

# KALAMAZOO COLLEGE

## 2024-25 ACADEMIC CATALOG

The academic catalog contains important information about our programs and services, degree requirements, policies and procedures.

The catalog contains the most accurate information available at the time of publication. Statements contained therein are not contractual obligations, and verbal or other representations that are inconsistent with or not contained within the catalogues' offerings or policies are not binding. Kalamazoo College reserves the right to change, without specific notice, offerings, policies, procedures, qualifications, fees, and other conditions.

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## Overview

### College Mission

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

### Directions for Correspondence

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

<b>Area</b>	<b>Contact</b>
<b>President</b>	Jorge Gonzalez
<b>Academic Affairs</b>	Danette Ifert Johnson, <i>Provost</i>
<b>Admission of Students</b>	Mj Huebner, <i>VP Admission and Financial Aid</i>
<b>Advancement</b>	Karen Isble, <i>Vice President for Advancement</i>
<b>Alumni Engagement</b>	Suzanne Lepley, <i>Director of Alumni Engagement</i>
<b>Business Matters</b>	Lisa VanDeWeert, <i>Vice President for Business and Finance</i>
<b>Career and Professional Development</b>	Valerie Miller, <i>Director, Center for Career and Professional Development</i>
<b>Financial Aid</b>	Becca Murphy, <i>Dean of Financial Aid</i>

Area	Contact
<b>Registration, Records, and Transcripts</b>	Nicole Kragt, <i>Registrar</i>
<b>Student Affairs</b>	J. Malcolm Smith, <i>Vice President for Student Development and Dean of Students</i>
<b>Study Abroad</b>	Margaret Wiedenhoeft, <i>Executive Director of the Center for International Programs</i>

## General Information

Kalamazoo College is fully accredited by the Higher Learning Commission. It is an institutional member of the American Council on Education, the College Entrance Examination Board and the Association of American Colleges and Universities.

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

An equal opportunity employer, Kalamazoo College is committed to equal rights, equal opportunities, and equal protection under the law. In adherence with applicable laws, the College prohibits discrimination in its employment practices and its education programs, activities, and services on the basis of race, color, religion, age, sex, national origin, height, weight, marital status, familial status, veteran status, genetic information, disability, sexual orientation, gender identity, or any other status protected by applicable state or federal law. Retaliation against a person who reports an allegation of discrimination or who participates in an investigation or proceeding related to this Policy is also prohibited by law. Inquiries should be addressed to any of the following persons: J. Malcolm Smith, Vice President for Student Development; Renee Boelke, Associate Vice President for Human Resources; or Tanya Jachimiak, Title IX Coordinator, Section 504 Coordinator and Director, Office of Gender Equity and Access.

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## Honor System

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

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

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

## **Taking Responsibility for Personal Behavior**

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

## **Respecting Others**

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

## **Nurturing Independent Thought**

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

## **Accepting Environmental Responsibility**

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

## **Academic Freedom**

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

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

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

1. The freedom of individual members of the College to hold, advocate, and act on behalf of ideas does not entail the right to receive endorsement or support of those ideas from the College as a corporate body. It is understood that no one may act as a spokesman for the corporate institution who has not been expressly authorized to do so.
2. Ideas held, whether by members of the College or by its guests, may be advocated openly in order that the processes of learning and of advocacy may be served by open criticism and by counter-advocacy.

3. It is understood that both advocacy and action will avoid destruction of property and injury to the personal or intellectual rights of others.
4. It is understood that the commonly accepted prohibitions against plagiarism, slander, libel, and incitement to force or violence are in effect in the exercise of these freedoms.
5. It is understood that freedom of advocacy and action does not entail the right to violate the regulations of the College with impunity.

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

## Student Records

### Student Records: Notification of Student Rights under FERPA

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

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

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

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

2. **The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.** *A student who wishes to ask the College to amend a record should write the College official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the College decides not to amend the record as requested, the College will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.*
3. **The right to provide written consent before the College discloses personally identifiable information from the student's education records, except to the extent that FERPA**

**authorizes disclosure without consent.***The College discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted as its agent to provide a service instead of using College employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the College. Upon request, the College may also disclose education records without consent to officials of another school in which a student seeks or intends to enroll. In such cases, the College will make reasonable efforts to notify students of this action.*

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

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

## **Maintaining Accurate Academic Records**

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

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

## **Requests for Release of Educational Records**

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

Transcript request requests can be made in person, through the Registrar's website or Parchment.

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

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

### **Definition of Suspension, Dismissal, Expulsion**

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

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

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

## **Directory Information**

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

- Name
- Dates of attendance
- Classification (first year, second year, etc.)
- Enrollment status (full- or part-time)
- Campus box number from the directory
- Campus telephone listing from the directory

- Campus e-mail address
- Photograph/image
- Most recent educational agency or institution attended
- Major field of study (including minors and concentrations)
- Degree conferred (including date)
- Honors and awards
- Participation in officially recognized activities and sports
- Height and weight of members of athletic teams
- Leadership positions at Kalamazoo College

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

Students may file a written request that their directory information be withheld by submitting it to the Office of the Registrar. This request will then be shared with the appropriate parties at the College.

## **Admissions Policies**

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

### **First Year Students**

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

#### **Early Decision**

This program is designed only for those whose clear first-choice college is Kalamazoo. This is a binding admission program. If admitted, the applicant must withdraw applications to any other colleges or universities and submit an enrollment deposit to Kalamazoo College by the appropriate date.

#### **Early Action**

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

#### **Regular Decision**

This program is designed for students who do not wish to be part of the early programs. Notification of admission decisions will be mailed no later than April 1.

## Application Components

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

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

## Campus Tour and Visit

Prospective students and their families are invited to visit the campus. Appointments may be made through the Office of Admission during regular business hours (8 a.m. to 5 p.m. Eastern Time) Monday through Friday. To arrange a visit, call the Office of Admission toll-free at (800) 253-3602 or locally at (269) 337-7166; visit our website at [admission.kzoo.edu](http://admission.kzoo.edu).

## Transfer Students

Kalamazoo College welcomes transfer students each fall. A limited number of transfer applicants are also considered for mid-year admission. Kalamazoo College subscribes, in general, to the Michigan Association of Collegiate Registrars and Admission Officers (MACRAO) agreement concerning general education requirements at participating colleges. Some restrictions, however, do apply. Please see the section below on Transfer Credit. Because of the varied cocurricular opportunities at Kalamazoo, it is essential that students interested in transferring do so as early as possible to take advantage of the many options available. Transfer student applications must be completed by no later than June 15.

