: Computer Science 220. Alternate years, 1987-88. *Three Hours Staff Spring Semester*

**480. Senior Project Seminar** — Principles of software engineering and project design. Presentation of advanced topics in computer science literature. Each student will also complete a major software project, either individually or as a part of a team. This course is required of all Computer Science majors. Prerequisite: Permission of the instructor. *Three Hours Staff Fall Semester*

# COMPUTER SCIENCE

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**490. Independent Study and Research in Computer Science** — Independent study or research project carried out in some area of advanced computer science or in the application of the computer to another discipline. This project will be carried out under the supervision of one or more designated staff members. Prerequisite: Permission of the chairman of the department. *One, Two, or Three Hours Staff*

**491. Internship in Computer Science** — This program offers the student an opportunity to work on a project or an experience approved by the department as being of significance in computer science. This is usually done off campus and the student will have a qualified supervisor at the site of this experience in addition to a faculty advisor. This course is normally open only to senior computer science majors. Prerequisite: Permission of the chairman of the department or the director of internships. *Three Hours Stegink*

**495. Advanced Studies in Computer Science** — A course designated for junior and senior computer science majors which covers an advanced topic in computer science. Recent offerings have been operating systems, compiler construction, and artificial intelligence. This course is offered at least once each year and may be repeated for additional credit with a different topic. Prerequisite: Permission of the chairman of the department. *Three Hours Staff*

**700. Computers in Education** — Use and implementation of instructional computer software. LOGO programming language. Computer literacy. Survey of available resources for instructional use of computers. Survey of appropriate computer equipment. *Three Hours Staff*



**Faculty:** Mrs. DeBruyn, Chairperson; Ms. Graham, Mr. Estner, Mr. Retter. **Assisting Faculty:** Mr. Aschbrenner, Ms. Carder, Ms. Irwin, 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 departmental 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.

**CORE COURSES:** The following core courses are recommended for all dance students:

Biology 110 or 111 depending on placement and Physical Education 140 as prerequisites

Theatre 101 for fulfillment of Fine Arts requirement

3 hours Dance I and II fulfill Arts Performance requirement

**DANCE MAJOR** The dance major prepares students for careers in dance performance/theory and dance education. Students majoring in dance education must contact the Education Department and the Dance Department for counseling.

Adjudication by resident faculty in the Spring of the sophomore year is required of all students intending to major in dance. At this time the department will assess the student's academic, creative, and technical ability in the areas of performance and dance education. Students will be advised as to their potential success as a dance major; faculty will counsel dancers regarding their strengths, weaknesses, and future career opportunities. Previous 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 and Square (110) and Period Dance (114).

**Recommended Theory Courses:** Eurhythmic (201), Anatomical Kinesiology (221), Improvisation (300), Composition (306), Teaching of Dance (315), and Dance History Survey (320).

**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.

# DANCE

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**Teacher Certification of dance minors** — Certified K-12 since 1975. Students must meet all requirements of the Education Department.

**DANCE THERAPY** is a preparatory program for graduate school and a career. It is available to students through a composite major, biology/psychology and a dance minor. Provisions are made through the Registrar and the Dance Department Chairperson.

## Technique

**106. Modern Dance I** — 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 and Square Dance** — An introduction to folk and square dance techniques. Special emphasis will be placed on the cultural aspects of the development of both types of dance. *One Hour Staff Spring Semester*

**114. Period Dance** — Research and execution of representative social dances from historical periods to present time. No prerequisites. *Two Hours Graham 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 Estner or Graham 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 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 Estner 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 Both Semesters*

**118A. Tap I Beginning** — An introduction to tap dance techniques, emphasizing the use of this dance form in theatrical performance. *One Hour Retter Both Semesters*

**118B. Tap I Advanced** — A continuation of Tap I Beginning with a more in depth study of Tap exercises. The exercises are designed to loosen the ankle, foot and to develop beginning combination. *One Hour Retter Both Semesters*

**119. Tap II** — A continuation of Dance 118B Advanced, with emphasis and performance technique. Intermediate tap barre and center work, and a consideration of basic tap choreography. Course may be repeated for credit. *One Hour Retter Both Semesters*

**126. Modern Dance II** — 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 DeBruyn Both Semesters*

# DANCE

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**201. Eurhythmics I** — The aim of eurhythmics is to aid the student in discovering that rhythm is experienced physically as well as mathematically conceived. Linear and contrapuntal rhythm within the various metric forms is studied through physical motion to acquire the feel of rhythm. Time in its relationship to space and energy is the basis for the study of rhythm as it functions in the motion of music.  
*One Hour Aschbrenner Fall Semester*

**203A. Ballet I Beginning** — A study of basic foot, arm, and body positions in ballet. Designed for the student with no previous training in any dance form. The student is introduced to the barre for fundamental ballet exercises, followed by center work and combinations of dance steps.  
*One Hour Graham Both Semesters*

**203B. Ballet I Advanced** — A continuation of Ballet I Beginning designed for the student with at least one semester of ballet. Purpose of this course is to develop understanding of basic technique and principles.  
*One Hour Graham Both Semesters*

**204A. Ballet II Beginning** — A continuation of Ballet I Advanced and Intermediate technique, with barre and center work. Some consideration of anatomy and dance history as these subjects relate to ballet performance.  
*One Hour Graham Both Semesters*

**240B. Ballet II Advanced** — A continuation of Ballet II Beginning; Intermediate and Advanced technique; designed to further develop performance skills. Emphasis is placed on technique and the importance of rhythm, dynamics, spiral awareness and projection as means of creating variety in dance.  
*One Hour Graham Both Semesters*

**215. History of 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. Emphasis will be on facial anatomy, physiognomy, corrective makeup, skin textures, materials, modeling, analysis, special structures, ventilation of hairpieces, historical hairstyles, and wig-making.  
*Three Hours Smith Spring Semester*

**221. Anatomical Kinesiology** — The muscle-skeletal system and its action, with special reference to the field of health and physical education is studied in detail. Prerequisite: Biology 110 or 111.  
*Three Hours Irwin Spring Semester*

**223. Lighting Design** — A study of the tools, technology, and artistic considerations of theatrical lighting. Course attempts to deal with the aesthetic problems of lighting design as the artistic effort of an individual working within a producing group. Prerequisite: Theatre 121, or permission of the instructor.  
*Three Hours Staff Offered Alternate Years, 1987-88*

**224. Costume Design** — An introduction to the role of the costume designer in the theatre. Consideration of the designer's responsibilities as a visual artist, based on analysis of the script and of the production concepts. Study of fashions in dress from the ancient Greeks to 1940. Development of the techniques of period dress making, pattern drafting, costume construction, shop organization, and rendering.  
*Three Hours Carder Offered Alternate Years, 1987-88*

**300. Dance Improvisation** — This course is concerned with the development of the ability to create spontaneously through words, sketches, and sounds. The goal for the student will be the use of improvisation as a tool for developing sensitivity and a means of discovering the body's natural movement style, as a prelude to dance composition. Prerequisites: Dance 106, 116, 117, 126.  
*One Hour DeBruyn Spring Semester*

**301. Dance Repertory** — Emphasis is on learning new techniques from guest artists through combined movement phrases and by learning dances and/or sections of dances. Prerequisite: Permission of Chairperson.  
*Two Hours Guest Artist Spring Semester Odd Years*

# DANCE

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**305. Dance Composition** — An introductory course in the rhythmic structure of dance, including problems in line, design, dynamics, theme, and group choreography. Prerequisites: Dance 206 and 126 (or Dance 316), 116, 117. Offered even years.

*Two Hours DeBruyn Spring Semester*

**310. Creative Dance for Children** — An introduction to creative dance for children. Teaching methods will focus on grades K-6. Prerequisite: Two credits in Dance Technique.

*Two Hours DeBruyn Fall Semester Odd Years*

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

*Three Hours DeBruyn, Graham or Guest Fall Semester Odd Years*

**315 & 325. Teaching of Dance** — Methods, principles and techniques in teaching of dance, climaxed by a mini-assignment in the public schools, K-12. Open to majors and minors only. Prerequisite: None.

*Two Hours DeBruyn Spring Semester Odd Years*

**316. History of Dance** — A survey of the development of humankind through dance from primitive times to the twentieth century, with a special focus on ballet and dance in America.

*Three Hours DeBruyn Fall Semester Even Years*

**320. 20th Century Dance History and Criticism** — Perspectives on dance in the 20th century including its relation to society, the other arts, criticism and its future 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 Spring Semester Even Years*

**330. Accompaniment for Dance** — An introduction to musical accompaniment for dance including music theory, sound production techniques and experience in accompanying dance classes. Prerequisite: Eurhythmics.

*One Hours Graham Spring Semester Even Years*

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

*One Hour DeBruyn Spring Semester Even Years*

**360. Dance Therapy** — An introductory course in Dance Therapy exploring methods, concepts and techniques as used by Therapists today. Prerequisite: None.

*Three Hours Guest Spring Semester Odd 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 Guest Spring Semester Odd Years*

**372. Labanotation** — The elementary principles of dance notation will be taught through their immediate application to dance repertory. Fundamentals of the system will be covered: stepping, arm and leg gestures, jumping, turning, circling, floor plans and repeat signs. Prerequisite: Laban Movement Analysis-Majors only and minors with permission.

*Two Hours Guest May Term*

**410. Dance Technique IV** — An advanced course in technique. Prerequisite: Majors only.

*Two Hours Guest May Term Odd Years*

**412. Adagio** — An Introduction to partnering techniques including lifts, turns, and sustained adagio work. Prerequisite: By permission of instructor only.

*One Hour Staff Spring Semester Even Years*



# DANCE

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**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 will be most successful. Prerequisite: None. Seniors, Juniors, by permission of instructor-Majors only.

*Two Hours Graham May Term Even Years*

**480. Dance Production** — An advanced composition class in which students explore all areas of concert production. Each student will choreograph and produce a piece as a final project. Prerequisite: Dance Composition.

*Three Hours DeBruyn, Graham Spring Semester Even Years*

**490. Independent Study** — Advanced Choreography. Prerequisite: Dance Composition.

*Two-Three Hours Staff Both Semesters*

**495. Advanced Studies in Dance** — Further study for the advanced student in a particular area of need or interest. Prerequisite: Advanced Dance Studies.

*One-Three Hours Staff Both Semesters*

# ECONOMICS AND BUSINESS ADMINISTRATION



**Faculty:** Mr. Heisler, Chairperson; Ms. Boyd, Mr. Cline, Mr. Gibson, Mr. Gentenaar, Ms. Hendrix, Mr. Japinga, Ms. Klay, Mr. Martin, Mr. Muiderman, Mr. Vander Nat. **Assisting Faculty:** Mr. Iverson, Mr. Swaney, 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 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 communications skills and basic computer literacy are required, but we also expect our students to appreciate and draw from their knowledge of history, psychology, sociology, philosophy, ethics, politics, the natural sciences, other cultures and languages, and the arts. The demands made upon professional managers 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 field trips, internships with local business firms, and independent research projects. They meet frequently with visiting business executives and visiting distinguished economists.

There is a great deal of emphasis 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 studies.
3. prepared employee personnel handbooks.
4. prepared cost-benefit studies for Holland Board of Public Works.
5. prepared econometric forecasts for local businesses.

Courses in investments, business law and advanced accounting are taught by adjunct faculty members, who are full-time specialists in their respective fields.

Computer applications and simulations, role-playing, management games and business 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 those accounting courses required for taking the Michigan C.P.A. examination.

Approximately 30% of the graduates in this department go on to graduate or professional schools in the fields of law, public administration, business administration, and economics. Those who choose to begin their careers upon graduation pursue employment opportunities in both the public and private sectors.

**ECONOMICS MAJOR** — A major in economics requires a minimum of 27 hours. The following courses are required: Principles of Economics (Econ. 201), Macroeconomics (Econ. 301), Microeconomics (Econ. 303), History of Economic Thought (Econ. 401). Econometrics, (Econ. 460), and 9 hours of electives in economics. Students are required to complete a senior research project. It is also required that students take one semester of calculus and one course in statistics. Courses in accounting and computer science, and additional courses in calculus, are strongly recommended.

**BUSINESS ADMINISTRATION MAJOR** — A major in business administration consists of 30 hours in the department. Included in those should be nine hours of economics (Econ. 201, 301 and 303), Principles of Accounting (Bus. 221 and 222), Principles of Management (Bus. 351), Principles of Finance (Bus. 371), Principles of Marketing (Bus. 331), a departmental seminar (Bus. 431 or 441 or 452), and three hours of department electives.

# ECONOMICS AND BUSINESS ADMINISTRATION

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In addition, Introductory Statistics (Math 210) and one of the following communication skill courses are required: Comm. 101, 140, 160, Thea. 116, 130, 216, Engl. 213, 214, 254, 255, or 256.

Students considering graduate work should take calculus. Work in computer science and advanced mathematics is strongly encouraged.

**BUSINESS ADMINISTRATION MINOR** — The minor requirements for Business Administration consist of eighteen hours of course work. Courses required are: Principles of Economics (Econ. 201),; Principles of Management (Bus. 351), Marketing (Bus. 331), Finance (Bus. 371), Principles of Accounting (Bus. 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 Economics (Econ. 201), Macroeconomics (Econ. 301), Microeconomics (Econ. 303), and four additional three-hour courses in Economics.

**CONCENTRATION IN ACCOUNTING** — Students who wish to develop a concentration in the area of professional accounting and sit for the C.P.A. examination should contact a member of the accounting staff early in their careers, since this program requires a special sequence of courses. The typical series of courses would be: Principles of Accounting I and II (Bus. 221, 222), Intermediate Accounting I, and II (Bus. 321, 322), Accounting Information Systems (Bus. 333), Cost Accounting (Bus. 421), Auditing (Bus. 423), Federal Tax Accounting (Bus. 425), Advanced Accounting (Bus. 427), Accounting Theory (Bus. 441) and Business Law (Bus. 341).

**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 Economics (Econ. 201), Principles of Accounting I (Bus. 221), Principles of Marketing (Bus. 331), and Principles of Finance (Bus. 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 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(n) medical, educational, agricultural, developmental or religious organization. The locations typically would be Africa, the Middle East or Asia.

**ADVISING PROCEDURES** — Upon approval by the department, 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

**201. Principles of Economics** — A one semester introduction to economic principles and concepts designed to fulfill the objectives of the college social science requirement and to prepare students for advanced level work. The course deals with such topics as demand, production, costs, markets, resource allocation, the study of money, national income, and levels of employment and inflation.

*Three Hours Gentenaar, Heisler, Klay, Vander Nat Fall And Spring Semesters*

# ECONOMICS AND BUSINESS ADMINISTRATION

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**295. Studies In Economics** — A lecture or seminar class on a special topic of economics for majors and non-majors in the discipline.

*One, Two or Three Hours Staff Any Semester*

**301. Macroeconomics** — This course examines the important concepts and theories concerning levels of income, employment, interest rates and prices. It enables the student to understand the causes of changes in these levels, and to understand the effectiveness of government policies in affecting them. Prerequisite: Economics 201.

*Three Hours Gentenaar, Vander Nat Fall And Spring Semesters*

**302. Monetary Economics** — A study of the role of money, credit, and financial institutions, and the impact of these areas on the general level of output, income and employment. Prerequisite: Economics 301.

*Three Hours Gentenaar Fall Semester*

**303. Microeconomics** — Intermediate-level treatment of microeconomics concerned primarily with resource allocation decisions under varied market conditions, theory of factor pricing, and topics in welfare economics. Prerequisite: Economics 201.

*Three Hours Cline, Heisler Fall And Spring Semesters*

**308. International Economics** — This course presents a survey of the fields of international trade and investment with attention given to fundamental theory and present policy and practice. Prerequisite: Economics 201 and Economics 301.

*Three Hours Gentenaar, Vander Nat Fall Semester*

**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. Prerequisite: Economics 201, Economics 301, Economics 303, and completion of foreign language requirement. For economics majors only except by permission of instructor.

*Three Hours Klay Fall Semester*

**402. Comparative Economic Systems** — Every economy has to accomplish certain basic tasks: determine what, where, how and how much is to be produced; allocate the aggregate amount of goods and services produced, distribute its material benefits among the members of society; and maintain economic relations with the outside world. The set of institutions established in any society to accomplish these tasks is its economic system. A comparison of these institutions comprises this course.

*Three Hours Staff*

**404. Economic Growth and Development** — A study of the factors that influence the growth and development of modern economies with particular emphasis on the "underdeveloping nations." Attention will be given to theoretical models and to the interplay of social, political and cultural phenomena. Prerequisite: Economics 201, and either Economics 301 or 303, or consent 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 303.

*Three Hours Cline*

**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 303 or permission of instructor.

*Three Hours Cline Spring Semester*

# ECONOMICS AND BUSINESS ADMINISTRATION

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**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 303.  
*Three Hours Heisler Spring Semester*

**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 303 or permission of the instructor.  
*Three Hours Klay 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. Prerequisite: Economics 303 and Mathematics 210, or equivalent.  
*Three Hours Cline, Gentenaar Fall Semester*

**490. Independent Studies in Economics** — Independent studies in advanced economics under the supervision of a designated staff member. Prerequisite: advanced standing in the department and approval of the chairman. *One, Two or Three Hours Staff Any Semester*

**495. Advanced Studies in Economics** — A lecture or seminar in a special topic in advanced economics. Prerequisite: advanced standing in the department and approval of the chairman.  
*One, Two or Three Hours Staff Any Semester*

## **B — Business Administration**

**221, 222. Principles of Accounting** — A comprehensive introduction to financial and managerial accounting methods and applications covering two semesters of study. Three hours of lecture and discussion. Enrollment in 222 is limited to those receiving a passing grade in 221. (3 hours each: 221, fall only; 222, spring only). *Six Hours Boyd, Hendrix, Martin*

**295. Studies in Business** — A lecture or seminar class in a special topic of business for majors and non-majors in business. For example, management of human resources, accounting for managers and real estate have been offered under this topic number.  
*One, Two or Three Hours Staff Any Semester*

**321, 322. Intermediate Accounting** — Continuation of the study of financial accounting theory and practice at the intermediate level. Prerequisite: Business Administration 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, Martin*

**331. Principles of Marketing** — The application of contemporary theories of social psychology, management and managerial economics to the marketing of products and ideas. Prerequisite: Economics 201.  
*Three Hours Japinga Fall And Spring Semesters*

**332. Marketing Communications** — Theories and practices of advertising sales management, promotion and public relations as they relate to the overall marketing program. Findings in communication theory: broad policy and strategy. Prerequisite: Business Administration 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: Bus. 222.  
*Three Hours Boyd Fall Semester*

# ECONOMICS AND BUSINESS ADMINISTRATION

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**341. Business Law** — A survey of business law, stressing contracts and including an introduction to sales, agency, negotiable instruments, and partnerships and corporations. Prerequisite: Economics 201. *Three Hours Swaney, Zessin Fall And Spring Semesters*

**351. Principles of Management** — Study of modern managerial principles and processes as usually associated with business but important also in the conduct of church, school and other organizations. Prerequisite: Economics 201, 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 Fall and Spring Semesters*

**356. Quantitative Management** — Decision-making techniques developed in the context of an information-decision system. Examination of quantitative methods used to develop decision models applicable to situations which lend themselves to numerical analysis. Prerequisite: Statistics (Math 210).

*Three Hours Staff Fall Semester*

**358. Management In The British Economy** — This interdisciplinary course explores the culture, politics, and economy of the British along with their values and attitudes. Seminars with leaders of business, labor, and government are conducted in London and various locations in England.

*Three Hours Heisler May Term*

**371. Principles of Finance** — Analysis of principles underlying sound financial policy and procedure; financial planning and control; sources of short-term and long-term funds; management of assets; and problems of valuation, combination, dissolution, and liquidation. Prerequisite: Business Administration 221, 222.

*Three Hours Gentenaar Fall And Spring Semesters*

**421. 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 Administration 222.

*Three Hours Boyd Spring Semester*

**423. Auditing** — An introduction to basic auditing techniques, audit evidence, statistical sampling in auditing, auditing through and around the computer, and audit reports and opinions. Prerequisite: Business 333.

*Three Hours Hendrix Spring Semester*

**425. Federal Tax Accounting** — An introduction to federal tax accounting as it relates to income tax for individuals, partnerships, and corporations, as well as federal estate and gift taxes. Completion of Business Administration 322 is recommended, but not required.

*Three Hours Martin Fall Semester*

**427. Advanced Accounting** — Advanced studies in the theory and practice of accounting for business organization with particular emphasis on corporate combinations, partnerships, governmental accounting, earnings per share computations, and foreign operations. Prerequisite: Business 221, 222, 321. Corequisite: Business 322.

*Three Hours Staff Spring Semester*

**431. Marketing Strategy** — This course develops decision-making skills in marketing. Case studies describing actual marketing problems provide an opportunity for the student to develop an appreciation for the types of problems which exist in the real world of marketing; and to develop the skills of analysis and decision-making necessary for success in marketing and other

# ECONOMICS AND BUSINESS ADMINISTRATION

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areas of business. Topics include marketing opportunity analysis, market segmentation, product promotion, channels of distribution, pricing strategies, and the analysis of complete marketing programs. Prerequisite: Business 331.

*Three Hours Japinga Fall and Spring Semesters*

**441. Accounting Theory** — A participative seminar style course covering areas of financial accounting theory which are subject to research debates. Corequisite: Bus. 322.

*Three Hours Martin Spring 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. Prerequisite: Bus. 331 and 371. For seniors only.

*Three Hours Muiderman Fall and Spring Semesters*

**461. 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. Prerequisite: Economics 201 and Business 221 and 222.

*Three Hours Staff Spring Semester*

**490. Independent Studies in Business** — Independent studies in advanced business under the supervision of a designated staff member. Prerequisite: advanced standing in the department and approval of the chairman.

*One, Two or Three Hours Staff Any Semester*

**495. Advanced Studies in Business** — A lecture or seminar in a special topic in advanced business and accounting. For example, international business, auditing, tax accounting and other advanced courses are offered under this number. Prerequisite: advanced standing in the department and approval of the chairman.

*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 in an organizational setting. Interns are supervised by organizational managers. Placements are made in the Holland-Zeeland area.

*Three Hours Japinga Any Semester*



**Faculty:** Mr. Dirkse, Chairperson; Mrs. Miller, Miss Mooy, Mrs. Neufeld, Mr. Paul, Mr. Schackow, Mr. Wolhuis

The Education Department seeks to prepare students to teach in the elementary and secondary schools of our nation. To fulfill the requirements for graduation and certification, each student planning on a professional teaching career must complete a major in an academic field, a minor and the professional education sequence. This sequence introduces the student to the theoretical foundations of creative and responsible teaching and, simultaneously, helps the prospective teacher acquire those teaching skills that make for effective teaching. An integrated field-theory approach to teacher preparation permeates the entire professional education sequence. Students become progressively more involved in field experiences and participate in increasingly more complex teaching styles as they proceed through the program. This preparation model has been replicated with enthusiasm throughout the country.

Currently, Hope students planning to teach are participating in many activities:

- some are tutoring students in classroom situations
- some are Big Brothers or Big Sisters in our Higher Horizons Program
- some are assisting in Special Education classes
- some are working with small groups of students in local schools
- some are helping with the Upward Bound program
- those student teaching have a choice of inner-city schools in large metropolitan areas, schools in suburban settings, schools in Western Michigan, schools in rural settings, and American schools overseas.

Many students go on to graduate schools and focus their attention in special areas of education such as:

- Reading, Curriculum Development, Administration, and Counseling

In today's job market, graduates from Hope's Education Department have been very successful. Last year Hope graduates seeking teaching positions were placed in schools in this country and abroad at a rate considerably above the national average. The Education Department actively recruits students who possess academic promise, interpersonal and pedagogical skills and who, at the same time, aim for excellence in the teaching and educational vocations. Current research indicates that there will be an increasing need for many elementary, some special education, and secondary teachers.

In addition to classroom teaching, post-graduates from the Education Department are currently serving as:

- personnel directors in public and private educational systems
- superintendents of local school systems
- counselors at high schools
- curriculum development consultants for major industrial firms
- teachers in "open-classroom" schools
- resource room teachers in special education programs
- special education coordinators and supervisors

**ELEMENTARY AND SECONDARY PROGRAMS** — Students planning to teach in the elementary and secondary schools must be formally admitted to the Teacher Education Program. Application for admission to the teacher education program should be made during the sophomore year and is due by March 15. Information concerning admission criteria and procedures is available in the Education Department Office.

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



# EDUCATION

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In fulfilling the requirements for a teaching certificate in the State of Michigan, the Hope College student must do the following:\*

1. Secure formal admission to the Teacher Education Program
2. Complete the Professional Education Sequence which has been established:
  - a. Elementary — Complete Education 220, 280, 305, 310, 315, 330, 470, 500.
  - b. Secondary — Complete Education 220, 285, 330, 360, 480 or 485, 500, and a special methods course in the major or minor field.
  - c. Accumulative and a major G.P.A. of 2.5 is required for approval for student teaching.
3. Complete the minimum requirements for the major and minor sequences.
  - a. Elementary: Selected majors of 30 hours or a composite major of 36 hours and a substantive minor of 20 hours, a regular academic minor of 20 hours, or a composite minor of 24 hours.
  - b. Secondary: A major of 30 hours and a minor of 20 hours or a composite minor of 24 hours. Composite minors may be obtained in Natural Science and Social Science only. The 24 hours must be in no more than 3 disciplines with a 12 hour core in one discipline.
4. Satisfy the general requirements for the A.B., B.M., or the B.S. degree at Hope College.

Students are urged to plan their programs carefully and should begin early in their college career. It is suggested that students enroll in Education 220 during their sophomore year and reserve one semester of the senior year for the professional semester program during which they will take specified education courses including student teaching. Requests for student teaching should be made in the junior year. No student will be allowed to student teach who has not been admitted to the Teacher Education Program. Prior to acceptance into the Education Department program, every student must also pass the Pre-Professional Skills Test (PPST). Arrangements for student teaching have been made with the school systems in Western Michigan. All students seriously considering teaching in the elementary school should enroll in the special science program for elementary teachers. This program includes the following two courses: Biology-Physics 245, Science for the Elementary Teacher; Chemistry-Geology 246, Science for the Elementary Teacher. These courses will fulfill the science requirement for graduation. Students are also encouraged to enroll in the math program for elementary teachers, Math 205 and 206. These courses also fulfill the math requirement for graduation. The least conflicts occur if both previously mentioned science and math courses are taken in the freshman or sophomore year. Students have an opportunity to fulfill their student teaching experience in urban situations, in suburban areas, in rural places, or in overseas assignments. Some students fulfill this requirement in Philadelphia or through the Chicago Metropolitan Center semester.

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\*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.

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**SPECIAL EDUCATION:** The Education Department offers majors in the areas of the Emotionally Impaired and Learning Disabilities. Students may follow either the elementary or secondary professional education sequence for these majors. These are highly intensive programs. Students must meet application deadlines and receive favorable course and field evaluations to be allowed to continue.

**K-12 TEACHING SPECIALISTS:** In the areas of Art, Music, and Physical Education, Hope College offers K-12 programs for teaching specialists. Students are asked to follow the secondary professional education sequence for such majors.

The Education Department provides each student desiring certification a comprehensive *Handbook* which outlines all program sequences and pertinent teacher education program information from the initial application to the Department through certification.

# EDUCATION

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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 to place students in positions. Credentials must be completed during the semester in which the student does student teaching. They are then placed on file in the Placement Office.

**ACCREDITATION** — Hope College maintains membership in the American Association of Colleges for Teacher Education and the Michigan Association of Colleges for Teacher Education. Its teacher education programs are approved by the Michigan Department of Education and fully accredited by the National Council for Accreditation of Teacher Education.

**220. Educational Psychology** — The growth and development of childhood in all phases, but with special emphasis on social, emotional, and intellectual development. Careful study of the learning process with implications for teaching and guidance. A required lab experience and an optional mentor program provide opportunities for practical application of attained skills.  
*Four Hours Schackow, Staff Both Semesters*

**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. This course should be taken prior to taking 254, *The Learning Disabled Child*.  
*Three Hours Mooy, Staff Fall Semester*

**254. The Learning Disabled Child** — The focus will be on theories of motor and perceptual development, oral language, reading, written language, mathematics, and social behavior related to teaching strategies. Goals and objectives for L.D. students will be developed and appropriate lessons and material will be designed. Prerequisite: Education 253 or permission by the Chairperson of the Department of Education.  
*Three Hours Mooy, Staff Spring 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. Prerequisite: Education 220. Same as Sociology 265.  
*Three Hours Luidens Spring Semester*

**280. Teaching of Reading** — A study of the approaches used in the teaching of reading on an individual, small group, and classroom basis. Included will be a study of the principles involved in establishing a developmental reading program, the equipment and materials available for use in the classroom, and the tools used to make instructional decisions based on student needs. Recommend taking concurrently with Education 305 and Education 315.  
*Three Hours Neufeld Both Semesters, May Term*

**285. Teaching Reading in Content Areas** — This course is designed to examine elements of secondary reading instruction with the focus on reading in the content areas. It includes an examination of reading approaches and materials, an analysis of problems students encounter in reading in content areas, and an opportunity to participate in demonstrations and activities to meet the wide range of reading levels found in the secondary classroom.  
*Three Hours Neufeld Both Semesters, May Term*

**295. Studies in Education** — This course is designed to allow students at the Sophomore and Junior level to become involved in studies in special interest areas.

*One, Two or Three Hours Staff Any Semester*

# EDUCATION

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**300. Elementary Music Methods** — A practical presentation of how to teach music to school children, using simple instruments, functional piano playing, demonstration of methods and materials. Designed for the classroom teacher. Class piano or note reading ability strongly recommended prerequisite. *Three Hours Staff Both Semesters*

**301. Developing Visual Awareness** — Designed for the art major, this course investigates the many facets of creative development from childhood to adulthood. Materials and techniques suitable for teaching and supervising art as a major subject are emphasized and methods of guiding and motivating creative expression K-12 are observed, discussed and practiced. Not open to students who have taken Art 340. No prerequisites. *Three Hours Staff Either Semester*

**305. Language Arts for the Elementary Teacher** — A study of the many components of an integrated, comprehensive language arts program in the elementary school (among them vocabulary, grammar, usage, spelling, sentences, creative writing, handwriting). Emphasis is on the content of each area, related research, and appropriate methodology. Strongly recommended for all students who have been approved for the teacher education program by the Education Department. (Required of all students seeking elementary certification, beginning with the Freshman class of 1985-86). It is recommended that this course should be taken concurrently with Educ. 280 and Educ. 315. *Two Hours Staff Both Semesters*

**310. Elementary Curriculum and Methods (Math, Science, Social Studies)** — An examination of the modern elementary school curriculum — its philosophy, structure, organization, and methods. Includes general principles and practices that are applicable to all areas of the curriculum, as well as specific principles and practices for the teaching of Social Studies, Arithmetic, and Science. Students spend approximately 18 hours of the semester in elementary classrooms, teaching self-prepared units in these subject areas. Since this course is generic in its methodology there is some benefit to taking it prior to the reading and language arts series of courses which are more specific in nature. Recommended for the junior year. Prerequisite: Education 220, or permission of instructor. *Six Hours Paul Both Semesters*

**315. Diagnosis and Treatment of Reading Problems** — This course is designed to provide experience in recognizing, diagnosing, and treating reading problems. Given the results of a diagnosis of a reading problem, the student will prescribe and enact a system of treatment and compensation. Recommend taking after Education 280 or concurrently with Education 280 and Education 305. *Three Hours Neufeld Both Semesters, June Term*

**321. Teaching of Social Studies in the Secondary School** — Methods and materials used in teaching the social studies at the junior and senior high school levels. Studies of procedures, teaching aids, trends, preparation of resource teaching units, evaluation, etc. Alternate years 1987-88. *Two Hours Staff 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. *Two Hours Staff Spring Semester*

**330. 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 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. Prerequisite: Psychology 100, or Education 220. Same as Psychology 330. *Three Hours Mooy, Staff Both Semesters*

# EDUCATION

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**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 1988-89.

*Two Hours Staff Fall Semester*

**335. Creative Drama Techniques** — Emphasis is on techniques such as improvisation, playmaking, story dramatization, role-playing, creative movement, and creative speech to be used by prospective elementary and secondary teachers and recreation or drama leaders. Course includes observation sessions, studio participation, evaluated practicum experience, a survey of literature in the field, and dramatic education seminars. Recommended for education, theatre, and physical education majors especially. No prerequisites in theatre or education. May be taken as a special methods course in education.

*Two Hours Staff Both Semesters*

**340. Art Education for Elementary Education Students** — A study of the child's creative and mental growth through art education. Acquaints the student with the means by which the child's development might be stimulated and achieved. The student participates both in creative studio work and in discussions of the basic principles and techniques of art education. Prerequisite: Art 101, or permission.

*Two Hours Staff Both Semesters*

**345. Teaching Physical Education and Recreation in the Elementary School** — Acquaints the student with the games, rhythms, story-plays, and other physical activities suitable for each of the elementary grades. Attention is given to objectives and methods of organization. Each student is required to do practice teaching in these activities as part of the class work. Elective for prospective elementary teachers.

*Three Hours Van Wieren Fall Semester*

**343, 344, 347, 348.** Special methods courses for the secondary and K-12 physical education major. See the Physical Education and Recreation section of this catalog for course descriptions.

**355. Audio-Visual Communications** — Problems of production and usage are considered together with the communication impact of media presentations. This is basically a media production class in which the students will make such things as transparencies, filmstrips, laminations, demonstration boards, slides, etc.

*Three Hours Paul May Term*

**360. Secondary Principles and Methods** — A study of secondary schools, their origins, purposes, curriculum, principles, and general methods and materials of teaching. The course is designed, along with special methods courses in several academic areas, to prepare students for teaching in junior or senior high schools. This class includes 40-50 hours teaching placement in local, secondary schools. When possible, students should schedule their special methods course concurrently with 360.

*Four Hours Staff 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. Alternate years, 1987-88.

*Three Hours Staff Fall Semester*

**372. Tests and Measurements** — An introduction to the purposes, the construction, and the interpretation of tests of psychological and educational differences and uniformities.

*Three Hours Wolthuis Fall Semester*

**373. Diagnostic and Prescriptive Systems in Special Education** — Knowledge and practical use of various diagnostic-evaluative instruments will be emphasized. Students will demonstrate competency in administering various diagnostic tools and following analysis will write appropriate prescriptive programs.

*Four Hours Staff Spring Semester*

## EDUCATION

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**375. Middle School Music Methods** — The study and observation of secondary level teaching techniques in the vocal general music class with examination of materials and emphasis upon administrative responsibilities. Alternate years, 1988-89.

*Two Hours Staff Spring Semester*

**376. Secondary Choral Methods** — The study and observation of secondary teaching techniques, with examination of materials. Open to junior and senior music majors only, others by permission of instructor. Offered alternate years, 1988-89.

*Two Hours Staff Fall Semester*

**378. Teaching English as a Second or Foreign Language** — A survey of procedures and materials for teaching English as a second or foreign language. Emphasis will be placed on developing basic aural-oral abilities, reading and writing skills. Recommended for majors in English, Communication or Language Arts who plan to teach in inner city schools. Students enrolled in Education 378 serve a tutoring internship at the ESL Skills Center. Tutorials provide a laboratory experience for the collection and analysis of data as well as for the applications of knowledge and methodology gained in the course. Following completion of the course students are eligible for employment as ESL tutors. Prerequisite: Any one of the following: Education 220, Education 310, Education 360, English 355, Linguistics 364, or Psychology 220.

*Two Hours Farrar 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.

*Three Hours Moreau Fall Semester*

**381. Teaching Religion in Secondary Schools** — Methods of teaching the academic study of religion at the secondary level. Emphasis is placed on legality, curriculum, methods, and materials of instruction.

*Two Hours Staff Any Semester*

**384. Teaching of Foreign Languages** — Methods of teaching French, Spanish, German, and Latin at the elementary school, high school, or college levels. required of those planning to teach these languages in the secondary school. Alternate years 1988-89.

*Two Hours Staff Fall Semester*

**388. The Teaching of Speech/Communication** — Procedures, materials, and methods for conducting the varied activities required of a speech teacher such as conducting classes, directing dramatics and forensics, evaluation of texts, assignments, and types of examination. Offered alternate years, 1988-89. Prerequisite: A major or minor in Communication.

*Two Hours Staff Fall Semester*

**392. Curriculum and Methods in Special Education for P.E. Majors** — This course is designed for P.E. Majors seeking the approval as adaptive physical education teachers for the handicapped. Focus of the course is on assessment and prescriptive techniques for the handicapped. Community and staff resources with the special education environment will be utilized.

*Two Hours Wolthuis Spring Semester*

**393. Curriculum and Methods in Special Education** — Curricular methods and materials appropriate for instruction of learning disabled and emotionally impaired children will be studied. Emphasis will be placed upon a systematic structuring of the competency-based curriculum objectives to meet the needs, present status of and evolving improvement of the child. It is recommended that students take Educ. 310 prior to enrolling in 393.

*Four Hours Wolthuis Both Semesters*

**394. Secondary Special Education Developmental Lab** — A practical look at the characteristics of the Secondary Special Education student. Organizational procedures and the use of methods and materials appropriate to the secondary student will be explored. This course should be taken concurrently with Education 393.

*One Hour Mooy Both Semesters (2½ weeks only)*

## EDUCATION

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**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 Johnston Summer*

**443. Student Teaching of Emotionally Impaired\*** — Student teaching, supervised by the Education Department, is done in cooperation with school systems in western Michigan. To provide a field-based learning experience and a vehicle for application of previously acquired knowledge, the student will be placed in a classroom for emotionally impaired children. A Tuesday evening student teaching seminar is required. Applications for spring semester of 1987-88 are due September 11, 1987. Applications for fall semester of 1988-89 are due January 22, 1988.

*Six Hours Dirkse Both Semesters*

**444. Student Teaching, Learning Disabilities\*** — This field-based learning experience, supervised by the Education Department, is done in cooperation with area school systems. The student will be placed in a learning disabilities classroom for the purpose of making application of previously acquired knowledge. A Tuesday evening student teaching seminar is required. Applications for spring semester of 1987-88 are due September 11, 1987. Applications for fall semester of 1988-89 are due January 22, 1988.

*Six Hours Dirkse Both Semesters*

**470. Student Teaching in the Elementary School\*** — Student Teaching, supervised by the Education Department, is done in cooperation with several school systems in western Michigan. A Tuesday evening student teaching seminar is required. Applications for spring semester of 1987-88 are due September 11, 1987. Applications for fall semester of 1988-89 are due January 22, 1988. Opportunities for May, June & Summer Sessions are *very, very* limited and a candidate for any of these sections should check in advance with the Director of Student Teaching. Special Education students should take this course for 6 hours credit instead of 10 hours credit, and it should be taken concurrently with Education 443 or Education 444.

*Six-Ten Hours Dirkse Both Semesters, May, June, Summer*

**480. Student Teaching in the Secondary School\*** — Student Teaching, supervised by the Education Department, is done in cooperation with school systems in western Michigan. A Tuesday evening student teaching seminar is required. Applications for spring semester of 1987-88 are due September 11, 1987. Applications for fall semester of 1988-89 are due January 22, 1988. Opportunities for May, June & Summer Sessions are *very, very* limited and a candidate for any of these sections should check in advance with the Director of Student Teaching. Special Education students should take this course for 6 hours credit instead of 10 hours credit, and it should be taken concurrently with Education 443 or Education 444.

*Ten Hours Dirkse Both Semesters, May, June, Summer*

**485. Student Teaching in the Elementary and Secondary Schools (K-12)\*** — Student teaching, supervised by the Education Department, is done in cooperation with several school systems in Western Michigan. Experience is provided at both the elementary and secondary level enabling students majoring in art, music, and physical education to obtain K-12 certification. A Tuesday evening student teaching seminar is required. Applications for spring semester of 1987-88 are due September 11, 1987. Applications for fall semester of 1988-89 are due January 22, 1988. Opportunities for May, June, & Summer Sessions are *very, very* limited and a candidate for any of these sections should check in advance with the Director of Student Teaching.

*Ten Hours Dirkse Both Semesters, Summer*

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\*For courses related to urban teaching see Philadelphia Urban Semester program, page 193. Opportunities for May, June, and Summer sessions are *very, very* limited and a candidate for any of these times should check in advance with the Director of Student Teaching.

# EDUCATION

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**488. Rural Education** — A study of rural community attitudes and characteristics which affect the local school with actual teaching in rural Northern Michigan. Another section of this course is conducted in Texas in which the school systems of the Rio Grande Valley are studied and teaching experiences in the local schools are provided.

*Three Hours Schackow, Mooy 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 Wolthuis Any Semester*

**493. Seminar and Readings** — This seminar provides an opportunity for the Special Education major to integrate the various components of his/her experience. There will be reading and discussion of pertinent research literature, interaction with recognized leaders in the field, and observation of programs in learning disabilities.

*One Hour Wolthuis Both Semesters*

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

*One, Two or Three Hours Staff Any Semester*

**500. Perspectives in Education** — A study of the organizational and operational aspects of American education. Current educational practices, issues and problems will be examined in historical, sociological, and philosophical perspectives. Prerequisite: Senior status, or by consent of chairperson of the Education Department.

*Three Hours Schackow Both Semesters*



**Faculty:** Mr. Reynolds, Chairperson: Ms. Bach, Mr. Cox, Ms. Fiedler, Mr. Fike, Mr. Hemenway, Mr. Huttar, Mr. Jellema, Ms. Jellema, Ms. Mezeske, Mr. Ridl, Mr. Schakel, Mr. Smith, Ms. Taylor\*, Ms. Verduin. **Assisting Faculty:** Mr. Boonstra, Ms. Cardina, Ms. Farrar, Mr. James, Ms. Martineau, Mr. Moreau.

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

The department is, first, a department of literature. Literature presents, with beauty and power, perennial human situations and issues — problems of identity, purpose, relationship, and meaning. It enables one imaginatively to enter and share the experiences of other persons: to feel what was felt by people in earlier eras, distant lands, entirely other patterns of life and to juxtapose those feelings with one's own.

It is also a department of language: of the study of the English language and of language as used in writing. Understanding the history and nature of language is basic to effective verbal communication and to good verbal artistry. The courses in expository and creative writing begin with and build on a knowledge of language and lead to increased skill in using language effectively.

While the curriculum provides those who wish to teach or attend graduate school the specialized courses they need, it also seeks to meet the needs of students pursuing the broad aims of a liberal education. By helping develop students' abilities to read, to think, and to express themselves logically and coherently, the curriculum at the same time helps to prepare them for careers in fields like government service, law, business, librarianship, and the ministry that 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 begin with English 245, 246, or 247. English 113 or the equivalent is prerequisite to all other writing courses.

**MAJORS:** The basic major is supplemented by elective courses within and outside the department to fit the individual student's interests and needs. See "Guidelines" below, and inquire at English office for career information.

The basic major is a minimum of 33 credit hours of English courses numbered 200 or above. Intermediate level proficiency in a foreign language is valuable for all English majors and is essential for those proceeding to graduate study in the field. Classical Mythology (Classics 250) and courses in philosophy and in American and English history are strongly recommended to all English majors and minors as cognate courses. The major must include the following:

1. World Literature I (231)
2. The Nature of Poetry (245)
3. The Nature of Fiction (246) or The Nature of Drama (247)
4. American Literature, Bradford to Cooper (306) or American Literature, Hawthorne to James (307)
5. British Literature, *Beowulf* to Spenser (315) or British Literature, Donne to Milton (316)
6. British Literature, Dryden to Austen (317) or British Literature, Blake to Keats (318) or British Literature, Carlyle to Hardy (319)
7. One additional course from 4 or 5 or 6
8. Modern British and American Poetry (321) or Modern British and American Fiction (322) or Modern British and American Drama (323)

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\*On leave spring semester, 1987-88.



# ENGLISH

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9. A course focusing on a major author (364, or a 395 or 495 course focused on the works of just one author and specifically designated by the department as meeting this requirement)
10. A course on the English language (355 or 356)
11. Five additional credit hours in English above 200

## GUIDELINES FOR THE ENGLISH MAJOR WITH SPECIAL PROFESSIONAL GOALS

Certain courses are particularly recommended as part of the preparation for specific goals. Variation from these guidelines should be discussed with the major advisor.

- A. **Elementary Teaching:** 1. 231; 2. 245; 3. 246 or 247; 4. 306 or 307; 5. 2 courses from 315, 316, 317, 318, 319; 6. 1 course from 321, 322, 323; 7. 325; 8. 356; 9. 364; 10. 5 additional credit hours in English above 200; an additional course in writing is strongly recommended. Students are strongly urged to have two semesters experience working on the *anchor*, *Opus*, or *Milestone*.
- B. **Secondary Teaching:** 1. 231; 2. 213; 3. 245, 246, and 247 (Theatre 101 may be substituted for English 247); 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. Four additional credit hours in English above 200. 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), Bibliography and Methods of Research (English 382), and at least one advanced studies course (490 or 495). Students should elect additional upper-level courses so that their majors will approximate 42-45 hours.
- D. **Writing and Editing:** One or more advanced writing courses; literature electives. (This major should approximate 39 hours). Cognate courses in Communication are recommended.

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 available for English majors having specific career interests such as writing, librarianship, and business. The student may devote part-time or full-time for a semester to such programs, either in Holland or off-campus. For information, inquire at the departmental office.

For students planning to apply for a secondary teaching certificate with an English minor, the department offers an advising program to guide them in course selection. At the time of entering a major they should also apply for an English minor on forms available at both the English and education 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. 231; 2. 245; 3. 246 or 247; 4. 213 or 254 or 255 or 256; 5. 12 hours of literature courses numbered 295 above.. World Literature II (232) can be substituted for 3 of the 12 hours 295 and above. Pick up application form in English Department. For further details consult the advisor for English minors, Professor Taylor.
- B. **The teaching minor** consists of 24-26 hours, including 113 and 231 (both core requirements). In addition, a student should take: 1. 245; 2. 246 or 247; 3. 356; 4. 307; 5. 317 or 318 or 319; 6. 213 or 254 or 255 or 256; 7. an elective. Methods of Teaching

# ENGLISH

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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. Pick up application form in English Department. For further details, consult the advisor for English minors, Professor Taylor.

- C. **The writing minor** consists of 18 hours of writing courses, normally those in the English Department numbered 200 or above; significant writing projects for courses in other departments may be included by special permission. Because of the importance of directed experience in writing, students pursuing this minor are strongly encouraged to write for campus publications and/or work on the staff of the Academic Support Center. Students should be aware that the writing minor is not approved for teacher certification by the state. Pick up application form in the English Department. For further details consult the advisor for English minors, Professor Taylor.

## Academic Support Center (Chapel Basement)

A full description of this no-fee service is given on page 48.

**English 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*

## Writing

**English 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 laboratories per week: lectures focus on reading, writing and grammar, laboratories on aural-oral skills. Hours may be increased upon consultation with the Chair of the English Department and the Instructor. *Four Hours Fall Semester*

**English 102. English for Non-Native Speakers II** — Continuation of English 101. A course designed to increase a student's English proficiency in all skill areas. Hours count as foreign language credit. Three lectures, one laboratory per week. Hours may be increased upon consultation with the Chair of the English Department and the Instructor. Prerequisite: English 101, equivalent, or placement. *Three Hours Spring 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 Writing Workshop, Crime and Punishment, Monsters, Quality of Life, The Liberated Mind, Sports, Language and Literature, What Our Words Reveal, C.S. Lewis, and The Outsiders. 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. *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. *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. *Two Hours Spring Semester*

# ENGLISH

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- 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; and 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, 1988-89. *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. To be offered Spring, 1988. Prerequisite: English 213, 214, or 215, or demonstrated writing ability. Not limited to English majors or minors. Offered occasionally as staffing permits. *Two Hours*
- 359. Internship in English** — IDS 349, Internship in English, may be awarded up to 8 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.
- 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*
- 454. Advanced Creative Writing** — A seminar for those who wish to continue writing. Each student will work on a major project. Prerequisite: English 254 or 255 or 256. Stories: Fall Semester; Poems: Spring Semester. *Three Hours Spring Semester*
- 493. Individual Writing Project** — An independent student-designed writing project culminating in a significant and complete body of expository writing. Prerequisite: departmental acceptance of application (forms available in departmental office).  
*Two or Three Hours Both Semesters*

## Literature.

- 231. World Literature I** — Masterpieces of Western literature through the Renaissance. Meets part of the Cultural Heritage requirement. *Three Hours Both Semesters*
- 232. World Literature 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. *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. *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. *Two Hours Both Semesters*

## ENGLISH

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**295. Special Topics** — A topic in literature or language not covered in the regular course listings and intended particularly for the general liberal arts student. May be repeated for additional credit in a different field of study. Recent offerings include *The Legend of Arthur*, *The Russian Novel*, *American Women Authors*, *The Dutch in American Literature*, and *Detective Fiction*. Offered occasionally as staffing permits. *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 Spring Semester*

**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, 1988. *Three Hours Spring Semester*

**319. British Literature, Carlyle to Hardy** — Poetry, prose, and fiction of the Victorian period, 1832-1901, in the light of the social and intellectual background of the age: emphasis on Dickens, Tennyson, Browning, Arnold, Hopkins, and Hardy. Offered alternate years, 1989. *Three Hours Spring Semester*

**321. Modern British and American Poetry, Yeats to the Present** — Major poets of twentieth-century England, Wales, Ireland, and America. Offered alternately with 322 and 323: Fall, 1987; Spring 1989. *Three Hours*

**322. Modern British and American Fiction, Conrad to the Present** — Representative novelists and short story writers of twentieth-century Britain and America: Joyce, Lawrence, Carey, Orwell, Golding, Greene, Anderson, Hemingway, Faulkner, Salinger, O'Connor, Porter, Updike. Offered alternately with 321 and 323: Spring, 1988; Fall, 1989. *Three Hours*

**323. Modern British and American Drama, Shaw to the Present** — Representative English, Irish, and American dramatists of the twentieth century; emphasis on Shaw, O'Neill, Williams, Miller, Beckett, Albee, Pinter, and Stoppard. Offered alternately with 321 and 322: Fall, 1988; Spring, 1990. *Three Hours*

**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. Black Literature** — Prose, poetry, and drama of black American authors, such as Wright, Brooks, Ellison, Washington, Toomer, Baldwin, Baraka, and Shange. Recommended also for students not specializing in literature. Offered alternate years, 1988. *Three Hours Spring Semester*

# ENGLISH

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**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 novel, or a combination of the three, to be determined by the instructor. Offered occasionally as staffing permits. *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 Literature** — 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 Four Southern Authors, Irish Literature, The Middle Ages and the Modern Imagination, American Women Writers, American Nobel Prize for Literature Winners. *Three Hours (One or Two Hours During August Term)*

## Language

**355. The Modern English Language** — Examination of traditional, structural, and transformational models for analyzing the structure of contemporary American English. Offered occasionally. *Three Hours*

**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 Expository Writing** — Intended for prospective (and practicing, if interested) secondary teachers in all disciplines. Techniques and practice in designing, presenting, and evaluating expository writing assignments and in providing classroom instruction in writing. *One Hour Spring Semester*

*See also Education 378, Teaching English as a Second or Foreign Language, which may also be advisable for students to elect when appropriate to their special vocational goals.*

**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. Offered as staffing permits. *One Hour*

## ENGLISH

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**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 some field designated by the instructor. Preparation and resentation of research papers are central to the course. Prerequisite: previous work in or related to the designated field. May be repeated for additional credit in different field of study. Recent offerings include: Medieval English Drama; James Joyce; Faulkner; G. B. Shaw. To be offered in Fall, 1987: Lawrence and Hemingway; Spring, 1988: Marlowe and Jonson.