## International Students

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

## **Dual Enrollment for High School Students**

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

## **Transfer Credit**

### **New Transfer Students**

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

### **Transfer Credit Policies**

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

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

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

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

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

### **Dual Enrollment Credit**

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

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

## Expenses, Refund Policy, Fees

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

### Charges

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

Item	Annual Charges	Per Term Charges
Tuition	\$60,453	\$20,151
Housing	\$5,955	\$1,985
Food	\$6,294	\$2,098
Activity Fee	\$447	\$149
<b>Total</b>	<b>\$73,149</b>	<b>\$24,383</b>

The college offers the following food plans:

Meal Plan	Description	Charge per Term
Golden Hornet	225 meal block plan + \$175 “K Cash” per term	\$2,350
20 Meal Premium	20 meals/week + \$115 “K Cash” per term	\$2,198
20 Meal Standard	20 meals/week + \$115 “K Cash” per term	\$2,098

15 Meals Premium	15 meals/week + \$125 “K Cash” per term	\$2,076
15 Meals Standard	15 meals/week + \$25 “K Cash” per term	\$1,976
10 Meals Premium	10 meals/week + \$135 “K Cash” per term	\$1,755
10 Meal Standard	10 meals/week + \$35 “K Cash” per term	\$1,655

Entering students are automatically assigned the 20 Meals Standard meal plan to offer new students the most reliable access to meals during their first term on campus.

Returning students can request to decrease meal plans or to cancel their meal plans until 3:30pm of the Thursday of the 1st week of each term. Students residing in the Grove houses and commuter students are only allowed to cancel their meal plan.

ONLY increases to meal plans will be allowed after 3:30pm of the Thursday of the 1<sup>st</sup> week of the term. Charges will be prorated based on the new plan and when the request was received. The new charge will reflect on student accounts 1-2 business days after the request has been submitted.

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

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

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

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

The College offers a tuition payment plan through the Student Accounts Office. For information please visit: [billing@kzoo.edu](mailto:billing@kzoo.edu)

### **Kalamazoo College Withdrawal and Refund Policy**

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

#### **Financial Aid/Return of Federal (Title IV) Aid:**

Federal, Title IV financial aid will be returned to the U.S. Department of Education according to a federal mandated formula for calculating the amount of financial aid a student and school may retain when a student withdraws from all classes. This regulation uses a daily pro-ration of financial aid earned based on the number of days enrolled to the number of days in the term, including weekends and holidays. The school must calculate the portion of the total financial assistance that the student has earned and is entitled to retain. At the point where the number of days enrolled is at or greater than 60 percent of the term, there will be no return of federal funds. Mandatory fees, such as the Matriculation Fee and Student Activity Fee will not be prorated or removed. If a student receives more assistance than the student earns, the unearned funds must be returned to the applicable aid programs. An example of the calculation is if a student attended 50% of the term, 50% of the aid disbursed will be earned. The remainder or unearned amount must be returned.

If a student unofficially withdraws, the last date of attendance determined by the Office of Financial Aid will be used to calculate the portion of the total financial assistance that the student has earned and is entitled to retain. At the point where the number of days enrolled is at or greater than 60 percent of the term, there will be no return of federal funds.

#### **Institutionally-funded scholarships and grants will use this same pro-ration method.**

A student's withdrawal date is the last date of documented academic activity as determined by the Dean of Students (official withdrawal) or as determined by the Office of Financial Aid (unofficial withdrawal). Further information regarding penalties for withdrawal from a study abroad program may be found in the "Center for International Programs" section of this catalog.

If a student is receiving Title IV funds and chooses to withdraw, funds will be returned in this order:

1. Federal Direct Unsubsidized Loans
2. Federal Direct Subsidized Loans
3. Federal Parent PLUS Loan
4. Federal Pell Grant
5. Federal Supplemental Educational Opportunity Grant (SEOG)
6. Other Grants

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

result of living off-campus. **Financial aid from the State of Michigan** will be returned to the Michigan Department of Treasury according to guidelines specified by the state.

**Timeframe for Return of Title IV Funds:** As per federal regulations associated to the Higher Education Act, Kalamazoo College must return the amount of Title IV funds for which it is responsible as soon as possible, but no later than 45 days after the date of the institution’s determination that the student withdrew. An institution must determine the withdrawal date for a student who unofficially withdraws no later than 30 days after the end of the earlier of the:

1. Payment period or period of enrollment as appropriate
2. Academic year in which the student withdrew; or
3. Educational program from which the student withdrew.

**Post-Withdrawal Disbursements:** If the amount disbursed to the student is less than the amount the student earned, the student is eligible to receive a post-withdrawal disbursement of the earned aid that was not received. Kalamazoo College will disburse any Pell funds within 45 days of the determination that the student withdrew and disburse any loan funds within 180 days.

Whenever possible, a student who receives any financial aid should attempt to consult with staff in the Office of Financial Aid before withdrawing.

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

## Special Fees

Item	Fee
.81 to 1.4 Registered Units	\$6,717
.41 to .80 Registered Units	\$3,837
.21 to .40 Registered Units	\$1,920
Up to .20 Registered Units	\$960

LandSea Program	\$725-\$1,995
Special Secondary School Fee (per course)	\$1,820
Matriculation Fee	\$150
Student Health Insurance	\$1,329
Advanced Deposit (Nonrefundable) – First-Time Students	\$350
Advanced Deposit (Nonrefundable) – LandSea Program	\$100
Applied Music (.5 hour)	\$336
Applied Music (1 hour)	\$672
Applied Music Group (1 hour)	\$221
Official Transcript	\$6
Returned Check (NSF check)	\$25

## Financial Aid Programs

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

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

Kalamazoo College believes in both financial aid based on promise and ability and financial aid based on need. For information about merit scholarships, contact the Office of Admission located in The

Admission Center. For information about need-based awards, contact the Office of Financial Aid located on the first floor of Mandelle Hall.

### **Merit-Based Aid Programs**

The College offers scholarships based on merit criteria: Lux Esto and Passages. These merit scholarships are awarded by the Office of Admission. These scholarships range from \$36,000 to \$44,000 per year (renewable for up to four years) and are awarded to students who demonstrate strong academic achievement. First-year students and transfer students admitted to the College will be considered for these merit scholarships as their admission application is evaluated. No additional application is required.

Renewal terms are stated in the original award letter from the Office of Admission. A cumulative GPA of 2.0 is required at the end of the sophomore and junior years. First-year students are held to the overall standard required by federal programs, that is a cumulative GPA of at least 1.67. This allows first-year students opportunity to experiment with course selection and recover from any initial adjustments to college requirements.

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

For the latest scholarship information, go to [admission.kzoo.edu](http://admission.kzoo.edu).

### **Heyl Scholarship Program**

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

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

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

## **Kalamazoo Promise**

Kalamazoo College may enroll and support Kalamazoo Promise eligible students according to the terms of the program established by The Kalamazoo Promise Foundation. Promise eligible students can expect to receive college supported tuition scholarships concurrently with the Promise award. The level of tuition support is dependent on the qualifying years of eligibility earned under the terms of the Promise. For program details, please review the Kalamazoo Promise website or contact Kalamazoo College's Kalamazoo Promise Liaison directly.

## **Posse Scholarship**

The Posse Foundation identifies, recruits and trains student leaders from high schools in cities around the U.S. to form multicultural teams called "Posses." These teams are then prepared, through an eight-month pre-collegiate training program, for enrollment at top-tier colleges and universities nationwide to pursue their academic interests and help promote cross-cultural communication. Kalamazoo College has partnered with the Posse Foundation to enroll students from Los Angeles. Scholarship renewal terms are stated in the original award letter from the Office of Admission and are dependent on meeting Satisfactory Academic Progress standards.

## **Veterans and Children of Veterans**

Kalamazoo College is proud to support students eligible to receive veterans' educational benefits. Eligible students should request a certificate of eligibility from the VA. The VA will determine whether or not a student is eligible for educational benefits. A copy of the certificate of eligibility should be sent to the Financial Aid Office.

Students eligible for the Yellow Ribbon Program could receive up to \$5,000 per year. Yellow Ribbon awards may reduce other institutional aid awarded depending on unmet need.

As required by Veterans Benefits and Transition Act of 2018, section 3679 of title 38, any individual who is entitled to educational assistance under chapter 31 or chapter 33, Post 9/11 GI Bill® benefits is allowed:

- To attend or participate in the academic term(s) during the period beginning on the date which the individual provides a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33

Kalamazoo College will not impose any penalty, including the assessment of late fees, the denial of access to classes, nor will we require the student borrow additional funds due to the delayed disbursement funding from the VA.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at official U.S. government website at <https://www.benefits.va.gov/gibill>

## **Postgraduate Fellowships**

Many Kalamazoo College students seek assistance in financing postgraduate education. The College specifically administers the Herbert Lee Stetson Fellowship, which was established by President Stetson's will to assist with graduate work at Harvard, Yale, or Johns Hopkins Universities, the University of Chicago, or at a European university. The Graduate Fellowships Committee oversees the application process for a number of other scholarship and fellowship programs including, but not limited to, the

following: Fulbright, Goldwater, James Madison, Rhodes, Marshall, Truman. Language faculty members coordinate applications for teaching assistantships in France, and the German University fellowships. Interested students should contact the Director of Grants, Fellowships & Research. As noted above, the Heyl Scholarship Fund provides fellowships for graduate study in selected science fields at Yale University.

### **Need-Based Aid Programs**

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

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

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

- Apply and be accepted for admission to the College.
- Submit a completed Free Application for Federal Student Aid (FAFSA) via the web at FAFSA.gov. Be sure to list Kalamazoo College (code 002275) as one of the schools to receive your data. This form is used to determine eligibility for federal and state awards. Priority filing date is March 1 in the year preceding enrollment.

### **Satisfactory Academic Progress (SAP) Policies**

Kalamazoo College wants to assure that students progress toward graduation in a successful and timely manner. Furthermore, federal regulations require that students make Satisfactory Academic Progress (SAP) towards the completion of their degree and maintain good academic standing. Students who fall behind in their coursework, fail to achieve minimum standards for grade point average and completion of units, or fail to complete classes in a maximum time frame risk losing their eligibility for federal and state financial aid, external scholarships/grants/loans, and Kalamazoo College grants and scholarships.

SAP is assessed qualitatively (by cumulative grade point average) and quantitatively (by earned units). Progress is measured annually at the end of each Spring term to determine a student's scholarships financial aid eligibility for future enrollment terms. Students not meeting SAP standards are notified by the Office of Financial Aid (by mail to their permanent address and/or through their Kalamazoo College email account) that they have become ineligible for future scholarship and financial aid eligibility. A copy of the letter will also be emailed copying the academic advisors.

### **Requirements to maintain SAP**

There are three components to SAP as detailed below. Failure to meet ANY one of these requirements may result in the loss of scholarship and aid eligibility:

1. **Maintain a minimum cumulative Grade Point Average (GPA):** A student who has been enrolled for three terms of study (first-year) must have achieved a minimum cumulative GPA of 1.67 by the end of the first academic year regardless of enrollment level. At the end of the second year (enrolled for 4 quarters or more), and each year thereafter, the cumulative GPA must be 2.0 ("C" average) regardless of enrollment level. Grades are reviewed after Spring Term. Remedial

coursework is not offered at Kalamazoo College and therefore will not be included in this assessment.

2. **Maintain minimum rate of earned units for all attempted units:** Students must earn a percentage of all units attempted according to their grade level. First-year students are expected to earn 67% of the units attempted. After the first year, students are expected to earn 75% of the units attempted. The following table illustrates a sample schedule:

Typical Total Units Attempted	Percentage That Must Be Earned
Up to 9	67%
9.1 – 18	75%
18.1 – 24	75%
24.1 – 36	75%
36+	75%

3. **Complete a degree program in a maximum timeframe of no more than 150% of the program’s average length:** The number of academic units (not including PE) it takes to complete an undergraduate degree is 36 units. That means 150% would equal 54 units would be the maximum number for which a student could receive financial aid (assuming the above requirements are also met).

Failure to meet any of these standards will result in the student being denied scholarships and financial aid for the next term of enrollment. A student whose financial aid eligibility is cancelled because of a deficient cumulative GPA and/or pace may file an appeal and be granted one additional term under the status of “probation” at which time the student must meet the standards established for success. Refer to the section “**SAP Monitoring and Appeals**” for information about how to appeal.

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

### **Change of Major/Double Major**

If a student elects to double major or change majors, then all classes previously taken will count towards Satisfactory Academic Progress.

### **Transfer Students**

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

per term. The number of transfer credits accepted upon admission will be included in the quantitative calculation which includes number of credits attempted and completed.

### **Pursuit of a Second Degree**

Students who have already earned a bachelor's degree cannot be admitted to the College for the pursuit of a second degree.

### **Definitions for “Attempted Units” and “Earned Units”**

1. *Attempted Units* are the cumulative units a student has attempted during all enrollment periods at Kalamazoo College whether receiving financial aid or not. The following grades are included as attempted units and count toward the cumulative maximum:
  - All passing grades (A through D-)
  - Withdrawal (W)
  - No Credit (NC)
  - Failure (F)
2. *Incomplete Grades* (I) must be successfully replaced with a passing grade within the timeline established by the Registrar. See section on “Grading Practices” in the Academic Policies section of the catalog for rules on incomplete grades.
3. *Earned Units* are all passing grades (A through D-) and grades of Credit (CR)
4. CLEP, Advanced Placement, International Baccalaureate credits are included in both the measurement of *attempted* and *earned* units.
5. Transfer credits accepted by Kalamazoo College are included in both *attempted* and *earned* units.
6. If a student repeats a course, the unit for the *repeated* unit is included in both *attempted* and *earned* units when evaluating SAP. The units for the first course are included in *attempted* units but are **not** included in *earned* units.
7. Successful completion is measured using cumulative total number of *earned units* as reflected on the student's academic transcript at the time of evaluation.