*Three Hours Both Semesters*

**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. Prerequisite: departmental acceptance of application (forms available in department office).

*Three Hours Both Semesters*

# FOREIGN LANGUAGES AND LITERATURES



**Faculty:** Mr. Agheana, Chairperson, Mr. Bell, Mr. De Haan, Ms. Larsen, Mr. Lowe, Ms. Motiff, Mr. Nyenhuis, Ms. Ruf, Ms. Searles, Mrs. Strand, Mr. Van Der Laan, Mr. Weller.  
**Assisting Faculty:** Mr. Oudersluys, Mrs. Reynolds.

The Department of Foreign Languages and Literatures seeks to lead students to a more complete understanding of the structure and role of language in human society, to an understanding and open-minded tolerance of the culture of the people who speak a language other than their own, and to the development of the ability to communicate in a language other than their native tongue. Instruction is offered in French, German, Greek, Latin, Russian and Spanish. Some courses are primarily designed to increase fluency in speaking, reading and writing. Others stress the patterns of life and thought and the great works of literature written in that language.

Since appreciation of other cultures and fluency in the use of another language is greatly enhanced by maximum immersion in the culture and constant challenge to use the language, the department sponsors many supplementary activities, in which majors normally take an active part:

- language clubs
- special language tables in the dining halls
- German language house which resides a native speaking student who provides conversational leadership and tutoring
- foreign films
- semester or year abroad or summer programs, such as
  - the French semester or year program in Paris or Nantes
  - the German semester or year program in Vienna, Freiburg or Munich
  - the Spanish semester or year program in Madrid
  - the GLCA summer, semester, or academic year Spanish/Social Studies program in Bogota, Colombia
  - the Hope Vienna summer program
  - the May/June terms in France, Germany, Greece and Spain
- tutoring opportunities with children of Spanish-American background living in Holland

All the faculty have traveled and studied abroad. Four of them are natives of countries other than the U. S. A.

Alumni of Hope who have specialized in foreign language study have found this field helpful in moving to a great variety of careers.

- high school and college teaching of foreign languages and literatures
- teachers of English in countries with the language of their major
- college librarian
- classical archaeologist
- translator
- business secretary for a firm with international accounts
- agent for import-export firm
- foreign missionary
- receptionist for foreign consulate
- foreign service officer — U.S. cultural officer
- editorial assistant in a news magazine
- reporter for community newspaper
- market research analyst with multi-national corporation
- linguistic consultant
- immigration assistant
- lexicographer assistant
- computational linguist

# FOREIGN LANGUAGES AND LITERATURES

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## MAJOR AND MINOR PROGRAMS

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

A teaching minor in French, German or Spanish consists of twenty credit hours of the appropriate language taken at the college level. Since not all of the courses in French, German or Spanish are equally suited to the teaching minor, the department makes the following recommendations:

1. that the teaching minor in French, German or Spanish include at least three credit hours at the 300 level.
2. that Spanish 250 not be included in such a minor because it is conducted entirely in English;
3. that in addition, the student take Education 384, Methods of Teaching Foreign Languages, if possible;
4. that students interested in completing a minor in French, German or Spanish seek the advice of the chairperson of the Department of Foreign Languages and Literatures in selecting courses.

## CORE CURRICULUM

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

Programs which combine concentrated language instruction with the study of cultural history are available to students in German and Greek. These programs, entitled *The Two Souls of Germany* and *The Golden Age of Greece*, will fulfill 13 credit hours of the Cultural History and Language Requirement. For information concerning these two programs, refer to course listings IDS 123-124 (under German) and IDS 133-134 (under Greek).

To meet the needs of all students, the department offers courses of the following types in the various language areas:

1. Courses designed to enable the student to communicate in a given language (see French, German and Spanish)
2. Courses designed to enable the student to read a given language (see Classical Studies and Russian)

The course offerings and the descriptions of major and academic minor programs follow under these headings:

Classical Studies (Classics, Greek and Latin), page 169

Education, page 172

English As a Foreign Language, page 172

French, page 172

German, page 175

Linguistics, page 177

Russian, page 178

Spanish, page 178

## CLASSICAL STUDIES: Classics, Greek and Latin

Mr. Bell, Mr. Lowe, Mr. Nyenhuis, Mrs. 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 in-



# FOREIGN LANGUAGES AND LITERATURES

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clude: fifteen (15) hours of Latin beyond the Latin 172 level, and twelve (12) hours of Greek. 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:** A major designed to prepare the student for language teaching at the primary or secondary school level with emphasis upon the skills of language acquisition and upon the culture in which the Latin language evolved. This major consists of thirty (30) credit hours of courses numbered 272 or higher; these 30 hours must include Education 384, Teaching Foreign Languages.

**MAJOR IN ANCIENT CIVILIZATION:** A flexible major designed to provide a student with the opportunity to develop a well-coordinated, inter-disciplinary program in Classical Literature, History and Thought. The required thirty (30) hours must include: (a) Twelve (12) hours of college-level work in ancient language; (b) six (6) hours of Ancient History, and (c) twelve (12) hours of courses in Ancient Art, Ancient Religion, Classical Literature in Translation, Mythology, Ancient Philosophy, or Ancient History not used for (b) above. The language component is increased to twenty (20) hours of Latin for those students wishing to use this field for a teaching minor. Electives for such students are reduced to four (4) hours.

A variety of study-abroad programs is available for study in Athens, Rome, Jerusalem, or Beirut. Overseas programs should be worked out with the Classical Studies Section to insure that full credit is given.

**MINOR IN LATIN:** A minor consists of a minimum of 19 credits in Latin and Classics, selected as follows: Latin 171 and 172 or placement (7 credits), 9 credits in Latin at or above the 200 level, and 3 credits in Classics 207 or 250.

**MINOR IN ANCIENT CIVILIZATION:** A minor can be completed by choosing either of the following options:

Option 1: 16 credits in IDS 133-134 and credit elective chosen from the requirements for a major, or 13 credits in IDS 133-134 and two 3-credit electives chosen from the requirements for a major.

Option 2: 21 credits of course work, including 9 credits of college-level work in one ancient language, Classics 250 and Classics 205 (for Latin) or 207 (for Greek), History 130, and one 3-credit course selected from the following: Art 161 or 360, Philosophy 219, Religion 242.

## Classics

**\*205. The Greek Experience** — A study of the ideas and contributions of the major writers from preclassical to Hellenistic times, with special attention given to the pertinent historical and archaeological background. A knowledge of Greek not required. Open to all students.

*Three Hours Staff Fall Semester*

**\*207. The Roman Experience** — A study of the ideas and contributions of the major Roman writers from the Republican Period through the Fourth Century, with special attention given to the pertinent historical and archaeological background. A knowledge of Latin not required. Open to all students.

*Three Hours Bell Fall Semester*

**\*250. Classical Mythology** — A study of the myths of Greece and Rome, using both secondary and original sources and stressing the vitality of mythological themes in modern European and American literature. A knowledge of the Latin and Greek languages not required. Open to all students.

*Three Hours Staff Spring Semester*

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\*Courses indicated with an asterisk are given in English and designed to acquaint the student with a foreign literature or culture.

# FOREIGN LANGUAGES AND LITERATURES

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**\*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. Prerequisite: a 200 level course in Classics, Greek, or Latin, or permission of instructor.

*Three Hours Staff Spring Semester*

**\*451. Great Issues: Ancient and Modern** — The Greeks and Romans were faced with problems similar to those we face today in such areas as religion, education, domestic and foreign policy. The course will be a seminar in which the students will compare the problems of today with those of the Classical period, analyze the solutions (or attempts) of the ancients, and in light of this, study contemporary solutions from the point of view of a liberally-educated Christian. A knowledge of Greek or Latin not required. Prerequisite: a 200 level course in Classics, Greek, or Latin, or permission of instructor. *Three Hours Staff Fall Semester*

**\*495. Studies in Classical Literatures and Cultures** — This course is designed to allow a professor to teach in an area of special interest and experience. Prerequisite: permission of instructor. *Two or Three Hours Staff Any Semester*

## 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 Nyenhuis, Lowe, Jentz, Wilson Fall/Spring Semester*

**171. Elementary Greek I** — An introduction to the elements of *New Testament* grammar. For students with no previous study of Greek. *Four Hours Staff Fall Semester*

**172. Elementary Greek II** — A continuation of Greek 171. Prerequisite: Greek 171.

*Three Hours Staff 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 Staff Occasionally*

**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 Staff Spring Semester*

**490. Special Authors** — Material covered to vary, depending upon the needs and desires of those who elect the course. Prerequisite: Greek 271, or permission of instructor.

*Two or Three Hours Staff Any Semester*

## Latin

**171. Elementary Latin I** — An introduction to the elements of Latin grammar. For students with no previous study of Latin. *Four Hours Staff Fall Semester*

**172. Elementary Latin II** — A continuation of Latin 171. Prerequisite: Latin 171.

*Three Hours Staff Spring Semester*

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\*Courses indicated with an asterisk are given in English and designed to acquaint the student with a foreign literature or culture.

# FOREIGN LANGUAGES AND LITERATURES

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**271. Intermediate Latin I** — Review of grammar and vocabulary. Reading of some less difficult passages of Latin prose and poetry. Prerequisite: Latin 172, or placement.

*Three Hours Bell Fall Semester*

**272. Mediaeval Latin** — Selected readings from mediaeval authors. Prerequisite: Latin 172, placement test, or equivalent.

*Three Hours Staff Spring Semester*

**351. Roman Poetry I** — Reading of selected poems of Catullus and Horace. Prerequisites: Latin 271, 272, or permission of instructor.

*Three Hours Staff Spring Semester*

**352. Roman Satire** — Readings from the satires of Horace and Juvenal. Prerequisites: Latin 271, 272, or permission of instructor.

*Three Hours Staff Spring Semester*

**353. Roman Historiography** — Selected readings from Caesar, Sallust, Livy, and Tacitus. Prerequisites: Latin 271, 272, or permission of instructor.

*Three Hours Staff Fall Semester*

**354. Roman Poetry II** — Selections from Lucretius, Vergil, and Ovid. Prerequisite: Latin 271, 272, or permission of instructor.

*Three Hours Staff Fall Semester*

**490. Special Authors** — Material covered to vary, depending on the needs and desires of those who elect the course. Prerequisite: Latin 271, or permission of instructor.

*Two or Three Hours Staff Any Semester*

## Education

**378. Teaching English as a Second or Foreign Language** — See Education 378.

*Two Hours Staff Spring Semester*

**384. Teaching Foreign Languages** — Required of French, German, Latin or Spanish majors seeking secondary certification. See Education 384. Alternate years, 1988-89.

*Two Hours Staff Fall Semester*

## French

Ms. Larsen, Ms. Motiff

### MAJOR

A major program designed for the student who wishes to acquire a thorough linguistic preparation combined with an extensive background in French culture and literature. This major will permit the student to prepare for advanced literary studies, for secondary level teaching, or for other forms of employment in which linguistic skills and cultural awareness are useful.

The French Major consists of 24 credit hours of courses numbered 299 or higher and must include one 400 level literature course. In addition, Linguistics 364 is recommended. Students who study in France must take one 400 level course upon their return. A maximum of 16 credit hours in French from off-campus study may be applied toward the major.

Students preparing to teach at the secondary level are advised that the State of Michigan requires both Education 384 and 30 hours of credit in French, or the equivalent thereof through CLEP, in order to obtain certification. Students are strongly encouraged to include among those 30 hours Linguistics 364. Students wishing to pursue graduate level study in French literature should take FR493 during their senior year.

**ACADEMIC MINOR IN FRENCH:** A French minor consists of minimum of 18 credit hours taken at the college level. Of these hours, 6 must be at the 300 level or higher and approved by the chairperson.

**101. French I** — An audio-lingual course for beginners of French. The primary objective of this course is to enable the student to acquire the basic skills necessary to begin communicating in French. The secondary objective is to begin to give the student insight into the French language world. Emphasis is placed on all four language skills: listening, reading, speaking,

# FOREIGN LANGUAGES AND LITERATURES

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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 French.  
*Four Hours Staff Fall Semester*

**102. French II** — Continuation of French I. An audio-lingual course designed primarily to continue to develop the acquisition of a comfortable communication knowledge of French. A secondary objective is to expand the student's insight into important features of French society. Emphasis on all four language skills: listening, reading, speaking, and writing. Students meet three times per week in a Master Class and three times a week in Review and Reinforcement Class. Laboratory work is also required. Conducted primarily in French. Prerequisite: French I, equivalent, or placement.  
*Three Hours Staff Spring Semester*

**201. French III — Language and Culture** — Continuation of French II with added emphasis on reading and writing skills, as well as the study of the culture in greater depth. Students meet three times per week in a Master Class and once per week with a native speaker. Conducted primarily in French. Prerequisite: French II, equivalent, or placement.  
*Three Hours Staff Fall Semester*

**275. Advanced French Language and Culture** — This course is designed to continue the development of the students' language skills and cultural knowledge. Emphasis is placed on acquainting the students with important historical figures and events and developing an awareness of contemporary French institutions and customs through the study of journalistic as well as short literary selections. Conducted primarily in French. Prerequisite: French 201, placement, or equivalent.  
*Three Hours Staff Spring Semester*

**295. Studies in French Language and Literature** — A course designed to allow a professor to teach in an area of special interest and experience. Prerequisite: permission of instructor.  
*Two or Three Hours Staff Any Semester*

**299. Apprentice Teaching Internship** — A practical and contractual internship in the study and use of the methods and techniques of teaching French 101 French I. In addition to class discussions, each Apprentice Teacher will teach one Review and Reinforcement section of elementary French 101 for one hour a day, three days a week for the entire semester under the supervision of a Master Teacher and the Program Director. Prerequisites: sufficient proficiency in French, participation in the Training Workshop and selection by jury as an Apprentice Teacher. This course may be repeated for additional credit of one to three hours, but a total of three credits only may be counted as part of a French major or minor.  
*Three Hours Staff Fall Semester*

**310. French Grammar and Composition** — A complete review of basic grammar and an introduction to more advanced grammatical concepts. The development of students' writing competency in French is achieved through the analysis of expository writing structures. Conducted entirely in French. Prerequisite: French 275, placement, or equivalent.  
*Three Hours Staff Fall Semester*

**330. French Conversation and Phonetics** — A course designed to develop aural and oral competency in French. Conducted entirely in French. Prerequisite: French 275, placement, or equivalent.  
*Three Hours Staff Spring Semester*

**352. Contemporary French Culture** — A study of aspects of contemporary French life as defined in France's social structures, political institutions, and fine arts. Materials are drawn from newspapers, documents, film, and literary texts. Conducted entirely in French. Prerequisite: French 275, placement, or equivalent.  
*Three credits Staff Spring Semester*

# FOREIGN LANGUAGES AND LITERATURES

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**371. Introduction to French Literature: Novel and Short Story** — An introduction to methods of literary interpretation of illustrative texts of French prose from the 16th to the 20th century. Works by authors such as Voltaire, Flaubert, Gide or Colette may be studied. Conducted entirely in French. Prerequisite: French 275, placement, or equivalent. Alternate years, 1987-88.  
*Three Hours Staff Fall Semester*

**373. Introduction to French Literature: Poetry and Theatre** — An introduction to the textual analysis of major works of French poetry and theatre from the 16th to the 20th century. Works by poets, such as Ronsard, Baudelaire and Valery, and dramatists such as Moliere, Racine, Hugo and Duras may be studied. Conducted entirely in French. Prerequisite: French 275, placement, or equivalent. Alternate years, 1988-89.  
*Three Hours Staff Fall Semester*

**399. Apprentice Teaching Internship** — A practical and contractual internship in the study and use of the methods and techniques of teaching French 102 French II. In addition to class discussions each Apprentice Teacher will teach one Review and Reinforcement section of elementary French 102 for one hour a day, three days a week for the entire semester under the supervision of a Master Teacher and the Program Director. Prerequisites: sufficient proficiency in French, participation in the Training Workshop and selection by jury as an Apprentice Teacher. This course may be repeated for additional credit of one to three hours, but a total of three credits only may be counted as a part of a French major or minor.  
*Three Hours Staff Spring Semester*

**410. Advanced French Stylistics** — An intensive study of texts illustrating a wide variety of styles and genres which will serve as a basis for grammar review, vocabulary building, literary analysis and writing. Conducted entirely in French. Prerequisite: French 310, placement, or equivalent. Alternate years, 1987-88.  
*Three Hours Staff Fall Semester*

**450. French Civilization: A Thematic Approach** — This course includes a thematic approach to the study of major historical episodes and the contribution of influential men and women, political and economic structures, patterns of behavior and selected artistic media. Topics may include absolutism and its relationship to the centralization of institutions, the role of the salons in the development of French literary and artistic life and the historical foundations of contemporary socio-economic perspectives. Conducted entirely in French. Prerequisites: French 310 and 352, placement, or equivalent. Alternate years 1988-89.  
*Three Hours Staff Fall Semester*

**472. The Development of the French Novel** — A treatment of the evolution of the French novel with emphasis on texts exemplifying various genres such as the epistolary (Laclos), the realist (Balzac, Stendhal), the autobiographical (Proust, Colette), and the existentialist novel (Sartre, Camus). Conducted entirely in French. Prerequisites: 310 and 371, or permission of instructor. Alternate years, 1987-88.  
*Three Hours Staff Spring Semester*

**474. French Theatre** — A study of French dramatic art from the Middle Ages to the present. Emphasis will be placed upon classical, romantic and modern theatre. Conducted entirely in French. Prerequisites: 310 and 373, or permission of instructor. Alternate years, 1988-89.  
*Three Hours 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 once. Prerequisite: permission of department chairperson.  
*Two or Three Hours Staff Both Semesters*

**493. Special French Studies** — Preparation for a comprehensive examination in the major field. Prerequisite: one 400 level course in French and permission of department chairperson.  
*Three Hours Staff Both Semesters*

# FOREIGN LANGUAGES AND LITERATURES

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**495. Studies in French Language and Literature** — A course designed to allow a professor to teach in an area of special interest and experience. Prerequisite: permission of instructor. *Two or Three Hours Staff Any Semester*

## German

Mr. De Haan, Mrs. Strand, Mr. Van Der Laan

### MAJORS:

1. *German Language Major.*

A major designed for the student whose goal is the acquisition of language skills and a knowledge of German culture. It consists of 30 credit hours of courses numbered 201, or higher. These courses should include: German 201, 202, 310, 330, 351, 352, 371, 372 and one 400 level literature course. Linguistics 364 is recommended. Students planning to study in a German-speaking country must take *two* 400 level courses upon their return.

2. *German Literature Major.*

A major designed for the student whose primary interest is German literature and whose goal could be to pursue studies in German literature at the graduate school level. The German literature major consists of 24 hours of German courses numbered 310 or higher, of which at least 15 hours must be in literature (a maximum of 9 hours of credit in literature will be accepted from study abroad). In addition, German 493, Classics 250 or English 349 are recommended. Students planning to study in Germany must take *two* 400 level courses 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. Students are strongly urged to include Linguistics 364.

**ACADEMIC MINOR IN GERMAN:** A German minor consists of a minimum of 18 credit hours taken at the college level. Of these hours, 6 must be at the 300 level or higher and approved by the chairperson. An alternate German minor consists of IDS 123-124 and German 201-202, and two of the following: 310, 330, 351, 352, 371, 372

**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 is required. This sequence of courses, plus two courses elected from Block A of 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, Westphal, Wilson Fall/Spring Semester*

**101. German I** — An audio-lingual course for beginners of German. The primary objective is to enable the student to acquire the basic skills necessary to begin communicating in German. The secondary objective is to begin to give the student insight into the German language world. Emphasis is placed on all four language skills: listening, reading, speaking, and writing. Students meet four times per week in a Master Class and three times per week in a Review and Reinforcement Class. Laboratory work is also required. Conducted primarily in German. *Four Hours Staff Fall Semester*

**102. German II** — Continuation of German I. An audio-lingual course designed primarily to continue to develop the acquisition of a comfortable communication knowledge of German. A secondary objective is to expand the student's insight into important features of German society. Emphasis on all four language skills: listening, reading, speaking, and writing. Students meet three times per week in a Master Class and three times a week in Review and Reinforcement Class. Laboratory work is also required. Conducted primarily in German. Prerequisite: German I, equivalent, or placement. *Three Hours Staff Spring Semester*

# FOREIGN LANGUAGES AND LITERATURES

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**201. German III** — Continuation of German II with added emphasis on reading and writing skills, as well as the study of the culture in greater depth. Students meet three times per week in a Master Class and two times per week in a laboratory session. Conducted primarily in German. Prerequisite: German II, equivalent, or placement.

*Three Hours Staff 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. Conducted primarily in German. Prerequisite: German 201, placement, or equivalent.

*Three Hours Staff Spring Semester*

**295. Studies in Germanic Language and Literature** — A course designed to allow a professor to teach in an area of special interest and experience. Prerequisite: permission of instructor.

*Two or Three Hours Staff Any Semester*

**299. Apprentice Teaching Internship** — A practical and contractual internship in the study and use of the methods and techniques of teaching German 101 German I. In addition to class discussions, each Apprentice Teacher will teach one Review and Reinforcement section of elementary German 101 for one hour a day, three days a week for the entire semester under the supervision of a Master Teacher and the Program Director. Prerequisites: sufficient proficiency in German, participation in Training Workshop and selection by jury as an Apprentice Teacher. This course may be repeated for additional credit of one to three hours, but a total of three credits only may be counted as a part of a German major or minor.

*Three Hours Staff Fall Semester*

**310. Advanced Composition and Stylistics** — A study of German stylistics 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 Staff Spring 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 these skills applied in the worlds of business and science. Improving reading and translation skills, as well as the acquisition of specialized vocabularies are emphasized. Conducted largely in German. Prerequisite: German 202, placement, or equivalent.

*Three Hours Staff Spring Semester*

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

*Three Hours Staff Spring Semester*

**351. The Development of Germanic Civilization** — A study of the origins, development and significance of various aspects of Germanic civilization. Conducted entirely in German. Prerequisite: German 202, 310, 330, or placement, or equivalent. Alternate years, 1987-88.

*Three Hours Staff Fall Semester*

**352. 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, placement, or equivalent. Alternate years 1987-88.

*Three Hours Staff Spring Semester*

**371. Introduction to German Literature I** — A study of major works of 19th and 20th century German literature with a special emphasis on the genre of poetry and drama. Conducted entirely in German. Prerequisite: German 202, placement, or equivalent.

*Three Hours Staff Fall Semester*

**372. Introduction to German Literature II** — A study of major works of 19th and 20th century German literature, with special emphasis on the genre of "Novella" and novel. Conducted entirely in German. Prerequisite: German 371, or permission of instructor.

*Three Hours Staff Spring Semester*

# FOREIGN LANGUAGES AND LITERATURES

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**399. Apprentice Teaching Internship** — A practical and contractual internship in the study and use of the method and techniques of teaching German 102 German II. In addition to class discussions each Apprentice Teacher will teach one Review and Reinforcement section of elementary German 102 for one hour a day, three days a week for the entire semester under the supervision of a Master Teacher and the Program Director. Prerequisites: sufficient proficiency in German, participation in the Training Workshop and selection by jury as an Apprentice Teacher. This course may be repeated for additional credit of one to three hours, but a total of three credits only may be counted as a part of a German major or minor.

*Three Hours Staff Spring Semester*

**471. German Literature from the Middle Ages to Goethe** — A study of German literature including heroic epics, courtly epics, Baroque, Enlightenment, and Classicism (Lessing, Goethe, Schiller). Prerequisite: German 372, or permission of instructor. Alternate years, 1988-89.

*Three Hours Staff Fall Semester*

**472. German Literature from the Romantic Rebellion to the Industrial Revolution** — 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. Alternate years, 1988-89.

*Three Hours Staff Spring Semester*

**474. German Literature of the Early 20th Century** — From Naturalism to Expressionism, 1890-1945. (Hauptmann, Wedekind, George, Hofmannsthal, Rilke, Schnitzler, Mann, Musil, Kaiser, Kafka). Prerequisite: German 372, or permission of instructor. Alternate years, 1987-88.

*Three Hours Staff Fall Semester*

**475. German Literature from the Third Reich to the Present** — (Brecht, Boell, Grass, Frisch, Duerrenmatt, Zuckmeyer, and writers from East Germany). Prerequisite: German 372, or permission of instructor. Alternate years, 1987-88.

*Three Hours Strand 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 once. Prerequisites: one 400 level course in German and permission of department chairperson.

*Two or Three Hours Staff Both Semesters*

**493. Special German Studies** — Preparation for a comprehensive examination in the major field. Prerequisite: Permission of department chairperson.

*Three Hours Staff Both Semesters*

**495. Studies in German Language and Literature** — A course designed to allow a professor to teach in an area of special interest and experience. Prerequisite: permission of instructor.

*Two or Three Hours Staff Both Semesters*

## Linguistics

Ms. 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 Staff Both Semesters*

**364. Introduction to Descriptive Linguistics** — An introduction to the science of general and descriptive linguistics, with a consideration of problems and methods of the phonemic, morphemic and syntactical analysis of languages. Prerequisite: Junior standing, or permission of the instructor.

*Three Hours Staff Fall Semester*



# FOREIGN LANGUAGES AND LITERATURES

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## Russian

Mr. De Haan

**171. Reading Russian I** — A course designed to lead to the acquisition of reading skill only. Conducted in English. For students with no previous study of Russian. Not offered, 1987-88. *Four Hours*

**172. Reading Russian II** — A continuation of Russian 171. Conducted in English. Prerequisite: Russian 171, placement, or equivalent. Not offered, 1987-88. *Three Hours*

## Spanish

Mr. Agehana, Ms. Ruf, Ms. Searles, 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 250 or higher and must include Spanish 250, 371, and one 400 level literature course. Students planning to study in a Spanish-speaking country must take one 400-level course upon their return. A maximum of 16 credit hours in Spanish with a grade of C or better from off-campus study may be applied to the major. In addition, LINGUISTICS 364 is required. Students planning on graduate study in Spanish must complete SPANISH 493 during their senior year. Such students are strongly urged to complete additional hours in literature as well as work in the history of literary criticism.

Students preparing to teach at the secondary level are advised that the State of Michigan requires both EDUCATION 384 and 30 hours of credit in Spanish, or the equivalent thereof through CLEP, in order to obtain certification.

**ACADEMIC MINOR IN SPANISH:** A Spanish minor consists of a minimum of 18 credit hours taken at the college level. Of these hours, 6 must be at the 300 level or higher and approved by the chairperson.

**101. Spanish I** — An audio-lingual course for beginners of Spanish. The primary objective of this course is to enable the student to acquire the basic skills necessary to begin communicating in Spanish. The secondary objective is to begin to give the student insight into the Spanish 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 Spanish. *Four Hours Staff Fall Semester*

**102. Spanish II** — A continuation of Spanish I. An audio-lingual course designed primarily to continue to develop the acquisition of a comfortable communication knowledge of Spanish. A secondary objective is to expand the student's insight into important features of Hispanic society. Emphasis on all four language skills: listening, reading, speaking, and writing. Students meet three times per week in a Master Class and three times a week in Review and Reinforcement Class. Laboratory work is also required. Conducted primarily in Spanish. Prerequisite: Spanish I, equivalent, or placement. *Three Hours Staff Spring Semester*

**201. Spanish III — Language and Culture** — Continuation of Spanish II with added emphasis on reading and writing skills, as well as the study of the culture in greater depth. Students meet three times per week in a Master Class and once per week in a laboratory session. Conducted primarily in Spanish. Prerequisite: Spanish II, equivalent, or placement.

*Three Hours Staff Fall Semester*

# FOREIGN LANGUAGES AND LITERATURES

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**202. Spanish IV** — Reading, conversation and composition, with required supplementary readings. Students meet three days per week in a Master Class and one day per week in a laboratory session. Prerequisite: Spanish III, placement, or equivalent. Conducted in Spanish.

*Three Hours Staff Spring Semester*

**\*250. The Hispanic World Today** — A study of contemporary Hispanic culture, including economic, political, sociological and creative forces and their influence in today's world. Readings, lectures, and discussions in English. No knowledge of Spanish required. Open to all students. Required of Spanish majors. Recommended that this course be completed early in the major program. Alternate years, 1988-89.

*Three Hours Staff 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*

**299. Apprentice Teaching Internship** — A practical and contractual internship in the study and use of the methods and techniques of teaching Spanish 101 Spanish I. In addition to class discussions each Apprentice Teacher will teach one Review and Reinforcement section of elementary Spanish 101 for one hour a day, three days a week for the entire semester under the supervision of a Master Teacher and the Program Director. Prerequisites: sufficient proficiency in Spanish, participation in the Training Workshop and selection by jury as an Apprentice Teacher. This course may be repeated for additional credit of one to three hours, but a total of three credits only may be counted as a part of a Spanish major or minor.

*Three Hours Staff Fall Semester*

**310. Advanced Grammar and Composition** — A comprehensive study of Spanish grammar, with extensive work in composition. Conducted in Spanish. Prerequisite: Spanish 202, or placement, or equivalent.

*Three Hours Staff Fall Semester*

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

*Three Hours Staff Spring Semester*

**350. The Development of Hispanic Civilization** — A study of the origins, development and significance of various aspects of Hispanic civilization. Conducted entirely in Spanish. Prerequisite: Spanish 202, or placement, or equivalent. Alternate years 1987-88.

*Three Hours Staff Spring Semester*

**371. Survey of Spanish Literature I** — A study of Spanish literature from the Middle Ages through the seventeenth century. Readings and class discussions in Spanish. Required of Spanish majors. Prerequisite: Spanish 202, or equivalent.

*Three Hours Staff Fall Semester*

**372. Survey of Spanish Literature II** — A study of Spanish literature from the eighteenth century to the present time. Readings and class discussions in Spanish. Required of Spanish majors. Prerequisite: Spanish 202, or equivalent.

*Three Hours Staff Spring Semester*

**399. Apprentice Teaching Internship** — A practical and contractual internship in the study and use of the methods and techniques of teaching Spanish 102 Spanish II. In addition to class discussions each Apprentice Teacher will teach one Review and Reinforcement section of elementary Spanish 102 for one hour a day, three days a week for the entire semester under the supervision of a Master Teacher and the Program Director. Prerequisites: sufficient proficiency in Spanish, Participation in the Training Workshop and selection by jury as an Apprentice Teacher. This course may be repeated for additional credit of one to three hours, but a total of three credits only may be counted as a part of a Spanish major or minor.

*Three Hours Staff Spring Semester*

# FOREIGN LANGUAGES AND LITERATURES

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- 472. Spanish Literature of the Golden Age** — Dramatic works of Lope de Vega, Alarcón, Tirso and Calderon; works of the mystics; Fray Luis de Leon, Gongora, Quevedo; selections from the picaresque novel and Cervantes. Prerequisites: Spanish 310, 371, and 372. Alternate years, 1988-89. *Three Hours Staff Spring Semester*
- 474. 18th and 19th Century Spanish Literature** — Neo-Classicism, Romanticism and Realism in prose, poetry and drama. Prerequisites: Spanish 310, 371, and 372. Alternate years, 1987-88. *Three Hours Staff Fall Semester*
- 476. Generation of 1898 to Today** — The Generation of 1898 and the contemporary essay, novel, drama, and poetry. Prerequisites: Spanish 310, 371, and 372. Alternate years, 1987-88. *Three Hours Staff Spring Semester*
- 478. Contemporary Spanish-American Literature** — A study of contemporary movements in Spanish-American literature. Prerequisites: Spanish 310, 371, and 372. Alternate years, 1988-89. *Three Hours Staff Fall Semester*
- 490. Special Problems in Spanish** — Individual study under the direction of an instructor designated by the chairperson of the department in one of the following areas: literature, language, civilization, or methodology. This course may be repeated once. Prerequisite: permission of department chairperson. *Two or Three Hours Staff Both Semesters*
- 493. Special Spanish Studies** — Preparation for a comprehensive examination in the major field. Prerequisite: one 400 level course in Spanish and permission of department chairperson. *Three Hours Staff Both Semesters*
- 495. Studies in Hispanic Language and Literature** — A course designed to allow a professor to teach in an area of special interest and experience. Prerequisite: permission of instructor. *Two or Three Hours Staff Any Semester*



**Faculty:** Mr. Attoh, Chairperson; Mr. Hansen, Mr. Tharin.

The geological sciences are in a "Golden Age" because of renewed interest in shortages of natural resources, continuing environmental problems, and a renaissance in thinking about the way the Earth works. Geoscientists today are making important contributions to human knowledge through research in geochemistry, geophysics, paleontology, oceanography, tectonics, and environmental geology as they further our understanding of the Earth and its complex history.

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

- thermal and tectonic history of a 2-billion year mountain belt in northern Michigan
- studies of the chemistry and sediments of Lake Michigan
- studies of fluid inclusions in ancient rocks from India, Michigan's Upper Peninsula, and Adirondacks
- mapping glacial deposits in the Holland area
- studies of developmental variation in skeletal microstructure of 430 million-year-old fossils

Traditionally, the training of geologists has included a large measure of field experience. Hope College is ideally situated for field studies of glacial geology, sedimentology, geomorphology, and limnology. To broaden the spectrum of field experience, trips are commonly taken to examine the geology of other areas in Michigan and adjacent states. Our students have also participated in field courses in such diverse localities as the Colorado Rockies, and the Virgin Islands. In addition to these trips, the annual spring Regional Geology trip has given students the opportunity to observe the geology of the Appalachians, the Gulf Coast, the Black Hills, the Grand Canyon, the Florida Keys, the Ozarks, Ouachita Mountains, and other areas.

We are well-equipped for teaching and research. In addition to an ample number of student and research petrographic microscopes, the department has a heating and cooling stage, x-ray diffraction and fluorescence apparatus, thin section preparation laboratory, a large stream table and sedimentation tank, equipment for seismic exploration and soil resistivity testing, and a 35' steel-hulled research vessel with depth sounding and sediment sampling devices.

Because the study of the Earth is an eclectic science, the geologist must be competent in the other natural sciences and in mathematics. Accordingly, strong minors in other sciences and composite majors are encouraged.

The Department of Geology has an established reputation of excellence. In recent years, graduating seniors have been accepted at California Institute of Technology, University of Chicago, Harvard, Yale, Stanford, Princeton, and other prestigious graduate schools.

**MAJOR:** The geology major may be accomplished in several ways. The Bachelor of Arts degree has a minimum requirement of 25 hours (see below) of geology while the student pursuing the Bachelor of Science degree program must take a minimum of 60 hours of courses offered in the Science Division including 36 hours of geology. Those students planning to be professional geologists generally follow a more rigorous curriculum than the student who has an avid interest in geology but who does not plan to be a professional geologist after graduation.

Because geologists thoroughly trained in physics, chemistry or mathematics are at the forefront of exciting research developments 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 those students who wish to pursue a career in geophysics and geochemistry.

**BACHELOR OF ARTS DEGREE:** The minimum requirement for a bachelor of arts degree in geology at Hope College is twenty-five hours of geology, one year of ancillary science (chemistry, biology, or physics), and participation in at least two annual spring field trips (Geology 341). To insure that students with the B.A. degree are knowledgeable in the spectrum of subdisciplines which comprise the geological sciences, the following courses are required for the B.A. degree: Geology 101, 102, 215, 241, 281, 341, and 351.

# GEOLOGY

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**BACHELOR OF SCIENCE DEGREE:** Students planning to become professional geologists should pursue the bachelor of science degree. This degree requires that the student begin in the geology program with Geology 101 (or 201) and take a minimum of 60 hours of courses in the Science Division including 36 hours of geology courses numbered 200 (excluding Geology 201, 205 and 246) and above. These courses must include Geology 215, 241, 242, 281, 315, 332, 341 (participation in at least two annual spring field trips), 351, and two of the following four courses: Geology 432, 441, 453, 454. Students planning to take the Graduate Record Examination in geology are strongly advised to take Geology 401 in the fall semester of their senior year. Summer field camp and participation in a research project (Geology 490) are strongly recommended. Also required are Mathematics 131, 132, and 231 (with permission of the geology chairman, one semester of statistics or appropriate course in computer science may be substituted for Math 231); Chemistry 111, 113, 114, 121 and Physics 121, 122, 141, and 142 (with permission of the geology chairman, Biology 111 and 112 may be substituted for physics).

**GEOLOGY-CHEMISTRY COMPOSITE MAJOR:** For additional information, please refer to page 94.

**GEOLOGY-PHYSICS COMPOSITE MAJOR:** This was the first composite major established in the sciences at Hope College. It has 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 93.

**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.

**MINOR:** Every geology minor will include Geology 101 (or equivalent), 102, and 241. The remaining courses should be selected by the student in consultation with the chairman to achieve the educational objectives of the student. 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.

## **Courses Designed Primarily For Non-Science Majors:**

**108. Environmental Geology** — A study of the relationship between man and his geological habitat. Problems that society faces in using the earth will be examined. For example, earth processes (earthquakes, floods, land slides, volcanism) earth resources (metals, water, hydrocarbons), engineering properties of geological materials and land use in urban development will be stressed. May be taken without the laboratory.

*Three Hours Tharin Spring Semester*

**109. Environmental Geology Laboratory** — A course designed to accompany Geology 108 and to familiarize the student with contemporary problems in the environment using the tools of the geologist. Several laboratories may be held in the field examining problems and collecting data and materials for analysis. Prerequisite: Geology 108 (may be taken concurrently).

*One Hour Tharin Spring Semester*

**116. Oceanology and Limnology** — An introduction to the natural processes in oceans and large lakes. Waves, currents, chemical and physical characteristics of water masses, biological productivity, geology and sedimentary activity will be studied. A portion of the course will be devoted to the natural history and geography of the Great Lakes. May be taken without the laboratory.

*Three Hours Tharin Fall Semester*

**117. Oceanology and Limnology Laboratory** — A course designed to accompany Geology 116 and to familiarize the student with the processes active in large bodies of water. Several laboratories will be held on Lakes Macatawa and Michigan and along their shores. Prerequisite: Geology 116 (may be taken concurrently).

*One Hour Tharin Fall Semester*

# GEOLOGY

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**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*

**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 40' 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 yacht. No prerequisites.  
*Three Hours Tharin May Term*

**246. Geology for Elementary Teachers** — A course designed to introduce the prospective elementary school teacher to geological science appropriate to elementary education. Topics include materials of the earth, processes which act to change the earth's surface, and an examination of the atmosphere and weather. This course is open only to prospective elementary teachers and they are expected to elect this course to fulfill a portion of their college science requirement unless excused by the chairman of the Education Department. Lecture 5 hours per week including 1 hour of laboratory for one-half of the semester. Prerequisite: None.  
*Two and a Half Hours Staff Spring Semester*

## Courses Designed Both For Science and Non-Science Majors:

**101. Physical Geology** — An introduction to geology, 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 Staff Fall and Spring Semester*

**102. 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 two-hour laboratory each week. One or more Saturday field trips will be required.  
*Four Hours Staff Spring Semester*

**201. Geology in Colorado** — An introductory course designed to acquaint both majors and non-majors with geologic features and processes as they can be observed in Colorado. Emphasized will be topics such as erosion and deposition by rivers, glaciers and wind, the study of minerals, rocks, and ore deposits, and the development of geologic structure. Fifteen days will be spent in the field at a camp near Salida in Colorado's Sawatch Mountains. No prerequisites.  
*Four Hours Hansen May Term*

## Courses Designed Primarily For Science Majors:

**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: identification and interpretation of landforms on topographic maps; recognition of elementary geologic structures; use of aerial photographs in mapping; surveying techniques and field measurements; and construction of block diagrams. One lecture and two 2-hour laboratory sessions per week, in addition to 2 Saturdays for fieldwork/field trip. Prerequisites are any of the following:

# GEOLOGY

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Geology 101, 102, 109, 116, 201 or permission of instructor. The course is strongly recommended to be taken in the 2nd year of the geology program before Geology 315 (structural geology). Not Offered Fall 1987.

*Three Hours Attoh Fall Semester*

**241. Mineralogy** — An introduction to the crystallography and crystal chemistry of minerals with emphasis on the rock forming silicates. Laboratory periods will be devoted to the study of minerals in hand samples. Three lectures and one three-hour laboratory per week. One weekend field trip will be required. Prerequisite: One semester of introductory chemistry (may be taken concurrently), or consent of instructor.

*Four Hours Hansen Fall Semester*

**242. Analytical Methods in Mineralogy** — An introduction to some common laboratory methods used in the identification and analysis of minerals. The course will concentrate on those techniques which involve the interaction of crystalline substances with electromagnetic radiation. Topics will include optical mineralogy, x-ray diffraction, x-ray fluorescence and electron microprobe analyses. Prerequisites: Geology 241 or consent of instructor.

*Three Hours Hansen Spring Semester*

**281. Geowriting** — An introduction to the use and interpretation of the geosciences literature. The course is designed to improve the ability of geology majors to understand and communicate the concepts of their science in both written and oral form. The course includes techniques of searching the geosciences literature, critical reading, technical paper writing, effective oral presentation, editing, graphics and illustration methods. Required of all geology majors. Two lectures and one three hour lab per week. Prerequisite: Any one of G-101, 102, 108, 116, or 201, or permission of instructor. Offered alternate years beginning Fall 1984.

*Three Hours Staff Spring 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. Offered alternate years, 1988-89. Not offered spring 1989.

*Four Hours Attoh*

**332. Igneous and Metamorphic Petrology** — A course about mineralogical, chemical and textural characteristics of igneous and metamorphic rocks. Their occurrence and petrogenesis will be discussed in terms of rock associations and relevant petrologic phase diagrams. Laboratory sessions will be devoted to petrography — description, identification and interpretation of rocks in hand samples and thin sections. Three 1-hour lectures and one 3-hour laboratory per week. Prerequisites are Geology 241 and 242 offered in 1987-88.

*Four Hours Attoh, Hansen*

**341. Regional Field Study** — An investigation in the field of the general geology of an area selected by the instructor. One or more hours of lecture will be held each week prior to study in the field. Entire spring vacation or an extended period in the spring or summer will be spent in the field. Prerequisites: Geology 101 and consent of instructor.

*Two Hours; it is strongly recommended to be taken two times by all geology majors  
Staff Spring Semester*

**351. Invertebrate Paleontology** — The study of the history of invertebrate life as determined from fossils. Topics include changes in diversity during the Phanerozoic, tempo and mode of evolution, functional morphology, systematics, and paleoecology of the major invertebrate phyla. Three lectures and one 3-hour laboratories per week. One or more weekend field trips will be required. Prerequisite: consent of instructor.

*Four Hours Staff Fall Semester*

# GEOLOGY

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**401. Readings in Geology** — The aim is to achieve an overview of the earth sciences. The emphasis will be on acquisition of factual knowledge and integration of materials covered in several courses in the undergraduate program. The format will be weekly 30-minute tests on assigned readings in selected texts followed by discussion. Prerequisite: Minimum of 25 hours of geology courses. It is strongly recommended for seniors. *One Hour Staff Fall*

**432. Geochemistry** — Introduction to concepts in physical chemistry as applied to chemical systems of geologic interest. Topics will include: equilibria in aqueous systems near the Earth's surface environment; thermodynamic basis for equilibria in minerals at elevated temperatures and pressures; and chemical evolution of the Earth. The laboratory sessions will involve problem sets and chemical analysis of geological materials using AA, XRF and PIXE. Two lectures and one laboratory per week. Prerequisite: G241 and 1 year of chemistry.

*Three Hours Attoh/Hansen Spring*

**441. Geophysics** — An introduction to the physics of the Earth. Topics will include earthquake seismology, geomagnetism, gravity, heat flow, geochronology, and geodynamics. Emphasis will be on how principles of classical physics applied to the earth have furthered our understanding of its age, structure, composition and interior dynamics. Prerequisites: Mathematics 136, 235, Physics 122 or 132. Alternate years, will be offered in 1988-89.

*Three Hours Attoh Fall 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 242, or consent of instructor. Alternate years, will be offered in 1988-89.

*Four Hours Tharin Fall Semester*

**454. Principles of Stratigraphy** — A study of stratigraphic principles and concepts including practical use of lithostratigraphic and biostratigraphic units and interpretation of facies and environments of deposition. Laboratory involves problems in surface and subsurface stratigraphy. Three lectures and one laboratory each week. One or more weekend field trips may be required. Prerequisites: Geology 102 or consent of instructor. Alternate years, beginning in 1985.

*Four Hours Staff 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*





**Faculty:** Mr. Penrose, Chairperson; Mr. Baer, Mr. Bell, Mr. Cohen, Mr. Curry, 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. Extended stays in Japan, the Soviet Union, Austria, England, and Yugoslavia help to assure both currency in scholarship and vitality in the classroom.

History majors have been involved in the following activities:

- feature writer for the "anchor," the student newspaper
- participation in several of the off campus programs—

Great Lakes Jerusalem Program

summer seminar in Yugoslavia

summer and semester study program in Vienna

- participation in the Philadelphia Program — a semester of study and work in the inner city.

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
- director of a New England historical museum
- administrative assistant to a U.S. Senator
- free lance feature writer, with articles in *Harpers* and *N. Y. 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

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.

**I. HISTORY MAJOR:** A minimum of thirty semester hours is required for a major. In addition a total of twelve hours must be taken from three of the following fields: Economics, Political Science, Sociology, Computer Sciences or Foreign Language at or beyond the intermediate level. The minimum distribution requirement is as follows: one history course focused mainly on the period before 1500; two courses in American history; two courses in European history; one course in non-Western history; and a senior 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.

# HISTORY

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**II. COMPOSITE MAJOR IN HISTORICAL STUDIES:** For the student who does not plan to become a professional historian or a teacher, and who needs a program with greater disciplinary breadth than the regular major program offers, the History Department provides a composite major. In this program a minimum of 36 credits is required, 18 credits in history and 18 in other disciplines that correspond to the student's particular needs and interests. At least 18 of the total 36 credits must be earned in courses at the 300 level or above. Credits earned in introductory courses and in courses used to fulfill the college core requirement, excepting the introductory history courses, cannot be applied to the major program. The 18 credits in history must be distributed as follows: 3 credits in American history, 3 credits in European history and 3 credits in either a history seminar or an independent study course in which a major research paper is required. The remaining 9 credits and the 18 non-history credits will be determined by the individual needs of the student after consultation. To take full advantage of this individual approach to the program, it is in the best interest of the student to apply for acceptance as a major by the end of the sophomore year.

**III. HISTORY MINOR:** The department offers a twenty-one hour minor. The minimum distribution requirement is as follows: one course dealing with a period before 1500, two courses in American history, two courses in European history, one course in non-Western history, and one additional history course of the student's choosing.

**130. Introduction to Ancient Civilization** — The course will focus on significant developments in history from its Greek origins through the Renaissance. It is designed to introduce the student to the discipline of history and can be used to fulfill part of the cultural heritage requirement.  
*Three Hours Staff Both Semesters*

**131. Introduction to Modern European History** — The course will focus on significant developments in modern European history from the Renaissance to our own time. It is designed to introduce the student to the discipline of history and can be used to fulfill part of the cultural heritage requirement.  
*Three Hours Staff Both Semesters*

## Africa and Asia

**268. History of Ancient China** — China's political, economic, social and intellectual development up to the Manchu conquest. Alternate years, 1988-89.  
*Three Hours Penrose Fall Semester*

**271. History of East Asia in Modern Times** — The political, economic, social and intellectual history of China will be covered from the Manchu conquest of the seventeenth century through the present. The reasons why China entered the modern world through revolutions ending in a communist state will be contrasted with Japan's evolution as an industrialized nation. Alternate years, 1987-88.  
*Three Hours Penrose Fall Semester*

**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 Spring Semester*

**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*

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**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 year, Spring Semester*

## Americas

**252. Early American History, 1607-1789** — This course deals with the process by which the European colonists transformed themselves into a nation of Americans. It focuses upon the way the interaction between the European heritage and the American environment produced a new people. It also focuses on the growth of American nationalism. Topics to be covered include: Puritanism, relations with the mother country, the Revolution, and Constitution. Alternate year, 1987-88.

*Three Hours Cohen Spring 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, 1988-89.

*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 Progressives, America's increased involvement in foreign affairs, and conflicts in ideologies. Alternate years, 1988-89.

*Three Hours Curry Offered When Feasible*

**256. Recent America** — This course attempts an analysis of the intellectual and political response by 20th century America to the ravages and rewards of technology and the older agonies of racism and poverty. To develop this analysis there will be a detailed study of the following topics: The intellectual disillusionment and political reaction of the 1920's; the radical thought and pragmatic reforms of the New Deal; the sources of anxiety and consensus politics in the post World War II era; and the challenge to the American liberal tradition in the 1960's and 70's.

*Three Hours Curry Spring Semester*

**260. History of Latin America** — The aim of this course is to survey the intellectual, social and political traditions of the twenty nations of this hemisphere south of the Rio Grande. From this review it is hoped that the student might acquire an appreciation for a rich and colorful cultural tradition that is poorly understood and too often neglected by North Americans. A further and related purpose is to acquaint the student with the historical development of the political culture of Latin American societies and attempt to explain the causes of social and political instability in this area. History majors seeking to fulfill the department requirements for majors may count this course as either European or American history.

*Three Hours Curry Offered When Feasible*

**354. American Constitutional History, 1787-Present** — This is a 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, 1988-89.

*Three Hours Cohen Spring Semester*

**355. United States Foreign Policy** — This course traces the development of United States foreign policy from the Spanish-American War to the present. It is in this period that the United States emerged as a great world power and moved to stage center 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 na-

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tional power increased, so too did responsibility for the international order. The problem confronting American policy-makers in the 20th century has been to determine if and to what extent American power had to be directly employed in the several crises that have threatened the nation's interest and security and impeded the realization of its ideals.

*Three Hours Curry Fall Semester*

**357. American Intellectual History, 1865-Present** — This course will examine the interplay of ideas and American life from the Civil War to the present. Political, religious, scientific, philosophical, and literary thought will be considered. Special emphasis will be placed on the 20th century. Alternate years, 1987-88.

*Three Hours Curry Fall Semester*

## Ancient World

**210. Greek World** — Historical development and civilization of Greece from prehistoric through classical and Hellenistic times. The recent unfolding of Greek beginnings, the artistic brilliance of Minoans, Homeric warfare, Greek age of exuberance on Cyprus, explosion of reason and culture, development of the polis, Athenian democracy and imperialism, threat of hybrid, "oecumena" of Alexander the Great. Alternate years, 1988-89.

*Three Hours Bell Spring Semester*

**215. The Roman World** — The course follows the expansion of Rome from a small village to ruler of an enormous empire. It considers the growth of Roman institutions and culture during the Republic and Empire periods and speculates on the causes and significance of the integration of the greatest empire the ancient world had known. Alternate years, 1987-88.

*Three Hours Bell Spring Semester*

## Eastern Europe and Russia

**232. History of Russia From Kiev Through Catherine II** — This course traces the development of the Russian state from its Kievan origins through the reforms of Peter the Great and the enlightened despotism of Catherine the Great. Emphasis is placed on geographic, economic, and political factors in the growth of the Russian empire. Alternate years.

*Three Hours Penrose Fall Semester*

**235. Yugoslavia Today** — All students accepted in the May Term Program in Yugoslavia and/or the Mediterranean are required to take this course in the Spring. Through lectures and briefings on history, politics, culture, and current events of the area, students are prepared to successfully carry on their individual projects once in Europe.

*Two Hours Spring Semester*

**335. History of the Soviet Union** — The revolutionary origins of the Soviet state to the USSR in the modern world. Emphasis on three areas of inquiry: the revolutionary movement until 1917, the consolidation of Soviet power, the Soviet Union in world affairs.