### **SAP Monitoring and Appeals**

At the end of each Spring term (after grades are posted), the cumulative academic record is reviewed and SAP status is evaluated for all students. Students not meeting any of the SAP requirements are notified of their loss of scholarships/financial aid in writing.

A student may appeal their loss of scholarship/financial aid eligibility if they believe there were circumstances outside of their control that interrupted their normal academic progression. Examples of these circumstances include a personal or immediate family member serious illness (physical or mental), death or an immediate family member, pending incomplete grades, etc...

To appeal, the student must submit the [Kalamazoo College SAP Appeal Form](#), which allows the student to explain and document extenuating circumstances.

The SAP Appeal Form, along with all required documentation, must be submitted to the Office of Financial Aid 30 days prior to the first day of class for the term you are requesting. Any appeal submitted for a term after the student has stopped attending will not be granted. The Committee on Financial Aid Satisfactory Academic Progress (CFASAP) reviews SAP Appeals and includes the Dean of Financial Aid (chair), the Registrar, the Dean of Students, and the Director of Advising.

***It must be feasible for the student to return to a state of meeting Satisfactory Academic Progress in the next term of enrollment carrying a normal course load.***

There isn't a limit on the number of times a student may submit a SAP appeal.

If a SAP appeal is approved, the student is placed on SAP Probation for one term and remains eligible to receive scholarships and financial aid during this term.

### **SAP Probation**

If you are put on financial aid probation, your academic progress and financial aid eligibility will be reviewed at the end of the probation term. While on probation, a student is expected to achieve a cumulative GPA that meets SAP standards (1.67 for First-Years, and 2.0 for all other students), be registered full-time, not receive an "I" in any coursework, and meet the specific conditions and levels of achievement conveyed in a letter from the CFASAP when the appeal is granted.

If the student successfully meets the academic requirements set forth while on probation, they will be removed from probation and return to regular financial aid eligibility.

### **Failure to Meet SAP Probation Requirements**

If the academic results required while on probation *are not* achieved, all forms of financial aid and scholarships (institutional, federal, and state) will be cancelled for future terms. A written notification is sent to all students who fail to comply with the terms of their probation.

### **Regaining eligibility after Cancellation**

A student who has been cancelled for financial aid eligibility, but not academically dismissed, will have to pay for the next term without any financial aid or scholarship assistance. Such a student may petition the CFASAP committee on their own. A meeting with the Dean of Financial Aid and the Registrar is advised before such an appeal is submitted.

### **Subsequent Cancellation**

It may be possible for a student who was once cancelled to regain eligibility and subsequently return to a condition of cancellation again. Only in unusual cases will a student be reinstated following a second cancellation. Third cancellations are always final.

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

### **Additional Term of Scholarships and/or Financial Aid**

Students are considered eligible for financial aid only for those terms which constitute a part of their program leading to graduation. A "term" at Kalamazoo is also referred to as a "quarter". The expected duration (number of terms/quarters) for which a student may enroll to achieve a first bachelor's degree is twelve. These twelve terms may include a maximum of 3 terms of study abroad/study away.

Understandably, there are reasons that may require a student to need to enroll beyond this standard. Therefore, the College extends eligibility for some types of financial aid to allow a maximum of 150% of the published program length (18 terms) to achieve graduation requirements. **Not all forms of financial aid will be available for this extended length of time.** Financial aid awards from the College (both merit scholarships and need-based grants) will not normally extend beyond 13 terms. The chart below explains the funding options available based on the length of time.

Number of Enrolled Terms/Quarters:	Federal/State Aid Eligible?	College-Funded Aid Eligible?
Up to 12	YES	YES
13	YES	Must Appeal to Dean of Financial Aid
14	YES	Must Appeal to Dean of Financial Aid
15-18	Federal Aid Only	No

### Additional Term of Aid Appeal Process

Students may need to enroll beyond 12 terms/quarters in order to achieve their degree. Consider the following when asking for additional terms of financial aid support.

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

Students who require financial aid and scholarships beyond the basic standard of twelve terms/quarters must complete the Additional Terms of Funding Appeal Form. Appeals are reviewed by the Dean of Financial Aid. For the appeal, you will need:

- a copy of your degree audit from the Registrar’s Office
- how many additional credits and terms are needed
- the specific reason(s) why the additional time is needed to graduate

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

### NCAA (National Collegiate Athletic Association) Financial Aid Regulations

Kalamazoo College is an NCAA Division III school with strict financial aid award policies and regulations. Questions about eligibility and NCAA rules should be directed to the Office of Admission. Our Athletics Department cannot discuss specific financial aid issues with any prospective student.

## **Special Financial Circumstances**

Families may experience extraordinary financial setbacks different from what is reported on the current-year FAFSA. Families who experience persistent job loss, unplanned retirement, one-time significant income, etc... are encouraged to complete a **Special Circumstances Form**. Contact the Office of Financial Aid for more information.

## **Academic Policies**

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

Academic policies and procedures are established by the faculty to ensure the integrity of the academic program at Kalamazoo College. The Academic Standards Committee is charged by the faculty to take action on petitions made by students for adjustments to academic rules and policies. A petition must be made in writing and submitted electronically to the Academic Standards Committee. Decisions by the Committee are final; appeals of Committee decisions must be sent to the Committee and must include details that were not included in the original petition that may impact the decision of the Committee. Petitions are available on the Registrar's Website.

## **Placement and Transfer Information**

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

### **Chemistry and Mathematics Placement**

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

### **Foreign Language Placement**

Students who have previously studied a foreign language must take a Kalamazoo College foreign language placement test. Placement in foreign language courses depends on the score earned on the Kalamazoo College placement test, a College Board Advanced Placement Examination, or an International Baccalaureate Higher Level examination. Students who have completed three or more years

of foreign language in high school will not be placed in a 101 class. Placement does not imply academic credit toward graduation; see the Admissions Policies section of this catalog.

### **Transfer Credit**

#### **Advanced Placement (AP) Credit**

Please refer to the Admissions Policies section of this catalog.

#### **International Baccalaureate (IB) Credit**

Please refer to the Admissions Policies section of this catalog.

#### **Dual Enrollment Credit**

Please refer to the Admissions Policies section of this catalog.

#### **New Transfer Students**

Please refer to the Admissions Policies section of this catalog.

### **Continuing Students**

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

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

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

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

### **Study Abroad Course Credit**

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

## **Interinstitutional Enrollment**

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

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

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

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

Students from WMU and KVCC wishing to take classes at Kalamazoo College under this program should submit an approved Michigan Guest Student Application to the Registrar's Office. Applications must be submitted a minimum of 30 days prior to the start of the term.

## **Enrollment at Kalamazoo College**

### **Credit**

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

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

### **Course Load**

Kalamazoo College is on the quarter system. Each quarter is composed of ten weeks of class plus an examination period for a total of eleven weeks. Students normally carry a course load of three academic units per quarter. (Academic units do not include physical education units.) This course load enables a

student to complete all graduation requirements (36 academic units and 1 physical education unit) within 12 quarters.