*Three Hours Penrose Spring Semester*

## Europe

**205. History of England, Stonehenge to 1688** — An introduction to English civilization and history from the Celts to the late seventeenth century. Focuses upon the development of the English legal system, monarchy and parliament, the role of religion in English society, England's relationship with Europe, and the major features of social, economic and cultural life with special attention to art and architecture. Alternate years, 1987-88.

*Three Hours Baer Fall Semester*

# HISTORY

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**206. History of England, 1688 to the Present** — An introduction to English civilization and history from the Glorious Revolution to the present. 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, world conflict and social changes in the 20th century. Alternate years, 1987-88.

*Three Hours Baer Spring Semester*

**242. Twentieth Century Europe** — This course examines the changing political, economic, social and intellectual climate from the late nineteenth century to the present.

*Three Hours Baer Offered when feasible*

**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 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 Spring Semester*

**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, 1988-89.

*Three Hours Baer Fall Semester*

**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, 1988-89.

*Three Hours Baer Spring 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*

# HISTORY

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**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 Staff Fall Semester*



**Faculty:** Mr. Cox, General Director; Mr. Sharp, Director, New York Arts Program; Mr. Muiderman, Director, Philadelphia Semester; Mr. DeHaan, Director, Chicago Metropolitan Semester

Interdisciplinary courses provide a meeting place for the several academic disciplines. Integrated efforts can be directed to the perennial human questions, especially as these are affected by present discoveries and concerns. These courses deal with methods or content that go beyond what is usually dealt with in a single department. IDS courses, then, provide faculty and students with an opportunity for dialogue or research across departmental boundaries.

**101. Encounter with the Arts** — An intradivisional course designed to expose the student to the fine and performing arts. It seeks to develop an understanding of the arts through performances, art exhibits, guest lectures, demonstrations, and critique sessions. The fine arts faculty and those artists sponsored by the Cultural Affairs Committee contribute extensively to the course. Students are required to attend a designated number of evening performances.

*Three Hours Staff Both Semesters*

**123-124. Two Souls of Germany** — See listing under German, page 175.

**133-134. The Golden Age of Greece** — See listing under Greek, page 171.

**280. Contemporary Issues in Japan** — This seminar will expose students to Japanese language, culture, and history as well as to major social and economic issues confronting modern Japan. This exposure will take place in Tokyo at Meiji Gakuin University. Classroom lectures will be supplemented with field trips to relevant business, academic, historical, and social service sites as well as home stays with Japanese families.

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

Faculty for this course will be drawn from throughout the disciplines. It is the intention of this course to provide faculty from a wide variety of backgrounds the opportunity to conduct this course.

**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

Hope College offers its students a variety of "real world" experience through the programs described below. Building on the student's prior academic training, these programs blend theory and practical experience, asking the student to apply newly gained knowledge in the complex worlds of the city, government, fine arts, education, business, industry, and professions. All participants attend supervisory or integrating seminars and have faculty supervisors throughout the internship.

**311. The Oak Ridge Science Semester** — The program is designed to give students an opportunity to spend half-time in scientific research activities and half-time studying under the guidance of GLCA faculty in residence. In addition, students are exposed to the wealth of resources available at the Oak Ridge Installation. The ORNL staff supervises individual research projects in areas which match the interest and competence of the student. GLCA faculty arrange seminars and formal courses in their specific areas. Participating students may receive a maximum of 15 hours under Interdisciplinary Studies 311, or may replace a portion of this credit by credit assigned to specific courses in the Departments of Biology, Chemistry, and Physics. Approval for Oak Ridge Science Semester in a department other than that of Interdisciplinary Studies must be obtained in advance from the chairman of the department in which this credit is sought.

*Fifteen Hours (Maximum) Staff Fall Semester*

## INTERDISCIPLINARY STUDIES

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**349. Internship in English** — Ordinarily to be taken in conjunction with an off-campus internship program, this course provides para-professional writing opportunities in such areas as government, publishing, news media, business, law, industry, medicine, engineering, etc. At least one of the following prerequisites: English 213, Communication 255, 256, or permission of the chairman. Following consultation and in conjunction with the off-campus supervisor, each applicant for this internship is required to submit a contract proposal which stipulates the features of the program he plans to pursue: what sorts of evidence of his performance he intends to submit; a time schedule for submitting evidence; and the criteria on which his performance is to be evaluated. Acceptance of the contract proposal by the IDS chairman is required before the student registers for the course. *Eight Hours (Maximum) Staff*

### **The Philadelphia Urban Semester: Great Lakes Colleges Association Liberal Arts Program For Professional Development and Field Study**

The Philadelphia Urban Semester: 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. It provides opportunities to blend theory and experience in a professional, academic, and stimulating environment; to acquire understanding of various fields of work, and to identify and develop skills in those fields; to investigate and analyze a city as a system of human interaction; and to develop intellectually, personally, socially, and responsibly in an urban environment.

Students must be full-time participants for 12-16 semester hours.

**351. Urban Field Studies** — 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, we can satisfy special field placement requests. Further information is available from the Philadelphia Urban Semester liaison on campus, Off-Campus Study/Extended Study Office, Career/Professional Development Office/Center, and from the program directly.

**352. City Seminar** — Students examine urban life and patterns of interaction in six 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.

**Art in the City: Finding New Ways of Seeing** — Our goal in this seminar is to learn how to look, to develop a vocabulary to describe, and to bring our own resources to the examination of new or familiar experiences. These sensibilities will enable us to appreciate the aesthetic impact of our environment, and to feel more confident within the world of museums, galleries, and artists. Art ability or knowledge of art history are not necessary.

**What's a Meta-For?: A Systems Approach to Organizing Your Urban Experience** — In this seminar, we will first learn how to identify systems by their attributes and characteristics and then to apply a systems approach to solve, resolve, or dissolve a variety of urban problems. No mathematics prerequisite; however, many of the examples are taken from economics, management science, biology, physics, and the information sciences, so participants should be willing to read material which includes quantitative expressions.



# INTERDISCIPLINARY STUDIES

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**The Urban Working World: A Philosophical Approach** — The philosophical view this seminar explores is the challenge of Merleau-Ponty, psychologist and philosopher of phenomenology. We will begin by describing our own experience, individual and shared. We will reflect on this experience; bring heightened awareness to our actions and expressions. As our whole selves meet the world, we will open the possibility for understanding ourselves and the world.

**Urban Diversity: A Socio-Political Analysis of Group Life in the City** — Using a socio-political approach, we will study 1) the diversity of group life in the city; 2) the policy process in an urban setting. By investigating different class subcultures, their social relationships, behavior patterns, and value orientations, and by examining how they interact with government and political agencies, we can then analyze the process through which policy is made in an urban setting.

**Community and Politics: An Investigation into the Social and Historical Basis of Philadelphia's Neighborhood Movement** — This seminar will focus on contemporary social issues from the perspective of de-centralized forms of political activity as they have emerged on the neighborhood level. Among the topics which will be explored are public housing, gentrification, the dynamics of capital and investment and disinvestment, squatting, the issue of local neighborhood control, and the relationship between the church and community politics.

**Vernacular Poetics: Folklore and Literature in the City** — Living in the city offers us the opportunity to observe the arts and literatures of ordinary people, and to learn about the patterned and poetic nature of everyday life. Human expression — art and literature viewed broadly — will be our subject for the semester, and we will use texts and methods drawn from both the humanities and the social sciences.

**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:

**Human Life: A Cosmic Perspective** — Where did life come from? Who is this creature *H. Sapiens*? What is the destiny of our species? Facts and vision afforded by the New Biology can help us formulate some answers, both for us as individuals and as a species.

**Urban Economics: Economic Analysis of the Philadelphia Region** — This seminar will attempt several themes related to the economic growth and development of cities, including patterns of industrialization, urban land use, and their determinants; also quantitative approaches to making economic decisions, such as break-even models, game-theoretic models, and decision-theoretic models, and decision-theoretic techniques. Prerequisite: Introductory Economics.

**New Styles in Management** — This seminar will stress the development of practical management skills — assertiveness, interpersonal communications, time management, stress management, presentation of self, and creative problem solving.

**Social Theory** — This advanced level reading tutorial is primarily for sociology majors who must have it to graduate. A limited number of additional students will be able to attend if they so choose.

**America's Leading Social Issues: Designing a Finer America** — Our seminar will draw on the personal experience, attitudes, and information of members concerning three critical domestic problems: The Moral Majority confrontation, the rights and responsibilities of minorities, and the changing labor force.

# INTERDISCIPLINARY STUDIES

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**Communications and Community: The Application of Media Systems to Urban Problem-Solving** — This course addresses three issues: how present media systems shape our knowledge of the city; the effect new media systems could have on our conception of the city; and the ways new technologies could be applied to urban problem-solving.

**Urban Form** — This seminar offers students an opportunity to learn to “read” the form of the urban environment, what determines that form, and how the city and community control change.

**Helping Others: The Therapeutic Process** — This seminar will be divided between practice sessions aimed at increasing our individual and group skills, and discussion and readings in two theoretical orientations — Gestalt and family systems.

**The Criminal Justice System: Procedures and Practice** — This is a basic introductory course in the workings of the Criminal Justice System. The emphasis will be on practice in the Police Department, District Attorney’s Office, and in the criminal courts.

**Women and Social Policy** — The purpose of this seminar is to learn to analyze social policies which affect the lives of women. The units of the course are: feminization of poverty, health care and the women’s health movement, and violence against women.

**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. 365U. Studies in Urban Education** — This tutorial course introduces students to theories, problems, and skills essential for the education of elementary and secondary students in an urban environment. Elective. *Four Hours*

**Educ. 470U. Student Teaching in the Urban Elementary School** — Student teaching, supervised by faculty members of the urban semester, is done in cooperation with the public schools of the City of Philadelphia. Students must apply for student teaching during the second semester of their junior year. *Eight Hours*

**Educ. 480U. Student the Urban Secondary School** — Student teaching, supervised by the faculty members of the Philadelphia Urban Semester, is done in cooperation with the school systems of 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 the Education Department, is done in cooperation with several school systems in the city of 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).

# INTERDISCIPLINARY STUDIES

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**Professional Development Component** — One important goal of the program is for each student to learn a process for professional development. To meet the increasing emphasis on professional development, we have designed this component with concrete objectives. The purpose of this program is to give students the tools they need to move into the working world, or into graduate school. It highlights elements of the Philadelphia Urban semester and of students' own experiences, and organizes them as guides to the working world. Students inventory transferable skills, research their job interests, and learn to interpret job positions, preparing to map out a career plan. Resources for employment leads, references, or career information are identified. Students also develop the ability to use the tools of a job search — resumes, inquiries, and interviews; they learn to describe the general structure of the world of work, its principles of entrance and advancement, and the moral dilemmas characteristic of the fields they wish to enter. It is hoped that this is more than advice on obtaining a first job, but a guide to managing professional life.

**Women's Studies Opportunities in Philadelphia** — The Philadelphia Urban Semester provides field study placements and academic resources in Women's Studies through a variety of disciplines. Within the City Seminar, and relevant elective courses, issues concerning the role of women in society are developed for both Women's Studies Majors and non-majors — for anyone who is concerned with an understanding of contemporary urban society. Our resources include courses (City Seminar and a Women's Studies elective, along with Helping Others, Justice, and America's Leading Social Issues); our full-time and elective faculty; placements in women's health care agencies, community and advocacy organizations, educational facilities, public relations, political groups, legal concerns, and personnel departments, to name only some possibilities; and consultants to the program who are active in programs for women. There are ample opportunities for work and study in the wide range of subjects and issues covered by the title "Women's Studies."

**Computer Facilities in Philadelphia** — "Computer literacy" is a new term for a new set of skills that are increasingly in demand by students and employers alike. The Philadelphia Urban Semester offers hands-on workshops with microcomputers for such uses as word-processing, budgeting functions, and statistical analysis. Students can also learn the basics of programming languages. For those already "computer literate," we also offer placements working with computers in different fields and applications, as well as possibilities for individual directed study.

## The Chicago Metropolitan Semester Program

Examining both suburban and urban characteristics of metropolitan life, this program emphasizes the challenge which the modern city presents to today's and tomorrow's Christian. Through seminars and apprenticeships throughout the metropolis, students acquire knowledge of the complexity of human, social, political, economic, historic, and esthetic features of city life in an effort to hone their personal values and prepare them to cope with the urban reality which will be in the inevitable locale of many of their lives.

The purposes of the program are to give students a greater understanding of the problems of a metropolitan society, develop skills and competencies in an area of work that is related to their career plans, and to develop a greater understanding of themselves as persons. The program emphasizes action, reflection and thinking, feelings and values. The curriculum consists of an internship in some institution or agency, a series of seminars, and an independent research project. Students must be full-time participants in the program and carry a maximum of 16 semester hours. Includes 371-377.

**371. The Metropolitan Seminar** — The Metropolitan Seminar has two major goals: 1) To have students develop their understanding of the metropolitan environment, and 2) to increase their positive value attitudes toward the metropolitan environment. The goals deal with both thinking about and feelings toward the city. How do the structures and functions (institutions)

# INTERDISCIPLINARY STUDIES

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and spirit (values) of a metropolitan city affect the lives of the people in it? The seminar is designed to capitalize on the human and physical resources of the metropolitan area and will not overlap any more than is necessary with what students can better learn in their home colleges.

*Three Hours*

**373. Values Seminar** — The goals of the Values Seminar are to enable students to 1) gain an increasing awareness of their own values, 2) become more sensitive to the values of others, 3) analyze selected societal values and issues, 4) identify value conflicts in actual life situations, and 5) make decisions which relate value structures to everyday life. *Three Hours*

**374. Metropolitan Internship** — Work internships are supervised both by staff members from the Metropolitan Center and by the professional field supervisor on the job. The technical supervision, on a day-by-day basis will be done by the field supervisors. Metropolitan Center staff members will help students relate their work to their goals, to the overall goals of the program and to other kinds of activities of the program. *Eight Hours (Maximum)*

**375. Independent Studies** — For students who need to do a special study because of special circumstances in their academic program.

**376. Seminar on Fine Arts in the City** — An intensive exploration of the rich variety of fine art forms influenced by and available in the city with emphasis on their historical development. It uses a broad range of field experiences supported by reading, writing, classroom discussion, and presentations by recognized authorities. *Three Hours*

**377. Seminar on Humanities in the City** — An intensive exploration of the literature, history, philosophy, and religion of the city. It uses a broad range of field experiences, supported by reading which interprets the city in a given historical period. The social philosophy and the religious forces which prevailed in these periods will also be examined. *Three Hours*

*Three Hours*

## 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 theatres, lecture series, etc. — make possible an experience of the legacy of American art as well as its dynamic present.

**389.** This program is designed to provide those students seriously interested in the performing, visual and communication arts with an opportunity to experience the world of the established professional artists in New York City. A qualified student spends one semester or term living in New York as an apprentice to a producing artist or with an organization in the arts. At the same time, students participate in a specially designed program of seminars conducted by professionals, including GLCA staff members, in various areas of the arts. Applicants must consider themselves as beginning professionals and must have a mature, responsible attitude toward their art. Applicants should plan to visit New York City for an interview. Resident GLCA staff members assist students in finding both apprenticeships and housing. The program has two main goals: To provide advanced experience and knowledge in highly focused art areas (primarily through the apprenticeships), and to provide a broadened knowledge of all the arts as currently practiced in New York (primarily through the seminars). The means of achieving these goals are adapted to the requirements of the individual participants.

Approval by the department is required prior to the student's registering for the program, and the department must approve the student's individual program before credit will be granted. The GLCA Arts Program should preferably be taken in the junior year or first semester of the senior year, although it is open to a few qualified sophomores. The registrant must be accepted into the program by the Director of the Program.

See also: Art 389, English 389, and Theatre 389.

# INTERDISCIPLINARY STUDIES

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## 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 241.

**349.** May be used as a module in the program which is tailored to each student's vocational interests.

## The Senior Seminars

The Hope College catalog 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.

Through 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 Senior Seminars.

**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. *Three Hours Ralph*

**401. Christianity and Contemporary Culture** — An exploration of what it means to be a Christian in the modern world through reflection on the problem of Christ and culture in general and on such specific contemporary issues as Wealth and Poverty, Male and Female, War and Peace, Crime and Punishment. The goal is to connect biblical and theological thinking with the society in which we live and, conversely, to evaluate our culture from an authentically Christian perspective. *Three Hours Westphal*

**402. Christianity and Literature** — Through an examination of a variety of literary statements — in poems, plays, films, novels, etc. — this course focuses on a major problem confronting the Christian and Christianity in the contemporary world. Representative variants: "The Human Image," "Crises and Correlations," "The Search for Meaning." *Three Hours Staff*

**410. Psychological Research and Christian Belief** — Explores such topics as values, mind and body, behavior and belief, freedom and determinism and related topics from the perspectives of psychological research and Christian thought. *Three Hours Myers*

**411. Autobiography as Theology** — 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*

# INTERDISCIPLINARY STUDIES

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**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 Jentz*

**414. Ethics in Modern Society** — A course in the practice of ethics. Each student explores a contemporary ethical question in light of the historic Christian faith. The subject areas are War and Peace, Justice, Sex and Love, Death and Life. *Three Hours Boulton*

**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 Williams, Cronkite*

**441. Humans and Their Environment** — This course examines the psychological effects of the constructed environment (from homes to cities) on human behavior. Consideration is given to historical, cultural, and religious perspectives. *Three Hours Van Eyl*

**452. Christianity and Contemporary American Culture** — An examination of the major tenets of the Christian faith and the various ways in which the Christian faith interacts with major phenomena in contemporary American culture such as technology, the arts, politics and social morality. *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*

**456. Business and Ethics** — Examining the modes of life which prevail in the world of business, with a view toward deciding how life in the business world ought to be lived. *Three Hours Jentz*

*Three Hours Jentz*

**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*

*Three Hours Perovich*

## Readings and Research

**490. Individual Study** — An individual research project, investigating some topic in depth and culminating in a paper that demonstrates interdisciplinary scholarship and independent thought. Students who meet the Honors Project eligibility and present a paper that meets the standards established will have the course recorded as an Honors Project. May be repeated for additional credit, with a different project. Not limited to the senior level. Prerequisite: departmental acceptance of application (forms available in department office).

*Three to Four Hours Staff Both Semesters*

**491. Contract Curriculum** — This course is specifically designated to cover Contract Curriculum programs. See pages 96-97.

**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. *Three Hours Staff*

*Three Hours Staff*



**Faculty:** Mr. Vandervelde, Chairperson; Mr. Carothers, Mr. Loper, Mr. Sherburne, Mr. Stoughton, Mr. Tanis, Mr. Van Iwaarden. **Assisting Faculty:** Mrs. DeYoung, Mr. Warner.

The mathematics program includes courses in mathematical analysis, algebra, and statistics as well as a number of courses with a computer science orientation. A DEC VAX 11/750 computer network gives students access to a large batch and time sharing computer system. A microcomputer laboratory contains TRS-80 Model III, IBM-PC, and Apple II Color microcomputers. These computers are used in several courses and are available for all students to use.

The department continues to offer a strong program in mathematics which prepares a student for graduate school in leading universities in this country. Students with immediate vocational interests have found that the mathematics major provides an excellent background for a position in industry, teaching, business, or government. Students are encouraged to have a strong component in an area in which mathematics is used. Some suggested areas are computer science, physics, and economics. Some students choose to major in mathematics and minor in computer science, physics, economics, etc.

Recent research projects were conducted by students with faculty members in the areas of:

- computer graphics
- computer art using parametric equations
- M. C. Escher-type art on a computer
- mathematical modeling
- data analysis
- statistics
- topology and real analysis

All courses except Mathematics 100 and Mathematics 205 require a minimum of one year of high school algebra and one year of high school geometry. Any course may be counted toward the three semester-hour graduation requirement in mathematics.

**MATHEMATICS MAJOR:** A major in mathematics consists of a minimum of 30 hours of mathematics courses. This must include:

- (a) Math 131, 132, 231, 240, 399, and at least one of Math 260 or Math 270.
- (b) Satisfy either (i) or (ii)
  - (i) Math 331 or Math 341 and at least one of the following two course sequences: 331-332, 341-342, 361-362
  - (ii) Math 331 and Math 341
- (c) A minimum of four 3 credit mathematics courses numbered above 300.

The following mathematics courses may not be counted toward the major: 100, 130, 205, 206, 210, 212, 323. All majors must complete Computer Science 120 or its equivalent. All majors should consult a departmental advisor.

**B.S. DEGREE IN MATHEMATICS:** The requirements for a B.S. degree in mathematics consist of a minimum of 36 hours of mathematics courses. This must include:

- (a) All the courses listed in the definition of the mathematics major.
- (b) Both Math 331 and Math 341,
- (c) A minimum of six 3 credit mathematics courses numbered above 300.

Each major program for a B.S. degree must include at least one of the following two-course sequences: 331-332, 341-342, 362-362. In addition, a minimum of 60 hours of courses from the natural sciences division are required. Mathematics and Computer Sciences courses count toward this 60 hour requirement.

**MATHEMATICS EDUCATION MAJOR:** The mathematics education major is intended only for students seeking elementary and/or secondary teaching certification. The requirements for the major in mathematics education are the same as those for the mathematics major. It is recommended that math education majors include in their program Mathematics 351 and 321.

# MATHEMATICS

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**MATHEMATICS MINOR:** A minor in mathematics consists of Mathematics 131, 132, 231, 240, and at least one of Math 260 or Math 270, plus an additional three hours from courses numbered above 300. Also, Computer Science 120 or its equivalent is required.

## Mathematics Courses

**100. The Nature of Mathematics** — A study of mathematics intended for students in the arts and humanities. Topics studied may include number theory, combinatorics, probability and statistics, and geometry. Not open to students who have completed a course in mathematics with a higher number.  
*Three Hours Staff 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. Prerequisites: 2nd year algebra and plane geometry in high school. Not open to students who have completed Mathematics 121.  
*Four Hours Staff Both Semesters*

**131. Calculus I** — Functions, limits, continuity. Differentiation and Integration. Applications of the derivative and integral.  
*Four Hours Staff Both Semesters*

**132. Calculus II** — Transcendental functions. Techniques of integration. Improper integrals. Polar coordinates. Convergence of sequence and series. Power series and Taylor series. Prerequisite: MA 131.  
*Four Hours Staff Both Semesters*

**205. Mathematics for Elementary Teachers** — A course designed for prospective elementary teachers. Topics discussed will include the language of sets, rudiments of logic, operations and properties of number systems, geometry. For prospective elementary teachers only.  
*Three Hours DeYoung Fall Semester*

**206. Mathematics for Elementary Teachers II** — A continuation of Math 205. Topics discussed will include probability and statistics and further examination of number systems and geometry. For prospective elementary teachers only. Prerequisite: Mathematics 205.  
*Three Hours DeYoung 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 Staff Both Semesters*

**212. Laboratory for Introductory Statistics** — The computer is used as a tool to aid in the learning and understanding of statistics. Experience given in the use of statistical analysis packages. Prerequisite or corequisite, Mathematics 210.  
*One Hour Tanis Spring Semester*

**231. Multivariable Calculus** — Functions of Several Variables. Partial derivatives. Multiple integrals. Cylindrical and Spherical Coordinates. Line integrals. Green's Theorem and Stokes' Theorem. Prerequisite: MA 132.  
*Four Hours Staff Both Semesters*

**240. Vectors and Matrices** — Set theory, functions, matrices and linear systems, vector spaces, determinants, linear transformations, linear programming, eigenvalues and eigenvectors. Prerequisite: Mathematics 132, or permission of department chairperson.  
*Three Hours Staff Both Semesters*

**242. Applications of Vectors and Matrices** — While some applications will be studied in Mathematics 240, this course is intended to supplement that material with a more in-depth study of applications in economics, biology, chemistry, physics and engineering. Corequisite: Mathematics 240.  
*One Hour Staff Both Semesters*



# MATHEMATICS

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- 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 Staff Spring Semester*
- 270. Differential Equations** — First order and higher order ordinary differential equations and introduction to Laplace Transforms. Numerical techniques including graphing for first and higher order equations using the computer. Prerequisites or corequisites: Mathematics 231. *Three Hours Van Iwaarden Both Semesters*
- 295. Studies in Mathematics** — A course offered in response to student interest and need. Deals with particular mathematical topics which are not included in regular courses. Prerequisite: Permission of instructor, or department chairperson. *One, Two or Three Hours Staff Any Semester*
- 310. Statistics for Scientists** — An introduction to the area of statistics for students majoring in natural or social sciences. The probability distributions studied include the normal (Gaussian), binomial, Poisson, Student's T, chi-square and F. Statistical topics include estimation, tests of statistical hypotheses, non-parametric methods, regression and correlation, analysis of variance. Data collected by students and/or professors in the sciences form an integral part of this course. A student may not receive credit for both Mathematics 310 and Mathematics 361. Prerequisite: Math 132. *Three Hours Staff Both Semesters*
- 321. History of Mathematics** — This course is designed to give mathematics students in secondary education an opportunity to study the various periods of mathematical development. Attention will be given to the early Egyptian-Babylonian period, the geometry of Greek mathematicians, the Hindu and Arabian contribution, the evolution of analytical geometry since Descartes, the development of calculus by Newton and Leibniz, and non-Euclidean geometry. Some attention will be given to the methods and symbolisms used in problem solving during various periods of time. Alternate years, 1988-89. *One Hour Sherburne Spring Semester*
- 323. Teaching of Mathematics in the High School** — Methods of teaching mathematics with emphasis on new approaches, curriculum changes, and trends in modern mathematics. Same as Education 323. Not counted towards a mathematics major or minor. *Two Hours De Young Spring Semester*
- 331. Advanced Calculus I** — The real number system, sequences, functions, continuity, uniform continuity, differentiation. Theory of integration. Prerequisites: Math 231. *Three Hours Staff Fall Semester*
- 332. Advanced Calculus II** — Functions of several variables, series, uniform convergence, Fourier Series. Prerequisite: Math 331. *Three Hours Staff Spring Semester*
- 334. Complex Analysis** — Algebra and geometry of complex numbers, analytic functions, complex integration, series, conformal mapping. Prerequisite: Mathematics 231, or consent of department chairperson. Alternate years, 1987-88. *Three Hours Stoughton, Carothers Spring Semester*
- 341. Algebraic Structures I** — An introduction to algebraic systems including a study of groups, rings, and integral domains. Prerequisite: Mathematics 240, or equivalent. *Three Hours Loper, Vandervelde Fall Semester*
- 342. Algebraic Structures II** — A continuation of Mathematics 341 including a study of topics in fields, Galois theory, advanced linear algebra, modules. Prerequisite: Mathematics 341. Alternate years, 1986-87. *Three Hours Loper, Vandervelde Spring Semester*
- 345. Linear Algebra** — Abstract vector spaces, matrices and linear transformations, determinants, canonical forms, the Hamilton-Cayley theorem, inner product spaces. Prerequisites: Mathematics 231 and 240. *Three Hours Loper Fall Semester*

# MATHEMATICS

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**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, 1988-89. *Three Hours Sherburne Fall Semester*

**361. Mathematical Probability and Statistics I** — Concepts of probability, probability as relative frequency, random variables, probability density functions, cumulative distribution functions, mathematical expectation, mean, variance, confidence intervals. Prerequisites: Mathematics 132. A student may not receive credit for both Mathematics 310 and Mathematics 361. *Three Hours Tanis Fall Semester*

**362. Mathematical Probability and Statistics II** — Continuation of Mathematics 361 emphasizing statistics. Estimation, testing of statistical hypotheses, regression and correlation, analysis of variance. Prerequisite: Mathematics 361. *Three Hours Tanis Spring Semester*

**363. Laboratory for Mathematical Probability and Statistical** — The computer is used to aid in the learning and understanding of probability. Two hours per week. Corequisite: Math 361. Prerequisite: Computer Science 110 or 120. *One Hour Tanis Fall Semester*

**364. Laboratory for Mathematical Probability and Statistical II** — The computer is used to aid in the learning of statistical concepts. Two hours per week. Corequisite: Math 362. Prerequisite: Computer Science 110 or 120. *One Hour Tanis Spring Semester*

**372. Numerical Analysis** — The source and analysis of computational error. Finding the solution of an equation. Systems of linear equations. Interpolation and approximation. Numerical integration. Prerequisites: Computer Science 120, and Mathematics 231. Strongly recommended: Math 240, Math 270. Alternate years, 1988-89. *Three Hours Staff Spring Semester*

**375. Operations Research** — Decision making using mathematical modeling and optimization. Linear programming. Network analysis. Dynamic programming. Game theory. Queueing theory. Computer programs may be written to implement these techniques. Prerequisites: Computer Science 120, Mathematics 231, 240, and either 310 or 361. Alternate years, 1987-88. *Three Hours Staff Spring Semester*

**399. Mathematics Seminar** — A weekly series of seminars featuring mathematics faculty, mathematics students, and guests as speakers. All mathematics majors are expected to attend. Those enrolled for credit will attend a weekly meeting for one semester to discuss topics in mathematics and to prepare a seminar talk and will attend the seminars for at least two semesters. *One Hour Staff Both Semesters*

**434. Elementary Topology** — A systematic survey of the standard topics of general topology with emphasis on the space of real numbers. Includes set theory, topological spaces, metric spaces, compactness, connectedness, and product spaces. Prerequisite or corequisite: Mathematics 332. Alternate years, 1988-89. *Three Hours Staff 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 Staff 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 Staff Any Semester*



**Faculty:** Mr. Sharp, Chairperson; Mr. Aschbrenner, Ms. Conway, Mr. Davis, Mr. Floyd, Ms. Frederickson, Mr. Gilbert, Ms. Morrison, Mr. Rietberg, Mr. Ritsema, Mr. Thompson.  
**Assisting Faculty:** Ms. Brown, Mr. Erickson, Mrs. Floyd, Mr. Gouwens, Mr. Jackson, Mrs. Kraft, Mr. C. Langejans, Mr. T. Langejans, Mrs. Loper, Mr. Malfroid, Mr. Van Lente, Mrs. Warnaar.

The department of Music of Hope College has two aims — to supply the liberal arts student with an elective musical background which will assist him in being aware and appreciative of the growing musical heritage of civilization, and to train the student who wishes to make music his individual vocation. A student in the first group will find ample opportunity to enrich his 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 in the second group, if they desire to teach music, can elect either the Bachelor of Music in Instrumental Music Education or the Bachelor of Music in Vocal Music Education degrees, permitting them to teach music from kindergarten through the twelfth grade; the degree will not be awarded until the student has gained Michigan provisional teacher certification; if students desire to be performing artists, they should select the Bachelor of Music in Performance program. All of the above programs are designed as basic toward continued study in graduate schools of music.

Students enrolled in the music program at Hope College engage in a wide variety of experiences outside the classroom:

- many are directing choirs in area churches
- several are teaching private instrumental lessons
- some have organized combos and play in area night spots
- several instrumentalists play in area symphony orchestras

Graduates of the Music Department are currently serving as:

- a teacher of musicology at a major university
- a first hornist in the New York Philharmonic Orchestra
- a librarian at the Sibley Library in the Eastman School of Music
- director of music at a prominent Pennsylvania church
- teachers in various elementary and secondary schools
- a leading baritone in a prominent Eastern opera company
- a soprano in a German operatic company

**MAJOR:** A student who wishes to major in music, under either the Bachelor of Music or the Bachelor of Arts degree programs, must start work in the department in his 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.

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

Music 111, 112	8 hours
Music 197	2 hours
Music 101	3 hours
Choice of one Music Lit Course:	
Music 321, 323, 325 or 328	3 hours
Applied Music	8 hours
(Two hours of this may be in ensemble groups)	
<b>TOTAL:</b>	24 hours

# MUSIC

The Music Minor requirements for elementary teacher certification are 25 hours of music as follows:

Music 111, 112	8 hours
Music 101	3 hours
Music 197	2 hours
Music 300	3 hours
Ensemble	2 or 3 hours
Applied Music	6 or 7 hours
<b>TOTAL:</b>	<b>25 hours</b>

The Music Minor requirements for secondary teacher certification are 24 hours of music, as follows:

Music 111, 112	8 hours
Music 101	3 hours
Music 197	2 hours
Music 370 or 376	2 or 3 hours
Ensemble	2 hours
Applied Music	6 hours
<b>TOTAL:</b>	<b>24 hours</b>

## BACHELOR OF MUSIC IN VOCAL MUSIC EDUCATION

Core Curriculum: Expository Writing (4), Mathematics (3), Cultural History (6) divided between A and B components and chosen from the following courses: English 231, 232; History 130, 131; Philosophy 219, 220. Social Science (3), Natural Science (4), Foreign Language (7), Religion (6), Physical Education (2), Senior Seminar (3). Total: 38 hours

Basic Musicianship: 101, 111, 112, 197, 211, 212, 297, 311, 315, 321, 323, 325, 491.

Total: 40 hours

Performance: Applied Major Area (14), Ensemble (4) to be distributed over seven semesters.

Total: 18 hours

Music Education: 300 (3), 333, 336, 339 (3), 344 (2), 375 (2), 376 (2), 377 (2).

Total: 14 hours

Professional Education: 220 (4), 285 (3), 330 (3), 360 (4), 500 (3), 485 (10) Total: 27 hours

Grand Total: 137 hours

## BACHELOR OF MUSIC IN INSTRUMENTAL MUSIC EDUCATION

Core Curriculum: Same as program above. Total: 38 hours

Basic Musicianship: 101, 111, 112, 197, 211, 212, 297, 311, 315, 321, 323, 325, 341, 491.

Total: 43 hours

Performance: Applied Major Area (14), Ensemble (4) to be distributed over seven semesters.

Total: 18 hours

Music Education: 300 (3), Instrumental Methods Classes (5), 342 (2), 370 (3).

Total: 13 hours

Professional Education: 220 (4), 285 (3), 330 (3), 360 (4), 500 (3), 485 (10).

Total: 27 hours

Grand Total: 139 hours

# MUSIC

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Every student whose major applied instrument is brass, wind or percussion is required to be a member of the wind ensemble for a minimum period of three years.

Every student whose major applied instrument is strings is required to be a member of the orchestra for a minimum of three years.

## BACHELOR OF MUSIC IN PERFORMANCE

Core Curriculum: Expository Writing (4), Mathematics (3), Cultural History (6) divided between A and B components and chosen from the following courses: English 231, 232; History 130, 131; Philosophy 219, 220. Social Science (3), Natural Science (4), Foreign Language (7), Religion (6), Physical Education (2), Senior Seminar (3). Total: 38 hours

Basic Musicianship: 101, 111, 112, 197, 211, 212, 297, 311, 315, 321, 323, 325, 341, 342 or 344, 491. Total: 45 hours

Performance: Applied Major Area (24), Applied Minor Area (8), Ensemble (4), to be distributed over eight semesters, Literature and Pedagogy (3). Total: 39 hours

Electives: 7 hours

Grand Total: 129 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 the development of a set of principles and terms that lead to a fuller intellectual grasp of the art. The Bachelor of Arts degree provides a flexible program of study with a broad choice of electives. It is particularly appropriate for students preparing for careers as musicologists, composers, church musicians, and music librarians.

Core Curriculum: Expository Writing (4), Mathematics (3), Cultural History and Languages (19), Social Science (6), Natural Sciences (8), Performing and Fine Arts (6), Religion (6), Physical Education (2), Senior Seminar (3). Total: 57 hours

Electives — non-music (17)

Electives — music or non-music (7)

Total: 24 hours

Basic Musicianship: 101, 111, 112, 197, 491, Electives in Music Theory and Music History (12). Total: 27 hours

Performance: Applied Music (8), Ensemble (4) to be distributed over eight semester.

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. *Three Hours Staff Both Semesters*

**103. Fundamentals of Music** — A course for the non-music major. It includes principles of music notation, basic keyboard skills (scales and triads) and elementary sight-singing.

*Two Hours Staff Both Semesters*

# MUSIC

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## Theoretical Courses:

**111. Theory I** — For music majors and minors with emphasis on the fundamentals of music. The study of triads, intervals, four-part harmony, sight singing, melodic and harmonic dictation. Students must take Keyboard Skills concurrently with this course.

*Four Hours Davis, Rietberg Fall Semester*

**112. Theory I** — Continuation of course 111. Introduces seventh chords, modulation, and the study of four-part writing. Dictation and keyboard drill are continued.

*Four Hours Floyd, Rietberg Spring Semester*

*Keyboard Skills is required for all students studying Theory. Placement is by audition.*

**197-01. Keyboard Skills** — Designed for students with little or no previous piano background; beginning repertoire, scales, studies are covered, as well as elementary harmonization, improvisation and other functional skills.

*One Hour Conway Both Semesters*

**197-02. Keyboard Skills** — Practical piano training for students who evidence a degree of proficiency. Deals with harmonization, improvisation, transposition, and sight reading techniques.

*One Hour Aschbrenner Both Semesters*

**197C. Keyboard Skills** — Open to student whose major instrument is piano or organ, emphasis on a functional approach to the keyboard. Harmonization, transposition, improvisation, and practical harmonic vocabulary are stressed.

*One Hour Conway Both Semesters*

**211. Theory II** — Prerequisite: 111 and 112, first year piano proficiency. A continuation of Theory I, including keyboard harmony, dictation, and sight singing. The study of harmony will proceed from figured and unfigured bass and soprano harmonization and include techniques of 19th century composition. Course meets daily. Students deficient in keyboard must take Keyboard Skills concurrently with this course.

*Four Hours Aschbrenner, Davis Fall Semester*

**212. Theory II** — Continuation of course 211.

*Four Hours Aschbrenner, Davis Spring Semester*

**213. 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 simple instruments, functional piano playing, demonstration of methods and materials. Designed for the classroom teacher. Junior and senior music majors only, others by permission of instructor.

*Three Hours Frederickson Both Semesters*

**311. Form and Analysis** — A practical and analytical course in the structure of music, as well as the harmonic and polyphonic devices employed in representative major works. Prerequisite: Theory I and Theory II.

*Three Hours Aschbrenner Spring Semester*

**315. Counterpoint** — A practice of the techniques used in eighteenth-century composition and a study of the style and literature of the period.

*Three Hours Davis Fall Semester*

# MUSIC

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- 321. Music Literature of the Classic and Romantic Periods** — Includes the history and literature of music after 1750 and extending through the Romantic Period. Special emphasis is placed on the works of Haydn, Mozart, Beethoven, and Schubert. Prerequisite: Music 101, or consent of instructor. *Three Hours Davis Spring Semester*
- 323. Wagner and the Twentieth Century** — Music history and literature of Wagner, the later Romantic composers, and composers of the Twentieth Century. Prerequisite: Music 101, or consent of instructor. *Three Hours Gilbert Fall Semester*
- 325. 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 consent of instructor. Alternate years, 1987-88. *Three Hours Ritsema Fall Semester*
- 327. Organ Literature** — A survey of the various periods of organ composition, with emphasis upon the study and performance of representative works. Alternate years, 1987-88. *Two Hours Davis Fall Semester*
- 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 Rietberg Spring Semester*
- 330. Piano Methods** — Introduces methods and materials used in teaching elementary and intermediate piano for private and class instruction at all age levels. Students other than majors may register upon consent of the piano staff. Includes supervised student teaching in electronic piano lab. *Two Hours Conway Fall Semester*
- 333. String Applied Methods I** — A course in the fundamentals of playing and teaching string instruments. Designed primarily for the major. Alternate years, 1987-88. *One Hour Ritsema Fall Semester*
- 334. String Applied Methods II** — Continuation of Course 333. Alternate years, 1987-88. *One Hour Staff Spring Semester*
- 336. Woodwind Methods I** — A course in the fundamentals of playing and teaching woodwind instruments. Designed primarily for the instrumental music major. Alternate years, 1987-88. *One Hour Floyd, Warnaar Spring Semester*
- 337. Vocal Pedagogy and Literature** — A required course for vocal performance majors and strongly recommended for vocal music education majors. The study involves the three main styles of vocal literature and combines contemporary vocal teaching techniques with representative solo material. Alternate years, 1988-89. *Three Hours Morrison Fall Semester*
- 338. Diction for Singers** — A course which prepares the voice student to study and to perform songs and operas in the most important languages of music literature. Alternate years, 1987-88. *Two Hours Sharp May Term*
- 339. Brass and Percussion Methods** — A course in the fundamentals of playing and teaching brass and percussion instruments. Alternate years, 1987-88. *One Hour Staff Spring Semester*
- 340. Woodwind Methods II** — Continuation of course 336. Alternate years, 1986-87. *One Hour Floyd, Warnaar Spring Semester*
- 341. Orchestration** — Principles of scoring for small string and wind ensembles, symphonic orchestra and symphonic band. Includes practical arranging for marching band and for chamber orchestra. Alternate years, 1988-89. *Three Hours Ritsema Fall Semester*

# MUSIC

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**342. Instrumental Conducting** — A practical study of conducting instrumental music. A study of fundamentals of conducting and experience in conducting a small instrumental ensemble. Alternate years, 1988-89. *Two Hours Ritsema Spring Semester*

**344. Choral Conducting** — A practical study of conducting choral music. The requirements for the first two years of a music major are advisable as a prerequisite. Alternate years, 1987-88. *Two Hours Rietberg Fall Semester*

**350. Service Playing** — Instruction in anthem and oratorio accompaniment, conducting from the console, and improvisation. Prerequisite: 1½ years of organ. Recommended for organ majors. Alternate years, 1988-89. *Two Hours Rietberg Spring Semester*

**370. Secondary Instrumental Methods and Administration** — The problems peculiar to the teaching of instrumental music in both class and private instruction. Sections devoted to the selection of texts and music, the selection, care, and repair of orchestral instruments, and the marching band. The requirements for the first two years as a music major are advisable as a prerequisite. Alternate years, 1987-88. *Three Hours Langejans Fall Semester*

**375. Middle School Music Methods** — Observation, teaching techniques in the general music class and chorus. Study of materials, administration. Junior and Senior Music majors only, others by permission; recommended prerequisite, Music 300. Alternate years, 1987-88. *Two Hours Frederickson 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, 1988-89. *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.



# MUSIC

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All private lessons are of 30 or 45 minute duration. Lessons in Applied Music will not be made up unless students notify the instructor a reasonable time in advance of their absence. Private lessons falling on legal and special holidays will not be made up. All Applied Music students are required to fulfill practice time requirements, consisting of at least one hour per day for each weekly piano, organ, or instrumental lesson. Qualified students studying piano privately are required to accompany for a minimum of one lesson per week during course study. Two hour credit courses are open to all students, including non-music majors. Three hour credit courses are open only to performance majors and to other music majors with the recommendation of the faculty. All students studying applied music meet for a class each Wednesday from 3:30 to 4:20 p.m.

## APPLIED MUSIC — PRIVATE INSTRUCTION

Applied lessons are either one-half hour lesson per week, receiving two hours credit per semester, or one forty-five 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. *Two Hours Morrison Both Semesters*

**193. Voice Class, Intermediate** — A continuation of the above; meets twice weekly. *Two Hours Morrison Both Semesters*

## ENSEMBLES — CHORAL AND INSTRUMENTAL

**115. Chapel Choir** — Membership of approximately 70 voices determined each Spring by auditions from members of the College Chorus. *One Hour Rietberg Both Semesters*

**116. College Chorus** — Membership open to all interested students. *One-half Hour Frederickson Both Semesters*

**120. Orchestra** — Offers music majors and non-majors alike the opportunity to perform major works from the standard orchestra repertoire. The 60 member organization gives several concerts throughout the academic year and regularly features renowned faculty and guest soloists. *One Hour Ritsema Both Semesters*

# MUSIC

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**130. Wind Ensemble** — An ensemble of 40 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 Floyd Both Semesters*

**135. Jazz Ensemble** — Performs standard big band literature as well as newer charts. Improvisation is stressed, but there is often a place for less experienced improvisers. Performs two campus concerts, school concerts, and appears in jazz festivals. *One Hour Thompson Both Semesters*

**140. Collegium Musicum — Vocal** — Study and performance of vocal music of the Medieval, Renaissance, and Baroque eras. Membership determined by audition at the beginning of the first semester. *One-half Hour Sharp Both Semesters*

**141. Collegium Musicum — Instrumental** — Study and performance of instrumental music of the Medieval, Renaissance, and Baroque eras. *One-half Hour Ritsema Both Semester*

**150. Symphonette** — Membership determined by audition at the beginning of the Fall term. *One-half Hour Ritsema Both Semesters*

**155. Opera Workshop** — A workshop involving stage movement, acting and singing in the context of opera or operetta literature. All students will participate in scenes or full productions. During one year scenes of some of the great operas will be performed and on the alternate year a full production will be performed. By permission of instructor only. *One Hour Morrison Spring Semester*

**160. Chamber Ensembles** — By arrangement with a faculty member, chamber ensembles can be formed. The literature to be studied will determine the membership of the ensemble. *One-half Hour Staff Both Semesters*



**Faculty:** Ms. Kielinen, Chairperson; Ms. Burden, Ms. Danford\*+, Ms. Derhammer, Ms. Doornbos\*, Ms. Gordon, Ms. Leen+, Ms. Medema\*, Ms. Rubingh\*, Ms. Timmermans\*.  
**Lecturers:** Ms. Vanderveen.

The Department of Nursing seeks to provide broad educational and professional experiences within the context of a Christian liberal arts education. The program is designed to prepare beginning practitioners of nursing who are capable of integrating their knowledge, skills and attitudes to provide quality nursing care for people of all ages and in a variety of settings.

The baccalaureate nursing program is offered cooperatively with Calvin College in Grand Rapids. One department, known as the Hope-Calvin Department of Nursing, incorporates students from both Hope and Calvin Colleges in junior and senior level nursing courses.

Students enrolled in the nursing program engage in a wide variety of clinical nursing experiences. Butterworth Hospital and Holland Community Hospital serve as Clinical Education Centers, providing opportunities to care for people who need the knowledge and skills of the nursing profession. Pine Rest Christian Hospital provides for learning experiences in psychiatric/mental health nursing and a variety of community agencies offer students an opportunity to care for clients outside of a hospital setting.

Upon completion of all requirements, students receive a Bachelor of Science degree in Nursing (BSN) from Hope College and are eligible to take state licensing examinations to become a registered nurse (RN). Alternatively, it is possible for the student to receive a Bachelor of Arts degree with a major in nursing. Students are encouraged to contact the Nursing Department for further information.

## MAJOR

A student who wishes to pursue a degree in nursing should start work on pre-nursing requirements in the freshman year, following the suggested schedule closely. If possible, students should indicate their interest in nursing on the application for admission to Hope College. A formal application to the Hope-Calvin Department of Nursing must be submitted by January 15th of the sophomore year. Applicants should be aware that admission to the nursing program is selective and is not guaranteed by a student's acceptance to the College. Information concerning admission criteria and procedures is available in the office of the Nursing Department.

## BACHELOR OF SCIENCE IN NURSING:

**Pre-Nursing Courses:** These 33 hours must be completed prior to beginning nursing coursework.

Biology 110 or 111, 221, 222, and 295 (Biology of Microorganisms)

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

(Both A and B blocks must be chosen)

\* Calvin College Appointment

+On Academic Leave

# NURSING

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Fine Arts: one course selected from:

Art 160, IDS 101, Music 101, or Theatre 101, 105, 153

Religion: one course selected from:

Religion 111, 131, 211, 212, 215, 216, 221, 222, 231, 321, 333, 335, or 351

Physical Education:

P.E. 140

Senior Seminar:

select one course

Electives: Five courses selected from areas of interest. At least 3 hours must be chosen from departments offering courses which satisfy the core components of cultural history and language, fine arts, or religion.

Nursing Courses: 301 (4), 311 (3), 321 (3), 352 (6), 373 (3), 375 (5), 401 (6), 425 (5), 472 (2), 474 (7), 482 (4).

**301. Concepts of Nursing** — This course introduces the nursing student to the theory and practice of professional nursing. The course focuses upon the concepts of Man, Health and Nursing. Prerequisite: Matriculation in the nursing major. Corequisites: NURS 311 and 321.

*Four Hours Fall Semester*

**311. Communication, Relationships and the Nursing Process** — Communication skills, relationship development, health assessment and decision making as they relate to the nursing process. Clinical experiences provide opportunities for the application of theoretical concepts to well clients. Two hours of theory and four hours of clinical practice per week. In addition individual family visits will be arranged. Prerequisite: Matriculation in the nursing major. Corequisites: NURS 301 and 321.

*Three Hours Fall Semester*

**321. Strategies for Nursing Assessment and Intervention** — This course is designed to assist students in developing general physical assessment skills and basic procedural skills necessary in providing nursing care to clients. The course consists of two hours of theory presentation and three hours of laboratory per week. Prerequisite: Matriculation in the nursing major. Corequisites: NURS 301 and 311.

*Three Hours Fall Semester*

**352. Alternation, Adaptations and Nursing I** — An introduction to the adaptation process of clients in altered states of health. Consideration is given to pathophysiology, socio-cultural factors, and developmental concepts. The role of the professional nurse is examined with respect to leadership, legal-ethical issues, standards of practice, and research. The course consists of six hours of theory presentation each week. Prerequisites: NURS 301, 311, and 321. Corequisite: NURS 375 (choose two components).

*Six Hours Spring Semester*

**373. Acute Care Nursing** — An in-depth exposure to the reality of nursing practice providing care for clients with alterations of health status. The four week experience includes application of nursing theory to practice. Prerequisites: NURS 352 and NURS 375 (two components).

*Three Hours May-June Term*

**375. Nursing Care of Clients in Altered States of Health I** — Clinical nursing practice in a nursing speciality area provides students with an opportunity to apply core theory within a nursing setting. Clinical conferences are held weekly. The course consists of sixteen to eighteen hours of clinical laboratory a week. Students select two clinical components concurrently with 352:

1. — Nursing Care of Child Bearing Families
2. — Nursing Care of Children
3. — Mental Health Nursing
4. — Nursing Care of Adults

Prerequisites: NURS 301, 311, and 321. Corequisites: NURS 352.

# NURSING

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Frequency of Offerings: Spring semester, students select two clinical components concurrently with NURS 352. *Five Hours Spring Semester*

**401. Alterations, Adaptation and Nursing II** — This course is divided into core-theory and seminar. Core-theory focuses on nursing care of clients in situations where life processes are threatened. Alterations in physiological regulation, associated psychosocial aspects of individual and family adaptation, and the multidimensional role of the nurse are considered. A concurrent seminar provides opportunities for the student to make relationships between core-theory and clinical nursing experiences. The course consists of six hours theory presentation each week. Prerequisites: NURS 373, two sections NURS 375. Corequisite: NURS 425 (2 components not taken in NURS 375). *Six Hours Fall Semester*

**425. Nursing Care of Clients in Altered States of Health II** — This course is a continuation of N375. Clinical nursing practice in nursing specialty areas provide students with an opportunity to apply core theory within a nursing setting. Clinical conferences are held weekly. Students select two different clinical components while taking N401. The course consists of 16-18 hours of clinical laboratory a week.