Students may also, in certain circumstances, underload or overload.

### **Underload**

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

### **Overload**

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

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

### **Residency Requirement**

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

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

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

#### **Withdrawal**

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

#### **Leave of Absence**

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

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

### **Academic Dismissal**

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

### **Administrative Withdrawal**

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

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

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

### **Reinstatement**

A student who withdraws, is withdrawn, or is dismissed from the College may apply for reinstatement. In order to return to the College from a withdrawn or leave status, a student must make a request in writing

to the Office of Student Development. The College reserves the right to require, review, and approve documentation that the student is qualified and ready to return to academic work. Students applying for reinstatement must do so no later than thirty days prior to the start of their anticipated quarter of return.

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

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

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

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

## **Registration and Student Schedule Changes**

### **Registration**

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

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

### **Registering for the Senior Integrated Project**

SIP registration, including its impact on course load, is described in detail under Senior Integrated Project in the Kalamazoo Curriculum section of the catalog. The SIP counts as one or two course unit(s) for the

term(s) during which it is counted, but the SIP is registered via a separate process from class registration. The SIP registration process involves an online form available on the Registrar’s website that must be submitted to the Registrar’s office by the student. This online form has its own set of deadlines:

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

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

### **Independent Study**

A student may register for an independent study course (198/298/398/498) in an area of interest that is not available as a regularly offered course; under special circumstances (such as the unavailability of a required course), a student may take a regular course as an independent study. All independent study applications require the approval of the instructor, department chair, advisor, and Registrar. A student may register for an Independent Study for any unit increment from .2 units up to 1 unit. Students may not receive credit for more than one independent study course per quarter nor for more than two units in independent studies during degree completion. Independent Study applications are due in the Registrar’s Office by 5 p.m. Friday of the first week of the quarter.

### **Credit/No Credit Option Policy**

Students in good academic standing may elect to take at most one letter-graded course on campus as CR/NC (Credit/No Credit) in any given quarter, for a total of up to four courses over their college career.

- Students may elect this option for at most one course in any one department. The CR/NC grade option is not available for Shared Passage Seminars or for the final course taken to satisfy the language requirement (i.e. 103 or 201).
- Letter-graded courses taken as CR/NC may not count towards any major, minor, or concentration (including required cognates), nor may they satisfy prerequisites for those course sequences that require a “C- or better,” without special permission from the department.
- Students who take a course for a CR/NC grade may retake the course for a letter grade.
- Students may choose to apply the CR/NC option at any time during the course up to the end of the withdrawal period (the end of Week 8). The professor will assign a letter grade as per normal procedure, but the Registrar’s Office will convert passing grades to CR and will convert an F to NC. (Professors will not be formally notified if students have taken this option.)

## **Registering to Repeat a Course**

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

## **Repeating Partial-Credit Courses**

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

## **Drop/Add**

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

All class and lab fees that are in addition to the tuition charge are nonrefundable after the end of the Drop/Add period.

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

## **Course Withdrawal**

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

Students may not withdraw below two units in any given quarter. Students experiencing serious health difficulties, a family emergency, or some other extraordinary circumstance outside the students' control

should meet with the Dean of Students to discuss possibly withdrawing from the College, Underloading, or other options. (See the sections on Underloading, Withdrawals, and Leaves of Absence for more information.)

### Course Audits

Current Kalamazoo College students, staff, and faculty may audit a course with permission of the instructor. There is no official registration or notation on the transcript. There is no audit fee for registered Kalamazoo College students. Alumni and community members may not audit classes.

### Registration and Study Abroad

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

### Grading Practices

#### Grades

The grade point system at Kalamazoo College is:

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

<i>Final Grade</i>	<i>Quality Points</i>
F	0.00 (failure)

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

### **Credit/No Credit**

Students in good academic standing may elect to take at most one letter graded course per term as CR/NC for a total of up to four courses while enrolled at Kalamazoo College. Courses taken CR/NC cannot be applied to *the major, minor, or concentration* (including cognates). Students may elect this option for at most one course in any one department. Before signing this form, please be sure to investigate all possible implications:

- This form is due to the Registrar’s Office on or before Friday of eighth week of the quarter during which Credit\No Credit is a course registration option.
- Once declared a Credit\No Credit course, the course cannot be converted back to a letter-graded course.
- Declaration of a course as Credit\No Credit makes the student ineligible for the Dean’s List consideration for that quarter.
- Many graduate schools and professional institutions may not accept Credit\No Credit graded coursework in subjects related to an intended program of study.
- Students may retake a CR/NC option for a letter grade.
- The course will not satisfy prerequisites for those course sequences that require a “C- or better.”
- The course will not satisfy the last course in the language requirement (103 or 201) or any of the Shared Passages Seminar requirements.

### **Grade Reports**

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

### **Course Attendance**

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

### **Final Examinations**

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

## Incomplete Grades

An I (incomplete) is recorded when work is of acceptable quality but has not been finished because of illness or other extraordinary circumstance outside the student's control. Final letter grades for Incompletes are due to the Registrar's office by the end of Week 6 of the following term. Faculty should set appropriate deadlines for submission of student work in order to review the work and assign the grade by this deadline. If the work has not been completed in the time frame outlined by the instructors, the student should be awarded the grade they earned by the end of the quarter. This deadline applies whether the student is on or off campus or has left the College.

If a student has been granted a Leave of Absence after the end of a quarter in which he/she has received an incomplete, the incomplete deadline will be extended for one quarter. In this circumstance, the incomplete grade will be due by Friday at 5:00 pm week six of the quarter following the first quarter in which the student is on a Leave of Absence. There are no exceptions to this extension unless the student petitions and receives approval from the Academic Standards Committee.

## Change of Grade

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

## Cumulative GPA

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

## Academic Progress

### Classification

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

- **First-Year:** 0 – 7.99 academic units\*
- **Sophomore:** 8 – 16.99 academic units
- **Junior:** 17 – 25.99 academic units
- **Senior:** 26 academic units and above

*\* First-year students who bring in AP, IB, dual enrollment, or transfer credits are reclassified, as appropriate, at the end of the first year. While academic classification is based on the units noted above, a student's class cohort and registration cohort is determined on the basis of their plans for degree completion and anticipated completion date. After the first year, a student's unit status is adjusted each quarter; the expected graduation year and class cohort is adjusted as necessary, usually at the completion of the spring quarter.*

### **Good Standing**

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

### **Dean's List**

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

### **Honor Societies**

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

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

### **Monitoring Academic Progress**

The Academic Standards Committee meets at the end of each quarter to review the grades of all students. If a student appears to be having academic difficulties, as indicated by withdrawn courses, poor grades as compared to previous work, or failing grades, the committee may issue a warning letter through the Registrar or may place the student on academic probation. The Academic Standards Committee may place students on any level of academic probation (i.e., probation statuses are not necessarily progressive from Level 1 to Final Probation) whenever their cumulative GPA falls below 2.00. Placing a student on academic probation is notification that the student is no longer in Good Academic Standing and needs to take immediate action to improve academic performance.