Component 1 — Nursing Care of Child-Bearing Families

Component 2 — Nursing Care of Children

Component 3 — Mental Health Nursing

Component 4 — Nursing Care of Adults

Prerequisites: N352, 373, 375. Corequisite: N401. Students select two clinical components concurrently with N401. *Five Hours Fall Semester*

**472. Individualized Clinical Nursing** — An individualized clinical nursing experience designed to meet specific learning needs of students. An opportunity is provided to select a clinical setting of interest. Two nursing shifts and seven working days are used. Prerequisites: NURS 401 and 375. *Two Hours January Interim*

**474. Nursing Management for Groups of Clients** — This course gives students the opportunity to synthesize nursing theory and skills while developing a more advanced level of nursing practice. Clinical components include 16 hours of experience per week in institutional in-patient and out-patient community settings. Students focus on nursing management of groups of clients. Nursing theory is presented in weekly seminars. Clinical experiences provide opportunities for students to relate theory to practice. Prerequisites: NURS 401, 425, and 472. Corequisite: NURS 482. *Seven Hours Spring Semester*

**482. Nursing in Transition** — This core theory course expands the students understanding of professional nursing. It explores organizational structure within the health care system. Emphasis is given to multi-dimensional aspects of nursing including teaching groups, research in nursing and legal-ethical issues. Prerequisite: NURS 472. Corequisite: 474. *Four Hours Spring Semester*



**Faculty:** Mr. Jentz, Chairperson; Mr. Allis, Mr. Perovich. **Assisting Faculty:** Mr. Luchies

'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, 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, the theory of value.

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, Psychology, Religion.

Hope College philosophy majors can be found

- doing graduate work in philosophy at major universities
- pursuing careers in medicine, law, and business
- teaching philosophy
- being president of a theological seminary
- engaging in computer science research
- pastoring churches of various denominations
- serving as an executive of a major ecumenical church organization

## 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

**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:

# PHILOSOPHY

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## 1. PRESEMINARY STUDENTS

A Philosophy major including:

331 — Philosophy of Religion

340 — History of Ethics

344 — Ethical Analysis

## 2. PRELAW STUDENTS

A Philosophy major including:

341 — History of Social and Political Theory

295 — Philosophy of Law

374 — Political Philosophy

## 3. PREMEDICAL STUDENTS

A Philosophy major including:

331 — Philosophy of Religion

344 — Ethical Analysis

360 — Philosophy of Science

## 4. FUTURE EDUCATORS IN LITERATURE AND THE ARTS

A Philosophy major including:

224 — The Existentialist Tradition

331 — Philosophy of Religion

373 — Aesthetics

## 5. FUTURE EDUCATORS IN SOCIAL STUDIES

A Philosophy major including:

218 — History of Science and Technology

341 — History of Social and Political Theory

374 — Political Philosophy

## 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 Allis Fall Semester*

**201. Logic** — An introduction to semantic problems as they affect logic, and development of skills in classical syllogistic logic and modern propositional and quantificational logic. Introductory treatment of issues in philosophy of logic. (Not regarded as a prerequisite to other courses and not recommended as an introduction to philosophy.)

*Three Hours Allis Spring Semester*

## II. Major Philosophical Traditions

**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. Alternative years, 1987-88.

*Three Hours Perovich Fall Semester*

**219. Ancient Philosophy** — Western philosophy from its beginning through Socrates, Plato, Aristotle, Plotinus, and St. Augustine. Partial fulfillment of the Cultural History requirement.

*Three Hours Staff Both Semesters*

**220. Modern Philosophy** — European philosophy from the seventeenth century to the present, including such major figures as Descartes, Locke, Hume, Kant, Hegel, Whitehead, and representatives of the analytic, existentialist, and pragmatic traditions. Partial fulfillment of the Cultural History requirement.

*Three Hours Staff Both Semesters*

# PHILOSOPHY

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**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. Alternate years, 1987-88. *Three Hours Allis Spring Semester*

**223. From Hegel to Nietzsche** — First the most comprehensive philosophical synthesis and most powerful affirmation of western culture since Aristotle, the Hegelian; then the most penetrating critiques of that synthesis and that culture, at the hands of Feuerbach, Marx, Kierkegaard, Schopenhauer, and Nietzsche. Not offered, 1987-88. *Three Hours Staff Fall Semester*

**224. The Existentialist Tradition** — A study of the major philosophical existentialists of the twentieth century, such as Jaspers, Heidegger, Sartre, Marcel and Camus. Some attention to Husserl and the phenomenological background of existentialism. Themes include: finite freedom, self and other, the mystery of being, hope and despair, guilt and death. Offered, 1987-88. *Three Hours Jentz Fall Semester*

**225. The Analytic Tradition** — The development of analytic philosophy from Bertrand Russell through logical positivism and ordinary-language philosophy of Wittgenstein and the Anglo-American applications. Alternate years, 1988-89. *Three Hours Perovich Spring Semester*

**226. Indian Philosophy** — An introduction to the major philosophic traditions of India together with comparisons with and possible implications for philosophizing in the west. Fulfills religion major world religion requirement. Not offered, 1987-88. *Three Hours Staff Fall Semester*

**227. American Philosophy** — A study of contributors to a philosophic tradition in America: C.S. Peirce, William James, Josiah Royce, John Dewey, Alfred North Whitehead. Not offered, 1987-88. *Three Hours Jentz Spring Semester*

## III. Major Fields of Philosophy

**331. Philosophy of Religion** — A study of the nature and theory of religion, including the following topics: God, guilt and suffering; religious experience, knowledge, and proof; religious meaning and symbol; the function of the Bible in religious commitment and interpretation; faith, death, and life. Alternate years, 1987-88. *Three Hours Jentz Spring Semester*

**340. History of Ethics** — This course employs an anthology of readings drawn from the history of ethics from Plato onward into the 20th century. Class sessions are spent in discussion of the readings, with attention to such topics as: the ground of moral obligation, the concept of virtue, meanings of 'right' and 'good', the logic of moral reasoning, and morality and motivation. Alternate years, 1987-88. *Three Hours Jentz Fall Semester*

**341. History of Social and Political Theory** — The objective of the course is two-fold: 1) to consider some of the basic problems of political philosophy, and 2) to indicate how they grew out of an attempt on the part of man to discover his purpose and the nature of his social organization. (Same as Political Science 341.) *Four Hours Elder Fall Semester*

**344. Ethical Analysis** — An examination of issues in contemporary moral philosophy, including such topics as the definition of morality, the nature of moral discourse and the logic of moral arguments, and present versions of utilitarian and deontological types of ethical theory. Not offered, 1987-88. *Three Hours Jentz Spring Semester*

**360. Philosophy of Science** — An examination of several philosophical issues raised by the natural sciences and their history, including what science is, whether its development is rational and progressive, how the meaning of scientific concepts is to be understood. Alternate years, 1987-88. *Three Hours Perovich Spring Semester*



# PHILOSOPHY

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**373. Aesthetics** — Readings from classical and contemporary sources discussing the nature of the arts, their relation to beauty, truth, and the sacred, and their function in contemporary society. Not offered, 1987-88. *Three Hours Staff Fall Semester*

**374. 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 Spring Semester*

## IV. 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. (See also under General Academic Regulations, statement about Honors Independent Study or Research.)

*Three Hours Staff Preferably Fall Semester*

**495. Advanced Studies in Philosophy** — Topical seminars, focusing upon philosophic writing and the critique of papers in class. Prerequisite: permission of the instructor.

*Three Hours Staff Either Semester*

# PHYSICAL EDUCATION AND RECREATION



**Faculty:** Mr. Vanderbilt, Chairperson; Mr. Afman\*, Mr. Brewer, Mr. De Vette, Mrs. Eaton, Miss Irwin, Mr. Johnston, Mr. Kraft, Mr. Kreps, Mr. Patnott, Mr. Ray, Mr. Smith, Mr. Van Wieren, Mrs. Wolters. **Assisting Faculty:** Mrs. De Bruyn.

The curriculum of the Department of Physical Education and Recreation is designed to provide the undergraduate student a strong liberal arts background in addition to specific areas of expertise within physical education, recreation and/or dance.

Students currently majoring in the Department of Physical Education and Recreation also participate in the following activities:

- directing the intramural program at Hope College
- assisting coaches in collegiate sports
- working as assistants to physical therapists in local schools and hospitals
- directing various recreational programs through the Holland and Zeeland Departments of Recreation
- serving as camp counselor in scout camps, camps for the handicapped and church camps
- providing meaningful experience for children in elementary physical education
- coaching or serving as assistant coaches in area junior and senior high schools

Graduates of the Department of Physical Education are currently leading careers as:

- exercise physiologist and director of campus recreation at a larger state university
- recreational therapist of a Midwest city
- dance instructor at a liberal arts college in Midwest
- teacher and coach at a Midwest college
- recreational director of a Midwest city
- professor of Motor Learning at a major Midwest university
- physical therapist in a large urban hospital in the East
- sports editor of a prominent Midwest newspaper
- teaching and coaching in many elementary and secondary schools around the nation
- Director of Hospital Wellness Program
- Program director of private health facility

**PROFESSIONAL OPPORTUNITIES:** Many students will find courses in the Department of Physical Education and Recreation helpful in preparation for their future professional vocation. Recently the department has added new areas of concentration in athletic training, sport management, and exercise science. See chairperson for particulars. With a major in this department numerous opportunities can occur. For example, elementary teaching, secondary, teaching, college teaching after graduate work, coaching, athletic trainer, nutrition advisor, athletic directorship, sport announcer, sport journalist, manager of sports facility, administrator with professional sports team, physical therapist, recreational therapist, occupational therapist, dance therapist, dance instructor, dance performer, leader in industrial recreation, community recreator, private enterpriser in recreation, physical education director, exercise or health dynamics expert are only a few of the career choices open for our majors and minors.

**WORK/INTERNSHIP PROGRAM:** Opportunities to apply theories and principles developed in the classroom are available for all students planning to major or minor in physical education, recreation or dance. Consult the department chairman for a copy of the program for your particular area of interest.

**REQUIRED PHYSICAL EDUCATION:** To be liberally educated, persons should be knowledgeable about their bodies, good nutrition, and the benefits of a habit of exercise. Additionally, it would seem important for each undergraduate to develop enough skill in one or two carry-over activities to find those activities fun and physiologically and psychologically

\*On leave of absence

# PHYSICAL EDUCATION AND RECREATION

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beneficial. All students are required to take Health Dynamics, P.E. 140, during one of the first two semesters on campus: This is a 2 hour credit course and fulfills the P.E. College Core requirement in Physical Education. Students are encouraged to take four additional 100 level activity courses in their remaining years at Hope.

**APPLICATION PROCEDURES:** Students desiring a major or approved minor are required to consult the department chairman, preferably during their sophomore year. Upon student request the chairman will set up an appointment with the Screening Committee of the department for student guidance and program planning. Physical education majors minoring in Recreation or Dance, or Recreation majors minoring in Physical Education or Dance are required to substitute courses from within our department in cases when core requirements are duplicated.

**PHYSICAL EDUCATION MAJORS:** The major in physical education consists of a minimum of thirty hours within the department. Physical education courses 101-199 do not meet this requirement. Required courses within the department are as follows: 201, 205, 301, 321, and 383. All students planning to major in Physical Education with career plans to teach K-12, coach, or attend graduate school in sport marketing or administration are required to take Biology 100 or Biology 110. Mathematics 210, and Psychology 100. Students planning careers that include graduate school in exercise physiology, physical therapy, adult fitness, dance therapy, cardiac rehabilitation, or college teaching in physical education or health should take Biology 110, Mathematics 210, Psychology 100, and one of the following: Physics 101, Chemistry 101, Computer Science 110, or Human Physiology 221.

**MAJORS WITH TEACHER CERTIFICATION:** Majors seeking teacher certification are required to take P.E. courses as follows: K through 12 — 345, 344, and any two of 343, 347, or 348. Those seeking certification K through 12 may not count credit hours received for P.E. 344 and P.E. 345 as part of the 30 hr. major as they may not be counted twice. Elementary only — 345. Secondary only — 344 and any two of 343, 347, or 348.

**MINOR:** Recommended minor in Physical Education with an emphasis in Coaching or Teaching (20 hours without teacher certification). When possible, courses should be taken in numerical order (e.g., P.E. 201 Introduction to P.E. and Recreation should be taken before P.E. 301 Psychology of Physical Activity and Sport, etc.) If this procedure is adhered to, the student will progress in a more meaningful sequence of courses.

## Certified Minors

**EMPHASIS IN COACHING** — (Suggested) 22 hours (two used by Education Department for certification requirement) Activity credit — at least 1 or 2 courses beyond P.E. 140 should be taken in sports offered as Interscholastic Sports in secondary schools: Physical Education courses 101-155, 201, 301, 321, (331-332 or 335), 340, 361, and 383. Participation in intercollegiate and intramural sports is also recommended.

**EMPHASIS IN TEACHING PHYSICAL EDUCATION** — (Suggested) 22 hours (two hours used for Education Department Certification requirement) Physical Education 201, 221, 301, 321, 344, 345, 383, and any two of 343, 347, or 348. Four activities courses in the areas of choice should also be taken. Swimming, gymnastics, and dance are strongly recommended. See Head of Professional Programs for activity course suggestions. (See Chairperson in Physical Education).

Suggested course sequence material for areas of concentration in Dance, Therapeutic Dance, Therapeutic Recreation, Physical Therapy, and Health Dynamics are available in the Physical Education office of the Dow Center.

A teaching minor in Recreation is also available.

**RECREATION MAJOR:** A major in recreation consists of a minimum of thirty hours within the department. All students planning a major or composite recreation major are re-

# PHYSICAL EDUCATION AND RECREATION

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quired to take Biology 100, Mathematics 210 and Psychology 100. A major must also complete the following core courses: 201, 250, 340, 365, 375, and 383. In addition to the core, the student should choose 9 hours within the department from any of the following course offerings: 203, 205, 215, 230, 295, 299, 321, 327, 343, 344, 345, 347, 348, 350, or 361.

**COMPOSITE MAJOR FOR THE RECREATION STUDENT:** The composite major utilizing recreation as one of the areas of concentration includes the 18 core hours (201, 250, 340, 365, 375, and 383) in addition to 4 additional hours chosen from the other recreational listings.

In addition to the 22 hours in Recreation the student must take at least 14 hours from a department other than physical education and recreation in areas appropriate to the student's career plans. It is of utmost importance that the student contemplating a composite major secure information pertaining to composite majors from the Registrar's office prior to the completion of the sophomore year. In selecting courses the student is required to take 18 hours in courses numbered 300 or above. The following are possible areas for inclusion in the Recreation composite major:

22 hours Recreation Core plus:

Minimum hours

14 hours Business Administration — for administrative positions in Recreation

14 hours of Religion — for future Christian Education positions

14 hours Communication — for career plans for administering community or industrial recreational programs

14 hours Geology — Outdoor Recreators

14 hours Biology with Physiology Background careers in Y.M.C.A. as Physical Directors and Fitness Experts are available

14 hours Art, Music or Theatre — In-depth knowledge and experience in other Arts could lend itself to a unique background for future community recreator.

Variations of the above may be sought by formal application to the Department of Physical Education and Recreation.

**RECREATION MINOR:** The certified minor includes a minimum of 22 hours (two of which are used by the Education Department for certification purposes).

The following courses are suggested for the minor: 201, 215, 250, 340, 383, and two of the following five courses: 296, 299, 350, 365, or 375. Additionally, four hours should be chosen from the following to complete a strong minor: 203, 205, 230, 321, 327, 343, 344, 345, 347, 348, 350, 365, or 375.

**DANCE MAJOR AND MINOR:** See pages 142-146.

## Physical Education Courses

**101-199. Physical Education Activities** — Courses chosen by upper classmen, Soph., Jr., and Sr., during the last three years of undergraduate work. It is recommended that each student continue to carry out the principles set forth in P.E. 140 and attempt to continue to meet the criterion established for the student. Beginning Level (101-139) and Intermediate Level (150-199) are offered for the student. The activities offered include fencing, bicycling, aerobic dance, social, square, and folk dance, creative movement, racquetball, cross country skiing, downhill skiing, tennis, badminton, volleyball, gymnastics, modern dance, swimming, jogging, stress management, weight training, conditioning, life saving, karate, yoga, board sailing, and a number of Intermediate Level activities.

**140. Health Dynamics** — Course for all freshmen during first year at Hope. This course will establish the knowledge of diet and exercise as it relates to fitness and health and will pro-

# PHYSICAL EDUCATION AND RECREATION

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vide opportunity for the student to personally experience those relationships by putting into effect an individualized program appropriate to students' needs and interests.

*Two Hours Staff Both Semesters*

**201. Introduction to Physical Education & Recreation** — Orients the student to professional work in these fields. Emphasis is placed on philosophy and history as it has influenced physical education and recreation. Same as Recreation 201.

*Three Hours Brewer 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 and morals, stimulants and depressants, communicable diseases, and senses and organic systems will be studied and discussed. Same as Recreation 203.

*Three Hours 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. This is a heavy emphasis on "Hands-on" laboratory skills.

*Two Hours Ray Fall Semester*

**215. Sports Officiating** — The course is designed to familiarize the student with the National High School Federation rules for the sports of basketball and volleyball. The mechanics and techniques of proper officiating are incorporated via game situations.

*Two Hours Irwin Spring Semester*

**221. Anatomical Kinesiology** — The muscle-skeletal system and its action, with special reference to the field of health and physical education is studied in detail. Prerequisite: Biology 111. Same as Dance 221.

*Three Hours Irwin Spring Semester*

**230. Water Safety Instruction (W.S.I.) Swimming** — This course is an intensive theory and method course which deals with 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. Same as Recreation 230. (Prerequisite: Sr. Life Certification).

*Two Hours Staff Spring Semester*

**295. Measurement Theory and Computer Application** — A course intended to introduce the student to scientific inquiry into physical education and sport. The student will use the computer and measurement theory to test an hypothesis and formulate conclusions. After theoretical discussion and research experiences, a paper will be written on a selected topic of interest. Two-hour lecture and two-hour laboratory. Prerequisite: Mathematics 210.

*Three Hours Irwin Fall Semester*

**295 A, B, or C. Studies in Physical Education** — Designed as lecture/discussion experience in special topics of interest at the sophomore level of competency.

*One, Two, or Three Hours Staff TBA*

**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. 1800 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 and Recreation** — Designed for first-hand experience in community, campus, health dynamics, or camp programs. Contracts will be agreed upon between the student, staff member and employer and should be finalized prior to the student leaving campus. A three hour contract will include individual sessions with the staff member on campus and at the site of employment, reading materials in preparation for the

# PHYSICAL EDUCATION AND RECREATION

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experience, goal setting, and personal evaluation. A paper summarizing some aspect of the experience may also be a requirement of the course. Other internships are possible in urban semester programs. The most appropriate time for this type of experience is during the summer months. Students must be hired for work related to their professional plans in order to qualify for the program. Three hours may be chosen twice for the Recreation or Physical Education major or minor. Same as Recreation 299.

*Three Hours Vanderbilt and Staff Any Semester or Summer*

**301. Psychology of Physical Activity & Sport** — The purpose of this course is to gain an understanding of human behavior in activity learning experiences and in competitive sport situations. Special emphasis is given to the theory and research in the areas of Motor Learning and Sport Psychology. Prerequisite: Psychology 100.

*Three Hours Vanderbilt Fall Semester*

**305. Advanced Techniques and Composition for Modern Dance** — This is an introductory course in the rhythmic structure of dance, including problems in line, design, theme and group choreography. Prerequisites: Dance 116 and 117, or permission from the instructor. Alternate years, 1987-88.

*Two Hours De Bruyn Spring Semester*

**307. Introduction to Nutrition** — The course is designed to develop student awareness of the nutritional implications of food choices. It supplements the nutritional aspects of the freshman course in Health Dynamics.

*Three Hours Eaton Spring Semester*

**308. Body Composition, Food, and Performance** — This course will provide the student with specific knowledges of how food intake influences body composition and how these factors relate to an individual's health and performance. Prerequisites: P.E. 203, 307.

*Three Hours Eaton Fall Semester*

**315. Teaching of Dance** — Explores the materials, techniques and principles of creative dance for youth. A concentrated study is made of how children discover movement and create dances. Prerequisite: Two semesters of Techniques and Fundamentals in Modern Dance. Alternate years, 1988-89. Same as Dance 315.

*Two Hours De Bruyn Spring Semester*

**321. Exercise Physiology** — Introduces the specialized knowledges 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. Includes a laboratory prerequisite: Biology 111. Same as Recreation 321.

*Three Hours Patnott Fall Semester*

**323. Exercise Science and Health** — Designed to familiarize the student with the specialized knowledges in Exercise Science with application to health and fitness, advanced level. Prerequisites: Biology 111, P.E. 321, 322 (Lab). Preferred: Biology 221.

*Three Hours Patnott Spring 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, P.E. 321, 322, 323. May be taken concurrently with P.E. 323.

*Three Hours Patnott Spring Semester*

**327. Sport Management: Programs, Personnel, and Facilities** — This course covers management techniques for successful operation of sports facilities and program.

*Three Hours Kraft, Staff Fall Semester*

**331. Techniques of Coaching Track, Cross Country, Swimming, Wrestling and Women's Basketball (Coaching Men & Women I)** — The fundamentals of these sports and the techniques and theories of coaching them are analyzed. This course requires three lecture periods and a one hour laboratory a week. Alternate years, 1987-88.

*Three Hours Brewer, Staff Fall Semester*

# PHYSICAL EDUCATION AND RECREATION

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**332. Techniques of Coaching Football, Basketball and Baseball (Coaching Men II)** — The fundamentals of these sports and the techniques and theories of coaching them are analyzed. This course requires three lecture periods and a one hour laboratory a week. Alternate years, 1988-89. *Three Hours De Vette Fall Semester*

**335. Techniques of Teaching Women's Sports** — The purpose of this course is threefold: 1) exploration and analysis of techniques; 2) theories of coaching; 3) class organization for women's sports. The areas of sports covered in this course are: softball, volleyball, gymnastics, and field hockey. Alternate years, 1988-89. *Three Hours Wolters, Staff Fall Semester*

**340. Prevention and Care of Athletic Injuries** — This course provides the student with an introduction to the knowledges and skills essential for the proper prevention and care of athletic injuries. It is designed primarily for students contemplating careers in athletic training, sports medicine, coaching, and exercise science. Prerequisites: P.E. 205. *Three Hours Ray Spring Semester*

**343. Teaching Physical Education in the Secondary School — Gymnastics and Dance** — A course designed for Physical Education majors or minors that emphasizes skill development, methodological strategies, and effective teaching styles for the activities of gymnastics and dance. *Two Hours Staff Spring Semester*

**344. Methods of Teaching Physical Education and Recreation** — A course designed for Physical Education and/or Recreation majors or minors. It is recommended that it be taken concurrently with Physical Education 343 but this is not required. The course emphasizes styles of teaching that can be used in physical education and recreation settings and is an academic component which has practical manifestations in P.E. 343, 347, and 348. *One Hour Kraft, Staff Spring Semester*

**345. Teaching Physical Education and Recreation in the Elementary School** — This course is designed to acquaint the classroom teacher with the total program of physical education and recreation in the elementary school. Special emphasis is given to the theoretical basis for physical education and the mastery of elementary skills. Same as Recreation 345. *Three Hours Wolters Fall Semester*

**347. Teaching Physical Education in the Secondary School — Swimming, Volleyball, and Softball** — A course designed for Physical Education majors or minors that emphasizes skill development, methodological strategies, and effective teaching for the activities of swimming, volleyball, and softball. Alternate years, 1987-88. *Two Hours Wolters, Staff Fall Semester*

**348. Teaching Physical Education in the Secondary School — Tennis, Badminton, Soccer, and Basketball** — A course designed for Physical Education majors or minors that emphasizes skill development, methodological strategies and effective teaching for the activities of tennis, badminton, soccer, and basketball. Alternate years, 1988-89. *Two Hours Staff Fall Semester*

**350. Adapted and Therapeutic Physical Education and Recreation** — This course is designed to help teachers with limited background in medical and technical aspects of medical rehabilitation to help the atypical person achieve maximum physical development. Same as Recreation 350. Alternate years, 1987-88. *Three Hours Van Wieren Spring Semester*

**361. Sport and Culture** — An examination of the scope and impact of sport in the twentieth century. Special attention will be focused on sport and social processes such as the influence of sport on mobility, stratification and socialization. Emphasis will also be given to contemporary problems in sport and a look into the future of sport for man. Same as Recreation 361. Same as Sociology 351. *Three Hours Vanderbilt Spring Semester*

# PHYSICAL EDUCATION AND RECREATION

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**365. Urban Recreational Administration and Sociological Considerations** — A unique approach to the study of the administrative dimensions of recreation in the urban setting, with special emphasis on the case method approach. The concept of leisure will be discussed, along with various other sociological aspects of recreation. Same as Recreation 365. Sociology 312 may be substituted for this course.

*Three Hours Vanderbilt, May Term*

**375. Theoretical and Practical Aspects of Wilderness Skills Programs** — The theory and practice of basic wilderness skills for the development of leadership in outdoor recreational experiences within our society. To acquaint the student with the knowledge and application of Emergency First Aid, personal safety, and the ecological impact of outdoor recreational participation. Same as Recreation 375.

*Three Hours Johnston Fall 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. Same as Recreation 383.

*Three Hours Kraft Spring Semester*

**400. Advanced Studies in Athletic Training and Sports Medicine** — This course builds upon the foundations established in P.E. 340. It is designed primarily for students in the final stages of preparation for the National Athletic Trainers Association Certification Examination. The course emphasizes the skills and knowledges necessary for the entry level certified athletic trainer (prevention, recognition and evaluation, management/treatment/disposition, rehabilitation, administration, education, and counseling). Methods of instruction include lecture, laboratory, student panel presentation and outside speakers. Prerequisites: P.E. 340.

*Three Hours Ray Fall Semester*

**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: Senior Standing.

*One, Two or Three Hours Staff Both Semesters*

## Recreation Courses

**201. Introduction to Physical Education and Recreation** — Orients the student to professional work in these fields. Emphasis is placed on philosophy and history as it has influenced physical education and recreation. Beginning course for physical education and recreation majors and minors. Same as Physical Education 201.

*Three Hours Brewer, Staff 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 and morals, stimulants and depressants, communicable diseases, and senses and organic systems will be looked at and discussed. Same as Physical Education 203.

*Three Hours 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. Same as P.E. 205.

*Two Hours Ray Fall Semester*

**230. Water Safety Instruction (W.S.I.) Swimming** — This course is an intensive theory and method course which deals with 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. Same as Physical Education 230. Prerequisite: Sr. Life Certification.

*Two Hours Staff Spring Semester*



# PHYSICAL EDUCATION AND RECREATION

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**250. Community Recreation — Programs and Activities** — A course designed to serve as an introduction to the recreation field. A prerequisite for other courses in the recreation curriculum. The role and scope of recreation and leisure in the American culture will be explored in examination of the following areas: 1) the role of recreation in America, 2) the sources and settings of recreational services, 3) the recreation profession, and 4) the recreation program.

*Three Hours De Vette Spring Semester*

**299. Internships in Recreation** — Designed for first hand experience in community, campus, health dynamics, or camp programs. Contracts will be agreed upon between the student, staff member and employer and should be finalized prior to the student leaving campus. A three hour contract will include individual sessions with the staff member on campus and at the site of employment, reading, materials in preparation for the experience, goal setting, and personal evaluation. A paper summarizing some aspect of the experience may also be a requirement of the course. Other internships are possible in urban semester programs. The most appropriate time for this type of experience is during the summer months. Student must be hired for work related to their professional plans in order to qualify for the program. For a total of six hours. Three hours may be chosen twice for the Recreation or Physical Education major or minor. Same as Physical Education 299.

*Three Hours Vanderbilt, Staff Any Semester or Summer*

**321. Exercise Physiology** — Introduces the specialized knowledges 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. Prerequisite: Biology 110. Same as Physical Education 321.

*Three Hours Patnott Fall Semester*

**327. Sport Management: Programs, Personnel, and Facilities** — This course covers management techniques for successful operation of sports facilities and programs. Same as P.E. 327.

*Three Hours Kraft, Staff Fall Semester*

**344. Methods of Teaching Physical Education and Recreation** — A course designed for Physical Education and/or Recreation majors or minors. It is recommended that it be taken concurrently with Physical Education 343, but this is not required. The course emphasizes styles of teaching that can be used in physical education and recreation settings and is an academic component which has practical manifestations in P.E. 343, 347, and 348. Same as P.E. 344.

*One Hour Kraft, Staff Spring Semester*

**345. Teaching Physical Education and Recreation in the Elementary School** — This course is designed to acquaint the classroom teacher with the total program of physical education and recreation in the elementary school. Special emphasis is given to the theoretical basis for physical education and the mastery of elementary skills. Same as Physical Education 345.

*Three Hours Van Wieren Fall Semester*

**350. Adapted and Therapeutic Physical Education and Recreation** — This course is designed to help teachers with limited background in medical and technical aspects of medical rehabilitation to help the atypical person achieve maximum physical development. Same as Physical Education 350. Alternate years, 1987-88.

*Three Hours Van Wieren Spring Semester*

**361. Sport and Culture** — An examination of the scope and impact of sport in the twentieth century. Special attention will be focused on sport and social processes such as the influence of sport on mobility, stratification and socialization. Emphasis will also be given to contemporary problems in sport and a look into the future of sport for man. Same as Physical Education 361. Same as Sociology 361.

*Three Hours Vanderbilt Spring Semester*

# PHYSICAL EDUCATION AND RECREATION

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**365. Urban Recreational Administration and Sociological Considerations** — A unique approach to the study of the administrative dimensions of recreation in the urban setting, with special emphasis on the case method approach. The concept of leisure will be discussed, along with various other sociological aspects of recreation. Same as P.E. 365. Sociology 312 may be substituted for this course.  
*Three Hours Vanderbilt Spring Semester*

**375. Theoretical and Practical Aspects of Wilderness Skills Programs** — The theory and practice of basic wilderness skills for the development of leadership in outdoor recreational experiences within our society. To acquaint the student with the knowledge and application of Emergency First Aid, personal safety, and the ecological impact of outdoor recreational participation.  
*Three Hours Johnston Fall Semester or May Term*

**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. Same as Physical Education 383.  
*Three Hours Kraft Spring Semester*

**490. Independent Study** — This course provides opportunity for the pursuit of an independent research study or in-depth reading in a specific area of interest.  
*One, Two or Three Hours Staff Both Semesters*



**Faculty:** Mr. Jolivette, Chairperson; Mr. Brockmeier, Mr. De Young, Mr. Gonthier, Mr. Rouze, Mr. Takeshita, Mr. van Putten.

The Department of Physics offers a comprehensive program for those desiring a career in physics, engineering, or allied natural sciences. The physics course structure allows students to tailor their program to their main interests. Opportunities for research participation are available to all physics students at all class levels during both the academic year and the summer. Students are presently engaged in:

- nuclear physics experiments on the Hope accelerator
- atomic physics experiments at Hope
- nuclear physics experiments at national laboratories
- heavy ion physics experiments at national laboratories
- computerized analysis of complex mechanical structures
- minicomputer control of industrial processes
- industrial process control experiments
- surface analysis using alpha particle beams from the Hope accelerator
- chemical analysis using proton beams from the Hope accelerator

The undergraduate research programs center around the 2.5 million volt Van de Graaff accelerator, atomic and nuclear laboratories, and the facilities for industrial process control. The accelerator laboratory has a full complement of nuclear particle detectors and electronic instrumentation, and special equipment can be designed and constructed in the fully equipped metal shop and electronics laboratory. Research in atomic physics is performed in a specialized laboratory utilizing an ion accelerator and spectrometers. Such extensive laboratory facilities are rarely found in undergraduate colleges and are comparable to those in the best graduate schools. Research is carried out in the application of minicomputers to the control of industrial machines and processes. Students have the opportunity to help develop systems that are manufactured and put into actual use. Major research programs involving students and faculty are carried out at national laboratories. The College's DEC VAX11/750 Computer Systems are used extensively by physics students at all levels. The department has its own VAX 11/750 for faculty and student research.

## PHYSICS MAJORS

Physics students are strongly encouraged, as early as possible, to become involved in one of the research projects of the staff members. Summer stipends for such activity are often available.

### A. Physics

Program for students interested in post-graduate professional work in physics, astronomy, medicine, biophysics, chemical physics, radiation physics, environmental physics, medical physics.

**BACHELOR OF ARTS DEGREE** — A minimum of 27 hours from Physics courses numbered 121 and higher including 8 hours from courses numbered 340 or higher. Courses required are 122 (or 132), 142, 160, 270, 280, 282, 381, and 382. Also Physics 080 is required. The mathematics requirement is 131, 132, 231, and 270. An additional laboratory science course, designated for science majors, in Chemistry, Biology or Geology is required.

**BACHELOR OF SCIENCE DEGREE** — A minimum of 36 hours in Physics including 122 (or 132), 142, 160, 242, 270, 280, 282, 381, and 382. Also 2 semesters of Physics 080, Seminar, preferably in the junior year. Remaining electives are to be chosen from courses numbered 340 or higher. Only 3 hours of research may be included in the 36 hour total. An upperclass Engineering Science course may be substituted for a Physics elective. In addition, 24 hours of courses in mathematics, computer science and science are required including Math 270 and a laboratory science course, designated for science majors in Chemistry, Biology or Geology.

# PHYSICS

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Typically, freshmen enroll in physics, mathematics and another science course.

## COURSE PATTERN FOR PHYSICS MAJORS

The following course pattern is strongly suggested for the Physics major. Most Physics courses build on previous courses. Students wishing to go to graduate school in physics must take the Graduate Record examination in the fall of their senior year. This examination assumes the following course pattern. Students wishing a strong major will take additional courses such as Math 334, Engineering Science 345, and the Physics elective courses.

	<b>FALL</b>	<b>SPRING</b>
First Year:	Physics 121 or 131 Physics 141 Math 131	Physics 122 or 132 Physics 142 Math 132
Second Year:	Physics 241 Physics 270 Math 231	Physics 242 Physics 280 Physics 282 Math 270
Third Year:	Physics 361 Math 240	Physics 342 Physics 352
Fourth Year:	Physics 381 Physics 372	Physics 382 Physics 362

All Physics and Engineering students are expected to have taken Physics 160, Scientific Programming, by the middle of their second year. Additional courses and electives should be selected in consultation with your Physics Advisor.

### B. 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.

### C. Students preparing for secondary education

A physics major will require 30 hours (Certification requirement) in physics and may include Physics 113, 114, and other courses for non-science majors providing departmental approval is obtained.

### D. 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.

### E. Engineering

Students may select a major in physics with a strong engineering component as outlined below. For students desiring a bachelors degree in engineering see section below — Engineering.

**Bachelor of Arts Degree** — A major would consist of a minimum of 26 hours of Physics and Engineering courses including 10 hours of upperclass Engineering courses or Physics courses numbered 300 or higher. Physics 381 and one semester of Physics 080 are required.

**Bachelor of Science Degree** — A major would consist of 36 hours of Physics and Engineering courses including 10 hours of upperclass Engineering or Physics courses numbered 300 or higher. Two semesters of Physics 080 are required. Physics 381 is required as well as an internship or Physics 382. In addition, 24 hours of courses in mathematics, computer

# PHYSICS

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science, and science other than Physics or Engineering is required. Mathematics 270 and Physics 160 are required.

## PHYSICS MINOR

A minor in Physics consists of 20 hours. Physics 121 or 131, 122 or 132, 141, 142, and 241 are required. The remaining 9 hours are to be chosen by the student in consultation with the department chairman. The exact courses will depend upon the intended major program of the student. Approval of the courses by the department chairman is required.

Examples of courses for particular programs.

### A. Secondary Education

Required: Physics 270 and one 300 level course.

Electives: All Physics courses numbered 110 or higher

### B. Engineering Emphasis

Electives: Physics 331 and Engineering Science courses.

### C. Physics Emphasis

Required: Physics 270

Electives: All courses numbered 340 or higher.

### D. Computer Hardware Emphasis

Required: Physics 242, 270, 331, and 332.

## ENGINEERING

Hope offers three-two and four-one programs that lead to the B.S. degree from Hope, and the B.S. degree from one of several engineering schools. Students may also graduate from Hope with a B.S. in Physics with an emphasis in engineering prior to enrolling in a graduate school program in engineering. These programs are detailed on page 265. Physics 121, 122, 270 and 280 are required for these programs.

### COURSE PATTERN FOR MECHANICAL ENGINEERING

	<b>FALL</b>	<b>SPRING</b>
First Year:	Physics 121 or 131 Physics 141 Physics 131	Physics 122 or 132 Physics 142 Math 132
Second Year:	Engin Sci 221 Physics 270 Math 231	Engin Sci 232 Physics 280 Math 270
Third Year:	Engin Sci 345 Physics 241	Math 334 Physics 242 Math 240
Fourth Year:	Physics 361 Physics 331 Physics 381	Engin Sci 344 Math 372 Physics 382 or Engin Sci 495

All Engineering students are expected to have taken Physics 160, Scientific Programming, by the middle of their second year. Additional courses and electives should be selected in consultation with the Engineering Advisor.

### COURSE PATTERN FOR ELECTRICAL ENGINEERING

The following course pattern is strongly suggested for students interested in Electrical Engineering and who expect to stay at Hope College for four years.

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	<b>FALL</b>	<b>SPRING</b>
First Year:	Physics 121 or 131 Physics 141 Math 131 Math 132	Physics 122 or 132 Physics 142
Second Year:	Physics 241 Physics 270 Math 231	Physics 242 Physics 280 Math 270
Third Year:	Physics 331 Engin Sci 221 or Physics 361 Math 240	Physics 332 Physics 342 Math 334
Fourth Year:	Engin Sci 221 or Physics 361 Physics 381	Math 372 Physics 382 or Engin Sci 495

All Engineering students are expected to have taken Physics 160, Scientific Programming, by the middle of their second year. Additional courses and electives should be selected in consultation with the Engineering Advisor.

Students interested in the field of Chemical Engineering should enroll in Chemistry courses. The Engineering Advisor will help the student select a program of Engineering courses that is appropriate. Students interested in Bioengineering should enroll in Biology courses and select a program of Engineering courses in consultation with the Engineering Advisor. Students interested in Civil Engineering should consult with the Engineering Advisor for the appropriate program of courses at Hope College.

## COMPUTER SCIENCE

Computer science majors will find portions of the physics curriculum of unique value because of:

- 1) the close inter-relationship of the developing technologies of electronics, large scale integration, physical optics, etc. with computer design and operation,
- and 2) the high degree to which mathematical concepts are applied to the understanding of solving problems.

The computer is introduced and used in the freshman lab associated with the General Physics sequence Physics 121, 122, 141, 142. Also highly recommended is Physics 241 and 242 for experience in analog and digital electronics, Physics 270 for an understanding of quantum devices such as transistors, and Physics 280 for applied mathematical methods. In addition Physics 331, Process Control, provides experience in using microcomputer systems to control processes and experiments.

## PRE-MEDICINE

The sequence Physics 121, 122, 141, and 142 satisfies the entrance requirements for most medical schools. In addition Physics 241 is suggested. The student should consult with the Health Professions Committee. The physics major will give strong undergraduate preparation for certain technical areas of medical research.

## Non-Science Major Oriented Courses

**101. Introduction to Physics I** — The course is designed for non-science majors and students in physical therapy, secondary education, nursing, occupational therapy and medical technology, and for non-professional science students who are not planning to enter graduate school. The first semester includes: 1.) Mechanics (vectors, forces, work, momentum, and

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energy), 2.) Molecular Physics and Heat, 3.) Acoustics. The emphasis in the course is on understanding the physical phenomena which surround us. Students need a background in trigonometry. Students who have taken or are now taking Calculus may not enroll in the course. Specifically excluded are premedical and pre dental students. Physics 141, Physics Laboratory I, should be taken concurrently. *Three Hours Jolivette Fall of Odd Numbered Years*

**102. Introduction to Physics II** — A continuation of Physics 101. The course includes the following areas 1.) Electricity and Magnetism, 2.) Light and Color, 3.) Optics, 4.) Atomic and Nuclear Physics. These topics are treated in such a manner as to provide an understanding of the physical phenomena without requiring an extensive mathematical background. Physics 142, Physics Laboratory II, should be taken concurrently. Prerequisite: Physics 101. *Three Hours Jolivette Spring of Even Numbered Years*

**113. Astronomy** — A survey of the physical universe; what we know and how we know it. Topics include the telescope, the solar system, our sun, types of stars and their intrinsic properties, the H-R diagram, stellar evolution, quasi-stellar objects, pulsars, black-holes, galaxies, and cosmology. Opportunities for observational work are included. No prerequisites. *Two Hours Brockmeier Spring Semester*

**114. Physics of Sound and Music** — Everyday sound and musical phenomena provide a natural, intuitive introduction to general physical principles which are then used to assess more complex sound phenomena on a physical basis. This pattern is the fundamental method of physical science. The study of common musical instruments and electronic synthesis systems is included. No prerequisites. *Two Hours Staff Spring Semester*

**116. Energy Today** — A survey for non-science majors of current and future energy technologies — nuclear, solar, wind, biomass, transportation, conservation — with a treatment of the appropriate physics principles of energy conservation, thermodynamics, electricity, and nuclear reactions. No prerequisites. *Two Hours Jolivette Fall Semester*

**245. Physics for Elementary Teachers** — A course designed to introduce the prospective elementary school teacher to concepts of physics. Topics include mechanics, sound, light and electricity. This course is open only to prospective elementary education teachers and they are expected to fulfill their college science requirement with this course unless excused by the chairman of the Education Department. Lecture 4 hours per week and 2 hours of laboratory. Prerequisites: None. Offered for one-half semester along with Biology 245. *Two and One-half Hours Staff 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 seminary for one or two semesters, preferably during their junior year. Registered students are required to attend at least 80% of the seminars presented. The purpose of the seminars is two fold. One is the presentation of fields of current interest and questions of concern for researchers so that students can learn the content of and approaches to research. The other is to provide students contemplating further study at the graduate level with opportunities to discuss with speakers the programs at their institutions. In this manner, students can make better informed decisions on the course of their further education. Prerequisite for registration: Junior Standing. *Zero Hours Both Semesters*

**121. General Physics I** — The course is calculus based and designed for students desiring professional science careers. It provides a rigorous examination of the following physical phenomena and systems: 1) Mechanics (forces, conservation laws, work, potentials, and fields), 2) Molecular Physics and Heat, and 3) Wave Motion. Physics 141 is a corequisite. Mathematics 131, Calculus I, must be taken either concurrently with or before this course. *Three Hours Rouze Fall Semester*

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**122. General Physics II** — A continuation of General Physics I, Physics 121. The course is calculus based with an accompanying laboratory. It is designed for students desiring professional careers in science. The course provides a rigorous introduction to the following topics: 1) Electricity and Magnetism, 2) Geometric Optics, 3) Light and Color, 4) Atomic and Nuclear Physics. Physics 142 is a corequisite. Math 132 must accompany or precede this course.

*Three Hours Rouze Spring Semester*

**131. General Physics I** — The course is calculus based and designed for the more mathematically mature student. Although the topics covered are essentially the same as those in Physics 121, they are explored in a manner that utilizes the power of mathematics more fully. The topics included are: 1) Mechanics (forces, conservation laws, work, potentials, and fields), 2) Molecular Physics and Heat, and 3) Wave Motion. In addition special topics of current, scientific interest are discussed. The emphasis of the course is on establishing a rigorous understanding of physical phenomena. Mathematics 131 and Physics 141 are corequisites.

*Three Hours Gonthier Fall Semester*

**132. General Physics II** — A continuation of Physics 131. Additional topics are examined in a rigorous manner. Included are: 1) Electricity and Magnetism, 2) AC and DC circuits, 3) Geometric Optics, 4) Atomic and Nuclear Physics. Areas of current research are discussed. Major emphasis is placed on understanding the physical phenomena of the universe from a conceptual point of view. Physics 142 and Mathematics 132 are corequisites.

*Three Hours Gonthier Spring Semester*

**141. Physics Laboratory I** — The laboratory is designed to accompany Physics 101, 121, and 131. Basic laboratory skills are developed. The use of modern instrumentation in physical measurements are explored. Students gain experience in using computers to analyze scientific measurements. Phenomena such as mechanical systems, sound, and radioactivity, are studied in quantitative terms. Corequisite: Physics 101, 121, or 131.

*One Hour Staff Fall Semester*

**142. Physics Laboratory II** — A continuation of Physics 141, Physics Laboratory I. The laboratory accompanies Physics 102, 122, 132. Physical phenomena are studied and measured on a more advanced level. The topics of optics, electricity and magnetism, resonance, and electrical circuits are explored. In addition, experiments are performed that use the typical measurement techniques of modern physics. A major goal of the course is to develop skills in the measurements of physical phenomena. Prerequisite: Physics 141.

*One Hour Staff Spring Semester*

**160. Scientific Computer Programming** — An introduction to computers, FORTRAN programming, and methods of scientific problem solving and data reduction under timesharing and batch modes of operation. Techniques in least squares fitting, sorting, transcendental equations solving, and the Monte Carlo method will be introduced. Features of the operating system, utility processors, and file management will be included. This course is a substitute for Computer Science 120 and is intended for students majoring in the Physical Sciences. Corequisite: Mathematics 131. This course is the same as Computer Science 160.

*Three Hours Brockmeier Both Semesters*

**241. Electronics I** — An introduction to digital and analog electronics. The use of transistors, integrated circuits, and operational amplifiers in instrumentation is studied. Design techniques are taught. In the accompanying 3 hour laboratory course, random logic circuits are built including scalars, timers, digital to analog converters, and analog to digital converters. Analog amplifiers, summers, and pulse amplifiers are built and studied. Prerequisite: A laboratory course in physics, or previous electronics experience, or permission of instructor.

*Three Hours van Putten Fall Semester*



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**242. Electronics II** — Advanced applications of analog and digital electronics. Linear feedback theory is studied, including stability criteria. Circuits using active filters, power amplifiers, phase lock loops, and instrumentation amplifiers are studied and built in the three hour laboratory. The circuitry of digital computers is studied along with the relationship between hardware and assembly language. A digital computer is built and programmed in the laboratory. Prerequisite: Physics 241, or permission of instructor.

*Three Hours van Putten Spring Semester*

**270. Modern Physics** — A first course in the quantum physics of atoms, molecules, solids, nuclei, and particles. Topics include the structure of the nucleus, the Schroedinger wave equation, one electron atoms, angular momentum, spectra, transition rates, and quantum statistics. Applications to atoms, molecules, nuclei, conductors, semiconductors, superconductors, and elementary particles will be discussed. Experiments as well as theory will be examined. Prerequisites: Physics 122 or 132, Math 132, or permission of instructor.

*Three Hours 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 Legendre's equation. Special attention is given to physical examples from multiple areas to show the generality of the techniques. Prerequisite: Physics 122 or 132. Corequisite: Mathematics 270.

*Three Hours 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 Rouse 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** — (Same as Computer Science 331). A study of the control of linear systems. Mathematical models of physical systems are developed. The stability of continuous and sampled data systems are examined using Laplace and Z Transform methods. The behavior of control algorithms constructed under differing assumptions is explored. The practical and theoretical problems inherent in the implementation of feedback control is discussed thoroughly. Corequisite: Mathematics 270.

*Three Hours van Putten Fall Semester*

**332. Process Control Laboratory** — (Same as Computer Science 332). The control methods developed in Physics 331 are applied to an actual system. A mathematical model of the system is developed. The physical system is tested and non-linear least squares methods are applied in determining process parameters. From the model and data an appropriate control algorithm is constructed. The control of the system is implemented using real time computer programming techniques on PDP 11 minicomputers. The problems of data acquisition using analog to digital converters and digital interfaces are explored.

*One Hour van Putten Spring Semester*

**342. Electricity and Magnetism** — A course in classical electromagnetism with the development and application of Maxwell's equations as the central focus. Topics include electromagnetic fields, boundary value problems, dielectric and magnetic materials, radiation, and energy and momentum of the electromagnetic field. Prerequisites: Physics 280 and Mathematics 270.

*Four Hours De Young Spring Semester*

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**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 Staff Spring Semester*

**361. Analytical Mechanics** — A study in Newtonian mechanics, potential description, oscillatory motion, Lagrangian and Hamiltonian dynamics, normal modes, and perturbation methods. Prerequisite: Physics 280.

*Four Hours Brockmeier Fall Semester*

**362. States of Matter** — The prominent states of matter are examined from a classical and quantum mechanical points of view. An overview of thermodynamics and statistical mechanics is given. Effects of Bose-Einstein and Fermi-Dirac statistics are detailed for gases, liquids and solids. Slightly degenerate perfect gases, 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 Gonthier Fall Semester*

**381. Advanced Laboratory** — This laboratory combines experiments from both classical and modern physics and from interdisciplinary physics fields such as biophysics and geophysics. Extensive use of the computer and FORTRAN is made in the analysis of data from the experiments. Detailed error analysis of each experiment is required. Experiments include NIM electronics, gamma-detection, Millikam oil drop, alpha spectroscopy, and accelerator operation. Two hours of lecture and seven hours of laboratory. Required for physics majors. Prerequisites: Physics 242, 270, and Physics 160 or Computer Science 160, or equivalent FORTRAN programming experience.

*Three Hours Staff Fall Semester*

**382. Continuation of Advanced Laboratory** — Experiments in the second semester of advanced laboratory include Cavendish, Rutherford scattering, neutron activation (geophysics) and additional accelerator experiments. Two hours of lecture and seven hours of laboratory. Required for physics majors. Prerequisite: Physics 381.

*Three Hours Staff Spring Semester*

**490. Research** — With departmental approval juniors or seniors may engage in independent studies at a level appropriate to their ability and class standing, in order to enhance their understanding of physics. Students may enroll in each semester.

*One or Two Hours Staff Both Semesters*

**495. Advanced Studies in Physics** — A lecture or seminar in an area of special interest or experience. Department chairperson's approval required.

*Two or Three Hours Staff Spring Semester*

## Engineering Courses

**221. Introduction to Solid Mechanics** — Principles of statics including equilibrium and static equivalence, determination of moment and force resultants applied on a solid body, and computer applications in the analysis of a simple truss structure. Introduction to the mechanics

# PHYSICS

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of deformation, concepts of stress, strain, and the stress-strain relationship. Application to engineering problems involving tension, compression, torsion and deflection of beams and thin shells. Prerequisites: Mathematics 132, and Physics 121 or 131.

*Three Hours Takeshita Fall 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, and Physics 122 or 132.

*Three Hours Takeshita Spring Semester*

**344. Mechanical Vibrations** — Free and forced response of single and multiple degree of freedom lumped mass systems, and of continuous bodies. Analytical and numerical methods for solving vibration problems. Applications to the vibrations of mechanical systems and structures, earthquake response of structures. Prerequisites: Physics 280, 361, Mathematics 270. Math 334 and 372 suggested.

*Three Hours Takeshita Spring Semester*

**345. Thermodynamics** — The study of the zeroth, first and second laws of thermodynamics, equations of mass and energy conservation and concepts of irreversibility and availability. Applications of the laws of thermodynamics to power generation systems, refrigeration cycles, and internal combustion and jet engines. Prerequisites: Mathematics 270, Physics 122 or 132.

*Three Hours Takeshita Fall Semester*

**495. Fluid Mechanics** — The basic properties of fluids, the parameters used in describing the behaviors of a fluid, fluid statics, the integral approach, the differential approach, and potential flow are discussed. Applications to internal and external flow. Prerequisite: Mathematics 270, Engineering Science 221, 345, Physics 280. Also Mathematics 334 and Mathematics 372 strongly suggested.

*Three Hours Takeshita Fall Alternate Years*

**495. Internship in Engineering** — This program offers the student an opportunity to work on a project or an experience approved by the department as being of significance. This is usually done off-campus and the student will have a qualified supervisor at the site of this experience in addition to a faculty advisor. This course is normally open only to seniors. Prerequisite: Permission of the department.