### **First-Year Academic Warning**

Students placed on "First-Year Academic Warning" must be First Year Students at the end of their first quarter. Students may be given this status instead of probation if their cumulative GPA falls between a 1.67 and 1.99 GPA after the first quarter. Students must improve their cumulative GPA to a 2.0 or better in the subsequent quarter to demonstrate academic progress. Students on First-Year Academic Warning should meet with their academic advisor within the first two weeks of the subsequent quarter and as

needed thereafter in order to develop strategies for success. It is the student's responsibility to seek this assistance and ensure progress toward degree completion. Students are encouraged to seek assistance through various support services, including the learning centers, subject tutoring through supplemental instruction and individual departments, career counseling and testing through the Career and Professional Development Center, and personal counseling through the Office of Student Development. Failure to meet this requirement will result in academic probation (see probation levels below). "First-Year Academic Warning" status does not apply to transfer students.

### **Academic Probation Level I**

Students on academic probation should meet with their academic advisor within the first two weeks of the subsequent quarter and as needed thereafter in order to develop strategies for success. It is the student's responsibility to seek this assistance and ensure progress toward degree completion. Students are encouraged to seek assistance through various support services, including the learning centers, subject tutoring through supplemental instruction and individual departments, career counseling and testing through the Career and Professional Development Center, and personal counseling through the Office of Student Development. Failure to meet these responsibilities may result in continued or final probation or dismissal from the College. Student athletes placed on academic probation will be ineligible to participate in MIAA/NCAA sports.

### **Academic Probation Level II**

In addition to the conditions from "Academic Probation Level I" students placed on "Academic Probation Level II" must be enrolled in and complete three letter-graded courses in the next quarter of residence and earn a minimum GPA of 2.0 for the quarter. Failure to meet this requirement may result in dismissal from the College.

### **Final Academic Probation**

In addition to the conditions from "Academic Probation Level I" students placed on "Final Academic probation" must be enrolled in and complete three full-unit, letter-graded courses in the next quarter of residence and earn a grade of at least a C in each course. Failure to satisfy the terms of final probation may lead to dismissal from the College.

### **Veteran's Administration**

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

### **Academic Progress & Financial Aid Policies**

For information on how academic progress influences eligibility for student financial aid, refer to Financial Aid Satisfactory Academic Progress Policies found under Financial Aid Programs.

## **Graduation**

### **Graduation Standard**

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

### **Diploma Granting Dates**

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

### **Commencement**

Commencement ceremonies are held each year in June. Members of the graduating class are expected to attend Commencement. Students who have earned 27 units (exclusive of PE) upon completion of work for the winter quarter, or 30 units (exclusive of PE) by the time of Commencement, are eligible to march in the commencement ceremony, even though a diploma will not be granted until the required 36 units (exclusive of PE) are completed. An actual diploma, reflecting the appropriate degree date, will be released once all graduation requirements and financial obligations have been met.

### **Graduation Honors (Latin Honors)**

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

### **Honors in the Major**

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

## **Study Abroad/Study Away Academic Policies**

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

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

As a general policy, participation in Kalamazoo College study abroad programs will be limited to a maximum of 18 students per program, although some programs have different limits. Long-term and extended-term programs are open to juniors only (students with a minimum of 17 academic K-units). Transfer students to the College should consult with the CIP about their eligibility to study abroad/away.

Kalamazoo students are eligible to participate in only one extended-term, long-term, or short-term study abroad experience and only one domestic study away program for credit during their time at the College. No more than ten units of credit from off-campus programs (including study abroad and domestic off-campus programs such as New York Arts or Philadelphia Center) can be used to meet a student's graduation requirements.

### **Study Abroad Program Length**

The study abroad programs available to Kalamazoo College students include one quarter, two quarters and three quarter programs. In a two quarter program, the academic experience typically lasts 15 to 20 weeks (requiring students to enroll in 6 units of credit), beginning in the fall or winter. Students who intend to participate in three quarter programs must pass all classes taken during the previous two quarters with a C or better. If a student has not met this requirement, they are not eligible to participate in the three quarter program and will need to make arrangements to return to campus for the spring quarter. Fall, winter or spring one quarter programs typically last ten weeks (requiring students to enroll in 3 units of credit). For information regarding specific program dates, please contact the Center for International Programs. Students need to meet with their academic advisers and consult the CIP well in advance of participation in order to determine the programs that will best fit their academic program at the College. Summer study abroad for credit is available to Kalamazoo College students through CIP-sponsored International Study Seminars or the summer off-campus study programs approval process described in this catalog under "Transfer Credit."

### **Study Abroad/Study Away Eligibility**

Students are required to obtain approval in advance for participation in study abroad/study away programs through application to the Center for International Programs. Students wishing to participate in study abroad/study away must have a minimum 2.0 GPA at the time of application; some programs have higher minimum GPA requirements. Students whose GPA does not meet the College's 2.0 minimum or the program's minimum and who still wish to study abroad must meet with CIP staff prior to submitting an application for study abroad. *NOTE: Kalamazoo College cannot waive GPA or other eligibility requirements established by other programs. Therefore, only certain Kalamazoo-sponsored study abroad programs may be available to these students.* The final decision regarding admission to and participation in specific programs rests with the Executive Director of the Center for International Programs and host institutions abroad. The Executive Director reserves the right to deny participation in study abroad/study

away when students' actions either on or off campus raise doubt that they are ready for an international study experience or prepared to represent Kalamazoo College appropriately.

Students on academic probation, or who have a history of significant disciplinary problems, are not eligible to participate in the study abroad/study away program. All incomplete grades must be resolved prior to departure for study abroad/study away.

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

### **Study Abroad/Study Away Application, Selection, and Placement**

Students must meet specific requirements and deadlines in order to be eligible to participate in any study abroad/study away program. These requirements differ from program to program, but for all of them prospective participants must fill out and submit required application materials, which are available on the Hornet Passport. Students must complete a Kalamazoo College study abroad/study away application and, in most cases, will also need to complete additional materials for the host institution or university.

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

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

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

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

Applications for participation in the winter quarter one term study abroad programs are due on Thursday of the third week of fall quarter. Applications for participation in spring one term study abroad programs are due eighth week of fall quarter; applications for participation in two or three quarter study abroad programs are due in the Center third week of winter quarter. Study Away application deadlines can be found in the CIP office and on the CIP website.

### **Study Abroad Foreign Language Prerequisites**

Students who desire a university-integrated experience, in which they take classes with host country students in French-, German-, or Spanish-speaking programs, must have advanced proficiency in the appropriate foreign language equivalent to at least level 202 or 203. Students who have proficiency in a foreign language through level 201 will most typically take courses in the target language but offered through a language and culture institute for foreign students attached to or otherwise affiliated with a university.