*Three Hours Staff Fall and Spring Semesters*

*In addition: Physics 241, 242, 331, 332, and 342 are important for students interested in Electrical Engineering. Physics 361 is suggested for those interested in Mechanical Engineering.*



**Faculty:** Mr. Zoetewey, Chairperson; Mr. Elder, Mr. Holmes, Mr. Kim. **Assisting Faculty:** Ms. Juth, and Mr. Mast.

The academic program of the Department of Political Science seeks to provide the student with a systematic understanding of government, political behavior and political institutions in the local, state, national and international areas. To accomplish this goal students majoring in political science take such courses as "Political Theory," "Comparative Government," "American Political Parties," and "International Relations." In addition to these theoretical courses, students enroll for academic credit in departmental programs which give the student a first-hand encounter with political processes both at home and abroad. For example, all political science majors have the opportunity to apply for the Washington Honors Semester Program. This interdisciplinary program provides an opportunity to select two internships from many hundreds of possibilities and talk with key political and administrative officials concerned about the national government. Other Hope interns work in governmental and political offices near campus. In addition to courses, students majoring in political science have engaged in a wide variety of activities which include:

- directing the campus radio station
- organizing Michigan's largest Model United Nations
- meeting with prominent campus visitors, such as Senators Mark Hatfield and Robert Packwood
- organizing a "get-out-to-vote" campaign among college students
- serving as youth chairpersons of county, congressional district, and state political party committees

Graduates of the Department of Political Science have pursued such satisfying careers as:

- a member of the Michigan House of Representatives
- an assistant Presidential Press Secretary
- a professor of International Relations at a major American university
- a senior partner in a nationally prominent law firm
- a juvenile rehabilitation officer
- an administrator of a hospital in New York state
- an insurance agent in the state of Maine
- a college admissions officer
- a budget analyst for a Metropolitan Transit system
- a campaign management specialist with his own consulting firm
- a Deputy Assistant Secretary of the U.S. Department of Housing and Urban Development
- an Assistant to the Mayor of Washington, D.C.
- the executive director of state and congressional district party organizations
- a state and national legislative staffperson
- a city manager

**SOCIAL SCIENCE REQUIREMENT:** Students who want to fulfill the college social science requirement should take Political Science 101.

**GENERAL PROGRAM FOR MAJORS:** The program for majors, consisting of not less than twenty-five hours in the department, is designed to provide an excellent background and training for the student who wishes to prepare for secondary-level teaching, government service, law school, or graduate work in political science. Students who take appropriate electives in other disciplines may also prepare for eventual careers in journalism, public relations, industry, small business, personnel administration, as well as other facets of human relations. To assure a good balance of course work each student major will be required to enroll in 101, 121 or 212, 251, 261 or 262, 341, and 494. Each major is strongly urged to take Economics 201 and to fulfill the college mathematics requirement by taking Statistics (Math 210). Majors are also strongly urged to gain computer literacy by taking Computer Science 120 or 100.

# POLITICAL SCIENCE

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**MINOR IN POLITICAL SCIENCE:** A minor consists of a minimum of 16 credits selected as follows: Political Science 101, 251, a theory or seminar course (Political Science 341, 346, or 494), one foreign area course (Political Science 261, 262, 270, 295, 300, 304, 378, or 491), and one domestic area course (Political Science 121, 212, 235, 294, 295, 302, 331, 339, or 491). Up to 8 credits in Political Science 496 (Washington Honors Semester) may be substituted for the two foreign and domestic courses. For a teaching minor, students should elect an additional course from each of the foreign and domestic selections listed above.

**SPECIAL PROGRAM IN FOREIGN AREA STUDIES:** A political science major may choose to concentrate on foreign area studies in which case she/he will complete an individually tailored thirty-one hour study program formulated in conjunction with his or her advisor. This study program would include an appropriate balance of subnational, national, and international level political science courses and must be approved by the Department of Political Science. Political Science 101 is required. Programs will vary according to geographic areas and interested students should see one of the three faculty members who serve as program advisors: Dr. Elder, Dr. Holmes, and Dr. Kim. For most of these area programs, up to six of the thirty-one hour requirement may be taken outside the Department of Political Science. Students who meet the International Education Committee's requirements for study abroad may include a year of study in the area itself through programs such as those sponsored by the GLCA or IES.

**101. National Government** — A study of the national government from its origins (including the formation and development of the Constitution) through its development to the present. Varying approaches to teaching this course are used by the staff, though the discussion-lecture format is a common approach for all. Simulations and foreign policy emphases (Holmes), theoretical foundations for U.S. political and social institutions (Elder), historical, institutional, and practical politics emphases (Zoetewey) are among the special approaches and interests of the staff.  
*Three Hours Staff Both Semesters*

**121. State and Local Government** — The course examines the major constraints on state and local governments in making public policy, examines the institutions of state and local government, analyzes several public policy areas, and studies municipal and metropolitan governments. Prerequisite: Political Science 101. Students who are interested in pursuing a career in state and local government should also take Political Science 235 (Public Administration) and Political Science 391 (Internship in local government or state government).  
*Three Hours Zoetewey Fall Semester*

**211. American Political Party Development** — This course will trace the origin and growth of our political parties, major and minor, from the late 18th century to the present. Prerequisite: Political Science 101, or permission of the instructor. Not offered, 1987-88.  
*Three Hours Zoetewey Fall Semester*

**212. Parties, Interest Groups and Elections** — This course will involve a study of the organization and functions of contemporary political institutions such as parties, interest groups and the nominating and electoral processes. Special attention is given to the presidential selection process. Prerequisite: Political Science 101. *Three Hours Zoetewey Spring Semester*

**235. Public Administration and Policy** — The underlying principles of government management at the federal, state and local levels. Prerequisite: Political Science 101. Students who are interested in a career in government should also take Political Science 294 (Government in Washington), or 391 (Internship in local or state government), or a Washington Honors Semester internship (392A, 392B, 393A, 393B). *Three Hours Mast Fall Semester*

**251. International Relations** — An introduction to, and an examination of the major problems confronting the peoples and nations of the modern world. Prerequisite: One semester of college work. Next offered in 1988-89. *Three Hours Holmes Both Semesters*

# POLITICAL SCIENCE

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**261. Comparative Government: Europe** — A study of the major types and forms of governments of Europe. Prerequisite: One semester of college work. Next offered in 1987-88 as Political Science 295: Comparative World Governments.

*Three Hours Kim Fall Semester*

**262. Comparative Government: Latin America** — A political survey of the nations of Latin America and their relations with the outside world. Special attention is given to the role of the military in these countries. Prerequisite: Sophomore standing. Next offered in 1988-89.

*Three Hours Holmes Spring Semester*

**270. Introduction to Culture and Politics of Indian Subcontinent** — Considerable emphasis will be placed on the effects which religion, social structure, and history can have on the nature of the functions performed by the political institutions of a society. Major emphasis will be on the social and political institutions of India, Pakistan, and Bangladesh. Prerequisite: One semester of college work.

*Three Hours Elder Spring Semester*

**294. Government in Washington** — Government in Washington is an exposure, through readings and on the spot interviews, to government officials, programs and policies in Washington, D.C. This May Term course provides student participants some 50-60 interviews with Washington officialdom during a three-week period. Political Science 294 is a prerequisite for any student who wishes to take a six hours credit, eight week summer internship in Washington. Students are advised to consider combining Political Science 294 with a Washington summer internship (Political Science 391).

*Three Hours Staff May Term*

**295. Studies in Political Science** — This course allows a student to take a course 1) that would have a particular relevance at a particular time, 2) that would arouse and attract student interest, and 3) that would allow professors to develop areas within or related to their academic training. Courses that have been or could be offered include Civil Rights, Africa and India, Far East Politics, Urban Government and Politics, Soviet-American Relations, Criminal Justice, Political Violence, Women and the Law, and Political Economy. The Government and Politics of Japan is scheduled for Fall Semester, 1987, with Dr. Kim as the instructor. Law: Its Changes and Consequences (Fall Semester) and Women and the Law (Spring Semester) with Dr. Juth are also scheduled. Prerequisite: One semester of college work.

*Three Hours Staff Both Semesters*

**300. Government and Politics of the Soviet Union** — This course analyzes the roots of the Bolshevik Revolution and the development of modern day Soviet political institutions and processes. Particular stress is placed on the role of the Communist Party and its relation to the different sectors of Soviet society and government, phases of domestic and foreign policy, the ever current struggles for succession, collectivization and incentives for agriculture, forced-draft industrialization, changing nature of the totalitarian state, and government by technocrats. Next offered 1988-89.

*Three Hours Kim Fall Semester*

**302. The Politics of Race and Ethnic Relations** — This course takes a sociological, historical, psychological, and economic approach to the political position of minorities in our society. Most attention is focused on the Black racial minority, but what is true for a racial minority, such as the Indians and Blacks, is often true for an ethnic minority, such as the growing Spanish speaking minorities. A good deal of attention is given to developing a theoretical framework that will allow political prediction of when cultural racism, biological racism, violence, and political action will occur. Prerequisite: One semester of college work. Not offered 1987-88.

*Three Hours Staff Every Other Year*

**304. Politics of the Middle East** — This course will offer a survey of recent and current international problems, together with some historical background, including the Arab-Israeli conflict, the process of decolonization, the question of Arab unity, and the interests and policies of the great powers. Prerequisite: One semester of college work. Not offered 1987-88.

*Three Hours Staff Fall Semester*

# POLITICAL SCIENCE

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**331. Legislative Process** — The organization and operations of Congress and the role of the Executive and Administrative agencies in the process of law making. Major issues before Congress will be studied in some detail. Prerequisite: Political Science 101.

*Three Hours Zoetewey 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 the structure of the U.S. courts, judicial review, separation of powers, and federalism. The central portion examines the commerce clause, substantive due process, and equal protection. The last section emphasizes freedoms of speech, press, and religion, privacy, and criminal procedures. Prerequisite: Political Science 101. Open to qualified sophomores.

*Three Hours Zoetewey Fall Semester*

**341. History of Political and Social Theory** — The objective of the course is two-fold: 1) to consider some of the basic problems of political philosophy, and 2) to indicate how they grew out of an attempt on the part of man to discover his purpose and the nature of his social organization. Open to qualified sophomores.

*Four Hours Elder Fall Semester*

**346. American Political and Social Thought** — This course analyzes and interprets fundamental political ideas in terms of their origins, assumptions and developments. Prerequisite: Political Science 101. Open to qualified sophomores.

*Three Hours Elder Spring Semester*

**352. International Law, Organization, and Systems** — Survey of present and possible future international procedures and systems for resolving problems arising from relations between nation states. Open to qualified sophomores.

*Four Hours Kim Spring Semester*

**365. Wilderness Politics** — Wilderness politics is a case examination of the American political system through a detailed field study of the wilderness issue. The three week course is held in Colorado each summer with one week devoted to group interviewing on the subject, one week to a field trip, and a final week to a term project which can be done in a location of the student's choice. Special emphasis is placed on the interaction of local, state, and national governments in addressing one of the most controversial issues in the Western United States. Open to qualified sophomores.

*Three Hours Holmes Summer Term*

**378. American Foreign Policy** — American foreign policy is examined in global terms with emphasis on alternating political moods of the public, processes by which policy is formulated and executed, its current substance, and challenges of international politics. Open to qualified sophomores.

*Three Hours Holmes Fall Semester*

**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. Model United Nations internships are available for students because the Political Science Department runs the largest Model United Nations for high school students in Michigan. A one-hour campaign internship is also available during every national election year. The student will work in the internship for a minimum period of time and, under the direction of a staff member, prepare a paper related in some manner to his field experience. Prerequisite: Junior standing, or consent of the chairperson.

*Variable Hours Staff Both Semesters*

**395. Campaign Management** — Campaign management studies the methods and techniques of managing a campaign for public office. Topics covered include organization, advertising, press relations, fund raising, advancing, volunteers, budget, issues development, scheduling and strategies. Up to half of the total class and preparation time may involve field work. Students in the course choose between a Democratic Party and a Republican Party lab when doing their field work. Individual campaign plans are prepared at the end of the course. Open to qualified sophomores. Offered only during election years.

*Three Hours Holmes Fall Semester*

# POLITICAL SCIENCE

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**490. Independent Studies** — Independent research of an advanced nature under the supervision of a designated staff member, culminating in the preparation of an extensive research paper. Prerequisite: Senior standing or consent of the department chairperson.

*Three Hours Staff Both Semesters*

**491. Readings** — Independent reading of assigned works of an advanced nature under the supervision of a designated staff member. Prerequisite: Consent of the instructor.

*One to Three Hours Staff Both Semesters*

**494. Seminar** — This course will provide instruction in bibliography and research methods, followed by individual research projects in some field of politics and the preparation of the research paper. Seminars scheduled for 1987-88 will study Religion and Politics (Zoetewey: Fall) or a new seminar offered by Dr. Kim in the Spring Semester. Prerequisites: Not less than six hours in Political Science, Junior standing, and permission of instructor.

*Three Hours Zoetewey, Kim Both Semesters*

**392-01. Washington Semester Internship in Congress.**

**392-02. Washington Semester Internship with Political Interest Groups.**

**393-01. Washington Semester Internship in American Foreign Policy.**

**393-02. Washington Semester Internship in Public Administration.**

These four internships are offered under the Washington Semester Program (see Political Science 496). Students will participate in two internships. Most students intern in Congress or with a political interest group. Some students intern with an executive branch agency, a political party, or another group. Interns will prepare a term paper for each internship on a topic related to the internship experience.

*Eight Hours Elder Spring Semester*

**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 interviews with congressmen and legislative staff, executives, lobbyists, political party officials, and journalists, intern for two six-week periods in Congress (Political Science 392-01, 4 hours credit), the executive branch (Political Science 393-01 or 02, 4 hours credit), or with political interest groups (Political Science 392-02, 4 hours credit), and prepare extensive research papers based upon their semester's work.

*Eight Hours Holmes Spring Semester*





**Faculty:** Mr. Van Eyl, Chairperson; Mr. Beach\*, Ms. Dickie, Mr. Green, Mr. Ludwig, Mr. Motiff, Mr. Myers, Ms. Roehling, Mr. Shaughnessy.

The Department of Psychology aims to provide its students with a strong base in the methodology and fundamental concepts of psychology in order to prepare them to enjoy the study of behavior or to pursue graduate study or practical applications of psychology. It is the department's philosophy that the best preparation for the future comes through acquiring the intellectual tools that will enable the student to be a problem solver, to change and grow as old techniques and vocational specialities become obsolete and new approaches become available.

The department also offers students opportunities to witness and experience psychological principles and thereby to shape their personal visions for the future. Almost half of the department's courses offer the opportunity for laboratory experience.

The department's exceptional facilities include a faculty-student lounge, an eight-room laboratory for observing children and small groups, 40 additional rooms for laboratory instruction and research with humans and animals, computer facilities, and innovative classroom facilities. Many students collaborate with faculty in research in much the same way that graduate students do in large universities. Each year 30-35 psychology students are involved in independent study.

The Psychology-Sociology Composite Major is designed specifically for students who plan to enter the "helping professions," such as social work. This program utilizes the greater Holland community and its social agencies as a laboratory for learning.

Graduates of the Department of Psychology are now pursuing interesting careers, such as:

- teacher of Organizational Psychology at Yale University
- senior partner in an Eastern law firm
- pastor of a RCA congregation in the Midwest
- administrative assistant to a United States Senator
- career officer in the United States Navy
- personnel manager for a national photography-chemical firm
- human engineer for a national computer firm
- director of a social agency in Western Michigan

Although employment opportunities are increasing for the person holding a bachelor's degree in psychology, a master's or doctoral degree is still considered essential for doing professional work in the field.

**MAJOR REQUIREMENTS:** The 24 hour curriculum for the psychology major normally consists of Introduction to Psychology (PS 100), Research Methods (PS 200), five of the following six courses: Developmental Psychology (PS 230), Personality (PS 260), Social Psychology (PS 280), Learning and Memory (PS 310), Physiological Psychology (PS 320), and Perception (PS 340) and one psychology course of one's choice. The psychology major is strongly encouraged to take Research Laboratory (PS 390), especially if he/she expects to undertake graduate study at any time in the future. The psychology major is also required to take statistics (Math 210). The statistics lab (Math 212) and a course from the computer science department are strongly recommended. Because behavior is rooted in biological processes, course work in biology such as Bio. 100, 110 or 111 is also recommended.

Students who have questions about whether the prescribed 24-hour major is the most appropriate one for them or who would like to form a composite major may design, in consultation with their psychology advisor, a major program suited to their unique needs and goals. 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.

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\*On leave first semester

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**MINOR REQUIREMENTS:** The psychology minor consists of a minimum of 18 hours of psychology credit. PS 290, 295, 490, 494, 495, and 496 may be repeated but no more than four credit hours in any combination will be counted toward the minor.

**100. Introduction to Psychology** — An introduction to the study of behavior. Psych. 100 or Psych. 200 is a prerequisite for all other psychology courses.

*Three Hours Staff Both Semesters*

**200. Research Methods** — A beginning study of experimental and research methodology in contemporary psychology. Specific topics from the areas of learning, perception, motivation, developmental, personality, and social psychology are employed to teach the student basic concepts and methods of observation, measurement, hypothesis formation, experimental design, data collecting, data analysis, and generalization.

*Four Hours Motiff, Van Eyl, Shaughnessy Both Semesters*

**220. Educational Psychology** — Same as Education 220.

**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. linguistics, women's studies, gerontology, adolescence, child-adult relations).

*Three Hours Dickie and Ludwig Both Semesters*

**231. Development Practicum** — Weekly seminars and readings in conjunction with field placements will emphasize principles and techniques which facilitate interactions with children. Corequisite: Psych 230.

*One Hour Dickie and Staff Both Semesters*

**245. Environmental Psychology** — This course considers psychological concepts and principles that relate to the physical aspects of the environment. Perceptual, learning, emotional, and motivational principles and concepts are related to the natural environment and particularly to the designs of man-made environments.

*Three Hours Van Eyl Alternate Years*

**260. Personality** — Study of the dynamics of human personality: motivation, emotion, self-concept, frustration and conflict, anxiety and defense mechanisms, with a focus on the processes of adaptive, healthy personality functioning and growth. Personality development, personality assessment, and representative viewpoints of personality psychology are also examined. The student becomes actively engaged in exploring the processes, problems and pleasures of becoming a person.

*Three Hours Beach Both Semesters*

**280. Social Psychology** — The scientific study of how people think about, influence, and relate to one another. Topics include aggression, conformity, persuasion, prejudice, and interpersonal attraction.

*Three Hours Green Both Semesters*

**290. Supervised Study in Psychology** — Designed to give the psychology student an opportunity for first-hand learning experience in laboratory settings or in a field placement under the supervision of a faculty member. It is the student's responsibility to obtain prior approval of the project from his/her faculty supervisor. May be repeated for credit but no more than four hours may be applied to the 18-hour psychology minor. Pass/Fail credit only. Prerequisite: Psych. 100 and permission of the instructor/supervisor.

*One or Two Hours Staff Both Semesters*

**295. Studies in Psychology** — An experimental lecture or seminar course designed as a one-time or trial offering. May be repeated for credit but no more than four hours may be applied to the 18-hour psychology minor. Prerequisite: permission of instructor.

*Two or Three Hours Staff*

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**310. Learning and Memory** — Experimental methods, research findings and contemporary theories are evaluated for problems of conditioning, learning, and memory.

*Three Hours Shaughnessy Fall Semester*

**320. Physiological Psychology** — An introduction to the physiological bases of behavior. Research findings and methods will be emphasized regarding the neural processes underlying brain function and behavior.

*Three Hours Motiff Both Semesters*

**330. The Exceptional Child** — Same as Education 330.

**335. Adult Development and Aging** — A study of research and theory about human development during the post-adolescent years, with emphasis on the issue of continuity versus change in the various stages of life. Special attention is paid to the problems and challenges of late adulthood. Prerequisite: Ps. 230.

*Three Hours Ludwig Alternate Years*

**340. Perception** — An introduction to the sensory and perceptual processes as manifest in contemporary theory, research, and application. Special attention is paid to vision, but hearing, taste, smell, speech, and psycholinguistics are included.

*Three Hours Van Eyl Spring Semester*

**365. The Helping Relationship: Principles and Skills** — This course is a seminar-workshop discussing the principles and practicing skills involved in the helping relationship. Several instructors explore the theories of the helping relationship, helpers and helpes as persons, clinical skills of effective helping, self-defeating behavior, and transactional analysis applied to helping. The course has a limited enrollment and is held off campus.

*Three Hours Motiff May Term*

**370. Psychology and Behavior Disorders** — An introduction of the study of pathological behavior. Includes investigation into etiological factors, common syndromes, and survey of therapeutic measures. Prerequisite: Psychology 260.

*Three Hours Roehling Both Semesters*

**380. Group Dynamics** — Systematic study of the characteristics and functions of face-to-face groups: interpersonal relationship, group forces, cohesiveness, group process, goal formation, decision-making, styles of leadership and group membership roles. Practical application of group dynamics theory is included. Analytical observations are taken of groups in action. Psychology 280 is strongly recommended as a prior course.

*Three Hours Beach Spring Semester*

**390. Research Laboratory in Psychology** — A psychology laboratory course in a specific content area such as Developmental Psychology, Perception, Social Psychology, Environmental Psychology, Memory, or Physiological Psychology, stressing contemporary methods of investigation and behavioral research. A prerequisite is Research Methods (200). May be repeated for credit providing no specific content area is repeated. Strongly recommended for psychology majors, especially those who expect to undertake graduate study at any time in the future. It is also strongly recommended that the course be taken no later than during the junior year.

*Two Hours Staff Both Semesters*

**400. Tests and Measurements** — An introduction to the purposes, the construction and the interpretation of tests of psychological and educational differences and uniformities. Prerequisite: Math 210.

*Three Hours Staff*

**410. Psychotherapy and Personality Theory** — Representative systems of psychotherapy are examined comparatively in terms of their theoretical origins, therapeutic process and criteria of evaluation. Prerequisites: Ps. 260; Ps. 370 is recommended.

*Three Hours Roehling*

# PSYCHOLOGY

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**490. Special Studies** — This program affords an opportunity for the advanced psychology or psycholinguistic 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. Special Studies credit requires departmental approval of a formal proposal to be submitted prior to registration. The number of credit hours and whether the course is taken for a grade or on a pass-fail basis are subject to department approval. The course may be repeated but no more than four hours of credit in this course may be applied to the psychology minor requirement of 18 hours.

*Hours to be Arranged Staff Both Semesters and Summer*

**494. Topical Seminar** — A student or faculty initiated seminar on a special topic in psychology. Intended for students of demonstrated maturity, as usually indicated by upperclass standing. May be repeated for credit, but no more than four hours in 290, 295, 490, 494, 495 and 496 may be applied to the 18-hour psychology minor requirement. Prerequisite: permission of seminar instructor. (Examples of previous offerings are: Mental Retardation, Human Sexuality, Urban Environment, and Monkeys, Apes and Man.)

*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 majors. The experience can include observing, assisting, assuming regular duties, or pursuing a special project. The general guideline for credit is 3 hours per week (for a semester) for each one hour of credit. This course may be repeated for credit but no more than four hours may be applied to the 18-hour psychology minor. Prerequisite: Departmental approval, Pass/Fail credit only.

*Hours to be Arranged Roehling Both Semesters*

*Special learning opportunities for psychology students are available through the Detroit, Chicago, Philadelphia, and Washington semesters. See pages 110-112.*



**Faculty:** Mr. Voskuil, Chairperson; Mr. Bandstra, Mr. Boulton, Mr. Bruins, Ms. Everts, Mr. Palma, Mr. Verhey, Mr. Wilson.

The broad academic purpose of the study of religion at the college level is to understand the Christian faith and the role of religion in human culture. To accomplish that end, the Department of Religion is divided into five areas of academic investigation: Biblical studies, historical studies, theological studies, world religions, and religion in culture. While each student majoring in religion is required to enroll in advanced level courses in each of the five areas, most religion majors concentrate in one area and develop, thereby, a considerable expertise. Many students have found the religion major an excellent way of focusing 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

Students majoring in religion may form a composite major with another academic discipline, such as Philosophy, Communication, Theatre, Music, Psychology, Foreign Languages, Sociology, and History. Each year many graduates of this department go on to graduate studies in major universities and seminaries in this country and abroad.

Graduates of the Department of Religion are currently leading satisfying careers such as:

- pastoring churches in this country and abroad
- teaching in seminaries and colleges
- serving as a theological librarian
- directing a home for the aged
- serving as youth directors in local churches

## **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 preparing for various professions may choose as the focus of their liberal arts education. The Department of Religion is comprised of five disciplines: Biblical Studies, Historical Studies, Theological Studies, Studies in World Religions, Studies of Religion in Culture. A religion major program requires 27-30 semester hours of courses elected from the five disciplines in Religion. Options for religion majors include seminars or individual research and, in consultation with the department chairperson, the opportunity to fulfill selected required courses through a tutorial reading program. The program has been endorsed and recommended by graduate theological seminaries for students preparing for church vocations.

For students interested in pursuing careers in Christian education and youth work in the local church, the religion major, with church-worker emphasis, is recommended. This program consists of the regular religion major course of study to which particular courses for skill development are added.

# RELIGION

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**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 are stipulated. In addition to seven specified religion courses, prospective minors must enroll in Education 381 — Teaching Religion in Secondary Schools (2 hours). For further information see the Department of Religion chairperson.

## Basic Studies in Religion

**111. Introduction to Biblical Literature** — A beginning study of the history and theology of the Old and New Testaments. *Three Hours Bandstra, Everts, Verhey, Voskuil*

**121. Christian Origins** — A study of the origins of Christianity using the documents of the New Testament and the early church. Emphasis will be placed on issues which affected the beginnings of Christianity and remain important today.

*Three Hours Bruins, Everts, Voskuil*

**131. Basic Christian Thought** — A study of basic Christian beliefs about God, creation, evil, Jesus Christ, salvation, and the future. These beliefs are examined in their biblical, historical, and current contexts. *Three Hours Palma, Wilson*

**141. Introduction to World Religions** — A historical and geographical survey of some major religions of the world: the religions of India, China, Japan, and the Near East. Emphasis is placed on the role of religion in the development of the culture and ethos of these areas.

*Three Hours Wilson*

**151. Religion and Society** — An examination of the role that religion plays in societies such as ancient Israel and early Christianity. The place of religion in these societies will serve as models for understanding religion in American life, past and present, with special reference to issues such as church and state, and religion and social ethics.

*Three Hours Boulton, Kennedy*

## Biblical Studies

**213. Prophecy in the Old Testament** — A close study of the literature of the prophets against the background of Israelite and Mesopotamian history. *Three Hours Bandstra*

**214. Intertestamental Literature** — A study of the literature between the Old and New Testaments with close attention given to the rise of apocalyptic prophecy, the Dead Sea scrolls, and the development of Judaism. *Three Hours Bandstra*

**217. Gospel Literature** — A study of the synoptic gospels and John focusing on the life and teachings of Jesus, the development of the gospel traditions, and the special interests and concerns of each evangelist. *Three Hours Everts, Verhey*

**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, Verhey*

**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. Biblical Archeology** — A study of Near Eastern archeological discoveries and their role in illuminating the history and literature of the biblical period. *Three Hours Bandstra*

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**315. Biblical Theology** — A study of major theological themes evidenced in biblical literature, with attention given to methods of interpretation. *Three Hours Bandstra*

**316. Late New Testament Writings** — A study of late New Testament writings, focusing on James, I Peter, Hebrews, and Revelation. Issues of background, genre, and interpretation will be dealt with. Other late New Testament and early Christian literature will also be examined briefly. *Three Hours Everts, Verhey*

**317. New Testament Ethics** — A study of the moral teachings of the New Testament and their relevance for contemporary Christian ethics. Prerequisite: 217, 218, or 316. *Three Hours Verhey*

## 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 Voskuil*

**222. Rise of Christianity II** — The history of Christianity from the Reformation to the present day. Students who intend to take both 221 and 222 should select them in their proper sequence. *Three Hours Voskuil*

**321. Religion in America** — An analysis and study of the various religious movements and cults in America from colonial times to the present. *Three Hours Bruins, Voskuil*

**322. Studies in Calvinism** — A survey of the teachings of John Calvin and the development of the Reformed tradition in Europe and North America. *Three Hours Bruins*

**323. Christianity and Contemporary American Culture** — An examination of the various ways the Christian faith interacts with major phenomena in contemporary American culture. *Three Hours Voskuil*

## Theological Studies

**232. Conceptions of God** — A study of ancient, medieval, and modern ideas of God present in major religions, theologies, and philosophies. They will be examined and evaluated in the light of the biblical understanding of God as it develops in the Judeo-Christian tradition, and in relation to such topics as creation, human freedom, and knowledge of God. *Three Hours Palma, Wilson*

**233. Perspectives on Christ** — A survey and study of major views and images of Jesus Christ which have arisen from theological, historical, cultural, and artistic perspectives. These views and images are evaluated on the basis of the biblical witness to Jesus Christ. *Three Hours Palma*

**234. Holy Spirit and Christian Spirituality** — A survey of major views on the nature and work of the Holy Spirit set forth from Pentecost to the present throughout the Christian church. These views, plus those on human spirituality, will be evaluated on the basis of the biblical witness to the Holy Spirit. *Three Hours Palma*

**332. Creation and New Creation** — A study of major Judeo-Christian conceptions of the creation of the world and humanity, their liberation from evil, and their being transformed into a new creation. These conceptions are contrasted with those held outside the Judeo-Christian tradition, and all are evaluated on the basis of the biblical witness. *Three Hours Boulton, Palma*

**334. Theological Reflections** — A critical study of major issues and questions which arise in the formation of Christian theology and thought. Those covered include grounds for belief

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in God; how God is known; revelation, faith, and reason; theology and science; nature and miracles; the character of God-talk; truth and logic in theology; and God and life after death.

*Three Hours Palma*

## Studies in World Religions

**241. Religions in 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. Fulfills philosophy major Indian philosophy requirement.

*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 endemic to these areas and those which were "imported." Analysis of the interaction between these two types of religions directs our attention to the influence of culture on religion and religion on culture.

*Three Hours Wilson*

**343. Studies in Islam** — A study of the history and development of Islam, considering its literature, doctrines, traditions, and practices. Particular emphasis is placed upon sectarian Islam with its various geographical locations and its political significance in the world today.

*Three Hours Wilson*

## Religion in Culture

**252. Christian Ethics** — This course gives students an opportunity to analyze the ethical system of an unfamiliar Christian community and to encounter Christian ethics as a discipline and a vocation.

*Three Hours Boulton, Kennedy*

**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.

*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 Boulton*

## 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 "Basic Studies in Religion" and sophomore standing.

*Three Hours Staff*

**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. 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. Religion Internship** — A supervised practical experience in a local church or religious organization. The experience can include observing, assisting, assuming regular duties, or pursuing a special project. The normal guideline for credit is 3 hours per week (for a semester) for each hour of academic credit. Departmental approval required. Prerequisite for church placements: Religion 352.

*Three Hours Staff*





**Faculty:** Mr. Luidens, Chairperson, Mr. Nemeth, Mr. Osborn, Mr. Piers, Mr. Sobania.

The Department of Sociology and Social Work provides students with a variety of courses in two pre-professional "tracks." The Sociology track prepares students who plan to enter graduate or professional school in the areas of sociology, law, urban planning, the ministry, and numerous other fields. The Social Work track, which is granted in conjunction with the Department of Psychology, prepares students who are intending to join the "helping professions," either directly after graduation or following graduate studies in social work, counseling, law or ministry.

Sociology can be defined as the scientific study of human societies. In order for students to engage in this study, they will be introduced to major theoretical and methodological issues of the discipline. Students will be able to choose from a wide selection of topical courses. These courses bring various theoretical and methodological understandings to the analysis of specific social structures and processes.

The program for a Sociology major requires a minimum of 27 hours. The course program must include a) Sociology and Social Problems (Soc. 101); b) Introduction to Statistics (Math. 210); Methods of Social Research (Soc. 262); and d) Theoretical Perspectives in Sociology (Soc. 361). It is strongly recommended that these courses be completed by the end of the junior year.

The Social Work major, a composite of Sociology and Psychology, is designed for students who are intending to enter professions which require direct contact with people regarding their social and personal welfare. This major builds upon a broad liberal arts base and examines: a) the philosophies of social welfare; b) the various theoretical perspectives of sociology, psychology, and the other social sciences; and c) the complementary utility and integrative properties of the various theoretical perspectives.

The requirements for the Social Work major include the following Social Work courses: a) Sociology and Social Problems (Soc. 101); b) Sociology of the Family (S.W. 232), Introduction to Social Welfare (S.W. 241), Child Welfare or Urban Sociology (S.W. 242 or Soc. 312), Methods of Social Research (Soc. 262), and Social Interventions (S.W. 442); and c) the following courses from the Psychology Department: Psychology 100 or 200, 230, 260, 280 or 330, 370, 380 or 410.

Although not required, Social Work Field Project (S.W. 443 or 446) is strongly recommended for all students in the Social Work major. It is also recommended that Social Work majors take Introduction to Statistics (Mathematics 210) for their College mathematics requirement, and Human Ecology (Biology 218) and Principles of Heredity (Biology 217) toward their science requirements.

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

In addition to their classroom and experimental programs, Social Work students engage in a wide variety of activities which include the following:

- social research in the community
- work with the mentally and physically handicapped in local clinics and hospitals
- work on a "one to one" basis with juvenile delinquents through the local courts
- work with neglected children through local agencies
- work with school children through social workers in schools

Sociology and Social Work students have the unique opportunity to carry out some of their studies in other social contexts. In particular, the GLCA Urban Studies Semester, the Philadelphia Center, and the Chicago Metropolitan Semester offer students courses and field placements in urban settings.

# SOCIOLOGY AND SOCIAL WORK

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Graduates of Hope's Department of Sociology and Social Work have been involved in a variety of satisfying careers such as:

- college teachers, high school teachers
- ministers and church workers
- directors of drug clinics
- workers in prisons
- supervisors in counseling centers
- teachers of social work and psychiatry at major universities
- legal aid lawyers
- professional counselor for the Girl Scouts of America
- director of programs of special education in Virginia
- housing director at a midwest college

**MINOR:** A minor in the field of Sociology consists of three required courses (Sociology 101, 262, and 361) and three Sociology courses of the student's choosing.

## A. Basic Courses in Sociology and Social Work

**101. Sociology and Social Problems** — Examination of the concepts and theories which make up the sociological perspective, the evidence which supports these theories and some ways in which the sociological perspective can aid in understanding social phenomena in the contemporary world. *Three Hours Luidens, Nemeth Both Semesters*

**151. Cultural Anthropology** — A study of the historical trends in anthropology that have led to its present perspective. The concepts of functionalism and cultural relativism are examined and evaluated. The course surveys various cultural patterns around the world. *Three Hours Sobania Fall Semester*

## B. Sociology Courses

**231. Criminology** — The study of the social definition of "crime" and the process of defining criminals. The roles of power and group self-interest will be analyzed as we examine the demographic and social contexts in which crime has been variously "found" in society. Prerequisite: Soc. 101. *Three Hours Luidens Fall Semester*

**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 S.W. 232. *Three Hours Piers Both Semesters*

**262. Methods of Social Research** — A course dealing with a variety of research techniques available to social scientists. An attempt will be made to evaluate the merits of each technique. Practical experience will be part of the course. *Three Hours Nemeth Both Semesters*

**265. Sociology of Education** — Education from the institutional perspective, as an agency of socialization, analysis of various school and community relationships and discussion of the responsibility of both for the educational program of the community, and the relationship in general between society and education. Prerequisite: Soc. 101. Same as Educ. 265. *Three Hours Luidens*

**280. Social Psychology** — The psychological principles underlying interpersonal and group behavior and the effect of social conditions on individual behavior. Same as Psych 280. *Three Hours Green, Myers Both Semesters*

**295. Studies in Sociology** — Readings and discussion focusing on a selected topic of interest to sociologists and students. Prerequisite: permission of the instructor. *Two or Three Hours Staff Both Semesters*

# SOCIOLOGY AND SOCIAL WORK

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**311. Population Studies** — 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. Prerequisite: Soc. 101.

*Three Hours Nemeth*

**312. Urban Sociology** — An analysis of perspectives that sociologists use in studying cities, factors involved in urbanization, and the crisis in American cities. Study of the origin and development of cities, theory and research findings on the impact of urbanization on social life. Discussion of the changing shape and nature of cities and of urban social problems. Prerequisite: Soc. 101.

*Three Hours Nemeth Fall Semester*

**313. Rural Sociology** — A study of the changing socio-cultural patterns in rural America. This course will focus on the contemporary structure of rural America covering such areas as agri-business and recent migration trends that affect rural areas. Prerequisite: Soc. 101.

*Three Hours Staff*

**321. Public Opinion and Mass Communication** — Conceptual analysis of public opinion in relation to notions of democratic behavior and social change. Problems of measurement. The influence of the mass media, reference groups, and interpersonal relations. Prerequisite: Soc. 101.

*Three Hours Staff*

**325. Sociology of Formal Organizations** — An analysis of the nature and dimensions of formal "complex" organizations. Examination will be made of the inter-relationship between the principal organizational variables, such as centralization of power, job satisfaction among employees, formalization of tasks, and effectiveness of performance. Prerequisite: Soc. 101.

*Three Hours Luidens*

**331. Social Stratification** — A study of sociological theory and research bearing on the various systems of social classification, such as class, power, prestige, race, ethnic background, sex, and age categories. Prerequisite: Soc. 101.

*Three Hours Luidens*

**341. Sociology of Religion** — This course is intended to introduce the student to the variety of approaches, concepts and theoretical understandings which constitute the discipline of the sociological study of religion. Prerequisite: Soc. 101.

*Three Hours Luidens Spring Semester*

**351. Sociology of Sports** — An examination of the scope and impact of sport in the twentieth century. Special attention will be focused on sport and social processes such as the influence of sport on mobility, stratification, and socialization. Emphasis will also be given to contemporary problems in sport and a look into the future of sport. Same as Phys. Ed. 361.

*Three Hours Vanderbilt Fall Semester*

**356. Social Change** — An understanding of social change is a fundamental concern in sociology. This course will examine research dealing with both individual and cultural aspects of social change. Topics such as the diffusion of innovations, the effects of mass communications, and the near-universal pattern of modernization will be discussed and analyzed. Prerequisite: Soc. 101, or permission of the instructor.

*Three Hours Nemeth*

**361. Theoretical Perspectives in Sociology** — This course will consider the major theorists of sociology and the major questions asked or primary aspect focused on by each. Prerequisite: Soc. 101.

*Three Hours Luidens Spring Semester*

**490. Independent Studies in Sociology** — This program affords an opportunity for advanced students in Sociology to pursue a project of their own interest beyond the regular course offerings. The project may take one of several forms: 1) library readings on a topic in Sociology, 2) a supervised research project, 3) a supervised field project combining study with appropriate work experience. To become eligible for this course students must have in mind a specific proj-

# SOCIOLOGY AND SOCIAL WORK

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ect and, some background in related courses. Application in writing, including a course proposal and bibliography, should be submitted during advanced registration to the department through the instructor who will be supervising the project. Open to senior Sociology majors with the consent of the department. *Two or Three Hours Staff Both Semesters*

**495. Seminar in Sociology** — A senior course designed to enable students and faculty to organize and integrate a variety of interest areas in Sociology, thereby culminating the major with a synthesis provided through theoretical perspectives. Prerequisite: 15 hours of Sociology. *One, Two or Three Hours Staff Both Semesters*

## C. Social Work Courses

**232. Sociology of the Family** — A study of family structure in both American society and other cultures. Theory and research study will focus on trends in family life and social problems reflected in family functioning. Prerequisite: Soc. 101. Same as Soc. 232. *Three Hours Piers Both Semesters*

**241. Introduction to Social Welfare** — Examination of social welfare as a social institution, the history and philosophy of social work and the contribution of social work to social welfare institutions. Prerequisite: Soc. 101. *Three Hours Osborn Spring Semester*

**242. Child Welfare** — Examination of the philosophy of child welfare as a specific part of social welfare and the programs and policies which perpetuate the child welfare institutions. *Three Hours Osborn Fall Semester*

**290. Independent Study in Social Work** — Designed to give a student specific experience in supervised agency observations, combined with study of library readings on a Social Work topic. Students are responsible for obtaining prior approval for their study from supervising faculty. Though the course may be repeated for credit, only three hours of S. W. 290 and 295 may be applied to the Social Work major. *Two or Three Hours Staff Both Semesters*

**295. Studies in Social Work** — Experimental 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*

**442. Social Interventions** — Foci include: 1) principles of the social work relationship, 2) framework for interpersonal helping, and 3) its utility for social work practice. Prerequisite: S. W. 241. *Three Hours Piers Both Semesters*

**443. Social Work Field Project** — This program offers the opportunity for advanced social work students to experience working 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, or training and referral service for client systems. Students will spend the equivalent of one agency day per week in the field. Prerequisite: Soc. 442, previously or concurrently taken, and permission of the instructor during the semester prior to registration. *Three Hours Piers Both Semesters*

**446. Social Work Field Project** — Field experience is the same as in Social Work 443. Time spent at agency will be two agency days per week. See Soc. 443 for more information. *Six Hours Piers Both Semesters*

*Note: The Social Work Field Project may be repeated for as many as nine hours of credit.*

**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*

## SOCIOLOGY AND SOCIAL WORK

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**495. Advanced Seminar in Social Work** — A senior level seminar course designed for trial offering which enables faculty and students to organize and integrate a variety of interest areas in social work. Prerequisite: senior standing, Social Work major, and permission of the instructor.

*Three Hours Staff Both Semesters*



**Faculty:** Mr. Smith, Chairperson; Mr. Tammi, Director of Theatre; Mr. Ralph, Ms. Carder, Mr. Broglio.

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 value from a historical, contemporary, literary, or entertainment point of view.

Theatre students currently engage in such activities as:

- acting, directing, designing
- participating in theatre production at all levels
- participating in the New York Arts semester program or the Philadelphia Urban Semester program sponsored by the GLCA
- 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 and secondary school teaching
- serving as members of resident companies, such as the Actors Theatre of Louisville
- designing lighting for the Joffrey Ballet
- working in the Juilliard costume shop
- internships at regional professional theatres such as Actors Theatre of Louisville and Alaska Repertory Theatre
- assistantships at graduate schools such as University of Michigan, 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 216); Stagecraft (Theatre 121); 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) one course in; modern theatre History either (304 or 306); and a total of 3 hours singly or in combination from Practicum (Theatre 380), Independent Studies (Theatre 490), and Seminar (Theatre 495). In addition, the major will complete a minimum of one hour of Theatre Laboratory (Theatre 280) credit in each of the following areas: acting, costuming, and lighting/sound; or have engaged in an approved equivalent experience in each of these areas.
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 de-

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sign and technical theatre, directing, acting, or 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 two elected student representatives.

In addition to the curricular requirements, every 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.

In order that full advantage may be taken of the individualized approach to the major program, it is in the best interest of the student to apply for acceptance as a major by the end of the sophomore year. In any case, no major application will be approved which does not include two full semesters of study following the submission of the proposed contract.

Although the department has no foreign language requirement beyond the general college requirement, students anticipating graduate school — particularly in the areas of theatre history, literature, and criticism — are advised to consider the undergraduate preparation in language which may be expected by graduate departments.

A student handbook for majors and prospective majors is available in the department office. Majors are expected to be familiar with information provided in this handbook.

## **COURSES FULFILLING COLLEGE CORE REQUIREMENTS:**

Performing and Fine Arts: first unit — Theatre 101, 105, 153.

Performing and Fine Arts: second unit — Any course work totaling three hours.

Senior Seminar: IDS 400.

**MINOR:** A minor consists of a minimum of 20 hours, including Theatre 121, 216, 331, one course in design (Theatre 215, 222, 223, or 224), one course in early theatre history (Theatre 301, 302, 303, or 307), one course in modern theatre history (Theatre 304 or 306), and two credits in one or more of the following: Theater 380, 490, or 495.

## **I. General**

**101. Introduction to the Theatre** — Intended for the non-major. Appreciation of the theatre and its role in contemporary life. Consideration of history, 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 films screened outside of class. Course may not be taken for credit if student has previously completed Theatre 105. *May be taken to fulfill introductory course unit of College Performing and Fine Arts requirement.*

*Three Hours Staff Both Semesters*

**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**

NOTE: For course offerings in dance, see separate catalog listings under Dance.

**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, ac-

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tors, technicians, and stage manager. Course is designed primarily for the intended theatre major, and fulfills introductory course unit of College Performing and Fine Arts requirement. Course is open only to entering freshmen. *Three Hours Carder Fall Semester*

**116. Voice and Movement for the Actor I** — 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. *Three Hours Broglio Fall Semester*

**117. Voice and Movement for the Actor II** — A continuation of Theatre 116, emphasizing special problems in both voice and movement. Prerequisite: Theatre 116. *Three Hours Broglio Spring Semester*

**121. Stagecraft** — An introduction to technical theatre. Consideration of technical organization, scenery construction methods, scene-painting techniques, mechanical perspective, drafting, scenic materials. Introduction to the function of scene designer, costumer, lighting designer, technical director, and sound technician. *Three Hours Spring 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 Ralph Spring Semester*

**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. Emphasis will be on facial anatomy, physiognomy, corrective makeup, skin textures, materials, modeling, analysis, special structures, ventilation of hairpieces, historical hairstyles, and wig-making. *Three Hours Carder Spring Semester*

**216. Acting I** — A concentration on script analysis, leading to the presentation of short scenes, together with a study of basic problems in observation, concentration, characterization, and improvisation. Recommended that intended performance emphasis majors enroll the freshmen year. *Three Hours Ralph Fall Semester*

**217. Acting II** — A continuation of Theatre 216, with increased emphasis on scene work. Course not open to freshmen. Prerequisite: Theatre 216. *Three Hours Ralph 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. Prerequisite: Theatre 121, or permission of the instructor. Offered alternate years, 1988-89. *Three Hours*

**223. Lighting and Design** — A study of the tools, technology, and artistic considerations of theatrical lighting. Course attempts to deal with the aesthetic problems of lighting design as the artistic effort of an individual working within a producing group. Prerequisite: Theatre 121, or permission of the instructor. Offered alternate years, 1988-89. *Three Hours*

**224. Costume Design** — An introduction to the role of the costume designer in the theatre. Consideration of the designer's responsibilities as a visual artist, based on analysis of the script and of the production concepts. Study of fashions in dress from the ancient Greeks to 1940. Development of the techniques of period dress making, pattern drafting, costume construction, shop organization, and rendering. Offered alternate years, 1987-88. *Three Hours Carder Fall Semester*



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**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, 1987-88. *Three Hours Ralph, Ridl Fall Semester*

**280. Theatre Laboratory** — Practical experience in theatrical production, through involvement as an actor or technician 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. Prerequisite: casting by the director, or acceptance on a production crew by the technical director. Enrollment requires permission of the department chairperson. *One or Two Hours Staff Both Semesters*

**295. Studies in Theatre** — Instruction in specific performance or production techniques, such as mime, fencing, dance, and special problems in acting. Each class will be limited to one such performance area. Frequency of course offering is determined by student demand and by availability of theatre specialists or guest artists. Enrollment requires permission of the instructor. (Laboratory fee in some instances.) *One or Two Hours*

**316. Acting III** — Extensive scene work focusing on such major classical dramatists as Shakespeare, Moliere, Chekhov, and Ibsen. Audition techniques and the rehearsal process will also be studied. Prerequisites: Theatre 216 and 217, or equivalents. Enrollment requires permission of the performance instruction staff. *Broglio Fall Semester*

**317. Acting IV** — A continuation of Theatre 316, with continued emphasis on script analysis and ensemble performance. Prerequisite: Theatre 316. *Broglio Spring Semester*

**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 216 or equivalent, and Theatre 121, or permission of the department. *Three Hours Tammi Fall Semester*

**332. Stage Direction II** — A continuation of Theatre 331. Each student will produce at least two one-act plays. Prerequisite: Theatre 331, or equivalent. *Three Hours Tammi Spring Semester*

**335. Creative Drama Techniques** — Emphasis is on techniques such as improvisation, playmaking, story dramatization, role-playing, creative movement, and creative speech to be used by prospective elementary and secondary teachers and recreation or drama leaders. Course includes observation sessions, studio participation, evaluated practicum experience, a survey of literature in the field, and dramatic education seminars. Recommended for education, theatre, and physical education majors especially. No prerequisites in theatre or education. *May be taken as a special methods course in education.* *Two Hours Broglio Fall Semester*

**380. Theatre Practicum** — Specialized study of a particular production aspect of the play in performance. The student will be assigned to a departmental production as assistant director, assistant designer, or stage manager. A report, the form of which is to be governed by the nature of the project, will be submitted to the project supervisor. Registration is restricted and requires departmental approval. Ordinarily, no student will be permitted to register for practicum who has not taken basic course work in the particular area. Prerequisite: application to the department. *One or Two Hours Staff Both Semesters*

**381. Summer Theatre Laboratory** — An integral part of the Hope Summer Repertory Theatre program, the course will concentrate on a consideration of the interrelated problems of play production. Aspects to be covered include script and character analysis, production

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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, 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* a project proposal for departmental approval during the previous semester and prior to registration for the course.

*One, Two or Three Hours Staff Both Semesters*

## III. History and Theory

**153. Art of the Cinema** — An introductory course in film appreciation. Films viewed and critiqued in class will be approached in terms of the cultural context of each film and the filmmaker's relation to the society in which he or she lives — its values, mores, and aspirations. *May be taken to fulfill introductory course unit of College Performing and Fine Arts requirement.*

*Three Hours Smith Fall Semester and May Term*

**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. The student will be introduced to the special analytical perspectives of the historian or critic, the actor, the director, and the designer.

*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, 1987-88.

*Three Hours Ralph Fall Semester*

**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, 1987-88.

*Three Hours Staff 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 seventeenth century) and the end of neo-classicism, through German romanticism, to the culmination of realism in Shaw and his contemporaries. Emphasis will be placed on such founders of modern stage practice as Ibsen, Strindberg, Chekhov, Stanislavski, Appia, and Craig. Not recommended for freshmen. Offered alternate years, 1988-89.

*Three Hours Tammi Fall Semester*

**304. Contemporary Western Theatre** — A study of contemporary movements in the theatre, including the variants of modern realism and naturalism, the epic theatre of Piscator and Brecht, the theatre of the absurd, and the theatres of participation, confrontation, protest, and ritual. Not recommended for freshmen. Offered alternate years, 1988-89.

*Three Hours Spring Semester*

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**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, 1987-88.

*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 more recent contemporary forms and to the influence of western theatre in the Orient and eastern theatre in the Occident. Offered alternate years, 1987-88.

*Three Hours*

**400. Religious Perspectives in the Drama** — (See listing under "The Senior Seminar," Interdisciplinary Studies 400.)

*Three Hours Ralph May Term*

**495. Seminar in Theatre** — In-depth 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 department.

*Two or Three Hours Staff Both Semesters*



The liberal arts college is designed to help students live more adequately, and this aim includes preparation for effective and constructive service in a vocation. All of the study that a student does in college can have significant vocational value. In fact industry and business, professional schools, and government agencies are increasingly emphasizing the importance of a broad base of liberal arts subjects as the most significant vocational preparation an undergraduate college can give. However, in the present age of technology and specialization, there is need for some intelligent pointing of the student's program toward a field of vocational activity. Furthermore, the college curriculum is planned to include some courses which give specific professional training for vocations in which the collegiate years are the final period of preparation.

On the succeeding pages are found a number of recommended course programs carefully designed to give the best preparation for students planning on going directly into some vocation or profession or on entering professional schools. The requirements for entrance into professional schools vary so widely that students interested in a special field should consult professional school catalogs as early in their college careers possible. To assist the student in working out this undergraduate program, a number of faculty members with special interests and knowledge have been appointed to serve as vocational advisors. Students are encouraged to bring their inquiries to these advisors. In addition, the college maintains extensive files of career pamphlets and other vocational information in the career library.

The following vocational areas have special advisors, and suggested programs of study for them are separately described in the ensuing pages.

## Advisors for Students Entering Professions

Art — Mr. Michel	Law — Mr. Zoetewey/Mr. Curry
Biology — Mr. Gentile	Medicine — Mr. Boyer, Mr. Gentile, Mr. Jekel, Mr. Mungall, Mr. Cronkite
Business and Economics — Mr. Heisler	Medical Technology — Mr. Jekel
Chemistry (Industrial and Research) — Mr. Boyer	Music — Mr. Sharp
Christian Ministry — Mr. Voskuil, Chaplain Van Heest	Nursing — Ms. Kielinen
Church Work — Mr. Voskuil, Chaplain Van Heest	Teaching Elementary School — Mr. Paul Secondary School — Mr. Dirkse College — Department Chairperson
Dance — Mrs. DeBruyn	Physical Therapy — Mr. Ray, Mr. Jekel
Dentistry — Mr. Jekel	Physics — Mr. Jolivette
Diplomatic and Government Service — Mr. Holmes	Religion — Mr. Voskuil
Engineering — Mr. van Putten	Social Work — Mr. Piers
Geology — Mr. Attoh	Theatre — Mr. Smith
Journalism — Mr. Mac Doniels	

## Christian Ministry and Church Vocation

Students desirous of pursuing preprofessional education for the Christian ministry and church vocations should consult the religion major program described on page 246. The major is designed to acquaint the student with the academic disciplines in religion as well as provide an interdisciplinary breadth to his/her program through courses in philosophy, psychology, sociology, history, English, and communication. The program embraces an elective flexibility to adapt to the aptitudes and goals of the individual student.

# PRE-PROFESSIONAL PROGRAMS

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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 religion discipline. Present graduate entrance requirements reflect the advisability of Greek as the required language with a preference for Spanish as a second language for those moving toward urban ministries.

Students contemplating this area of preprofessional education should consult a member of the Religion Department early in their college career for more complete information regarding the major.

## Diplomatic and Government Work

Students desiring to enter the Foreign Service or some other area of government work should concentrate primarily in the social sciences. Courses in American history, political science, economics, and business administration are recommended for persons intending to go into public administration. Those students who desire to enter the Foreign Service should seek as broad a knowledge as possible in History, Economics, Political Science, and English.

Students who wish to enter other branches of governmental work should major in Business Administration, Economics or Political Science.

## Journalism

Because of the great variety of vocations in journalism the College strives to give the student a broad base of knowledge and skills fundamental to all of these forms of journalistic work. Journalism courses and related courses are offered by the Communication Department. In addition, the English Department offers several relevant writing courses, such as advanced composition and creative writing. In addition, a broad study of the social sciences is highly recommended. The Chairperson of the Department of Communication or the Department of English will provide additional advice for students interested in journalism.

A number of positions on the campus newspaper, the *anchor*, and on the literary review, the *Opus*, and the yearbook, the *Milestone*, provide practical experience in various aspects of journalism: editorial work, news reporting, proofreading, advertising, radio script writing, and other techniques.

## Law

The Law School Admission Council in its *Pre-Law Handbook* stresses that the highest quality of education needed for law school should emphasize: 1) comprehension and expression in words, 2) critical understanding of human institutions and values with which law deals, and 3) creative power in thinking.

Students desiring to enter the legal profession will find that most of the law schools do not prescribe a specific preprofessional program, but rather insist on a broad liberal arts background with emphasis upon courses that will help the student to attain the goals listed above.

Practically speaking, then, the prelaw student could select any subject area major. Business administration, economics, English, history, political science, or philosophy are the common areas of concentration, though almost any major could provide a well-read student with a solid basis for legal studies. He/she should take a number of courses in writing. Further, he/she should recognize that one of the most valuable activities in preparation for the study and practice of law is academic debate and public speaking, especially in extracurricular competition. Competition is ideal for producing research, reasoning, and communication skills. Finally, since law is neither to be studied or practiced in a vacuum, the undergraduate student should range as widely as possible in order to understand his/her environment — physical, physiological, psychological, social, and ethical.

# PRE-PROFESSIONAL PROGRAMS

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## Librarianship

Although some undergraduate institutions offer courses in the area of library science, Hope College does not, since it is still necessary for an individual to obtain the master's degree in order to be considered a professional librarian. However, the College recommends that any student wishing to prepare for a career in librarianship consider the following in undergraduate planning:

1. Select a number of courses from the Humanities, Social Sciences, and Sciences to develop a broad knowledge in these disciplines.
2. Recent developments in librarianship point to an emphasis on automation. Some undergraduate courses in computer science would therefore be desirable.
3. Major in the discipline that interests you personally, since there are opportunities for many kinds of subject specialists in librarianship.
4. Plan to work for one of the college's libraries in order to obtain first-hand experience in the practice of librarianship.

Students who wish to specialize in school library work should take the education courses required by their state for certification.

A limited number of scholarships are available through Library Schools and other organizations, including the Michigan State Library.

## Music

Students who wish to turn their interest in music to vocational purposes may possibly have as their goal teaching, the concert stage, or church music directing. Two complete Bachelor of Music degree programs have been established to prepare students for public school teaching, from kindergarten through the twelfth grade: the Bachelor of Music in Vocal Music Education, or the Bachelor of Music in Instrumental Music Education. These programs are outlined in detail under the Music Department description of courses. For those who wish to prepare as performing artists, the Bachelor of Music in Performance is also described in the music section of this catalog. For those students who particularly wish to follow a music major course of study to prepare for a career as a musicologist or a music librarian, or to follow music as an avocation, the Bachelor of Arts degree program, with a major in Music Literature and History or Music Theory is similarly described in the music section. Students wishing to major in music for any of these purposes need to follow a sequence of courses that extends through the four years. Consequently it is important that they enter the prescribed music program in the freshman year. To prevent serious complications, entering freshmen who intend to major in music should have their schedule confirmed by the chairman of the Music Department *before* completing their registration for the first semester. It would be wise, also, to request an advisor from the music department faculty. The program for the last two years will be outlined by the department chairman in conference with the student.

## Social Work

Students desirous of pursuing education for social work should elect the Psychology-Sociology composite major described on page 93. The major is designed to acquaint students with theoretical perspectives in Psychology and Sociology as well as substantive 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 social science disciplines. The present job market reflects the advisability and preference for Spanish as a second language.

Students contemplating the Psychology-Sociology major should consult the Sociology Department by the end of their sophomore year for more complete information regarding the major.

# PRE-PROFESSIONAL PROGRAMS

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## Teaching

Students planning to teach in elementary and secondary schools must be formally admitted to the Teacher Education program and receive permission to student teach. Information concerning admission criteria and procedures is available in the office of the Education Department.

### ELEMENTARY SCHOOL

Students completing the teacher education program 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. A composite major for elementary teachers or a departmental 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* will be distributed to all students enrolled in Educational Psychology.

### SECONDARY SCHOOL

Students completing the teacher education program 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 most other states. A departmental major, a teaching minor, and the professional education course sequence are the essential components of the teacher education program. An *Education Department Handbook* will be distributed to all students enrolled in Educational Psychology.

### COLLEGE

For those preparing for college teaching, a major in the chosen field of specialization is advisable. The department advisor should be consulted in working out the academic program for the four years. For such students, French or German should normally be elected for foreign language study, preferably both if the student plans to work for a Ph.D. degree.

### 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 extra curricular opportunities to academically talented students who are interested in college teaching as a profession. In the junior year, such students are advised to follow the special course sequences recommended by their major department, and to continue in mastery of one or more foreign languages.

In several areas cooperative course planning between Hope College and the University of Michigan or the University of Chicago leads to special consideration for graduate study at these universities and preference in scholarship awards.

### HEALTH PROFESSIONS, SCIENCE, ENGINEERING

Hope College offers a variety of programs and opportunities for students interested in pursuing careers in the natural sciences. The science curriculum is designed to enable the student to develop competency in several scientific disciplines and to pursue a specific field of interest in depth. The opportunity to work closely with faculty in creative research efforts further enhances the student's learning and appreciation of the natural sciences. Hope offers extensive opportunities for such cooperative research. The net result of Hope's science program is a motivated, well-prepared young scientist who is eagerly sought by graduate schools, medical schools, and employers.

## PRE-PROFESSIONAL PROGRAMS

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With these goals in mind, the freshman student interested in a career involving science should enroll in the Fall Semester in Precalculus (Math 130) or Calculus (Math 135) and two science courses, one of which should be Chemistry 111 or Physics 121. The other science course is to be selected from Biology 111, Chemistry 111, Geology 101, or Physics 121, and is recommended to be a course in the student's proposed field of interest. Each of these courses initiates a year sequence which is normally completed during the same year. The year sequence in physics or chemistry which was not taken in the freshman year should be completed during the sophomore year.

By following the above pattern the student develops the necessary background in chemistry and physics to undertake further study in all of the sciences and explores several scientific disciplines early in the undergraduate program. This provides a sound basis on which to choose a field for in-depth study. In addition, the mathematical training necessary to pursue scientific study is also initiated. The program provides an excellent preparation for further study or work in the sciences, engineering, or in a variety of health professions.

For specific details regarding departmental programs the descriptions found earlier in this catalog for each department should be consulted. General comments regarding programs in engineering and in the health professions follow.

### 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 the student takes three years of undergraduate work at Hope and completes his professional undergraduate engineering training in two years at one of the six universities. At the end of five years an A.B. or B.S. degree from Hope and 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 Science through the Engineering advisor (Dr. van Putten). Application to the engineering school should also 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 page 230). These courses more fully prepare the student for an 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, and yet thorough, foundation for future development. A wide 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

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## Medicine and Dentistry

Premedical students may major in any academic field in which they have a sincere interest. Most premedical students at Hope College major in biology or chemistry, and these disciplines provide excellent background in the basic sciences required for medical schools. Regardless of the student's choice of major field the person oriented toward a career in medicine should take Biology 111 and 112, Chemistry 111, 113, 114, 121, 221, 231, 255, and 256, Physics 121, 122, 141, and 142, and Mathematics 131. In addition, Mathematics 132 is highly recommended. These courses should be completed within the first three years of College in order to provide the optimum preparation for the Medical College Aptitude Test (MCAT).

It should be emphasized that the premedical program is not a rigid one, and that each student will be permitted considerable latitude in selection of courses beyond those required by the medical schools. Frequent electives in the sciences include advanced psychology courses.

Although most premedical students complete a four-year program, a few each year complete the minimum requirements and enter dental school after three years at Hope College. It is advisable for students to select possible schools of dentistry early in their undergraduate career in order to prepare for the specific requirements of the dental schools of their choice.

Students interested in medicine or dentistry are requested to contact the Chairman of the Health Profession Committee, Dr. Jekel, as soon as possible after they arrive at Hope. Other members of the Committee are Drs. Boyer, Cronkite, Gentile, and Mungall.

## Medical Technology

Medical technology students may major in Biology or Chemistry and must complete at least 90 semester hours of college credit. A minimum of 16 semester hours of chemistry, 16 semester hours of biology, (including microbiology, Biology 301), 6 hours of physics, and 3 semester hours of mathematics must be included.

Hope College, in cooperation with nearby hospitals, has a four-year degree program which leads to the A. B. degree. During the first three years, the student completes all of the core and departmental major requirements at the College. If accepted to an affiliated school of Medical Technology, students will spend 12 months in residence at the Hospital in an accredited Med-Tech program. Upon successful completion of both segments, students are granted the A. B. degree by the College and 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 examination. Students interested in medical technology should contact Dr. Jekel for further details on the program.

Hope College has an agreement of affiliation for the training of Medical Technologists with Blodgett and Butterworth Hospitals in Grand Rapids, Michigan and Saint Mary's Hospital in Saginaw, Michigan.

A student who wishes to take the fourth year at an accredited, non-affiliated Hospital may do so if permission is granted in advance by the Dean of the Natural Sciences and the Admission Committee of the Hospital.

# PRE-PROFESSIONAL PROGRAMS

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## **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 the 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. Jim Gentile early in their undergraduate program.

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# THE FACULTY



\*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.

**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

**JACOB E. NYENHUIS** — *Provost and Professor of Classics* (1975)

A.B. Calvin College, 1956;

A.M., Stanford University, 1961;

Ph.D., Stanford University, 1963

**IRWIN J. BRINK** — *Dean for the Natural Sciences and Professor of Chemistry* (1957)

A.B., Hope College, 1952;

Ph.D., University of Illinois, 1957

**ELTON J. BRUINS** — *Dean for the Arts and Humanities and Evert J. and Hattie E. Blekkink Professor of Religion* (1966)

A.B., Hope College, 1950;

B.D., Western Theological Seminary, 1953;

S.T.M., Union Theological Seminary, 1957;

Ph.D., New York University, 1962

**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

## 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

## CHANCELLOR EMERITUS

**WILLIAM VANDER LUGT** — *Chancellor and Distinguished Professor-At-Large Emeritus* (1954-1972)

B.A., Calvin College;

M.A., University of Michigan;

Ph.D., University of Michigan;

Litt.D., Central College;

L.H.D., Hope College

## FACULTY/ADMINISTRATIVE STAFF EMERITI

**EDWARD BRAND** — *Professor-Emeritus of English* (1946-1972)

B.A., Central College;

M.A., University of Iowa;

Ed.D., University of Denver

# THE FACULTY

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- ROBERT S. BROWN — *Associate Professor-Emeritus of Psychology* (1960-1985)  
B.A., Western Michigan University;  
M.A., University of Michigan;  
Ed.D., Michigan State 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
- 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., Ph.D., Harvard University
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B.A., Central College;  
M.A., Columbia University
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B.A., Muhlenberg College;  
M.A., Columbia University;  
Ph.D., University of Wisconsin
- ANTHONY KOOIKER — *Professor-Emeritus of Music* (1950-1987)  
B.Mus., Northwestern University;  
M.Mus., University of Rochester;  
Ph.D., University of Rochester

# THE FACULTY

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**BASTIAN KRUIHOF** — *Professor-Emeritus of Religion* (1944-1947) (1957-1972)

B.A., Calvin College;  
M.A., University of Michigan;  
D.D., Hope College;  
Ph.D., University of Edinburgh

**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

**M. HAROLD MIKLE** — *Associate Professor-Emeritus of Communication and Director of Forensics* (1962-1973)

B.A., Western Michigan University;  
M.A., University of Michigan

**ZOE MURRAY** — *Associate Professor-Emerita of English* (1960-1970)

B.A., Sul Ross State College;  
M.A., Baylor 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

**HENRY STEFFENS** — *Treasurer and Vice President for Finance-Emeritus* (1946-1968)

A.B., Hope College;  
A.M., Northwestern University

**CHARLES A. STEKETEE** — *Professor Emeritus of Mathematics* (1946-1981)

A.B., Hope College;  
M.A., University of Michigan

**MARIAN ANDERSON STRYKER** — *Alumni Executive Secretary-Emerita* (1957-1974)

A.B., Hope College

**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

# THE FACULTY

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- ALVIN W. VANDERBUSH — *Professor-Emeritus of Political Science (1945-1972)*  
A.B., Hope College;  
M.A., University of Michigan
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- 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

- GREGG AFMAN — *Assistant Professor of Physical Education, Recreation, and Athletics and Coordinator of the Health Dynamics Program (1978)*  
B.A., Calvin College;  
M.A., Central Michigan University  
(Leave of Absence 1987-1988 Academic Year)
- ION T. AGHEANA — *Professor of Romance Languages and Chairperson of the Department (1979)*  
Licence es Lettres, University of Bucharest, 1961;  
M.A., Harvard University, 1967;  
Ph.D., Harvard University, 1970  
(Sabbatical Leave Spring Semester, 1988)
- JAMES B. ALLIS — *Assistant Professor of Philosophy (1986)*  
B.A., Dartmouth College, 1975;  
M.A., Jersey City State College, 1980;  
Ed.M., Harvard Graduate School of Education, 1980;  
M.A., University of Pittsburgh, 1984;  
Ph.D., University of Pittsburgh, 1986
- SANDRA L. ALSPACH — *Assistant Professor of Communication (1987)*  
B.A., Miami University, 1969;  
M.A., Ohio University, 1974
- HERSILIA ALVAREZ-RUF — *Visiting Assistant Professor of Spanish (1984)*  
B.A., University of Concepcion, Chile, 1962;  
M.Phil., University of Leeds, England, 1978;  
Ph.D., The University of Michigan, 1986
- CHARLES C. ASCHBRENNER — *Professor of Music (1963)*  
B.Mus., University of Illinois, 1959;  
M.Mus., Yale University, 1963
- KODJOPA ATTOH — *Associate Professor of Geology and Chairperson of the Department (1981)*  
B.Sc., University of Ghana, 1968;  
M.S., University of Cincinnati, 1970;  
Ph.D., Northwestern University, 1973  
(Sabbatical Leave 1987-88 Academic Year)
- JANE BACH — *Associate Professor of English (1975)*  
A.B., Hope College, 1958;  
M.A., University of Wisconsin, 1959;  
Ph.D., University of Notre Dame, 1978

# THE FACULTY

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- MARC BRADLEY BAER — *Associate Professor of History* (1983)  
B.S., Iowa State University, 1967;  
M.A., University of Iowa, 1971;  
Ph.D., University of Iowa, 1976
- WENDIE L. BANDER — *Visiting Instructor of Nursing* (1986)  
B.S.N., University of Michigan, 1982;  
M.S., University of Michigan, 1986
- BARRY L. BANDSTRA — *Assistant Professor of Religion* (1983)  
B.A., University of Illinois, 1972;  
B. Div., Calvin Theological Seminary, 1975;  
M.A., M.Phil., Yale University, 1978;  
Ph.D., Yale University, 1982
- CHRISTOPHER C. BARNEY — *Associate Professor of Biology* (1980)  
B.S., Wright State University, 1973;  
Ph.D., Indiana University, 1977  
(Sabbatical Leave Fall Semester, 1987)
- RICHARD J. BATT — *Visiting Assistant Professor of Geology* (1987)  
B.A., State University of New York at Buffalo, 1979;  
M.S., University of Wyoming, 1981;  
Ph.D., University of Colorado, 1982
- LESLIE R. BEACH — *Professor of Psychology* (1964)  
B.A., Houghton College, 1949;  
M.Ed., Wayne State University, 1954;  
Ph.D., University of Michigan, 1957  
(Sabbatical Leave Fall Semester, 1987)
- ALBERT A. BELL, JR. — *Associate Professor of Classics and History* (1978)  
B.A., Carson-Newman College, 1966;  
M.A., Duke University, 1968;  
M. Div., Southeastern Seminary, 1973;  
Ph.D., University of North Carolina, 1977
- HARVEY D. BLANKESPOOR — *Professor of Biology* (1976)  
B.A., Westmar College, 1963;  
M.S., Iowa State University, 1967;  
Ph.D., Iowa State University, 1970
- WAYNE G. BOULTON — *Professor of Religion* (1972)  
A.B., Lafayette College, 1963;  
B.D., McCormick Theological Seminary, 1967;  
M.A., Duke University Graduate School, 1970;  
Ph.D., Duke University Graduate School, 1972
- SYLVIA BOYD — *Assistant 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;  
C.P.A., 1982, C.M.A., 1987
- RODNEY F. BOYER — *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



# THE FACULTY

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- ALLEN BRADY — *Professor of Biology* (1964) (1966)  
B.A., University of Houston, 1955;  
M.S., University of Houston, 1959;  
Ph.D., Harvard University, 1964
- JUDITH BREDEWEG — *Assistant Professor of Nursing* (1986; Calvin apmt.)  
B.S.N., University of Michigan, 1970;  
M.P.H., University of Michigan, 1973;  
M.S.W., Western Michigan University, 1983
- GORDON M. BREWER — *Professor of Physical Education* (1956)  
A.B., Hope College, 1948;  
M.A., University of Michigan, 1952
- IRWIN J. BRINK — *Dean for the Natural Sciences and Professor of Chemistry* (1957)  
A.B., Hope College, 1952;  
Ph.D., University of Illinois, 1957
- RICHARD T. BROCKMEIER — *Professor of Physics and Computer Science* (1966)  
A.B., Hope College, 1959;  
M.S., California Institute of Technology, 1961;  
Ph.D., California Institute of Technology, 1965
- LAWRENCE BROGLIO — *Associate Professor of Theatre* (1986)  
B.A., College of the Holy Cross, 1965;  
M.A., Cornell University, 1972;  
M.F.A., Cornell University, 1974
- ELTON J. BRUINS — *Dean for the Arts and Humanities and Evert J. and Hattie E. Blekkink Professor of Religion* (1966)  
A.B., Hope College, 1950;  
B.D., Western Theological Seminary, 1953;  
S.T.M., Union Theological Seminary, 1957;  
Ph.D., New York University, 1962
- C. BAARS BULTMAN — *Associate Professor of Education* (1987)  
B.A., Hope College, 1971;  
M.A., Western Michigan University, 1976
- RICHARD J. BURTT — *Librarian and Lecturer* (1978)  
A.B., Gordon College, 1975;  
M.L.S., University of Rhode Island, 1977
- LOIS K. CARDER — *Assistant Professor of Theatre and Director of Theatre Productions* (1981)  
B.S., Mankato State University, 1978;  
M.F.A., Mankato State University, 1981
- DAVID C. CAROTHERS — *Associate Professor of Mathematics* (1981)  
B.S., Westminster College, 1975;  
M.S., Purdue University, 1977;  
Ph.D., Purdue University, 1981

# THE FACULTY

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ROBERT J. CLINE — *Professor of Economics and Chairperson of the Department of Economics and Business Administration* (1975)

B.A., College of William & Mary, 1968;

M.A., University of Michigan, 1971;

Ph.D., University of Michigan, 1977

WILLIAM COHEN — *Associate Professor of History* (1971)

B.A., Brooklyn College, 1957;

M.A. Columbia University, 1960;

Ph.D., New York University, 1968

JOAN C. CONWAY — *Professor of Music* (1969)

B.S.M.E., Lebanon Valley College, 1957;

M.Mus., Manhattan School of Music, 1959

JOHN D. COX — *Associate Professor of English and Director of IDS* (1979)

B.A., Hope College, 1967;

M.A., University of Chicago, 1968;

Ph.D., University of Chicago, 1975

DONALD L. CRONKITE — *Associate 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

CLOE ANN DANFORD — *Assistant Professor of Nursing* (1982; Calvin apmt.)

B.S., Barrington College, 1968;

M.S.N., University of Colorado, 1975

(Leave of Absence 1987-1988 Academic Year)

ROGER E. DAVIS — *Professor of Music* (1963)

B.S. in Music Education, University of Akron, 1957;

B.Mus., Oberlin College, 1962;

M.Mus., Northwestern University, 1963

MAXINE DE BRUYN — *Associate Professor of Dance and Chairperson of the Department* (1965)

B.S., Michigan State University, 1959

SANDER DE HAAN — *Associate Professor of German* (1979)

A.B., Calvin College, 1967;

M.A., Northwestern University, 1970;

Ph.D., Northwestern University, 1980

(Sabbatical Leave 1987-88 Academic Year)

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

(Sabbatical Leave Spring Semester, 1988)

# THE FACULTY

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- RUSSELL B. DE VETTE — *Professor of Physical Education* (1948) (1953) (1955)  
A.B., Hope College, 1947;  
M.A., University of Michigan, 1948
- PAUL DE YOUNG — *Assistant Professor of Physics* (1985)  
A.B., Hope College, 1977;  
Ph.D. Notre Dame University, 1982
- JANE R. DICKIE — *Associate Professor of Psychology* (1972)  
B.A., Alma College, 1968;  
M.A. Michigan State University, 1970;  
Ph.D., Michigan State University, 1973
- LAMONT DIRKSE — *Professor of Education and Chairperson of the Department* (1964)  
A.B., Hope College, 1950;  
M.A. Northwestern University, 1951;  
Ed.D., Michigan State University, 1972
- TEUNIS DONK — *Assistant Professor of Education* (1987)  
B.A., Western Michigan University, 1977;  
M.S.W., Western Michigan University, 1983
- MARY MOLEWYK DOORNBOS — *Assistant Professor of Nursing* (1983; Calvin apmt.)  
B.S.N., University of Michigan, 1980;  
M.S., University of Michigan, 1983  
(Acting Chairperson Fall Semester, 1987)
- DONNA EATON — *Assistant Professor of Physical Education* (1984)  
B.S., Grand Valley State College, 1978;  
M.A. Michigan State University, 1982
- ROBERT ELLSWORTH ELDER, JR. — *Professor of Political Science* (1969)  
B.A., Colgate University, 1964;  
M.A., Duke University, 1969;  
Ph.D., Duke University, 1971
- JANET MEYER EVERTS — *Assistant Professor of Religion* (1985)  
B.A., Wellesley College, 1972;  
M.A., Claremont Graduate School, 1973;  
M.Div., Fuller Theological Seminary, 1977;  
Ph.D. Duke University, 1985
- MARY LINDA GRAHAM-FALLON — *Assistant Professor of Dance* (1983)  
B.F.A., University of Illinois, 1979;  
M.F.A., University of Illinois, 1982
- JULIE A. FIEDLER — *Visiting Instructor of English* (1987)  
B.A., University of Puget Sound, 1984;  
M.A., University of Washington, Seattle, 1985
- 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

# THE FACULTY

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- SAMUEL RUSSELL FLOYD, III** — *Assistant Professor of Music* (1984)  
B. Mus., Furman University, 1976;  
M. Mus., The Southern Baptist Theological Seminary, 1979  
(Leave of Absence Fall Semester, 1987)
- KAREN B. FREDERICKSON** — *Associate Professor of Music* (1987)  
B. Mus. Ed., University of Colorado, 1970;  
M. Mus., University of Oregon, 1974
- 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** — *Kenneth G. Herrick Professor of Biology and Chairperson of the Department* (1976)  
B. A., St. Mary's College, 1968;  
M. S., Illinois State University, 1970;  
Ph. D., Illinois State University, 1974
- C. KENDRICK GIBSON** — *Professor of Business Administration* (1986)  
B. S., Louisiana State University, 1964;  
M. B. A., Louisiana State University, 1969;  
Ph. D., University of Arkansas, 1978
- JOHN H. GILBERT** — *Assistant Professor of Music* (1986)  
B. M., Eastman School of Music, 1981;  
M. M., Yale University, School of Music, 1983
- PETER GONTHIER** — *Assistant Professor of Physics* 1983  
B. A., Texas A & M, 1975;  
Ph. D., Texas A & M, 1980
- BETHANY A. GORDON** — *Assistant Professor of Nursing* (1983)  
B. S. N., Michigan State University, 1966;  
M. S. N., Wayne State University, 1967
- CHARLES GREEN** — *Assistant Professor of Psychology* (1983)  
B. S., Trevecca College, 1978;  
M. A., University of Florida, 1980;  
Ph. D., University of Florida, 1983
- ELDON D. GREIJ** — *Edward A. and Elizabeth Hofma 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  
(Leave of Absence 1987-1988 Academic Year)
- MICHAEL GRINDSTAFF** — *Manager of Theatre Facilities and Lecturer in Theatre* (1970)  
B. A., Lycoming College, 1965;  
M. F. A., Pennsylvania State University, 1971  
(Leave of Absence 1987-1988 Academic Year)
- EDWARD C. HANSEN** — *Assistant Professor of Geology* (1984)  
B. S., University of Cincinnati, 1978;  
Ph. D., University of Chicago, 1983

# THE FACULTY

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- JAMES B. HEISLER** — *Associate Professor of Economics and Business Administration* (1981)  
B. A., Drew University, 1965;  
M. A., State University of New York at Albany, 1966;  
Ph.D., University of Nebraska, 1975  
(Leave of Absence Fall Semester, 1987; Sabbatical Leave Spring Semester, 1988)
- 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** — *Assistant 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;  
C. P. A.
- JAMES A. HERRICK** — *Assistant Professor of Communication* (1984)  
B. A., California State University, 1976;  
M. A., University of California, 1978;  
Ph.D., University of Wisconsin-Madison, 1986
- JACK E. HOLMES** — *Professor of Political Science* (1969)  
B. A., Knox College, 1963;  
M. A., University of Denver, 1967;  
Ph.D., University of Denver, 1972  
(Sabbatical Leave Fall Semester, 1987)
- CHARLES A. HUTTAR** — *Professor of English* (1966)  
B. A., Wheaton College, 1952;  
M. A. Northwestern University, 1953;  
Ph.D., Northwestern University, 1956
- ANNE E. IRWIN** — *Associate Professor of Physical Education and Athletic Director for Women* (1976)  
B. S., University of Michigan, 1960;  
M. A., Michigan State University, 1970;  
Ph.D., Michigan State University, 1975
- WILLIAM H. JAPINGA** — *Associate Professor of Business Administration* (1981)  
B. A., Kalamazoo College, 1960;  
M. B. A., Northwestern University, 1962
- EUGENE C. JEKEL** — *Professor of Chemistry* (1955)  
A. B., Hope College, 1952;  
M. S., Purdue University, 1955;  
Ph.D., Purdue University, 1964
- R. DIRK JELLEMA** — *Professor of English* (1964)  
B. A., Calvin College, 1960;  
M. F. A., University of Oregon, 1964
- DAVID P. JENSEN** — *Director of Libraries* (1984)  
B. A., Greensboro College, 1965;  
MSLS, University of North Carolina, 1968

# THE FACULTY

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- ARTHUR H. JENTZ, JR. — *Professor of Philosophy and Chairperson of the Department* (1962)  
A.B., Hope College, 1956;  
B.D., New Brunswick Seminary, 1959;  
Ph.D., Columbia University, 1965
- MICHAEL J. JIPPING — *Assistant Professor of Computer Science* (1987)  
B.S., Calvin College, 1981;  
M.S., The University of Iowa, 1984;  
Ph.D., The University of Iowa, 1986
- ROBERT M. JOHNSTON — *Visiting Assistant Professor of Physical Education, Recreation and Athletics* (1985)  
B.S., Eastern Michigan University, 1973;  
M.S., Eastern Michigan University, 1980
- PETER L. JOLIVETTE — *Associate Professor of Physics and Chairperson of the Department* (1976)  
B.S., University of Wisconsin, 1963;  
M.S., Purdue University, 1965;  
Ph.D., University of Wisconsin, 1971
- CAROL LYNN JUTH-GAVASSO — *Assistant Professor of Social Sciences* (1970)  
B.A., Oakland University, 1968;  
M.S.L., Western Michigan University, 1969;  
M.A., Western Michigan University, 1972;  
Ph.D., Western Michigan University, 1985
- THOMAS D. KENNEDY — *Visiting Assistant Professor of Religion* (1984)  
B.A., Calvin College, 1975;  
Ph.D., University of Virginia, 1986
- CYNTHIA E. KIELINEN — *Professor of Nursing and Chairperson of the Hope-Calvin Department of Nursing* (1981)  
B.S., Boston University School of Nursing, 1967;  
M.S., Boston University School of Nursing, 1972;  
Ed.D., Teachers College, Columbia University, 1979  
(Sabbatical Leave Fall Semester, 1987)
- PILKYU KIM — *Assistant Professor of Political Science* (1987)  
B.A., Hankuk University of Foreign Studies, Seoul, 1964;  
M.A., East Carolina University, 1976;  
Ph.D., The University of Arizona, 1985
- ROBIN KLAY — *Associate Professor of Economics and Business Administration* (1979)  
B.A., Whitman College, 1968;  
Ph.D., Princeton University, 1973
- LONNIE D. KLEIN — *Intern in Music* (1987)  
B.Mus.Ed., Murray State University, 1981;  
M.Mus., Michigan State University, 1987
- GEORGE KRAFT — *Professor of Physical Education* (1967)  
B.A., Wheaton College, 1962;  
M.S., Indiana University, 1965;  
P.E.D., Indiana University, 1971

# THE FACULTY

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- M. DEAN KREPS — *Visiting Instructor of Physical Education, Recreation and Athletics* (1986)  
B.A., Monmouth College, Illinois, 1984;  
M.S., The University of Illinois, 1986
- ANNE R. LARSEN — *Associate Professor of French* (1984)  
B.A., Hope College, 1970;  
M.A., Columbia University, 1971;  
Ph.D., Columbia University, 1975
- MAUREEN GALLAGHER LEEN — *Assistant Professor of Nursing* (1984)  
B.S.N., Madonna College 1970;  
M.S.N., Wayne State University, 1975  
(Leave of Absence 1987-1988 Academic Year)
- K. ALAN LOPER — *Assistant Professor of Mathematics* (1985)  
B.S., Virginia Polytechnic Institute and State University, 1979;  
M.A., University of Wisconsin-Madison, 1983;  
Ph.D., University of Wisconsin-Madison, 1985
- JAMES V. LOWE — *Assistant Professor of Classics* (1986)  
B.A., Colby College, 1980;  
M.A., University of Wisconsin-Madison, 1982;  
Ph.D., University of Wisconsin-Madison, 1986
- THOMAS E. LUDWIG — *Associate Professor of Psychology* (1977)  
B.A., Concordia College, 1972;  
M.A., Christ Seminary (SEMINE), 1975;  
Ph.D., Washington University, 1977
- DONALD LUIDENS — *Associate Professor of Sociology and Chairperson of the Department* (1977)  
B.A., Hope College, 1969;  
M.Div., Princeton Theological Seminary, 1972;  
M.A., Rutgers University, 1974;  
Ph.D., Rutgers University, 1978
- JOSEPH W. MAC DONIELS — *Associate Professor of Communication and Chairperson of the Department* (1972)  
B.A., Culver-Stockton College, 1963;  
M.S., George Williams College, 1965;  
Ph.D., University of Kansas, 1972
- HERBERT MARTIN — *Assistant Professor of Business Administration* (1982)  
B.S., John Brown University, 1975;  
M.S., University of Arkansas, 1977
- WILLIAM R. MAYER — *Associate Professor of Art* (1978)  
B.F.A., University of Minnesota, 1976;  
M.F.A., Pennsylvania State University, 1978  
(Acting Chairperson Spring Semester, 1988)
- BRUCE McCOMBS — *Associate Professor of Art* (1969)  
B.F.A., Printmaking, Cleveland Institute of Art, 1966;  
M.F.A., Printmaking, Tulane University, 1968
- BONNIE MEDEMA — *Assistant Professor of Nursing* (1984; Calvin apmt.)  
B.S.N., Seattle Pacific University, 1979;  
M.N., University of Washington, 1983

# THE FACULTY

---

- ANDREA V. MEYER — *Intern in German* (1987)  
Diploma, Elly-Heuss Preparatory School, 1976;  
M.A., Johannes-Gutenberg-University, 1985
- DELBERT L. MICHEL — *Professor of Art and Chairperson of the Department* (1964)  
B.A., De Pauw University, 1961;  
M.F.A., State University of Iowa, 1964  
(Sabbatical Leave Spring Semester, 1988)
- MARIANNE MILLER — *Lecturer of Nursing* (1982)  
Teacher-Practitioner — Butterworth Hospital;  
B.S.N., Case Western Reserve, 1966;  
M.S.N., Wayne State University, 1975
- 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 MOOY — *Associate Professor of Education* (1976)  
A.B., Hope College, 1964;  
M.A., Western Michigan University, 1967
- 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 P. MOTIFF — *Professor of Psychology* (1969)  
B.S., St. Norbert College, 1965;  
M.S., University of South Dakota, 1967;  
Ph.D., University of South Dakota, 1969
- JUDITH A. MOTIFF — *Associate Professor of French* (1969)  
B.A., Purdue University, 1962;  
M.A., University of Illinois, 1964;  
Ph.D., Michigan State University, 1987
- ANTHONY B. MUIDERMAN — *Associate Professor of Business Administration* (1977)  
B.S., Calvin College, 1950;  
B.S.E., University of Michigan, 1960;  
M.B.A., Grand Valley State Colleges, 1977
- WILLIAM S. MUNGALL — *Professor of Chemistry* (1971)  
B.A., State University of New York at Buffalo, 1967;  
Ph.D., Northwestern University, 1970
- DIANE E. MURRAY — *Librarian and Lecturer* (1977)  
B.A., Hope College, 1964;  
M.S.L.S., Western Michigan University, 1968;  
M.M., Aquinas College, 1982
- KATHY WINNETT-MURRAY — *Assistant 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



## THE FACULTY

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- K. GREGORY MURRAY — *Assistant Professor of Biology* (1986)  
B.A., California State University, Northridge, 1977;  
M.S., California State University, Northridge, 1980;  
Ph.D., University of Florida, Gainesville, 1986
- DAVID G. MYERS — *John Dirk Werkman Professor of Psychology* (1967)  
B.A., Whitworth College, 1964;  
M.A., University of Iowa, 1966;  
Ph.D., University of Iowa, 1967
- ROGER NEMETH — *Assistant Professor of Sociology* (1983)  
B.A., Western Michigan University, 1978;  
M.A., University of North Carolina, 1981;  
Ph.D., University of North Carolina, 1987
- DAVID H. NETZLY — *Assistant Professor of Biology* (1987)  
A.B., Miami University, 1976;  
Ph.D., Miami University, 1983
- KAREN A. NEUFELD — *Associate Professor of Education* (1984)  
B.S., Kansas State University, 1966;  
M.S., Kansas State University, 1972;  
Ed.D., University of Kansas, 1978
- THEODORE L. NIELSEN — *Guy VanderJagt Professor of Communication* (1975)  
B.A., University of Iowa, 1955;  
M.A., University of Michigan, 1958;  
Ph.D., University of Wisconsin, 1971
- ANTHONY J. NIEUWKOOP — *Assistant Professor of Biology* (1987)  
A.B., Hope College, 1978;  
Ph.D., University of Michigan, 1985
- JACOB E. NYENHUIS — *Provost and Professor of Classics* (1975)  
A.B., Calvin College, 1956;  
A.M., Stanford University, 1961;  
Ph.D., Stanford University, 1963
- ROBERT J. PALMA — *Professor of Religion* (1966)  
B.A., Calvin College, 1956;  
B.D., Calvin Seminary, 1959;  
Ph.D., University of Edinburgh, 1970
- JOHN PATNOTT — *Assistant Professor of Physical Education, Recreation, and Athletics* (1978)  
B.A., California State University, 1969;  
M.A., California State University, 1972
- DANIEL PAUL — *Professor of Education* (1966)  
A.B., Hope College, 1950;  
M.A., University of Michigan, 1957;  
Ed.S., Western Michigan University, 1964;  
Ed.D., Western Michigan University, 1973
- TIMOTHY J. PENNINGS — *Assistant Professor of Mathematics* (1987)  
B.S., University of North Dakota, 1981;  
M.S., University of North Dakota, 1981;  
Ph.D., Iowa State University, 1987

# THE FACULTY

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- G. LARRY PENROSE — *Associate Professor of History and Chairperson of the Department* (1970)  
B.A., Portland State College, 1966;  
M.A., Indiana University, 1968;  
Ph.D., Indiana University, 1975
- ANTHONY NOVAK PEROVICH, JR. — *Associate Professor of Philosophy* (1980)  
A.B., University of California-Davis, 1973;  
M.A., University of Chicago, 1974;  
Ph.D., University of Chicago, 1978
- JAMES PIERS — *Associate Professor of Sociology* (1975)  
B.A., Hope College, 1969;  
M.S.W., University of Michigan, 1972
- CRYSTAL PINCONNAT — *Visiting Instructor of French* (1987)  
B.M.L., University of Paris, 1982;  
M.M.L., University of Paris, 1983
- GEORGE RALPH — *Professor of Theatre* (1966)  
B.A., Stanford University, 1957;  
M.Div., Union Theological Seminary, 1960;  
M.A., Northwestern University, 1966;  
Ph.D., Michigan State University, 1981
- R. RICHARD RAY, JR. — *Athletic Trainer and Assistant Professor of Physical Education* (1982)  
B.S., University of Michigan, 1979;  
M.A., Western Michigan University, 1980
- WILLIAM D. REYNOLDS — *Professor of English and Chairperson of the Department* (1971)  
A.B., Xavier University, 1966;  
M.A., Columbia University, 1967;  
Ph.D., University of Illinois-Urbana, 1971
- JACK R. RIDL — *Associate Professor of English* (1971)  
B.A., Westminster College, 1967;  
M.Ed., Westminster College, 1970
- ROGER J. RIETBERG — *Professor of Music* (1954)  
A.B., Hope College, 1947;  
S.M.M., Union Theological Seminary, New York, 1949
- ROBERT RITSEMA — *Professor of Music* (1967)  
A.B., Hope College, 1957;  
M.M., University of Michigan, 1959;  
Ed.D. in Mus., University of Michigan, 1971  
(Sabbatical Leave Spring Semester, 1988)
- PATRICIA V. ROEHLING — *Assistant Professor of Psychology* (1987)  
B.A., University of Michigan, 1980;  
M.A., Wayne State University, 1984;  
Ph.D., Wayne State University, 1986
- NED C. ROUZE — *Assistant Professor of Physics* (1985)  
B.A., Hastings College, 1977;  
Ph.D., University of Washington, 1982

## THE FACULTY

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- DARLENE RUBINGH — *Assistant Professor of Nursing* (1983; Calvin apmt.)  
B.A., Aquinas College, 1977;  
M.S.N., Wayne State University, 1979
- CARL F. SCHACKOW — *Professor of Education* (1970)  
B.S., Wittenberg University, 1959;  
M.S., Northern Illinois University, 1963;  
Ph.D., Miami University, 1971
- PETER J. SCHAKEL — *Peter C. and Emajean Cook Professor of English* (1969)  
B.A., Central College, Iowa, 1963;  
M.A., Southern Illinois University, 1964;  
Ph.D., University of Wisconsin, 1969
- ANTONIA G. IGLESIAS SEARLES — *Associate Professor of Spanish* (1970)  
Bachiller; University of Salamanca, 1940;  
Maestra Nacional, Escuela del Magisterio, Salamanca, 1940;  
Licenciada en Filosofia y Letras, University of Salamanca, 1945
- MICHAEL D. SEYMOUR — *Associate Professor of Chemistry* (1978)  
B.A., Saint Johns University, 1972;  
Ph.D., The University of Arizona, 1977
- STUART W. SHARP — *Professor of Music and Chairperson of the Department* (1975)  
B.Mus., Bucknell University, 1962;  
M.M., University of Michigan, 1963;  
D.M.A., University of Kentucky, 1975
- JOHN J. SHAUGHNESSY — *Associate Professor of Psychology* (1975)  
B.S., Loyola University, 1969;  
M.S., Northwestern University, 1971;  
Ph.D., Northwestern University, 1972
- FRANK C. SHERBURNE, JR. — *Associate Professor of Mathematics* (1959)  
B.S., University of Toledo, 1952;  
M.S., Michigan State University, 1956
- MICHAEL E. SILVER — *Assistant Professor of Chemistry* (1983)  
B.S., Fairleigh Dickinson University, 1975;  
M.S., Cornell University, 1979;  
Ph.D., Cornell University, 1982
- JAMES M. SLACK — *Instructor of Computer Science* (1985)  
B.S., Central Michigan University, 1977;  
M.S., University of Michigan, 1984
- RAYMOND E. SMITH — *Professor of Physical Education and Director of Athletics for Men* (1970)  
B.S., University of California, Los Angeles, 1961;  
M.A., Pasadena College, 1963;  
M.P.E., Western Michigan, 1975
- RICHARD K. SMITH — *Visiting Assistant Professor of English* (1986)  
B.A., Hope College, 1973;  
M.A., University of Michigan, 1978
- RICHARD L. SMITH — *Associate Professor of Theatre and Chairperson of the Department* (1972)  
B.F.A., University of Minnesota, 1969;  
M.F.A., University of Minnesota, 1972

# THE FACULTY

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NEAL W. SOBANIA — *Director of International Education and Associate Professor of History* (1981)

B.A., Hope College, 1968;  
M.A., Ohio University, 1973;  
Ph.D., University of London, 1980

GORDON A. STEGINK — *Associate Professor of Computer Science* (1981)

A.B., Hope College, 1961;  
A.M., Washington University, 1963

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 — *Associate Professor of German* (1969)

Abitur, St. Ursula Oberschule, Hannover, 1959;  
M.A., University of Chicago, 1962;  
Ph.D., Vanderbilt University, 1973

SHINICHIRO TAKESHITA — *Assistant Professor of Engineering Science* (1985)

B.S.E., University of Michigan, 1977;  
M.S.E., University of Michigan, 1979;  
Ph.D. University of Michigan, 1984

JOHN K. V. TAMMI — *Associate Professor of Theatre* (1968)

B.A., Gustavus Adolphus College, 1963;  
M.A., University of Minnesota, 1966

ELLIOT A. TANIS — *Professor of Mathematics* (1965)

B.A., Central College, 1956;  
M.S., University of Iowa, 1960;  
Ph.D., University of Iowa, 1963

KEITH W. TAYLOR — *Associate Professor of History* (1987)

B.A., George Washington University, 1968;  
Ph.D., University of Michigan, 1976

NANCY A. TAYLOR — *Professor of English* (1966)

B.A., Western Michigan University, 1957;  
M.A., University of Wyoming, 1959  
(Sabbatical Leave Spring Semester, 1988)

STEPHEN K. TAYLOR — *Associate 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  
(Acting Chairperson 1987-1988 Academic Year)

ROBERT F. THOMPSON — *Assistant Professor of Music* (1986)

B.A., University of South Florida, 1983;  
M.M., University of South Florida, 1984;  
M.M., M.M., Eastman School of Music, University of Rochester, 1986

# THE FACULTY

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- BARBARA TIMMERMANS — *Assistant Professor of Nursing* (1983; Calvin apmt.)  
B.S., Grand Valley State College, 1979;  
M.S.N., University of Michigan, 1983
- SUSAN VANDEN BERG — *Instructor of Nursing* (1986; Calvin apmt.)  
B.S.N., Northern Michigan University, 1973
- WILLIAM VANDERBILT — *Professor of Physical Education and Chairperson of the Department* (1967)  
A.B., Hope College, 1961;  
M.A., University of Michigan, 1963;  
Ph.D., University of Utah, 1971
- MARSHA VANDERVEEN — *Lecturer of Nursing* (1984)  
Teacher Practitioner — Holland Community Hospital;  
B.S.N., University of Michigan, 1970;  
M.S.N., University of Michigan, 1975
- JAMES M. VAN DER LAAN — *Assistant Professor of German* (1984)  
B.A., Calvin College, 1976;  
M.A., University of Cincinnati, 1979;  
Ph.D., University of Illinois, 1983
- PETER J. VANDER NAT — *Assistant Professor of Economics* (1978) (1983)  
B.A., Calvin College, 1968;  
M.A., Michigan State University, 1973;  
M.A., Michigan State University, 1976;  
Ph.D., University of Notre Dame, 1987
- RICHARD VANDERVELDE — *Associate Professor of Mathematics and Chairperson of the Department* (1967)  
B.A., Simpson College, 1960;  
M.S., University of Iowa, 1962;  
Ph.D., University of Iowa, 1967
- F. PHILLIP VAN EYL — *Professor of Psychology and Chairperson of the Department* (1959)  
A.B., Hope College, 1955;  
M.A., Claremont Graduate School, 1958;  
Ph.D., Claremont Graduate School, 1964
- PAUL VAN FAASEN — *Professor of Biology* (1963) (1969)  
A.B., Hope College, 1956;  
M.S., Michigan State University, 1962;  
Ph.D., Michigan State University, 1971
- GERARD J. VAN HEEST — *Chaplain* (1979)  
A.B., Hope College, 1949;  
M.Div., Western Theological Seminary, 1952
- JOHN VAN IWAARDEN — *Professor of Mathematics* (1961)  
A.B., Hope College, 1957;  
M.A., University of Michigan, 1958
- 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

# THE FACULTY

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- GLENN VAN WIEREN** — *Associate Professor of Physical Education* (1966) (1973)  
A.B., Hope College, 1964;  
M.A., Western Michigan University, 1968;  
Ed.D., Brigham Young University, 1973;  
(One-half Semester Sabbatical Leave, Fall 1987)
- KATHLEEN VERDUIN** — *Associate Professor of English* (1978)  
B.A., Hope College, 1965;  
M.A., George Washington University, 1969;  
Ph.D., Indiana University, 1980
- ALLEN D. VERHEY** — *Professor of Religion* (1975)  
B.A., Calvin College, 1966;  
B.D., Calvin Theological Seminary, 1969;  
Ph.D., Yale University, 1975
- ROBERT C. VICKERS** — *Professor of Art* (1969)  
B.A., State University College, 1947;  
M.A., Columbia University, 1949
- DENNIS N. VOSKUIL** — *Associate Professor of Religion and Chairperson of the Department* (1977)  
B.S., University of Wisconsin, 1966;  
B.D., Western Theological Seminary, 1969;  
Ph.D., Harvard University, 1974
- HUBERT P. WELLER** — *Professor of Spanish* (1962)  
B.A., University of Michigan, 1956;  
M.A., Indiana University, 1958;  
Ph.D., Indiana University, 1965
- DONALD H. WILLIAMS** — *Professor of Chemistry* (1969)  
B.S., Muskingum College, 1960;  
Ph.D., Ohio State University, 1964
- BOYD H. WILSON** — *Assistant Professor of Religion* (1982)  
B.A., Trinity College, 1971;  
M.A., Wheaton College, 1976;  
Ph.D., University of Iowa, 1982
- JOHN M. WILSON** — *Associate Professor of Art* (1971)  
B.A., St. Olaf College, 1955;  
M.A., University of Minnesota, 1964;  
Ph.D., University of Iowa, 1975
- KARLA H. WOLTERS** — *Associate Professor of Physical Education, Recreation and Athletics* (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
- NANCY L. WOOD** — *Associate Professor of Education* (1987)  
B.A., Michigan State University, 1973;  
M.A., Michigan State University, 1978

# THE FACULTY

---

**JAMES M. ZOETEWY** — *Professor of Political Science and Chairperson of the Department* (1966)

B.A., Calvin College, 1960;  
Ph.D., University of Colorado, 1971

## ADJUNCT FACULTY

**HARRY BOONSTRA** — *Adjunct Associate Professor of English* (1977)

B.A., Calvin College, 1960;  
M.A., Northwestern University, 1963;  
M.A., University of Chicago, 1967;  
Ph.D., Loyola University, 1973

**BRUCE DANGREMOND** — *Adjunct Assistant Professor of Computer Science* (1981)

B.S., Michigan State University, 1966;  
M.B.A., University of Wisconsin, 1973

**MARCIA DE YOUNG** — *Adjunct Assistant Professor of Education* (1975)

A.B., Hope College, 1955

**MARY DE YOUNG** — *Adjunct Instructor of Mathematics* (1982)

A.B., Hope College

**BRYANT P. HICHTWA** — *Adjunct Associate Professor of Physics* (1975)

B.S., Georgetown University, 1968;  
Ph.D., University of Notre Dame, 1973

**DAVID R. JAMES** — *Adjunct Assistant Professor of English* (1987)

A.B., Hope College, 1976;  
M.A., University of Iowa, 1980;  
A.B.D., University of Iowa, 1982

**ELAINE Z. JEKEL** — *Adjunct Associate Professor of Chemistry* (1982)

A.B., Greenville College, 1947;  
B.S., Greenville College, 1951;  
M.S., Purdue University, 1953;  
Ph.D., Purdue University, 1958

**MARY E. JELLEMA** — *Adjunct Assistant Professor of English* (1968)

B.A., Calvin College, 1957;  
M.A., Ohio State University, 1960

**CHERYL E. JOLIVETTE** — *Adjunct Assistant Professor of Physics* (1980)

M.A., University of Wisconsin

**JOHN LUCHIES** — *Adjunct Professor of Philosophy* (1979)

A.B., Th.B., Calvin College  
Th.M., Th.D., Ph.D., Princeton University

**LARRY MALFROID** — *Adjunct Assistant Professor of Music* (1974)

**BARBARA MEZESKE** — *Adjunct Assistant Professor of English* (1978)

B.A., Hope College, 1970;  
M.A., Michigan State University, 1978

# THE FACULTY

---

WENDELL A. MILES — *Distinguished Adjunct Professor of History* (1947) (1981) (1983)

A.B., Hope College, 1938;  
M.A., University of Wyoming, 1939;  
J.D., University of Michigan, 1941;  
LL.D., Detroit College of Law, 1979;  
Doctor of Law, Hope College, 1980

JONATHAN W. OSBORN — *Adjunct Assistant Professor of Sociology* (1974)

A.B., Hope College, 1970;  
M.S.W., Western Michigan University, 1972

RICHARD C. OUDERSLUYS — *Adjunct Professor of Greek* (1979)

A.B., Calvin College;  
Th.B., Western Theological Seminary;  
D.D., Hope College

MAURA M. REYNOLDS — *Adjunct Assistant Professor of Latin* (1975)

B.A., University of Illinois, 1968  
M.A., University of Illinois, 1970

LYNN VAN HOFWEGEN — *Adjunct Clinical Instructor of Nursing* (1985; Calvin apmt.)