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

### **Study Abroad/Study Away Fees**

For Kalamazoo College students participating in a two quarter Kalamazoo College study abroad program, the comprehensive fee for 2024-2025 is \$48,468; for an three quarter Kalamazoo College program, the 2024-2025 fee is \$72,702. The fee for students participating in Kalamazoo College 2024-2025 fall, spring or winter one quarter programs is \$24,234. Fees for CIP-sponsored International Study Seminars will be noted on the program description and may vary according to the program's itinerary. Fees for study away vary by program and can be found on the CIP website.

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

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

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

- round-trip transportation between the student's home and the program's location (note: transportation subsidies are available for qualified students)
- books and other required educational materials (including photocopies and personal printing—approximately \$75 per quarter) or additional lab or music fees
- room and board during academic breaks, Christmas, Holy Week, and other extended vacation periods, particularly in Spain and France (note: funds are available to support travel during this time for qualified students)
- data/mobile phones or Internet fees/usage (note: funds are available for qualified students)
- passports (note: funds are available for qualified students)

- required physical exams, x-rays, and other medical tests (note: funds available for qualified students)
- required and recommended immunizations (average cost for immunizations at the College Health Center is \$200 to \$300-note: funds available for qualified students)
- required health and accident insurance
- required antimalarial prophylactic pills (where recommended by the CDC) that the student takes abroad (average cost \$10 per pill, taken on a weekly basis; total cost varies from \$300 to \$400, depending on the length of the program-funds available for qualified students)
- independent travel while abroad (funds available for qualified students)
- incidental expenses en route and abroad
- Visa fees (for certain programs)
- personal property insurance; personal liability insurance; program cancellation insurance

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

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

### **Study Abroad/Study Away Billing and Payment**

Payments for study abroad/study away programs are made according to the regular college tuition payment schedule. For specific billing dates, contact the Kalamazoo College Student Accounts Office.

All student accounts, including fees, must be cleared before students can leave for study abroad/study away. Non-payment of the comprehensive fee installments will jeopardize a student's continuing participation in the program and may result in withdrawal or dismissal from the program.

### **Study Abroad Financial Assistance/Scholarships**

International education is supported at Kalamazoo College by a number of generous gifts, including the S. Rudolph Light Endowment and the Arcus Gay and Lesbian Fund Study Abroad Endowment.

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

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

## **Study Abroad Pre-Departure Orientation**

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

## **Academic Credit from Study Abroad/Study Away**

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

## **Independent Study on Study Abroad/Study Away**

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

## **Grades from Study Abroad/Study Away**

Study abroad/study away grades will be reviewed, translated, and certified by the Center for International Programs and will be recorded by the Registrar on the official Kalamazoo College transcript according to the Kalamazoo A, B, C grading system. Grades from study abroad/study away courses will not be counted in the student's Kalamazoo grade point average. To receive credit for a study abroad/study away course, students must earn a C or better according to the local grading scale. (Note: Courses taken as "pass/fail" on study abroad will not be transferred.) Credits will normally be listed on the Kalamazoo College transcript with the same academic rubric used at the foreign institution; for example, a class listed as a "History" course will be listed as a "History" course on the Kalamazoo transcript.

Students seeking a grade change for a course taken on study abroad/study away must petition the Center for International Programs no later than six weeks following notification of their grades. Requests for a grade review must be accompanied by complete documentation from the course in question including

syllabi, assignment sheets, reading lists, homework and other assignments, essays, examinations, etc. Grade appeals must follow the College's standard change of grade procedure as outlined in the catalog.

### **Incomplete Grades on Study Abroad/Study Away**

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

### **Attendance Policy on Study Abroad/Study Away**

Students are expected to attend classes Monday through Friday and to participate in scheduled group activities and excursions. Unexcused absences often result in a lowered grade and may be deemed a sufficient reason for withdrawal from the program.

### **Withdrawal from Courses on Study Abroad/Study Away**

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

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

### **Change of Student Status: Study Abroad/Study Away**

Students who decide not to participate in the program after being admitted will be required to pay any costs incurred on their behalf (including, but not limited to, moneys advanced on their behalf for nonrefundable deposits at other institutions, airfare, legal documents, visa and application fees, housing deposits, host university tuition, etc.). Students who leave the program with the permission of the Executive Director of the Center for International Programs after the program abroad has begun may be entitled to a partial refund as specified in the College's policies. Students will still be responsible for covering any non-recoverable costs paid on their behalf. Eligibility for possible refunds will be computed according to the on-campus calendar. These students may be eligible to receive grades of W (withdrawal) on the Kalamazoo College academic transcript or depending on the date of departure, be eligible for a change of status from study abroad/study away to on-campus student. Students who leave the program without earning any academic credit will be withdrawn from the College. Students will be charged for any non-recoverable costs paid on their behalf and they will be subject to the withdrawal policies of the College.

Students who wish to travel home for a personal or family emergency must notify the Executive Director of the Center for International Programs, or designee, and complete a "temporary leave of absence" form.

## **Dismissal from Study Abroad/Study Away**

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

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

Students who are dismissed from the study abroad/study away program will be withdrawn from their courses overseas and receive a grade of W for each course. They will also be removed from their program-provided housing and will be expected to return to the home country. Examples of student behavior while on study abroad/study away that may lead to immediate administrative action by the Executive Director of the Center for International Programs or designee include, but are not limited to, illegal drug use, abuse of alcohol, failure to attend class and/or other required academic activities, unauthorized absence from the study abroad/study away program, unauthorized changes in housing, arrest for infractions of local laws, and violations of Kalamazoo College policies. Furthermore, the Center for International Programs reserves the right to notify the parents of any student whose behavior abroad, which in the judgment of the Executive Director, is unacceptable or in violation of study abroad/study away and/or College policy. (See the Study Abroad and Study Away Policies and Procedures for copies of the Student Agreement).

## **Student Life Policies**

### **Housing and Board Policy**

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

To be eligible for campus housing, students must be enrolled full-time (at least two units) for the term of residence, and be at least 16 years of age at the time campus residency begins. Students under the age of 16 are not eligible to live in on-campus housing.

Kalamazoo College's Section 504 Coordinator and the Office of Disability Services will work with students who have special needs when making housing assignments. The College will provide accessible housing to students with disabilities. You may contact the College's Section 504 Coordinator or the Office of Disability Services at (269) 337-7209.

### **Policy Interpretation**

**First-years:** All first-years and visiting international students must live in the College's residential system and board at the College's dining center. Exceptions are made for those who:

- are married
- have children
- are 23 years of age or older
- are under the age of 16

**Sophomores:** All sophomores must live in the College's residential system and board at the College's dining center. Exceptions are made for those who:

- are married
- have children
- are 23 years of age or older
- are under the age of 16
- commute from a local primary residence of a parent or guardian (within 30 minutes or 30 miles of the College)
- are released by the College's Petition Committee due to health reasons or demonstrated financial hardship

Exceptions specific to the board plan only are made for:

- residents in the on-campus Grove Houses, all of which provide a full kitchen
- those released by the College's Petition Committee due to health reasons or demonstrated financial hardship

**Transfers:** Transfers are treated per their student classification and/or years of college attendance. Mid-year transfers will be housed on a space-available basis.