B.S.N., Grand Valley State College, 1978;  
M.N., University of Michigan, 1981

GAIL L. WARNAAR — *Adjunct Assistant Professor of Music* (1965)

B.Mus., Central Michigan University;  
M.Mus., Michigan State University, 1972

## PART-TIME LECTURERS

REED BROWN — *Communication* (1981)

B.A., Hope College

JERRY CONNELLY — *Physical Education* (1982)

B.A., University of Wisconsin

HELEN DAUSER — *Music* (1968)

TOM ERICKSON — *Music* (1981)

B.A., Eastman School of Music (University of Rochester)

LYNDA C. FARRAR — *English* (1984)

A.B., Hope College, 1973;  
M.S., Cornell University, 1980

BRUCE FORMSMA — *Music* (1974)

A.B., B.Mus., Hope College;  
M.M., University of Michigan

DOUGLAS IVERSON — *Business Administration* (1983)

B.A., Hope College;  
M.B.A., Western Michigan University

JOHN JACKSON — *Music* (1971) (1974)

B.Mus., Western Michigan University

JAMES JIPPING — *Physics* (1981)

B.S., Calvin College;  
M.S., University of Minnesota



# THE FACULTY

---

- ROBERTA KRAFT — *Music* (1975)  
B.M.E., Wheaton College;  
M.M., Indiana University
- CALVIN LANGEJANS — *Music* (1959)  
A.B., Hope College;  
M.Mus., University of Michigan
- MARIE JOSEPHTE MARTINEAU — *English* (1980)  
B.A., St. Mary's College;  
M.A., Columbia University
- WILLIAM H. MOREAU — *English* (1983)  
A.B., Hope College, 1976;  
M.Ed., Grand Valley State College, 1982
- RICHARD MOSHER — *Recreation* (1980)
- STEVEN STAM — *Religion* (1984)  
B.A., Hope College;  
M. Div., Western Theological Seminary;  
M.A., University of Chicago
- ELAINE TANIS — *Religion* (1983)  
B.A., Central College;  
M. Ed., University of Iowa
- RICHARD SWANEY — *Business Administration* (1982)  
B.A., University of Michigan;  
J.D., University of Michigan
- MARCIA VANDERWEL — *Education* (1976)  
B.S., University of Michigan;  
M.A., Western Michigan University
- KENNETH VANDER WOUDE — *Psychology* (1972)  
B.A., Calvin College;  
M.A., Loyola University;  
Ph.D., Loyola University
- CINDY YONKER — *Education* (1976)  
B.S., Central Michigan University;  
M.A., Grand Valley State College
- DAVID M. ZESSIN — *Business Administration* (1982)  
B.A., Hope College;  
J.D., University of Toledo, College of Law

# ADMINISTRATIVE STAFF



## PRESIDENT OF THE COLLEGE

JOHN H. JACOBSON, JR.\* — *President and Professor of Philosophy* (1987)

CHARLOTTE A. MULDER — *Administrative Assistant* (1953)

JUDY BRAKE — *Administrative Assistant* (1974)

## ACADEMIC ADMINISTRATION

JACOB E. NYENHUIS\* — *Provost and Professor of Classics* (1975)

IRWIN J. BRINK\* — *Dean for the Natural Sciences and Professor of Chemistry* (1957)

NANCY SONNEVELDT MILLER\* — *Dean for the Social Sciences and Professor of Education* (1968)

ELTON J. BRUINS\* — *Dean for the Arts and Humanities and Evert J. and Hattie E. Blekkink Professor of Religion* (1966)

SUSAN J. DE PREE — *Administrative Assistant to the Provost* (1984)

ANN W. FARLEY — *Administrative Assistant to the Dean for Arts and Humanities* (1976)

### Staff

Barb Masselink, *Secretary, Office of the Provost* (1981)

Cheryl McGill Essenberg, *Secretary to the Dean for Social Sciences* (1977)

Norma Plasman, *Secretary to the Dean for Natural Sciences* (1968)

## ACADEMIC DEPARTMENTAL OFFICE STAFF

Art ..... Jackie Kacmar (1985)

Biology ..... Beverly Kindig (1973)

Chemistry ..... Diane Wickmann (1983)

Communication/History ..... Carole Boeve (1974)

Jean Van Engen (1987)

Economics & Business Administration ..... Joy Forgewe (1983)

Education ..... Katherine (Kathy) Mervau (1980)

English ..... Myra Kohsel (1976) (1983)

Foreign Languages & Literatures ..... Karen Elenbaas (1986)

Geology ..... Lois Roelofs (1985)

Music ..... Linda Talsma (1985)

Nursing ..... Thelma Drenth (1984)

Philosophy & Political Science ..... Katie Worbois (1985)

Physical Education & Recreation ..... Joyce MacPherson (1986)

Physics/Computer Science/Mathematics ..... Lori McDowell (1977)

Psychology ..... Kathleen Adamski (1981)

Religion ..... Karen Michmerhuizen (1980)

Theatre ..... Judyth Strohschein (1987)

## ACADEMIC RECORDS/REGISTRAR

JON J. HUISKEN — *Registrar* (1969)

A.B., Calvin College

ROWENE BEALS — *Assistant Registrar* (1981)

A.B., Northwest Nazarene College

# ADMINISTRATIVE STAFF

---

## Staff

- Gloria Shay, Statistical Research/Report Specialist (1986)  
B.A., Mundelein College  
Heather Davis, Recorder/Transcript Specialist (1986)  
B.A., Glenville State College  
Stacey Purcell-Keshavarzi, Data Entry Specialist (1986)  
A.B., Hope College  
June Hoffman, Receptionist/Word Processor (1986)  
A.A., Davenport College

## ACADEMIC SUPPORT CENTER

- JACQUELINE D. HEISLER — Director of Academic Support Center (1982)  
B.A., Drew University  
M.A., University of Nebraska  
RUTH DIRKSE — Tutoring Coordinator (1986)  
A.B., Hope College  
DAVID R. JAMES\* — Director of Writing Center (1982) (1987)

## COMPUTER-TECHNICAL SERVICES

- LINDA LUDINGTON SEITZ — Director (1984)  
B.A., Eastern Michigan University  
TANYA SHIRE — Manager of Academic Computing and Operations (1984)  
B.S., Houghton College  
M.S., University of Illinois  
ELAINE BISEL — Lead Programmer Analyst (1980)  
B.A., Michigan State University  
CHERYL A. SHEA — Programmer Analyst (1979)  
B.A., Temple University  
ABRAHAM ANAYA — Lead Operator (1986)  
A.S., Davenport College  
STEVEN L. BAREMAN — Computer Services Consultant (1987)  
B.S., Hope College  
BRAD BOUWKAMP — Operator (1986)  
STEVEN DE JONG — Programmer (1985)  
A.A., Champlain College  
CHRIS MCDOWELL — Programmer (1985)  
B.S., Grand Valley  
MARIA TAPIA — Production Support Supervisor (1967)

## Staff

- Steven Driesenga, Technician (1983)  
Sherri Larsen, Technical Services Secretary (1980)  
David Manifold, Technician (1985)  
Pauline Rozeboom, Secretary (1982)  
Michael Zylman, Technician (1986)

# ADMINISTRATIVE STAFF

---

## **DOW HEALTH AND PHYSICAL EDUCATION CENTER**

GEORGE KRAFT\* — Program Director and Co-Director of Supervisory Personnel  
— Dow Center; Professor of Physical Education (1967)

NORMAN JAPINGA — Physical Education and Athletic Equipment Manager (1968)

JANE HOLMAN — Office Manager, Facilities Coordinator, and Co-Director of  
Supervisory Personnel — Dow Center (1973) (1978)

### **Staff**

Beverly Larson, Secretary (1979)

Joyce McPherson, Secretary (1986)

## **INTERNATIONAL EDUCATION**

NEAL W. SOBANIA\* — Director and Associate Professor of History (1981)

LAURIE ENGLE — International Student Advisor (1987)

A. B., Hope College

SHANNON MAC BRIDE — Office Manager (1986)

A. B., Hope College

## **LABORATORIES AND EQUIPMENT CENTERS**

TOD GUGINO — Director of Chemistry Laboratories (1986)

A. B., Hope College

KEVIN GARDNER — Director of Physics Laboratories (1978)

B. S., M. S., Ball State University

WAYNE ARENZ — Physics Technician (1986)

B. A., Central Methodist College;

M. S., Ohio State University

GORDON VAN WOERKOM — Director of Biology Laboratories (1979)

B. A., Calvin College;

M. S., Purdue University

## **LIBRARY**

DAVID P. JENSEN\* — Director of Libraries (1984)

RICHARD J. BURTT\* — Librarian and Lecturer (1978)

CAROL L. JUTH\* — Assistant Professor (1970)

DIANE MURRAY\* — Librarian and Lecturer (1977)

CHRISTINE NELSON — Library Technician (1979)

A. B., Hope College

JOYCE NIELSEN — Library Technician (1977)

B. A., The University of Iowa

DAWN VAN ARK — Library Technician (1971)

A. B., Hope College

LINDA VISSCHER — Library Technician (1970)

A. B., Hope College

DEANNIE PICCIOTTI — Library Technician (1984)

B. A., San Diego State College

# ADMINISTRATIVE STAFF

---

ANDREW VANDER ZEE — Archivist (1963)  
B. A., Calvin College; M. A., University of Michigan;  
M. A. in L. S., Western Michigan University

## Staff

Margaret Clark — Secretary (1980)  
Helen Einberger — Inter-Library Loan Clerk (1984)  
Linda Linklater — Curriculum Library Coordinator (1983)  
Dorothy Pearson — Music Library Clerk (1979)  
Janet Ramsey — Circulation Night Clerk (1979)  
Bonnie VanderSchaaf — Science Library Clerk (1986)

## THEATRE PRODUCTION

MARY SCHAKEL — Producing Director of the Hope Summer Repertory Theatre  
A. B., Hope College

JOHN K. V. TAMMI\* — Director of Theatre (1968)

MICHAEL GRINDSTAFF\* — Manager of Theatre Facilities and Lecturer in Theatre  
(1970) (On Leave of Absence, 1987-88 Academic Year)

BRIAN KENT — Artistic Director of the Summer Repertory Theatre (1984)  
B. A., University of Minnesota

## ADMISSIONS

JAMES. R. BEKKERING — *Dean for Admissions* (1980)

A. B., Hope College  
M. A., Ph. D., Michigan State University

GARY CAMP — Associate Director of Admissions (1978)  
A. B., Hope College

MARY KRAAI — Associate Director of Admissions (1981)  
A. B., Hope College

KENNETH NEEVEL — Admissions Counselor (1984)  
A. B., Hope College

JOHN HENSLER — Admissions Counselor (1985)  
A. B., Hope College

TED BENJAMIN — Admissions Counselor (1986)  
A. B., Hope College

RUTH ANN MAJERLE — Admissions Counselor (1987)  
A. B., Hope College

SUZANNE MITCHELL — Admissions Counselor (1987)  
A. B., Hope College

AMY HENDRICKSON — Admissions Counselor (1987)  
A. B., Hope College

# ADMINISTRATIVE STAFF

---

## Staff

Carolyn Abrahamson (1986)  
Karen Barr (1984)  
Vicki Boulton (1983)  
Elaine Bruins (1984)  
Sheryl DeJonge (1987)  
Karmen Kooyers (1984)  
Joan Nelson (1984)  
Laurie Werley (1976)

## BUSINESS OFFICE

**WILLIAM K. ANDERSON** — *Vice President for Business and Finance* (1966)  
B.S., Ferris State College

**BARRY L. WERKMAN** — *Business Manager and Controller* (1967)  
A.B., Hope College;  
M.S., University of Wyoming

**KEVIN P. KRAAY** — *Assistant Business Manager* (1985)  
A.B., Hope College

**NANCY EMERSON** — *Manager of Accounts Receivable* (1971)

**DOUGLAS L. VAN DYKEN** — *Director of Accounting* (1987)  
A.B., Hope College

## Staff

Brenda Brewer, Receptionist/Secretary (1986)  
Mary Essenburg, Accounts Payable (1985)  
Donna Franks, Payroll (1977)  
Sharon Hoogendoorn, Accounts Receivable Clerk (1987)  
Shirley Larsen, Cashier (1982)  
Kris Welmers, Accounts Payable/Purchasing (1979)

## FINANCIAL AID OFFICE

**PHYLLIS K. HOOYMAN** — *Director of Financial Aid* (1974)  
A.B., Hope College

**GAIL H. SMITH** — *Associate Director of Financial Aid/Office Supervisor* (1977)

## Staff

Martha Ash, Office Manager (1978)  
Lori Harrington, Clerical Assistant (1986)  
Connie Ramirez, Technical Assistant/Verification Coordinator (1984)  
Kendra Williams, Receptionist/Records Clerk (1985)

## HOPE-GENEVA BOOKSTORE

**MARK COOK** — *Manager* (1973)

## Staff

Scott Peterson, Mailroom (1986)  
Jeanne Goodyke (1973)  
Maxine Greij, Office Manager (1978)  
Paula Nadeau, Textbook Manager (1980)

# ADMINISTRATIVE STAFF

---

Karen Schakel (1981)  
Sue Smith (1984)  
Julie Barney (1985)  
Sarah Baas (1978)

## HUMAN RESOURCES OFFICE

BRUCE HIMEBAUGH — Director of Human Resources (1970)  
B.A., M.A., Western Michigan University

RUTH KLUNGLE — Assistant Director of Human Resources (1967)  
B.S., Aquinas College

### Staff

Ann VanDenBerg, Insurance/Student Payroll (1977)

## PHYSICAL PLANT

FRED COATES — Director of Physical Plant (1977)  
B.S., University of Rhode Island

EMERY BLANKSMA — Plant Superintendent (1970)

RON HALE — Transportation Coordinator (1983)

ADRIAN VAN HOUTEN — Mechanical Supervisor (1974)

PAUL SCHROTENBOER — Supervisor of Custodial Services (1977)

MARTIN C. STRANG — Groundskeeper (1970)  
B.S., Michigan State University

### Staff

Mary Krieger, Office Manager (1978)

## PUBLIC SAFETY

RAY GUTKNECHT — Director of Public Safety (1981)  
M.S., Michigan State University

### Staff

Shirley Beckman, Office Manager (1978)

Duane Terpstra — Assistant Director (1981)  
B.S., Grand Valley State College

Jerry Gunnink — Officer (1981)

B.S., Grand Valley State College

Michelle Mucha — Officer (1986)

B.S., Grand Valley State College

Arie Noordsij — Officer (1986)

B.S., Grand Valley State College

Bill Olenzuk — Officer (1986)

B.S., Lake Superior State College

Lois Baar, Switchboard (1984)

Betty Klinge, Switchboard (1979)

Elaine VanWieren, Switchboard (1986)

Jean Wehrmeyer, Switchboard (1973)

Myrna Willerton, Switchboard (1981)

# ADMINISTRATIVE STAFF

---

## WORD PROCESSING CENTER

SANDY TASMA — Supervisor (1973)

### Staff

Betty Dolley (1977)

Diana Mireles (1985)

## COLLEGE ADVANCEMENT

ROBERT N. DE YOUNG — *Vice President for College Advancement* (1965)

A.B., Hope College;

M.A., Western Michigan University

## DEVELOPMENT

JOHN F. NORDSTROM — Director of Development (1975)

B.S., University of Illinois;

B.D., Western Theological Seminary;

Th.M., Princeton Theological Seminary

VERNON J. SCHIPPER — Associate Director for College Advancement (1973)

A.B., Hope College

M.A., Michigan State University

KATHY KARLE — Assistant Director for College Advancement (1986)

A.B., Hope College

TODD SCHULING — Assistant Director for College Advancement (1987)

A.B., Hope College

JAMES VAN HEEST — Assistant Director for College Advancement (1987)

A.B., Hope College

KRISTEN WITKOWSKI — Assistant Director, Advancement Support Services (1987)

A.B., Hope College

MARY PORTER — Administrative Assistant (1977)

B.S., Purdue University

### Staff

Barbara Grotenhuis, Advancement Services (1981)

Laurie Menken, Advancement Services (1984)

Darlene Phillips, Advancement Services (1986)

Jane Schoudt, Advancement Services (1985)

## PUBLIC RELATIONS

THOMAS L. RENNER — Director of Public Relations (1967)

EVA DEAN FOLKERT — Assistant Director of College Advancement (1985)

A.B., Hope College

MARY KEMPKER — Associate Director of College Advancement (1978)

A.B., Hope College

DAVID VAN DYKE — Assistant Director of College Advancement (1985)

A.B., Hope College



# ADMINISTRATIVE STAFF

---

## Staff

Esther Cleason, Office Manager (1983)  
Barbara Hoesman, Receptionist/Scheduler (1985)  
Donna Schultz, Secretary (1984)

## STUDENT DEVELOPMENT SERVICES

PHILIP E. BEAL — *Dean for Student Development* (1986)

A.B., Cornell College, 1957;  
M.A., Northwestern University, 1961;  
Ph.D., University of Oregon, 1965

BRUCE JOHNSTON — Assistant Dean for Student Development (1977)

B.A., Westminster College;  
M.A., Bowling Green State University

FONDA GREEN — Director of Special Programs (1984)

B.S., Trevecca Nazarene College;  
M.Ed., University of Florida;  
Ed.S., University of Florida

ALFREDO GONZALES — Assistant Dean for Multi-Cultural Life (1984)

B.S. Grand Valley State Colleges;  
M.S.W., University of Michigan

CAROLYN BAREMAN — Administrative Assistant to Dean for Student Development (1973)

## Staff

Sharon Burns, Secretary (1986)

## CAREER PLANNING AND PLACEMENT CENTER

DALE AUSTIN — Director of Career Planning and Placement (1981)

B.S., Central Michigan University;  
M.A., Michigan State University

KRISTEN D. GRAY — Assistant Director of Career Planning and Placement (1987)

B.A., Gustavus Adolphus College;  
M.S., Mankato State University

## Staff

Sophia Hamberg, Secretary (1973)

## CHAPLAIN'S OFFICE

GERARD VAN HEEST — Chaplain (1979)

A.B., Hope College;  
M.Div., Western Theological Seminary

## Staff

Elizabeth Bocks — Secretary (1986)

# ADMINISTRATIVE STAFF

---

## HEALTH SERVICES AND PERSONAL COUNSELING

SHARON BLANKSMA — Director of Health Services (1973)

R.N., Butterworth Hospital;

College Health Nurse Practitioner, Brigham Young University

RUTH DYKE — Clinic Assistant (1969)

R.N., Butterworth Hospital

RUTH TER BEEK — Clinic Assistant (1986)

R.N., Bronson School of Nursing

### Staff

Barb Helmus, Receptionist/Secretary (1979)

## PERSONAL COUNSELING

JOYCE HANLON — Director of Counseling Services (1980)

B.S., Michigan State University;

M.S., Wayne State University

## FOOD AND CATERING SERVICES

STEVE RENZ — Senior Operation Director (1980)

B.S., Wright State University

CHUCK MELCHIORI — Food Service Director (1986)

B.A.S., Grand Valley State College

LUCILLE JONGEKRIJG — Catering Manager (1981)

DON HERSHEY — Production Manager at Phelps (1986)

RUSS TURECKY — Food Service Manager (1986)

### Staff

Jean Carpenter, Secretary (1980)

Betty Vanders, Secretary (1967)

## SPECIAL PROGRAMS

### HIGHER HORIZONS

BETTY CLAAR — Higher Horizons Coordinator (1986)

B.A., Western Michigan University;

M.A., Central Michigan University

PAT CRUM — Parent-Aide Coordinator (1979)

B.A., Central Michigan University

### Staff

Gwen Hoekstra, Secretary (1979)

Carol Segrist, Secretary (1986)

# ADMINISTRATIVE STAFF

---

## UPWARD BOUND PROGRAM

ELIZABETH COLBURN — Director (1985)  
B.A., Miami University

VICTOR PEREZ — Counselor (1986)  
B.A.S., Western Michigan University

### Staff

Andrea Mireles, Secretary (1984)

Dalia Rios, Secretary (1987)

## PHILADELPHIA URBAN SEMESTER

STEVENS E. BROOKS — Executive Director (1968) (1974)

ROBERTA G. DE HAAN — Faculty & Coordinator of Professional Development  
Component (1970)

CHRISTINE WRIGHT — Assistant to Executive Director (1986)

THOMAS F. BURKE — Faculty (1986)

JOANNA STEWART — Faculty (1984)

ANNE KAPLAN — Faculty/Coordinator of Field Study Placements (1981)

M. SUSAN JONES — Program Assistant (1986)

## VIENNA SUMMER SCHOOL

PAUL G. FRIED\* — Founder (1956)  
Ph.D., University of Erlangen

STEPHEN I. HEMENWAY\* — Director (1976)  
Ph.D., University of Illinois

DEBORAH BOCK — German (1969)  
Ph.D., University of Vienna

DAVID F. GOOD — Economics (1980)  
Ph.D., University of Pennsylvania

WILLIBALD KUBICEK — Literature (1964)  
Ph.D., University of Vienna

MICHAEL MESCH — Economics (1984)  
Ph.D., University of Vienna

FELIX MOLZER — Music (1961)  
M.S., University of Pennsylvania

ANNA SPITZMULLER — Art History (1970)  
Ph.D., University of Vienna

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\*See Faculty Listing for degrees.

# WOMEN'S LEAGUE FOR HOPE COLLEGE (1987-88)



Founded in 1925, the Women's League for Hope College is comprised of representatives from congregations of the Reformed Church in America. The league has conducted many fund raising projects over the years with proceeds designated for the furnishing of residence halls, dining rooms and other facilities that affect the quality of student life on Hope's campus. For more than a quarter of a century the League has sponsored a Village Square country fair on the Hope campus in June.

President	Mrs. Carol Cox 4061 Lakeridge, Holland, Mich. 49424
1st Vice President	Mrs. Doris Van Eck 7515 Woodcrest, Kalamazoo, Mich. 49002
2nd Vice President	Mrs. Lynne Hendricks 3365 Yellowstone Drive, Grandville, Mich. 49418
Recording Secretary	Mrs. Connie Dykstra 623 East Central Ave., Zeeland, Mich. 49464
Corresponding Secretary	Mrs. Berdene Bruggink 7158 Homerich Ave., S.W., Byron Center, Mich 49315
Treasurer	Mrs. Mary Lou Keech 3839 Lakeshore Dr., Holland, Mich. 49423
Assistant Treasurer	Mrs. Jan Brondyke 264 Cypress Ave., Holland, Mich. 49423
College Representative	Dr. Jeanne Jacobson 92 East 10th Street, Holland, Mich. 49423
College Liaison	Mrs. Mary Kempker Office of Public Relations, Hope College, Holland, Mich. 49423
Past President	Mrs. Sunny Boeve 308 Foxcroft Circle, Holland, Mich. 49423
1987 Village Square Chairperson	Mrs. Jane Pangle Briar Oaks — 11 N. 1st St., Kalamazoo, Mich. 49009



Hope Alumni are represented in all fifty states and in more than fifty foreign countries. Organized in 1967, the Alumni Association numbers nearly 16,000 members. The Association has several regional groups located throughout the United States. There is also an alumni club for athletic letter winners (men and women).

*News From Hope College*, a bimonthly tabloid, informs alumni and friends of activities of the College and chronicles the achievements of her graduates. An Alumni Directory is published every five years.

The staff of the Office of Public Relations is responsible for coordinating alumni activities. The staff maintains alumni records and encourages alumni to submit changes of address. The staff also welcomes correspondence with news of promotions, new positions, work being done in postgraduate schools, and items of a personal nature such as marriages, births and deaths.

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 the annual dinner. Selections are made on the basis of contributions to society, interest in the College, and assistance to the College.

## BOARD OF DIRECTORS, 1987-88

President . . . . .	Steve Norden '74
Vice President . . . . .	Susan Bruggink Edema '73
Treasurer . . . . .	William K. Anderson
Secretary . . . . .	Beverly Bame Kerr '50
Director of Public Relations . . . . .	Thomas L. Renner

## Directors

### TERMS EXPIRING 1990

Stanley Busman '73 . . . . .	Minneapolis, Minnesota
Peter Idema '88 . . . . .	Grand Rapids, Michigan
Beverly Bame Kerr '50 . . . . .	Nassau, New York
Thelma Leenhouts '66 . . . . .	Washington, D.C.
Jeff Winne '73 . . . . .	Highlands Ranch, Colorado

### TERMS EXPIRING 1989

William Aardema '79 . . . . .	Parchment, Michigan
John Abe '79 . . . . .	Naperville, Illinois
Dwayne Boyce '77 . . . . .	White Plains, New York
Janilyn Brouwer '88 . . . . .	Grandville, Michigan
Jeffrey Cordes '80 . . . . .	Mesquite, Texas
Sue Bruggink Edema '73 . . . . .	Grand Rapids, Michigan
Timothy Van Heest '76 . . . . .	Anaheim, California

### TERMS EXPIRING 1988

John Lindsey Dood '87 . . . . .	East Lansing, Michigan
James Hanson II '80 . . . . .	Bernardsville, New Jersey
Steve Norden '74 . . . . .	Dublin, Ohio
Mary Schroeder '68 . . . . .	Grosse Point, Michigan



## ENDOWED SCHOLARSHIPS

Over the years a number of Endowed Scholarship Funds, which bear the name of the donor or persons designated by the donor, have been established. Such funds provide unique opportunities for donors to be directly involved in assisting and coming to know Hope students. The donor is free to designate a preference for the major field or vocational goal for the scholarship recipient. Endowed Scholarships are awarded to students on the basis of scholarship and demonstrated financial need. An Endowed Scholarship will remain in perpetuity because only the income earned on the principal sum is awarded. These Endowed Scholarship funds are listed on the following pages.

**FRED P. ADOLPH AND NELLIE VENEKLASEN ADOLPH SCHOLARSHIP** — A fund for deserving students, established through the estate of Fred P. and Nellie Veneklasen Adolph.

**E. SAMUEL AND GRACE ENGLE AEILTS SCIENCE SCHOLARSHIP** — A fund to provide aid to worthy science students. Established in memory of E. Samuel Aeilts and Grace Engle Aeilts.

**MR. AND MRS. JOHN AGGEN SCHOLARSHIP** — A fund to provide financial assistance for worthy students, with preference given to those pursuing careers in music or the ministry. Established through the estates of Mr. and Mrs. John Aggen, Reformed Church members supporting the work of the College.

**GEORGE R. AND EDITH WEAVER ANDERSON FUND** — Established in memory of Edith Weaver Anderson, Hope 1926, and her husband, this fund provides financial assistance to worthy students.

**APIANUS SCHOLARSHIP** — A fund to provide a scholarship to a deserving senior student who has achieved academic excellence. The scholarship is named after a great German Scientist in the 15th Century. Given by Dr. and Mrs. Martin Sommer.

**PAUL AND MARGARET BAKER SCHOLARSHIP FUND** — A fund established by Mr. and Mrs. Paul Baker to provide scholarship aid for worthy students.

**WALTER F. BANK SCHOLARSHIP FUND** — A fund to provide scholarship aid for deserving students.

**THE ROBERT E. AND WILDA G. BARBER SCHOLARSHIP FUND** — A fund established by Mrs. Wilda G. Barber in memory of Robert E. Barber, a distinguished businessman in the Holland community. In awarding these scholarships, preference is given to awarding these to a junior or senior majoring in Business.

**BERTELLE ARKELL BARBOUR SCHOLARSHIP FUND** — Aid to worthy students provided by the Arkell Hall Foundation, Canajoharie, New York.

**BARNABAS SCHOLARSHIP FUND** — A fund established to provide scholarship aid for students who demonstrate financial need. This fund is named after Barnabas, the New Testament friend of Paul, who sold all he had, gave it away and went out and preached the gospel.

**PAUL GERDING BAST MEMORIAL SCHOLARSHIP** — A fund to provide scholarship aid to students whose talents and character mark them for leadership of significance in their chosen field, as well as in the development of the highest human and Christian values in our society. Preference given to English or Music majors. A 2.5 minimum grade point average is required.

**CHRIS BECKER MEMORIAL SCHOLARSHIP** — An award to a graduating senior from Zeeland High School who demonstrates financial need.

## SCHOLARSHIPS AT HOPE

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**THE MARTI BECKERING MEMORIAL SCHOLARSHIP** — A fund established by the parents, family and friends of Marti Beckering, an outstanding student and athlete at Hope, who lost her life in a tragic accident at the beginning of her sophomore year. Income from this fund provides financial assistance to a woman student who excels academically and participates in athletics at Hope College.

**RAYMOND VAN RENSSELAER BEGG MEMORIAL SCHOLARSHIP** — A fund to provide aid to worthy students. Established by Mrs. Genevra Begg in memory of her husband, Mr. Raymond Van Rensselaer Begg.

**THE MARY BLAIR BENNETT SCHOLARSHIP FUND** — A scholarship established in honor of Mary Blair Bennett by her husband and children, awarded each year to a deserving upperclassman who has demonstrated academic competence and leadership abilities.

**THE PAUL L. AND LENORE V. BETHKA SCHOLARSHIP** — A fund to provide financial assistance to worthy students, with preference given to those from the New York State area encompassing Schenectady, Saratoga and Albany counties.

**THE RUTH BLEKKINK FUND** — A fund to provide financial aid to notable students, with preference given those pursuing a career in education. Given by Victor J. Blekkink.

**THE VICTOR J. BLEKKINK FUND** — This fund provides financial aid to students whose lives evidence the Hope spirit. Given by friends of Victor J. Blekkink, '09 graduate, Reformed church pastor and close friend of the College.

**THE REFORMED CHURCH OF BRONXVILLE SCHOLARSHIP FUND** — A fund for needy and worthy students.

**PHILLIPS BROOKS SCHOLARSHIP FUND** — A fund established by Squirt Pak, Inc. in memory of its founder, Mr. Phillips Brooks, to provide annual scholarship assistance to deserving students, with preference given to students majoring in Business Administration.

**THE BROOKSTRA SCHOLARSHIP FUND** — This fund was established through the generosity of the family of Dr. Arthur Brookstra, and in special recognition of Miss Mardelle Brookstra, a long time employee of Hope College. The income from this fund is used to provide scholarships for deserving students.

**JOHN H. AND CORNELIA W. BRUGGERS SCHOLARSHIP FUND** — A fund to provide scholarship aid to students pursuing a career in Christian ministry.

**MARY BUSSING SCHOLARSHIPS** — A fund from the estate of Miss Mary Bussing to provide scholarship aid for students of ability, leadership, and educational purpose.

**DR. HENRY A. CHRISTIAN FAMILY FUND** — A fund to provide scholarship aid to a worthy student who desires higher education leading to a profession in medicine, nursing, biology, or teaching. Established by Dr. Henry A. Christian.

**RUTH NIBBELINK COMSTOCK MEMORIAL SCHOLARSHIP** — A fund for deserving students, with preference given to those majoring in mathematics. Established by the estate of Ruth Nibbelink Comstock.

**GEORGE B. AND ANNA B. DALMAN SCHOLARSHIP** — A fund, established by Mr. and Mrs. Andrew Dalman in memory of George B. and Anna B. Dalman, for the purpose of providing financial assistance to deserving and properly motivated students attending Hope College.

**CLARENCE P. DAME SCHOLARSHIP FUND** — A fund to provide aid to students who are preparing for full-time Christian service in the Reformed Church in America and who are in financial need. Priority is given to students from the Second Reformed Church of Kalamazoo and the Classis of Kalamazoo. Given by Clarence P. Dame, leader in the R. C. A. denomination and Hope '13 graduate.

## SCHOLARSHIPS AT HOPE

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**EUGENE F. AND THERESSA MOOI DAMSTRA SCHOLARSHIP** — A fund for deserving students, originally established by Dr. Eugene F. Damstra in memory of his wife, Theressa Mooi Damstra and added to through Dr. Damstra's estate.

**DANGREMOND TRIO MEMORIAL SCHOLARSHIP** — A fund for deserving students, with preference for those majoring in vocal or instrumental music. Established by Dr. and Mrs. E. H. Dangremond in memory of Doris Dangremond, Florence Dangremond, and Lois Dangremond Flenner. The Dangremonds are the grandchildren of Rev. Gerrit Dangremond, valedictorian of the first graduating class of Hope College in 1866.

**ADRIAN AND MYRTLE E. deBOOM SCHOLARSHIP FUND** — A fund established in memory of Hope College President Edward D. Dimment, 1918-1931.

**THE WILLARD G. AND BARBARA DEGROOT SCHOLARSHIP** — A fund established to provide scholarships to outstanding students at Hope, with preference given to a graduate of Holland High School majoring in Economics or Business Administration. Mr. Willard G. DeGroot, a graduate of the Class of 1939, served as a member of the Board of Trustees of Hope College.

**THE DEN HERDER FAMILY SCHOLARSHIP FUND** — A fund established by members of the Den Herder family to honor Robert J. Den Herder. Preference is given to deserving students with financial need from Ottawa and Charlevoix Counties majoring in business and economics.

**THE RICHARD A. AND JULIA DE WITT SCHOLARSHIP FUND** — A fund established by Mr. Richard A. De Witt in memory of his wife, Julia, to provide scholarship assistance to deserving students. As generous benefactors of the College, Mr. and Mrs. De Witt provided a major gift for the De Witt Student and Cultural Center. Mr. De Witt served on the Board of Trustees from 1970-1976. First consideration will be given to graduates of Holland Christian High School.

**THE DOUMA-VIS SCHOLARSHIP FUND** — A fund established by the Rev. and Mrs. George C. Douma in memory of their parents, Mr. and Mrs. Cornelius Douma and the Rev. and Mrs. Jean A. Vis. The recipient is a senior who has been a student-athlete and is planning to enter the Christian ministry.

**THE DOW CORNING CORPORATION SCHOLARSHIP FUND** — For deserving students who have demonstrated financial need, with preference given to students from the Tri-City area of Midland, Bay City and Saginaw, and those students who are children of Dow Corning employees.

**THE BETTY ANN DUVAL SCHOLARSHIP FUND** — A fund established by Betty Ann Duval of Bronxville, New York to provide scholarship assistance to deserving students.

**JOHN AND SUSAN DYKEMA SCHOLARSHIP FUND** — A fund established by Charles and Frank Dykema in memory of their parents, John and Susan Dykema. A scholarship is awarded each year to an outstanding graduate from the Holland, the Holland Christian, and the West Ottawa High Schools.

**ADELAIDE AND GERALDINE DYKHUIZEN SCHOLARSHIP** — A fund established by Adelaide and Geraldine Dykhuizen, in memory of their brother, Dr. Harold Dykhuizen, to provide annual scholarship aid to needy students with preference given to students interested in pursuing a pre-medical program.

**DR. HAROLD DYKHUIZEN MEMORIAL SCHOLARSHIP** — A fund to provide an annual scholarship to a top science student at Mona Shores High School interested in majoring in science at Hope. To be awarded at graduation.



## SCHOLARSHIPS AT HOPE

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**HAROLD AND LUCILLE DYKHUIZEN SCHOLARSHIP FUND** — A fund established by Mrs. Lucille Walvoord Dykhuizen Busker in memory of her husband, Dr. Harold Dykhuizen, to provide scholarships for worthy students.

**MAXINE AND VICTOR W. EIMICKE SCHOLARSHIP FUND** — A fund established by Dr. and Mrs. Victor W. Eimicke to provide scholarship assistance to deserving students.

**THE FIRST MICHIGAN BANK CORPORATION SCHOLARSHIP FUND** — A fund established in memory of Robert J. Den Herder, former Chairman and Chief Executive Officer of the corporation, to provide scholarships for deserving students, with first preference given to those interested in business careers.

**M. JAY AND ALICE RAAP FLIPSE SCHOLARSHIP** — A fund for deserving students established by the estate of M. Jay Flipse '17.

**AMOS AND RUTH FOY SCHOLARSHIP FUND** — A fund to provide scholarship aid for students from a Latino background. Given by Mrs. Amos Foy.

**THE WALTER H. FREI MEMORIAL SCHOLARSHIP** — A fund to provide scholarship aid for deserving students. Established by Mrs. Mabelle DuMez Frei.

**THE PAUL G. FRIED INTERNATIONAL EDUCATION FUND** — This fund was established in 1968 as The Vienna Fund by persons who had studied in the Vienna Summer School. The purpose of the fund was to further inter-cultural contact and understanding, with special emphasis on making it possible for students from Austria to study at Hope College. In 1981, on the 25th anniversary of the founding of the Vienna Summer School, the name of the fund was changed to honor Dr. Paul G. Fried, who founded the Vienna Summer School and served with distinction for many years as Hope's first Director of International Education. The purpose of the fund was broadened to include other activities, in addition to the Austrian programs, that further the overall goal of international education and inter-cultural understanding.

**THE GENEVA FUND** — A fund established to promote international understanding and world peace. Part of the Hope-Geneva Book Store income is used to provide scholarships to college students from countries outside the U.S.A. who show promise of becoming leaders in the application of the principles of the Christian religion in this area of human relations.

**GENEVA SCHOLARSHIP FUND FOR CHRISTIAN SERVICE** — Awarded to students who, upon completion of two years of college, have demonstrated high scholastic ability, a clear sense of Christian purpose through choice of vocation, and evidence of a mature Christian faith.

**ALMON T. AND HARRIET M. GODFREY SCHOLARSHIP FUND** — A fund established by Dr. and Mrs. Almon T. Godfrey's estate to provide scholarships for outstanding chemistry students.

**MARY JAYNE GOLD FUND** — A fund to provide financial aid to deserving students, with preference given to those studying theater or French.

**MR. AND MRS. JOE GREVENGOED SCHOLARSHIP FUND** — A fund to provide aid to worthy students. Preference is given to pre-medical students.

**THE REVEREND HERMAN A. AND THYRZA HARMELINK SCHOLARSHIP** — A fund to provide aid for worthy students with preference given to students preparing for service in the Christian ministry or in Christian Education. Established by their son, Dr. Philip J. Harmelink, Class of 1966.

**THE HEARST FOUNDATION SCHOLARSHIP FUND** — A fund established through a gift from The Hearst Foundation, Inc. to provide scholarship assistance to deserving students.

**DR LEROY AND RUTH HYMA HILL SCHOLARSHIP** — A fund to provide aid for deserving students, with preference given to those planning to enter the field of dentistry.

## SCHOLARSHIPS AT HOPE

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**PAUL E. AND MARTHA HINKAMP MEMORIAL SCHOLARSHIP FUND** — A fund given by members of the Hinkamp Family in memory of Paul E. Hinkamp, distinguished professor at Hope College and his wife Martha, to provide Presidential Scholarships for academically gifted students with leadership potential.

**JACOB O. HINKEN SCHOLARSHIP FUND** — A fund to provide financial assistance to worthy students. Established in memory of Jacob O. Hinken, Class of 1925, by his wife.

**HISPANIC SCHOLARSHIP FUND** — A common fund established by friends of the College to provide scholarship assistance for deserving students from an Hispanic background.

**DR. AND MRS. WILLIAM GEORGE HOEBEKE SCHOLARSHIP** — A fund established through the generosity of Dr. and Mrs. William George Hoebeke to provide scholarship assistance to deserving students, with preference given to students majoring in science. Dr. Hoebeke graduated from Hope in 1911, and practiced medicine in Kalamazoo. Dr. and Mrs. Hoebeke also gave the College the greenhouse that bears their name.

**THE HELEN AND ALBERT HOEKENGA SCHOLARSHIP FUND** — A scholarship to provide aid to worthy students, with preference given to students from First Reformed Church of Muskegon. Given by friends and family of Helen and Albert Hoekenga.

**THE HELMUT AND ELLEN HOF SCHOLARSHIP FUND** — A fund established by Mr. and Mrs. Helmut Hof to provide scholarship assistance to deserving students.

**JOHN L. HOLLANDER SCHOLARSHIP** — A fund to provide scholarship aid for worthy students of good character who desire higher education leading to professions in the fields of law, economics, music or teaching. Established by Mrs. Hollander in memory of her husband, Judge John L. Hollander.

**WINFIELD J. AND ARDITH HOLLANDER SCHOLARSHIP** — A fund for deserving students, established by Mr. and Mrs. Winfield J. Hollander of Kalamazoo, Michigan.

**HOPE HERITAGE FUND** — A common fund established by friends and alumni of the College, primarily through memorial gifts, to provide scholarship assistance to deserving students.

**THE PETER HUIZENGA SCHOLARSHIP FUND** — A fund established by Mrs. Elizabeth Huizenga in memory of her husband, Peter Huizenga, to provide scholarship assistance to deserving students.

**HAROLD AND MABEL JOHNSON FUND** — A fund established by Mabel P. Johnson in memory of her husband, Mr. Harold F. Johnson.

**JOHNSON-HENRICH SCHOLARSHIPS** — A fund to provide scholarship aid to worthy students. Established by Mr. and Mrs. Howard Johnson in memory of Mrs. Johnson's father, Frederick Henrich.

**THE MILDRED POTTER JOLDERSMA SCHOLARSHIP FUND** — A fund established in honor of Mildred Potter Joldersma, '40, by her husband, Alfred T. Joldersma, '40, and their children. Income from this fund provides scholarship assistance to deserving students.

**THE REVEREND JOHN A. AND DEANE WEERSING KLAAREN MEMORIAL SCHOLARSHIP** — A fund to provide scholarship aid to worthy students, with preference given to those pursuing a career in full-time Christian ministry.

**THE RUSSELL AND ELIZABETH KLAASEN SCHOLARSHIP FUND** — A fund to provide financial assistance to capable and needy students working toward a career as a minister or missionary. Funded by Russell Klaasen and friends.

**WILLIAM M. KOLKMAN HERITAGE FUNDS** — For deserving students. Established by Mr. William M. Kolkman in loving memory of Hendrick J. and Gerdena Kolkman, parents; Henry and Nellie Kolkman, brother and sister-in-law; and Christina Kolkman Timmer, sister.

## SCHOLARSHIPS AT HOPE

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**HERMAN A. KRUIZENGA SCHOLARSHIP FUND** — A fund to provide scholarship aid for needy students that show evidence of strong Christian convictions. Preference given to minority group members and students preparing for one of the service professions.

**LAKWOOD CONSTRUCTION SCHOLARSHIP FUND** — A scholarship fund established by the Lakewood Construction Company, Holland, Michigan, for deserving students interested in careers in engineering.

**HERMAN AND FLORA LAUG SCHOLARSHIP** — A fund for deserving students, established by family and friends in honor of Herman and Flora Laug.

**VIOLET THOMASMA LEWIS SCHOLARSHIP** — A fund for worthy students, with preference given to those students going into the teaching profession.

**THE MARIAN RUTH LINDEMULDER SCHOLARSHIP** — A fund for deserving students, established by the estate of Marian Ruth Lindemulder.

**LIVING LIFE AID FUND** — A fund to provide a scholarship for a needy student who reflects a Christian attitude toward life. Preference shall be given to "attending" members of the Cloverhill Reformed Church in America, located in Flemington, New Jersey.

**FRANK B. LOUNSBERRY EDUCATION FOUNDATION SCHOLARSHIP** — A fund to provide financial assistance to a freshman showing high character, intelligence, scholastic record and need.

**ESTELLE BROWNING McLEAN SCHOLARSHIPS** — A fund to provide scholarship aid for worthy students. Established by C.M. McLean, former member of the Hope College Board of Trustees.

**JOHN E. AND EDITH B. MEDENDORP SCHOLARSHIP** — A fund to provide scholarships to worthy students, established by Mr. and Mrs. John E. Medendorp of Muskegon, Michigan.

**LORENZO AND DAISY E. MEENGs SCHOLARSHIP** — A fund for deserving students, with preference for pre-medical students.

**HARRIS AND EVA LEENHOUTS PELGRIM MEYER SCHOLARSHIP** — A fund established by Mr. Harris Meyer for deserving students.

**NELLA MEYER SCHOLARSHIP** — A fund established by Prof. Nella Meyer, with additional support from her family and friends, to provide financial assistance to students at Hope College, with preference given to students interested in Music or French.

**WIETSCHKE AND NELLIE MIDDLEBUSH SCHOLARSHIP FUND** — A fund to provide scholarship aid to a student with high character, financial need and scholarship. Given by Dr. Frederick A. Middlebush in memory of his parents.

**MR. AND MRS. HOWARD MILLER SCHOLARSHIP FUND** — A fund to provide scholarship aid to worthy students, established by Mr. and Mrs. Howard Miller of Holland, Michigan.

**BERNARD J. AND LOUISE E. MULDER SCHOLARSHIP** — A fund to provide aid to students, with preference given to those desiring to pursue a career in Christian Education.

**THE FRED MULDER GRANT** — A fund to provide a grant-in-aid for a worthy student demonstrating financial need. Grades and class standing are not necessarily a determining factor in naming the grant recipient.

**THE JANET MULDER AND METTA ROSS SCHOLARSHIP** — A fund established by Janet Mulder and Metta Ross, distinguished staff members at Hope. This fund is to provide financial assistance to deserving students, with preference given to freshmen students who excel in English or drama and are graduates of Holland High School.

**I. MULLER SCHOLARSHIP FUND** — A fund to provide scholarships for worthy students.

## SCHOLARSHIPS AT HOPE

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**THE ROBERT E. MULVANEY MEMORIAL SCHOLARSHIP** — An annual award to provide scholarship assistance to a junior or senior student enrolled in a pre-law or political science program. It is to be awarded on the basis of need and academic ability. Given by his family, Margaret Mulvaney Pulver, Douglas Mulvaney '80 and Marcia Mulvaney.

**THE JOHN NYBOER SCHOLARSHIP** — A fund established by his son, Andrew, and added to by family members to provide aid to a student who holds part-time employment at the College in the maintenance or custodial department. Preference will be given to an individual preparing for a field in Christian service.

**OLD KENT BANK OF HOLLAND SCHOLARSHIP FUND** — A fund to provide scholarship aid for worthy students, with first preference given to students majoring in business.

**JOHN M. AND LOUISE OSTERHAVEN STUDENT SCHOLARSHIP** — A fund for deserving students.

**MYRTIE AND ETHELYN PAINE MEMORIAL SCHOLARSHIP** — A fund established by Mr. Clifford E. Paine as a memorial to Myrtie Paine and Ethelyn Paine. A four-year scholarship at Hope College is awarded each year to a graduating senior from Fennville High School. Mr. Paine, a native of Fennville, attended Hope College from 1906-1907 and graduated from the University of Michigan College of Engineering. He was a nationally recognized authority on bridge design, and one of the chief designers of the Golden Gate Bridge.

**RUTH STAFFORD PEALE SCHOLARSHIP** — A fund to provide scholarship aid for a worthy student. Given by Mr. Homer Surbeck in recognition of the distinguished service to the College by Trustee Ruth Stafford Peale.

**THE LOUIS M. PLANSOEN SCHOLARSHIP** — A fund to provide scholarships to worthy students, with preference given to pre-ministerial students. This fund, made possible through a generous bequest from Mr. Louis M. Plansoen, has been established in his memory.

**KEN QUIST MEMORIAL SCHOLARSHIP FUND** — A fund to provide scholarship aid for worthy students.

**MAX J. AND FLORENCE VYN REESE SCHOLARSHIP** — A fund to provide scholarship aid to students with preference given to those interested in or enrolled in pre-medical programs; or, interested in or enrolled in economics and business administration programs. Students must be achieving a minimum 2.5 grade point average.

**EMMA REEVERTS SCHOLARSHIP FUND** — A fund in memory of Emma Reeverts, Hope College educator and Dean of Women, 1946-1963, to provide financial aid to a worthy student.

**REFORMED CHURCH WOMEN SCHOLARSHIP FUND** — A fund established by Reformed Church Women. A scholarship is awarded annually to a junior or senior woman who is a member of the Reformed Church, who demonstrated excellence in scholarship and is preparing to serve in a church-related vocation.

**AGNES ROSS SCHOLARSHIPS** — A fund to provide scholarship aid for worthy students.

**THE RICHARD H. AND PATRICIA L. RUCH ENDOWED SCHOLARSHIP** — A scholarship to provide aid for students with ability, need and a Christian commitment, with preference given to those pursuing the study of business.

**JOHN H. RUMPH SCHOLARSHIP** — A fund to provide scholarship aid for a worthy senior student who needs assistance to complete his education. Established by Mrs. Maude C. Rumph in memory of her husband.

## SCHOLARSHIPS AT HOPE

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**THE RUSS' RESTAURANTS SCHOLARSHIP FUND** — A fund established by Mr. and Mrs. J. Russel Bouws and family to provide annual scholarship assistance to deserving students with financial need, with preference given to Russ' employees, dependents of company employees or to young people from areas served by Russ' Restaurants. Through their restaurants and through philanthropic endeavors, Mr. and Mrs. Bouws have made a positive impact in West Michigan and on Hope College.

**CAMERON A. RYLANCE MEMORIAL SCHOLARSHIP** — A fund to provide aid for worthy students with preference given to those who demonstrate serious interest in church music and who plan to serve the church in some area of music ministry.

**DR. SCHOLL SCHOLARSHIP FUND** — A fund established by the Dr. Scholl Foundation to provide financial aid to worthy students, with preference given to students from Illinois.

**DR. WILLIAM AND ADA ANN SCHRIER MEMORIAL SCHOLARSHIP** — A fund for deserving students, with preference given to those majoring in communication, particularly those who have an interest in debate or oratory.

**OSCAR O.R. SCHWIDETZKY SCHOLARSHIP FUND** — A fund to provide scholarship aid on the basis of need and academic ability. Preference is given to pre-medical students. Established by Mrs. Schwidetzky in memory of her husband, Dr. Oscar O.R. Schwidetzky.

**HOWARD AND MARGARET SLUYTER SCHOLARSHIP FUND** — A fund established by Dr. and Mrs. Howard R. Sluyter to provide scholarships to deserving students.

**THE LYNN SZABO SMITH SCHOLARSHIP** — A fund for deserving students, with preference to those students majoring in nursing, established by Mrs. Lynn Szabo Smith, Class of 1932.

**THE ESTHER M. SNOW VIENNA SCHOLARSHIP FUND** — Established in memory of Esther M. Snow, member of the Hope College faculty 1937-65, whose enthusiasm for music, German and Vienna, served as an inspiration for many generations of Hope students. The fund will annually provide one or more scholarships to outstanding students planning to spend a summer in Vienna studying music, German or European Culture.

**JOHN JACOB SOETER SCHOLARSHIP FUND** — A fund to provide scholarships for worthy students with preference given to those planning to serve in the ministry or in medical missions. Given by the family of Rev. John Jacob Soeter, Class of 1927.

**REV. AND MRS. JAMES A. STEGEMAN SCHOLARSHIP FUND** — A fund for deserving students, given in honor of Rev. Stegeman's service to the Covenant Reformed Church of Muskegon Heights.

**THE RALEIGH R. AND ESTHER REHM STOTZ SCHOLARSHIP** — A fund established by Mrs. Esther Rehm Stotz, in memory of her husband, Raleigh R. Stotz, to provide scholarship assistance to deserving students.

**HAROLD A. SYKES MEMORIAL SCHOLARSHIP** — A fund to provide scholarship for a deserving student. Established in memory of Elder Sykes by the Queens Reformed Church of Long Island, N. Y.

**RICHARD W. TELINDE SCHOLARSHIP** — A fund established by Dr. Richard W. Telinde to provide scholarship assistance to deserving students.

**THE JOHN AND FRANCES TENSEN MEMORIAL SCHOLARSHIP** — A fund to provide scholarship aid to worthy students, with preference given to attending members of the First Reformed Church of Rochester, New York, and the Classis of Rochester, New York.

## SCHOLARSHIPS AT HOPE

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**THE ARTHUR JOHN TER KEURST PSYCHOLOGY SCHOLARSHIP** — A fund established by Ruth Laug Ter Keurst as a memorial to her husband, Dr. Arthur John Ter Keurst. This scholarship is awarded at the conclusion of the junior year to a student majoring in psychology who has a distinguished academic record, financial need, and in the opinion of the faculty in the Department of Psychology, shows promise of a distinguished career in psychology.

**ALBERT H. AND ESTHER D. TIMMER SCHOLARSHIP** — Financial aid will be given to deserving students. This fund is made possible by the family of Albert H. Timmer, who faithfully served Hope College for over 40 years in the role of professor, administrator and coach.

**THE EDMUND B. TWEDDLE SCHOLARSHIP FUND** — A fund established by Tweddle Litho Company in honor of its founder, Edmund B. Tweedle, to provide scholarship assistance to deserving students, with preference given to students majoring in business or finance.

**JOHN W. TYSSÉ MEMORIAL FUND** — Established in memory of the Rev. John W. Tyssé, Hope alumnus and Reformed Church pastor, this fund recognizes the contribution of small churches and their ministers to Hope College and the denomination and provides aid to students from smaller congregations on the basis of financial need and evidence of potential.

**KATHRYN VANDENBELT SCHOLARSHIP** — Aid to a worthy student given in memory of Kathryn VandenBelt from the estate of her son, Donald VandenBelt.

**GEORGE H. AND HELEN H. VANDERBORGH FUND** — A fund to provide financial assistance to students of high respect and reputation. Established by George H. Vanderborgh, alumnus and trustee, and his wife Helen.

**ELISABETH KAY VANDER LUGT AND JOHN DAVID TERPSTRA SCHOLARSHIP FUND** — A fund to provide scholarships for worthy students whose heritage and interest relate to our historic Reformed Church tradition. Given by Dr. and Mrs. William Vander Lugt in memory of their daughter, Elisabeth Kay, and from the estate of John David Terpstra. John was a Hope alumnus from the Class of 1965, and the son of Mr. and Mrs. William Terpstra.

**WILLIAM VANDER MEER MEMORIAL SCHOLARSHIP** — A fund to provide aid to worthy students, with preference given to students of Chinese heritage.

**JOHN M. VANDERMEULEN SCHOLARSHIP** — A fund for deserving students, given by the Rev. and Mrs. John M. Vandermeulen.

**MATTHEW JAMES VANDERWEL MEMORIAL SCHOLARSHIP** — A fund to provide aid to worthy students, with preference given to students demonstrating leadership ability and promise of service to others.

**VIRGINIA VANDEWATER MEMORIAL SCHOLARSHIP** — A fund established by the Randall VandeWater family in memory of Virginia VandeWater. This endowed scholarship is to be used to assist worthy female students majoring in physical education.

**THE ARIE H. VAN DYKE SCHOLARSHIP FUND** — A fund established by Mrs. Ada Van Dyke and her children in memory of Mr. Van Dyke, a graduate of the Class of 1918. This scholarship is to be awarded to a deserving student with preference given to a member of the Reformed Church of America.

**HELEN E. VAN ESS MUSIC SCHOLARSHIP** — A fund for deserving music students, established by Helen E. Van Ess in memory of her brother, Paul Van Ess.

**KATHRYN VAN GROUW SCHOLARSHIP** — A fund to provide scholarship aid for a needy student who is preparing for full-time church work.

## SCHOLARSHIPS AT HOPE

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**JAMES G. AND BERTHA VAN KEULEN SCHOLARSHIP FUND** — A fund awarded each year to worthy and needy students pursuing a career in medicine, with preference given to those students desiring to enter the medical missionary field. Given by Mrs. Bertha Van Keulen, former Holland resident and friend of the College.

**OLIN C. VAN LARE SCHOLARSHIP** — A fund to provide scholarship aid for worthy students with first preference given to Holland High School graduates pursuing the study of literature. Funded through the estate of Olin C. Van Lare, a 1937 Hope graduate.

**J. RODERICK VAN LEUWEN SCHOLARSHIP** — A fund for deserving students established through the generosity of J. Roderick van Leuwen.

**THE ALBERTUS C. VAN RAALTE MEMORIAL SCHOLARSHIP FUND** — This fund was established by the Board of Trustees of Hope College to honor the founder of Hope College, the Reverend Albertus C. Van Raalte, and to memorialize the visit of Her Majesty Queen Beatrix and His Royal Highness Prince Claus of The Netherlands to Hope College in June 1982. First preference in awarding these scholarships is given to junior and seniors who have an interest in The Netherlands-America Studies.

**THE EVA VAN SCHAACK ENDOWED SCHOLARSHIP FUND** — A fund established in memory of Dr. Eva Van Schaack, Professor of Biology at Hope College from 1957-1969. To be awarded to a deserving student majoring in biology.

**GORDON J. AND MARGARET VAN WYLEN SCHOLARSHIP** — A fund for deserving students. Established by the faculty, staff and friends of Hope College in recognition of the dedicated service to the College community of Gordon J. and Margaret Van Wylen. Dr. Gordon J. Van Wylen was the ninth president of Hope College.

**FRANCES H. VAN ZANDT SCHOLARSHIP** — A fund to provide a scholarship for a worthy student preparing for the Christian ministry.

**G. JOHN VAN ZOEREN SCHOLARSHIP** — A fund to provide scholarship aid for worthy students.

**THE RAYMOND C. AND ALICE S. VAN ZOEREN SCHOLARSHIP** — A fund for deserving students, with preference given to those students majoring in music.

**THE JAMES T. VENEKLASSEN SCHOLARSHIP** — This scholarship is awarded annually to a student who demonstrates excellence in Christian leadership. This endowed fund was established in 1974 by Mrs. Ann S. Veneklasen in loving memory of her husband, James T. Veneklasen.

**AME VENNEMA SCHOLARSHIP** — A fund to provide financial assistance to capable and needy students. Given by Florence V. Lichte in memory of her father, fourth Hope College president, 1911-1918.

**JOHN J. AND IRENE VER BEEK SCHOLARSHIP** — A fund established by a bequest from Professor and Mrs. John J. Ver Beek to provide financial assistance to deserving students. First preference in awarding the scholarship will be given to juniors and seniors pursuing careers in education.

**THE JAMES M. VER MEULEN SCHOLARSHIP FUND** — A fund established by the family and friends of James M. Ver Meulen, '26, to provide scholarship assistance to deserving students, with preference given to student athletes having high academic achievement. Dr. Ver Meulen was a member of the Board of Trustees of Hope College and headed the Build Hope Campaign from 1971-1976.

**LAWRENCE W. VERSLUIS AND KATHRYN MIDDLEBUSH VERSLUIS SCHOLARSHIP FUND** — A fund to be used for deserving students majoring in science.

# SCHOLARSHIPS AT HOPE

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**DR. AND MRS. A. LIVINGSTON WARNSHUIS SCHOLARSHIP** — A fund established through the generosity of Dr. and Mrs. A. Livingston Warnshuis. Dr. Warnshuis, a graduate of Hope College in 1897, had a distinguished career as a missionary to China, mission executive, and church leader. Income from this fund is used to provide scholarship assistance to deserving students, with first preference being given to students who are children of pastors and of missionaries in the Reformed Church of America or who are preparing for the Christian ministry.

**WINIFRED WASHBURN SCHOLARSHIP FUND** — A scholarship to provide aid for worthy students, with preference given to those pursuing music. Funded through the estate of Winifred Washburn.

**THE WILLIAM J. WESTVEER SCHOLARSHIP FUND** — A fund to provide scholarship aid for worthy students facing financial need. Established by Maud G. Westveer, Willard M. Westveer and Mrs. Henry Steffens.

**KATHLEEN ANN WHITE '76 MEMORIAL SCHOLARSHIP** — A fund to provide scholarship aid to a promising junior or senior physical education major, preferably a young woman.

**THE NELL E. WICHERS NURSING SCHOLARSHIP FUND** — A fund to provide scholarship aid to worthy students preparing for the nursing profession.

**THE DR. MORRIS WILDEROM SCHOLARSHIP FUND** — A scholarship fund established through the generosity of Mr. Morris Wilderom to provide scholarships for worthy students in need of financial assistance.

**THE HERMAN J. WINDOLPH MEMORIAL SCHOLARSHIP** — An endowed scholarship fund to provide scholarships for outstanding students majoring in engineering or science. Established by Mrs. Mary A Windolph as a memorial to her husband, Mr. Herman J. Windolph, a distinguished engineer and industrialist.

**JOHN GARRETT AND ANNA WINTER SCHOLARSHIP FUND** — A fund to provide scholarship aid to worthy students in the Classics established in memory of Dr. John Garrett Winter, Professor of Classics at the University of Michigan, and his wife, Anna, Hope '02.

**JOHN D. WITZEL SCHOLARSHIP** — A fund to provide aid to worthy students. Established in memory of Mr. John D. Witzel.

**HELEN SPRIETSMA WOLF MEMORIAL FUND** — A scholarship fund to be used for worthy students, with preference given to those students demonstrating interest and excellence in either remedial reading or personnel management work.

**FLORENCE U. AND HARVEY J. WOLTMAN SCHOLARSHIP** — A fund for deserving students, established by Mr. and Mrs. Harvey J. Woltman.

**WOMEN'S LEAGUE SCHOLARSHIP FUND** — A fund established by the Women's League for Hope College to provide scholarships for needy students from the Reformed Church in America.

**THE CLARA E. YNTEMA SCHOLARSHIP FUND** — A scholarship fund established through the generosity of Clara E. Yntema, '16, a distinguished teacher of Latin in the public schools of Grand Rapids. Preference in awarding these scholarships is given to students majoring in language study.

## DEPARTMENTAL ENDOWED SCHOLARSHIPS

These are similar to the preceding Endowed Scholarship funds, except that the recipients are selected by individual departments.



## SCHOLARSHIPS AT HOPE

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**THE JAECKER CHEMISTRY SCHOLARSHIP** — Established by the Harry C. Jaecker, Jr. family, this endowed scholarship is to be used to assist worthy students as designated by Hope College.

**RELIGION SCHOLARSHIP AND ENDOWMENT FUND** — A fund administered by the Religion Department for the awarding of scholarships, teaching fellowships and Biblical research grants to superior students contemplating church vocations.

**THE ALBERT AND SUZIE RITSEMA SCHOLARSHIP** — A scholarship established by their four children, three of whom were music majors at Hope College. Preference should be given to a string player on a competitive basis.

**THE RITSEMA MUSIC SCHOLARSHIP** — A scholarship established by Herman and Elizabeth Ritsema in honor of their three sons who were music majors at Hope College. Preference should be given to an outstanding instrumentalist on a competitive basis entering Hope for the first time.

**HERREL GEORGE THOMAS MEMORIAL SCHOLARSHIP** — A fund to provide an annual \$1,000 scholarship to assist a Hope student majoring in Art. The award is made to a student with a particular interest in Early American art whenever possible.

**ALVIN W. VANDERBUSH STUDENT ATHLETE AWARD** — A fund established in honor of Alvin W. Vanderbush, Class of 1929, who served his alma mater for twenty-seven years as a teacher and football coach. Awarded each year to an upperclassman who has demonstrated both academic and athletic competence.

**ELIZABETH VANDERBUSH MEMORIAL FUND** — A fund established by Professor Alvin W. Vanderbush and others in memory of his wife Betty to provide scholarship aid for a junior student who plans to become an elementary teacher.

**CLARENCE VAN ESS CHRISTIAN EDUCATION ENDOWMENT FUND** — A fund established by Clarence Van Ess to provide annual awards to superior students preparing for the Christian ministry. The fund is administered and selections made by the Religion Department.

### ANNUALLY FUNDED SCHOLARSHIPS

These scholarships are similar to Endowed Scholarships, except that they are awarded on the basis of funds received annually. Further information on annually-funded scholarships is available from the College Advancement office.

**GEORGE F. BAKER SCHOLARSHIPS** — Awards to students entering the Junior year at Hope whose academic record and character reveal promise of future leadership. A majority of the scholarship holders will be students who plan to make constructive business activity their life work. The amount of the stipend is determined by financial need, but honorary awards may be made on the basis of leadership qualities alone.

**THE BRANCH SCHOLARSHIP FUND** — This fund is for students who display academic ability, financial need, and above all a sense of purpose and direction in their Christian faith regardless of their career. Given by Kurt Van Genderen, President of Branch Capital Management, and his wife, Beverly Joeckel Van Genderen.

**BROOKVILLE REFORMED CHURCH, GLEN HEAD, NEW YORK** — An annual award to a deserving student.

**CLASSICAL BOARD OF BENEVOLENCE SCHOLARSHIPS** — The Classical Board of Benevolence, Reformed Church in America, was organized to assist young men and women in preparation for definite Christian work in the Reformed Church in America. Those interested should write for information on available scholarships, to the Secretary of the Classical Board of Benevolence, in care of Hope College, Holland, Michigan.

# SCHOLARSHIPS AT HOPE

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**MR. FABLES SCHOLARSHIP AWARD** — An annual award given by Mr. Fables Systems, Inc. to deserving students with financial need.

**MARBLE SCHOLARSHIP COMMITTEE** — Awards available to selected students of high ability and dedication to life purposes consistent with the goals of the Reformed Church in America. The following awards are given — John G. Phillips Scholarship, Leonard M. Moreland Memorial Scholarship, H. Allen Lochner Memorial Scholarship, Roderick Mackenzie Memorial Scholarship, Alma and W. Norman Eastwood Scholarship, James M. Smirle Scholarship, Willard L. Burbank Memorial Scholarship and Margaret E. Ward Scholarship.

**RALPH W. MACLACHLAN AND JOHN D. WITZEL SCHOLARSHIP** — Aid to worthy students given in memory of Ralph W. MacLachlan and John D. Witzel by the Lee N. and Grace Q. Vedder Foundation.

**MUSKEGON COUNTY COMMUNITY FOUNDATION** — Makes annual grants from the John and Ruth Wierenga Schrier Scholarship. This fund provides scholarship aid for worthy students of middle-income families from within Muskegon County. The fund was established by John and Ruth Schrier of Muskegon and is administered by the Muskegon County Community Foundation, Inc. Applications can be received from the Foundation.

**AMOS NORDMAN FOUNDATION** — Assistance for young people studying at Hope College.

**THE ROBERT F. AND GENEVIEVE SAGE SCHOLARS FUND** — A fund established by the Sage Foundation to provide assistance to deserving students.

**HERBERT AND JULIA VAN WYK SCHOLARSHIP** — Awarded annually to a student entering the junior or senior year whose academic record, character, and leadership qualities are of high caliber. Given in honor of Dr. Herbert S. Van Wyk and Julia Walvoord Van Wyk.

**ROBERT M. VERBURG SCHOLARSHIP** — For deserving students majoring in chemistry, given by Mr. Robert M. Verburg.

**WOMEN'S GUILD — MIDDLE COLLEGIATE CHURCH** — A fund for a worthy student in memory of Miss Janna H. Schafer.

## ENDOWED INSTITUTIONAL LOAN FUNDS

**THE BING CROSBY LOAN FUND** — This is a loan program established by the Trustees of the Bing Crosby Youth Fund for deserving students who are in need of financial assistance to complete their education. The money is to be loaned to students having satisfactorily completed their freshman year.

**HOPE COLLEGE LOAN FUND** — This fund was established by the College for deserving students in need of financial assistance.

**THE FLOYD LONG LOAN FUND** — This institutionally operated loan program was established to help meet the educational expenses of Hope students who demonstrate financial need and show academic promise.

**NOYES LOAN FUND** — This fund was created by the Jessie Smith Noyes Foundation for deserving students in need of loan assistance.

**SKILLMAN LOAN FUND** — This fund was created by the Skillman Foundation for deserving students in need of loan assistance.

**THE HENRY STRONG EDUCATIONAL FOUNDATION** — Provides funds to undergraduate Juniors and Seniors. Interest at the rate of 5% begins to accrue at graduation and repayment is at a specified rate covering a period of four years after graduation.

## SCHOLARSHIPS AT HOPE

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**MARY VANKAMPEN MEMORIAL LOAN FUND** — This institutionally operated loan program was established to assist students in need of funds to purchase textbooks. The money is to be loaned without interest for a maximum period of one year. This short-term loan program is limited to students who demonstrate financial need and the ability to repay the loan from campus or summer employment.

**JANET ALBERS YONKMAN LOAN FUND** — This fund is to be a Student Loan Fund, all loans to be made to students whose scholarship record and potential suggests that they will pursue successful academic careers at and be graduated from Hope College. Primary consideration will be given to music students, but the fund is open to application by all interested students. Loans will be made to worthy, deserving, and responsible students who have given evidence of leadership potential and who have financial need.

# HONORS AND AWARDS



Each year the faculty honors those students whose academic careers are marked by high achievement. The following honors and awards, in addition to several mentioned on preceding pages, are among those presented.

**SUSAN ALLIE PHYSICAL EDUCATION AWARD** — A cash award to be presented to a female departmental major whose overall performance is adjudged by the staff to be the most outstanding and to best represent the high standards set by the late Susan Allie. In addition, the recipient's name is properly inscribed on an institutional plaque in the Dow Health and Physical Education Center. This award was established by family and friends in memory of Susan Allie, Hope class of 1981.

**THE AMERICAN ASSOCIATION OF UNIVERSITY WOMEN AWARD** — An award, given by the Holland, Michigan branch, consisting of a year's membership in any local branch of the American Association of University Women, awarded to the Senior woman student who has demonstrated the type of scholarship, community service and women's leadership for which the AAUW stands.

**AMERICAN BIBLE SOCIETY BOOK AWARD** — A book award given by the American Bible Society to a deserving student who, in the judgment of the religion department faculty, is a superior student and who will utilize the book in future study.

**ALFRED S. ANDREWS AWARD FOR OUTSTANDING ACCOUNTING STUDENTS** — A cash award, which is a gift from Mr. and Mrs. Alfred S. Andrews, to be used as an award to outstanding accounting students, as selected by the faculty of the Department of Economics and Business Administration.

**ANALYTICAL CHEMISTRY AWARD** — An award to the students who, in the estimation of the Chemistry Department, exhibited outstanding performance as a Junior chemistry student. The award is a fifteen-month subscription to the *Journal of Analytical Chemistry* presented by the American Chemical Society.

**ANCIENT MYSTIC ORDER OF THE TRILOBITE** — An award given to the freshman student who, in the judgment of the geology faculty, show the most potential of being successful professional geologists.

**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.

**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 Boudy and given to the person in the graduating class who is deemed by the computer science faculty to have the greatest potential for making future contributions to the field of computer science.

**THE LAURA ALICE BOYD MEMORIAL AWARD IN GERMAN** — A cash award to the senior German major whose interest and achievement in the German language and literature has been most significant.

# HONORS AND AWARDS

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**GRACE MARGUERITE BROWING SCHOLARSHIP IN VOICE** — Awarded each year to the Junior or Senior music student who, in the opinion of the Music Faculty, has proved himself worthy of such a scholarship under the following conditions:

- a. He has been in residence at Hope College for one year.
- b. He maintains a good general academic record during the year the scholarship is granted and does superior work in his applied music field. Failure to do so means immediate termination of the scholarship.

The scholarship is for one thirty-minute lesson per week throughout the year. A student may receive the scholarship for one year only.

**THE 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 academic record and superior work in the study of voice. The scholarship provides private voice lessons during the student's junior year.

**THE ROBERT W. CAVANAUGH SENIOR MUSIC AWARD** — A book and cash award to that music major in the senior class who, in the judgment of the music faculty, has demonstrated unusual interest and achievement, and has contributed significantly to the music program. Established in recognition of Robert W. Cavanaugh's contribution to the music department of Hope College and his Christian commitment by his family, former students, and friends.

**J. ACKERMAN COLES AWARD FOR SCHOLARSHIP IN COMMUNICATION STUDIES** — Awarded to the students who have demonstrated continuing interest and excellence in communication studies.

**COMPUTER SCIENCE SENIOR PRIZE** — A book prize donated by the Computer Science faculty and awarded to the graduating senior chosen by the faculty as the outstanding student in Computer Science.

**DEAN FOR ARTS AND HUMANITIES' AWARD** — A cash prize for the best paper read at the student sessions of the Arts and Humanities Colloquium Series.

**DELTA OMICRON SCHOLARSHIP AWARD** — An award for outstanding musicianship and outstanding scholarship presented by the alumni of Zeta Alpha Chapter. (This is not an annual award.)

**DELTA PHI ALPHA BOOK PRIZE** — Delta Phi Alpha, the honorary German fraternity, presents annually book prizes to the students in German who have been chosen for this honor by the members of the German Department.

**MARGARET OTTE DE VELDER PRIZE** — A cash award to the junior student who, in the judgment of the political science faculty, has demonstrated unusual interest and promise in political science.

**RAY DE YOUNG HISTORY PRIZE** — A cash award to the senior student whose interest, achievement, and promise in history, as indicated by his academic record and a significant piece of historical research, most merit the award.

**E.I. du PONT AWARD FOR UNDERGRADUATE RESEARCH IN CHEMISTRY** — A cash award to the 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.

## HONORS AND AWARDS

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**FRESHMAN CHEMISTRY BOOK AWARD** — Presented to the freshman student who, in the estimation of the chemistry faculty, has demonstrated outstanding performance in 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 audition by means of a tape recording. Audition tapes must be submitted by March 15. Additional information can be secured by writing to the head of the Music Department.

**THE BARBARA E. GEETING MEMORIAL AWARD IN GERMAN** — The Barbara E. Geeting Memorial Award in German was established in 1978 to honor the memory of Barbara E. Geeting, a 1978 graduate in German, who was killed in a tragic accident with her grandparents shortly after graduation. This award is granted to a graduating senior who has achieved distinction in German.

**ALMON T. GODFREY PRIZE IN CHEMISTRY** — A cash award to the senior student chosen the outstanding student in chemistry.

**THE JEANETTE GUSTAFSON MEMORIAL GIFT** — An award to the most deserving graduating student of the Psychology-Sociology Major Program, chosen on the following basis: ability to demonstrate academic achievement, voluntary involvement in organizations aimed at aiding the community and/or the College, and promise for significant contribution to the helping professions.

**THE STANLEY HARRINGTON ART SCHOLARSHIP** — Awarded to a promising major in the Art Department, and is intended for the purpose of research materials. The Stanley Harrington Art Scholarship is established by friends, students and family in memory of Mr. Harrington, a professor in the Art Department of Hope College from 1964 to 1968.

**THE 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-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.

**THE KENT MEDICAL FOUNDATION AWARD** — The Kent Medical Foundation was established in 1961 by the Kent County Medical Society as a charitable non-profit scientific trust, and is dedicated to improving the standards of health care in Kent County and surrounding areas. Its primary purpose is to give financial assistance to deserving students who are pursuing careers in medicine and allied health fields. To qualify, the graduating senior must be a resident of Kent or a bordering county and pursuing a health sciences career.

**MARGUERITE E. KINKEMA SPECIAL EDUCATION AWARD** — A plaque awarded to the senior special education major who, in the judgment of a faculty committee, gives promise of making the most significant contribution to the teaching of handicapped children.

**THE ALLAN C. KINNEY MEMORIAL FUND** — Provides an annual cash award to the outstanding graduating senior majoring in economics or business administration. The winner will be selected by the faculty members teaching in these areas on the basis of scholarship, contribution to campus life and promise of an outstanding career.

## HONORS AND AWARDS

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**THE JOHN H. KLEINHEKSEL MATHEMATICS AWARD** — This award is presented to the freshman or sophomore student who demonstrates outstanding ability in sophomore level mathematics courses and shows promise for future work in mathematics. The prize is a one-year membership in the Mathematical Association of America which includes the subscription to two mathematical journals.

**THE RUSSELL J. KRAAY AWARD IN COMPUTER SCIENCE** — Annual cash awards funded by Dr. Russell J. Kraay and given to two sophomore or junior students who, in the judgement of the Computer Science faculty, have demonstrated excellence in the field of Computer Science.

**THE CHARLES E. LAKE MEMORIAL PRIZE IN PHILOSOPHY** — A cash award to that philosophy major in the senior class judged by the Department to be most deserving. Established in recognition of Charles Lake's scholarly abilities, character and Christian commitment by his family, friends, and the First Reformed Church of Three Oaks, Michigan.

**THE CHARLES E. LAKE MEMORIAL PRIZE IN ANCIENT PHILOSOPHY** — A cash award to that member of the Freshman or Sophomore class judged by the department to have done the best work in ancient philosophy. Established in recognition of Charles Lake's scholarly abilities, character, and Christian commitment by his family, friends, and the First Reformed Church of Three Oaks, Michigan.

**THE CHARLES E. LAKE MEMORIAL PRIZE IN MODERN PHILOSOPHY** — A cash award to that member of the Freshman or Sophomore class judged by the department to have done the best work in modern philosophy. Established in recognition of Charles Lake's scholarly abilities, character, and Christian commitment by his family, friends, and the First Reformed Church of Three Oaks, Michigan.

**ALBERT E. LAMPEN MATHEMATICS PRIZE** — A cash award to the senior student chosen the outstanding student in mathematics.

**ROBERT L. MELKA MEMORIAL AWARD** — A cash prize awarded annually to a freshman or sophomore for an essay in European history that is judged superior by the department of history.

**MICHIGAN INSTITUTE OF CHEMISTS AWARD** — Statewide recognition of 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 his/her four years at Hope College. Awardees are recognized at a banquet sponsored by the Michigan Institute of Chemists.

**THE MILES AWARD IN LAW** — An annual cash award established by Judge Wendell A. Miles in honor of his father, Judge Fred Thomas Miles, presented to a senior student whose promise in the study of Law is judged superior by the faculty of the department of history.

**HERMAN MILLER ART AWARD** — A cash award given to a senior most deserving of recognition and encouragement for creative work in the field of visual arts.

**THE MABEL NIENHUIS AWARD IN APPLIED MUSIC** — An award in applied music given to three music majors, who at the close of their freshman year receive the highest rating in their jury examinations. One award each will be given in the areas of keyboard, voice, and instrumental music to be used for the applied music fees during the sophomore year.

**THE LINDA D. PALMER MEMORIAL AWARD IN FRENCH** — An award, in the memory of Dr. Linda D. Palmer, Assistant Professor of French, 1966-1971, to the student who, having studied in a French-speaking country, demonstrates the greatest promise of excellence in the teaching of French.

**PATTERSON MEMORIAL PRIZE IN BIOLOGY** — A cash award to a superior student with a major interest in biology, whom the Hope College faculty deems most worthy.

## HONORS AND AWARDS

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**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.

**THE FRESHMAN PHYSICS BOOK AWARD** — 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.

**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.

**POST JEWELRY MUSIC AWARDS** — Gold keys to senior members of the Chapel Choir who have been active members for at least three years and have done outstanding service.

**THE MARGUERITE PRINS FRENCH AWARD** — A cash award to the senior whose interest and achievement in the study of the French Language and Literature has been the most significant.

**MARTIN N. RALPH AWARD IN SPANISH** — A cash award to the junior or senior whose achievement in the Spanish language and literature has been most significant.

**A.A. RAVEN PRIZES 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.

**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.

**THE JOHN SCHOUTEN AWARD** — An award given by his daughter, Bess Schouten, in memory of "Jack" Schouten who was a long-time physical educator and Hope's first athletic director. The award is presented annually to a woman athlete in the senior class, who, in the estimation of the athletic staff and the physical education department faculty, has been one of the top athletes in the women's athletic program and has been an able and conscientious student during her years at Hope College. The recipient of this award must not only be an outstanding athlete, but must also possess other strong character traits. Ideally, she must demonstrate competent leadership within the teams on which she has participated. The award is an octagon pewter plate with the bronze Hope College crest implanted in the center.

**SANDRENE SCHUTT AWARD FOR PROFICIENCY IN LITERATURE** — A cash award to be presented to the senior who has shown outstanding proficiency in English Literature and who expresses the intention of entering the profession of teaching English Literature.

**SENIOR BIBLICAL AWARDS** — Cash awards to senior students who have exhibited superior ability in the field of Biblical study.

**SIGMA XI AWARD** — 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.



## HONORS AND AWARDS

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**SLOAN-STEGEMAN AWARD** — A cash award to a senior student who displays promise of greatest success in the field of Christian world missions.

**SOPHOMORE 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, Incorporated.

**SOUTHLAND AWARD FOR WOMEN** — A gold medal to the senior who, in the judgment of a faculty committee, has maintained the highest standard of scholarship in several fields, character, and usefulness during the four years of her college course.

**THE MINER STEGENGA AWARD** — An award in memory of the Reverend Miner Stegenga presented annually to a student-athlete in the junior or senior class, who in the estimation of the Athletic staff and Faculty Committee on Athletics has shown leadership in campus Christian activity. The student is one who demonstrated athletic ability in a college-sponsored sport and exemplified Miner Stegenga's deep love of sports and his deeper love and Christian concern for those who played — on both sides.

**CHRISTOPHER JAMES STRINGER MEMORIAL AWARD** — A cash award to a deserving junior or senior selected by the psychology department staff as showing promise of becoming an outstanding psychology student.

**THEATRE DEPARTMENT AWARDS** — The Theatre Department Awards, cash awards of \$50, are presented to the students in the Freshman, Sophomore and Junior classes, who in the judgment of the theatre faculty, have shown the greatest promise artistically, academically, and in the terms of participation in the department's co-curricular program.

**THEATRE DEPARTMENT SENIOR PRIZE** — The Theatre Department Senior Prize is awarded to seniors who in the judgment of the theatre faculty have demonstrated the highest achievement academically, artistically, and in theatre craftsmanship during their undergraduate career.

**THE WILLIAM AND MABEL VANDERBILT, SR. FAMILY AWARD** — An award established by Mrs. Mabel Vanderbilt Felton in memory of William Vanderbilt, Sr. It is awarded annually to students majoring in Physical Education and Recreation, who in the judgment of the faculty in this department, contributed outstanding service to others.

**OTTO VAN DER VELDE ALL CAMPUS AWARD** — A gold medal to the senior man chosen for his outstanding contribution to the college in athletics, scholarship and participation in student activities.

**JOHN RICHARD VANDER WILT AWARD** — A cash award to a deserving student who, in the judgment of the religion faculty, gives promise of a dedicated service as a minister or missionary.

**THE MIRIAM JOYCE VANEYL AWARD** — Is a golden pendant or tie pin presented annually to the graduating Hope College nursing student who, in the opinion of the nursing faculty and nursing seniors, has best demonstrated the integration of knowledge and professional competency with timely and genuinely caring responses to the psychological, spiritual and social needs of patients and their families.

**THE JAMES DYKE VAN PUTTEN POLITICAL SCIENCE PRIZE** — A cash award to be given to the graduating senior who has excelled in the classroom and, in the judgment of the political science faculty, possesses those qualities of character and personality which give promise of a useful career in public service. The award is named after the first chairman of the political science department, who was a fine scholar and a United States Diplomat.

# HONORS AND AWARDS

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**THE WALL STREET JOURNAL AWARD** — The Wall Street Journal Student Achievement Award of a one-year subscription to the Journal and an individual medallion is presented to the student selected by the Economics and Business Administration faculty.

**DONALD WEENER MEMORIAL AWARD** — A fund to provide piano scholarships in the music department for deserving students. Funded by friends and family in loving memory of Donald Weener.

**THE EGBERT WINTER EDUCATION AWARDS** — Cash prizes to the young man and young woman in the senior class who give promise of making the most significant contributions in the field of teaching.

**THE EDWARD J. WOLTERS CLASSICS AWARD** — The Edward J. Wolters Classics Award has been established in honor of Professor Edward J. Wolters, 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 number of chemistry faculty members have available research assistantships for students to support part-time research during the academic year and full-time research during the summer.

**FRENCH SCHOLARSHIP ASSISTANTSHIP** — Awarded each year to a qualified native speaker of French. The awardee receives a waiver of tuition, cultural affairs, room and board fees in return for work as a native assistant in the Department of Foreign Languages and Literatures.

**GERMAN SCHOLARSHIP ASSISTANTSHIP** — Awarded each year to a qualified native speaker of German. The awardee receives a waiver of tuition, cultural affairs, room and board fees in return for work as a native assistant in the Department of Foreign Languages and Literatures.

**PHYSICS ASSISTANTSHIPS** — Full-time summer research assistantships are available to students on the basis of ability.

**SPANISH SCHOLARSHIP ASSISTANTSHIPS** — Awarded each year to a qualified native speaker of Spanish. The awardee receives a waiver of tuition, cultural affairs, room and board fees in return for work as a native assistant in the Department of Foreign Languages and Literatures.

## 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.

## HONORS AND AWARDS

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**UNIVERSITY OF MICHIGAN GRADUATE FELLOWSHIP** — The University of Michigan has established fellowships which are awarded annually to a selected number of colleges in Michigan. The faculty of Hope College nominates an outstanding member of the graduating class to be the recipient of this fellowship award for graduate study at the University of Michigan.

**UNIVERSITY OF MICHIGAN GRADUATE SCHOOL OF BUSINESS 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.

### FELLOWSHIP NOMINATIONS

**MICHIGAN COLLEGE SCHOLARSHIP** — Hope College annually nominates an outstanding member of the graduating class to be the recipient of this scholarship award for graduate study in the School of Business Administration at the University of Michigan.

# DEPARTMENTAL/FACULTY/ADMINISTRATION ENDOWED FUNDS



Specified gifts to the College are used to establish endowed funds for the enrichment of faculty and staff. The College believes it is important that funds be made available for the continued personal growth of faculty and staff. These opportunities are essential for maintaining quality education at Hope. Income from these funds is used for individual enrichment and research, endowed lectureships and departmental programs.

## ENDOWED PROFESSORSHIPS

**EVERT J. AND HATTIE E. BLEKKINK PROFESSORSHIP** — An Endowed Chair created from the bequest of the late Victor and Ruth Blekkink in honor of their parents to provide financial support for a member of the faculty who is selected on the basis of a distinguished record as an outstanding teacher, recognized scholarly contributions, and significant contributions to the overall mission of the college. The chair is open to faculty members in the Departments of Education and Religion.

**PETER C. AND EMAJEAN COOK ENDOWED PROFESSORSHIP** — An Endowed Chair established by Peter C. and Emajeane Cook to provide financial support for a faculty member who has an established record of excellence as a Christian scholar, as evidenced by effectiveness in teaching, a record of scholarship, a Christian life marked by a meaningful integration of faith and practice, and who subscribes to the concept and principle of the free enterprise system.

**THE REVEREND FREDERICH GARRETT AND HELEN FLOOR DEKKER ENDOWED PROFESSORSHIP** — A Chair established by the estate of Dr. Fred H. and Marie V. Buranek to provide financial support for a faculty member who has an established record of excellence in biophysics, biomedicine or biology.

**DOROTHY WILEY DE LONG PROFESSORSHIP IN DANCE** — An Endowed Chair in honor of Dorothy Wiley De Long established by Mr. and Mrs. William P. De Long, their children, Dr. and Mrs. Jack De Long and Mr. and Mrs. Ted De Long; and friends and associates of Mrs. De Long. Dorothy Wiley De Long was actively involved in dance throughout her life, and was a leader in introducing dance to the community and to Hope College. This Chair is held by a faculty member in the Dance Department.

**KENNETH G. HERRICK ENDOWED PROFESSORSHIP** — An Endowed Chair established in 1981, and named in honor of Mr. Kenneth G. Herrick, President of the Herrick Foundation and Chairman of the Board of Trustees of Tecumseh Products, Inc., in recognition of and appreciation for his generous support of Hope College. This Chair is held by a faculty member in one of the following Departments: Biology, Chemistry, Computer Science, Economics and Business Administration, Geology, Mathematics, or Physics.

**DRS. EDWARD A. AND ELIZABETH HOFMA ENDOWED PROFESSORSHIP** — An Endowed Chair established by the Board of Trustees of the Drs. Edward A. and Elizabeth Hofma Trust, to be held by a faculty member who has a major responsibility for the instruction of pre-medical students. Normally, this will be a member of the Biology Department or the Chemistry Department. Drs. Edward A. and Elizabeth Hofma were long-time residents of Grand Haven, Michigan, in which community these doctors served as distinguished and greatly respected physicians.

**HOWARD R. AND MARGARET E. SLUYTER ENDOWED PROFESSORSHIP** — An Endowed Chair given by Mrs. Margaret E. Sluyter to be held by a faculty member in the Art Department whose primary responsibilities are teaching courses and professional activity in the field of interior design. Dr. Howard R. Sluyter graduated from Hope in 1928 and had a distinguished career in business. He served as a Trustee of Hope College from 1971-1986. Through her life-long interest and involvement in interior design, Mrs. Sluyter recognized the place of interior design in a liberal arts curriculum.

## ENDOWED FUNDS

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**THE GUY VANDER JAGT ENDOWED PROFESSORSHIP** — This Endowed Chair was established by friends of the Honorable Guy Vander Jagt as an expression of their appreciation for his distinguished leadership in the U. S. House of Representatives and for his dedication to the ideals and values that have been the inherent strength of our nation.

Mr. Vander Jagt, a 1953 graduate of Hope College and a student leader and distinguished orator while at Hope, has won national acclaim as an orator. He has served in the Congress of the United States since 1966 as Representative of the Ninth Congressional District in Michigan. In recognition of his distinguished career the Board of Trustees of Hope College recently conferred upon Mr. Vander Jagt the honorary Doctor of Laws degree in 1983.

This Chair is held by a distinguished faculty member, preferably one who has a special interest in oratory, or the interface between politics and communication.

**JAMES M. VER MEULEN ENDOWED PROFESSORSHIP** — An Endowed Chair established by Roy and Anne Ver Meulen Ward, Hope '53, in honor of Mrs. Ward's father, James M. Ver Meulen, Hope '26, and recipient of the honorary Doctor of Laws degree in 1951. Dr. Ver Meulen served as president and chairman of American Seating Company, as a member of the Hope College Board of Trustees, and as chairman of the very successful Build Hope Campaign in the 1970's.

In view of Dr. Ver Meulen's eminent career in business, this Chair is held by a faculty member in the Department of Economics and Business Administration.

**JOHN DIRK WERKMAN ENDOWED PROFESSORSHIP** — An Endowed Chair established by Mary K. Werkman in the name of her husband, John Dirk Werkman, a graduate of Hope College in 1889. This Chair is held by a faculty member at Hope College who has a distinguished record of achievement as both teacher and scholar.

### FACULTY DEVELOPMENT FUNDS

**MR. AND MRS. CHRISTIAN BECKER FACULTY DEVELOPMENT AWARD** — This award is named in honor of Mr. and Mrs. Christian Becker. This fund is awarded by the College to a person who has attained distinction as a scholar and teacher within the field of economic discipline. Given by Mr. and Mrs. Becker's children.

**THE BROOKSTRA FACULTY DEVELOPMENT FUND** — This fund was established through the generosity of the family of Dr. Arthur Brookstra, and in special recognition of Miss Mardelle Brookstra, a long time employee of Hope College. The income from this fund is used to support the self-renewal of faculty, and can be used for summer grants or any other purpose that is consistent with the President's Discretionary Fund for Self-Renewal.

**MARJORIE DEN UYL SUMMER GRANT** — An annual award to a member of the music faculty to enable this person to enrich his/her performance and/or teaching ability. Any faculty member within the Department of Music who has taught at Hope College for a minimum of two years is eligible to apply for this grant. The final selection will be made by the Provost after appropriate consultation with the Chairman of the Music Department and the Faculty Status Committee.

**THE SIMON DEN UYL AWARD** — The Den Uyl Fellowship is awarded annually to a member of the Hope College faculty who has attained marked distinction in his academic career and who proposes a study of considerable scope promising future benefits to the College. It is named in honor of Dr. Simon D. Den Uyl, '19, who initiated the Fellowship in 1958 and who has made possible its establishment as an annual award. The Den Uyl Fellow is selected by a faculty committee and the administration and is the highest award given a Hope teacher by his faculty colleagues.

## ENDOWED FUNDS

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**THE ALBERTUS PIETERS FUND** — Named in honor of Albertus Pieters, College Pastor and Distinguished Professor of Biblical Literature at Hope in the 1920's. This fund provides monies for self-renewal and study projects pertaining to teaching courses relating the sciences to the Christian faith. Funds may be given to either faculty members, students or to acquire library resources to accomplish this purpose.

**REIMOLD FACULTY STUDY AWARD** — The Julie Van Raalte Reimold Award, given in memory of his mother, by Mr. O.J. Reimold II, is awarded to the member of the faculty whose proposal for summer research and writing best offers effective expression of those spiritual and cultural values which motivated the founder of Hope College, Dr. Albertus C. Van Raalte, and which gives promise of resulting in scholarly or literary publication.

**MATTHEW J. AND ANNE C. WILSON FOUNDATION FACULTY DEVELOPMENT PROGRAM** — The Matthew J. and Anne C. Wilson Foundation Trust Fund has provided a number of gifts held as an endowment, the interest from which is used for faculty development and advanced study. The mainstay of the Fund is to encourage full-time members of the faculty to grow as scholarly teachers through summer study and research. A special committee of faculty and administration determines award recipients annually from applications submitted by the faculty.

**THE YNTEMA FAMILY FACULTY DEVELOPMENT FUND** — A fund established to recognize the many contributions of Prof. and Mrs. Douwe B. Yntema and their children to education. Prof. Douwe Bauke Yntema, a graduate of Hope in 1876, served as Professor of Chemistry and Physics at Hope College from 1893 to 1916. Mrs. Mary Elizabeth Loomis Yntema, herself a teacher, was known for her dedication and love for learning. Their six children, each a graduate of Hope College, had distinguished academic careers and made outstanding contributions to education.

Hessel Edward Yntema '12 was a Rhodes Scholar and Professor of Comparative Law at Columbia, Johns Hopkins, Yale, and The University of Michigan.

Leonard Francis Yntema '15 served as Professor of Chemistry and Vice President for Research at the University of Illinois.

Clara Elizabeth Yntema '16 was an outstanding high school teacher of Latin and Mathematics.

Theodore Otte Yntema '21 served as Professor of Economics at the University of Chicago and later as Vice President for Finance at Ford Motor Company.

Dwight Baldwin Yntema '26 served as Professor of Economics and Business Administration, and Chairman of this Department, at Hope College.

Chester Loomis Yntema '26 was Professor of Anatomy at the State University of New York Upstate Medical Center in Syracuse, New York.

The income from this fund, which was provided through the generosity of Dr. Theodore O. Yntema, is designated for faculty development that furthers excellence in scholarship and teaching.

### DEPARTMENTAL DISCRETIONARY FUNDS

**THE CHEMISTRY UNDERGRADUATE RESEARCH FUND** — An endowed fund established to promote undergraduate research in all fields of chemistry. Income from this fund is to be used at the discretion of the faculty of the Chemistry Department for the support of undergraduate research and student research fellowships.

**THE CUPERY STUDENT RESEARCH FUND** — A fund established by Dr. Martin E. Cupery, '24, in memory of his wife, Susanna Ouweneel Cupery. Awards from this fund are used to support student research in Biochemistry and Chemistry.

## ENDOWED FUNDS

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**DE VRIES SUMMER RESEARCH FELLOWSHIP** — A fellowship established by Dr. John E. De Vries, Class of 1941, and his wife, Ruth. Awards from this fund are used to support student research in chemistry.

**THE JOHN AND RUTH DE VRIES CHEMISTRY FUND** — A fund established by Dr. and Mrs. John E. De Vries of Palo Alto, California. The income is used at the discretion of the department chairperson and senior members of the faculty to support the programs of the Chemistry Department.

**THE RUTH TENSEN DE WITTE CREATIVE WRITING FUND** — Established by Ruth Tensen DeWitte of Rochester, New York to fund a creative writing workshop for Hope students interested in teaching elementary and junior high aged students. Mrs. DeWitte is the author of a series of outstanding pre-primer reading books for children, including *Come to See The Clowns, Come to the Farm, Come to the City, and Come to the Pet Shop*.

**MARGUERITE E. KINKEMA FUND** — A financial resource administered by the Education Department and used for development of personnel and programs in the field of special education.

**JOHN H. AND ANN S. KLEINHEKSEL FUND** — Given in memory of John H. Kleinheksel, Professor of Mathematics at Hope College for many years, and his wife, Ann S. Kleinheksel. Income from this fund is to be used in the operation of the Mathematics Department. Funded from the estate of Frank D. Kleinheksel, for his parents.

**THE CLARENCE KLEIS MEMORIAL FUND** — A fund established by the family of Clarence Kleis, Professor of Physics from 1921 through 1964. The income from the fund is awarded to faculty members of the Physics Department for assistance in their research programs.

**FRANK N. PATTERSON MEMORIAL FUND** — Established in memory of Frank N. Patterson, Professor of Biological Sciences at Hope from 1909-1926. The income from this fund is to be used for furthering the College's biology program. Given by T. Elliot and Katherine Weier, in recognition of an imaginative and inspiring teacher.

**THE MICHAEL B. PETROVICH MEMORIAL SCHOLARSHIP** — The Michael B. Petrovich Memorial Scholarship is paid annually from an endowed fund created by friends, colleagues, and students of the late member of the Department of History. Its purpose is to aid students who plan a semester or year of studying abroad. Preference is given to students who intend to spend a significant portion of their time in Yugoslavia, and who without financial aid would be unable to afford foreign study. Interested students should obtain application forms from the Department of History, which administers the scholarship with the participation of Ms. Vesna Crnjanski-Petrovich.

### ENDOWED LECTURESHIPS

**DANFORTH RELIGIOUS SPEAKERS FUND** — The Danforth Foundation provides an endowment fund at Hope College whose annual interest is to utilize the enrichment of the Religious Life Program on campus. The goals of the fund are as follows: 1) to deepen and enlarge the religious dimension of the campus family through speakers who can reflect on the broad, interdenominational and yet positive sense of the Judaeo-Christian perspectives of life and existence; 2) to promote the enrichment of spiritual life on campus through intensification of student-faculty relations on the interpersonal encounter and dialogue level.

## ENDOWED FUNDS

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**EVA LEENHOUTS PELGRIM MEYER LECTURESHIP** — An endowed lectureship established by Pamela White Hadas in honor of her grandmother, Eva Leenhouts Pelgrim Meyer, '17, who served for a number of years on the Hope College Board of Trustees. The income from this fund is used to annually bring a distinguished artist to the campus for a public event. Normally, this event is sponsored by the Women's Studies Committee and features a woman artist or scholar of the arts who speaks about her work and, in the case of a writer, reads from her works.

**THE JAMES W. AND JEANNETTE NECKERS LECTURESHIP IN CHEMISTRY** — Established by Dr. James W. and Jeannette Hoffman Neckers '23 to fund annual lectureships in Chemistry. It is the Neckers' hope that bringing outstanding chemists to the campus will enhance the reputation of the College and increase the knowledge and enthusiasm of the faculty and students.

Dr. Neckers was Chairman of the Department of Chemistry at Southern Illinois University at Carbondale for 37 of his 40 years at the University. Under his leadership, the department grew from a 3-year offering of Chemistry to one leading to the Ph.D., and a senior faculty that grew from 3 to 23.

**THOMAS STALEY LECTURESHIP** — The Staley Distinguished Christian Scholar Lecturer Program is a project of the Thomas F. Staley Foundation of New York and Florida, and was established in memory of Dr. and Mrs. Thomas F. Staley and Judge and Mrs. H.H. Gaynes of Bristol, Tennessee. The Thomas F. Staley Foundation believes that the Christian gospel, when proclaimed in its historic fullness, is always contemporary, relevant and meaningful. The Foundation encourages intellectual understanding, spiritual conviction and commitment to service in Christ's name. To this end, the Foundation seeks to bring to college and university campuses of America distinguished Christian scholars who have comparable viewpoints and who can communicate clearly with the several members of the academic community.

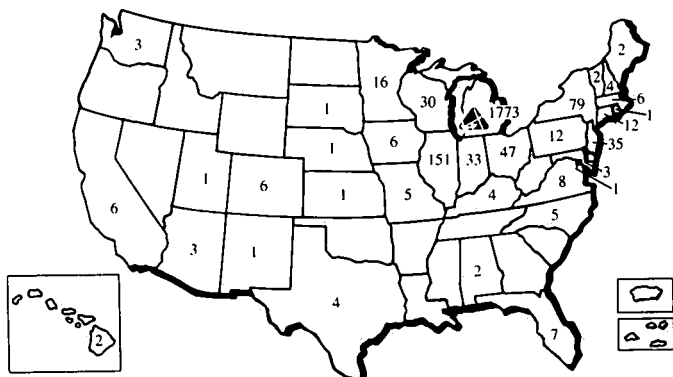


# ENROLLMENT REPORT — 1986-87



	Men	Women	Total
Freshmen	331	406	737
Sophomores	280	324	604
Juniors	224	293	517
Seniors	202	242	444
Specials	91	152	243
<b>TOTAL</b>	<b>1,128</b>	<b>1,417</b>	<b>2,545</b>

## GEOGRAPHICAL DISTRIBUTION OF STUDENTS



### The United States and Territories:

Michigan	1,773	Wisconsin	30	California	6
Illinois	151	Minnesota	16	Colorado	6
New York	79	Connecticut	12	Iowa	6
Ohio	47	Pennsylvania	12	Massachusetts	6
New Jersey	35	Virginia	8	Missouri	5
Indiana	33	Florida	7	North Carolina	5

### Also:

Alabama	Kansas	New Hampshire	Utah
Arizona	Kentucky	New Mexico	Vermont
District of Columbia	Maine	Rhode Island	Washington
Georgia	Maryland	South Dakota	
Hawaii	Nebraska	Texas	

### Foreign Countries Represented:

Bahrain	Ethiopia	Norway
Cambodia	France	Peru
Cameroon	West Germany	Sierra Leone
Canada	Ghana	Singapore
Chile	Guyana	Spain
China	Iran	Taiwan
Columbia	Japan	Venezuela
Costa Rica	Korea	Vietnam
England	Netherlands	



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*Officers of the College will be happy to answer questions. For prompt attention inquiries in specific areas should be addressed to:*

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Information regarding admission to college.

*Office of Admissions, 99 East 10th Street*

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*Financial Aid Office, DeWitt Center*

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*Director of International Education*

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*Registrar, DeWitt Center*

## **GENERAL INFORMATION AND POLICY**

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