### **Juniors and Seniors:**

Juniors and seniors are **not** required to live on campus and will be housed on a space-available basis. The same requirements regarding carry a board plan as those listed above will apply.

## **Students with Disabilities**

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

The office also makes assistance available to students experiencing short-term illness or physical injury. Kalamazoo College has the right to: Deny a request for accommodations, academic adjustments, and/or auxiliary aids and services if the documentation demonstrates that the request is not warranted or if the individual fails to provide appropriate documentation.

Please direct questions to the Senior Associate Dean of Students Office.

### **Procedure**

1. Upon enrollment or upon receiving an assessment that verifies a disability, a student must complete the online Disability Services Request for Accommodations and attach all medical documentation.
2. The student must provide a copy of the medical documentation and any recommendations about necessary accommodations that are included. If the assessment does not provide the necessary information with which to determine accommodations, the Senior Associate Dean of Students may ask for additional assessment.
3. The Senior Associate Dean of Students/Disability Services Coordinator will review the assessment. The Senior Associate Dean of Students will then reach out to the student to discuss the request and determine appropriate accommodations. One should not assume that specific accommodations offered in high school would necessarily be offered by the College.
4. The Senior Associate Dean of Students/Disability Services Coordinator will communicate in writing to the student the approved accommodations.
5. At the beginning of each academic term, the Senior Associate Dean of Students/Disability Services Coordinator will send a letter requesting specific accommodations to the faculty of courses in which the student is registered unless the student requests that this step not be taken.
6. If the accommodations do not seem to be working, the student shall contact the Senior Associate Dean of Students/Disability Services Coordinator, and they will work together to discover why the accommodations are not working and to develop additional or different accommodations if that becomes necessary.
7. More specific information about Disability Services and resources are available in the Disability Services website.

### **Student Responsibilities:**

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

### **Student Registration:**

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

### **Will Graduation Requirements Change Because of Disabilities? No.**

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

### **Resources Available**

#### **Library**

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

#### **Media Center**

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

#### **Computer Center/Computer Labs**

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

## **Social Policies and Regulations**

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

## **Enforcement Authority and Responsibility**

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

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

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

## **Relationship to Governmental Law Enforcement Units**

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

In cases where students have allegedly violated both campus regulations and statutory laws, the College may be faced with a situation where it must take action on its Student Code of Conduct prior to action by

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

### **Jurisdiction**

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

### **Consequences of Violations**

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

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

### **Notice of Nondiscrimination on the Basis of Sex**

Kalamazoo College does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX of the Higher Education Amendments of 1972, 20 U.S. C. § 1681 et seq. (Title IX) and its regulations, including in admission and employment. Inquiries about Title IX may be referred to Kalamazoo College's Title IX Coordinator, the Associate Vice President for Human Resources, other Deputy Title IX Coordinators, and/or the Department of Education, Office for Civil Rights.

Below is contact information for the College's Title IX Coordinator:

Tanya Jachimiak  
Director, Office of Gender Equity and Access  
Title IX Coordinator

Section 504 Coordinator  
Upjohn Library Commons, 217  
1200 Academy Street, Kalamazoo, MI 49006  
269.337.7480  
Tanya.Jachimiak@kzoo.edu

Below is the contact information for the Associate Vice President for Human Resources:

Reneé Boelcke  
Associate Vice President, Human Resources  
Deputy Title IX Coordinator  
Mandelle Hall, 112  
1200 Academy Street, Kalamazoo, MI 49006  
269.337.7248  
Renee.Boelcke@kzoo.edu

The College's Nondiscrimination Policy and Policy Against Harassment and Sex Discrimination including grievance procedures, can be located on the Office of Gender Equity and Access website at [titleix.kzoo.edu](http://titleix.kzoo.edu).

To report information about conduct that may constitute sex discrimination or to make a complaint of sex discrimination under Title IX or the Policy Against Harassment and Sex Discrimination, please contact the Title IX Coordinator, a Deputy Title IX Coordinator, or submit information through the online reporting form.

## Directories

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**Young-Jin Hennig '06**, Managing Director Global Head of Metals, CME Group, Chicago, IL  
**Edwin R. Hortelano '83**, Chief Technical Officer, Chromatic Technologies, Inc., Colorado Springs, CO 80907  
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**Christopher U. Light '89**, Retired, Former Dow Chemical Finance Leader, Midland MI  
**Bill H. Manns**, President and Chief Executive Officer, Bronson Healthcare, Kalamazoo, MI  
**Hans P. Morefield '92**, CEO, CHESS Health, Rochester, NY  
**Donald R. Parfet H'13**, Managing Director, Upjohn Group, LLC, Kalamazoo, MI  
**Gail A. Raiman '73**, Retired Consultant, Raiman Consulting, LLC, Arlington, VA  
**Christopher P. Reynolds '83**, Executive Vice President and Chief Administrative Officer, Toyota Motor North America; Deputy Chief Officer, General Administration, Risk and Compliance, Toyota Motor Corporation, Plano, TX  
**Emily Richardson-Rossbach '09**, Payroll and Benefits Manager, Progressive Turnout Project, Portage/Odgen Dunes, IN  
**Mary Beth Sarhatt**, Executive Director, Shepherd's Center for Greater Kalamazoo, Kalamazoo, MI  
**William R. Storer '78**, Managing Partner, Dorsey & Whitney LLP, Minneapolis, MN  
**Jon L. Stryker '82**, President and Founder, Arcus Foundation, New York, NY  
**Amy E. Upjohn**, Community Volunteer, Richland, MI  
**M. Elizabeth Washington '94**, Executive Director, Northside Association of Community Development, Kalamazoo, MI

#### **Emeriti Trustees**

**John W. Brown H'03**, Portage, Michigan, served 1980-1995  
**Rosemary K. Brown**, Portage, Michigan, served 1998-2009  
**Roger E. Brownell '68**, Fort Myers, Florida, served 1993-2016  
**Lawrence D. Bryan**, Martinsville, Indiana, served 1990-1996  
**Phillip C. Carra '69**, Fennville, Michigan, served 1990-2008  
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**Ralph G. Wellington '68**, Philadelphia, Pennsylvania, served 1991-1996, 2000-2005  
**Richard E. Yehle '68**, Houston, Texas, served from 2008-2020

## Faculty

### Emeriti

**Carol S. Anderson (1993)**, Professor of Religion, Emerita. BA University of Puget Sound; MA, PhD University of Chicago Divinity School

**Marigene Arnold (1973)**, Professor of Sociology and Anthropology, Emerita. BA Florida Presbyterian (Eckerd College); PhD University of Florida

**David Barclay (1974)**, Professor of International Studies, Emeritus. BA, MA University of Florida; PhD Stanford University

**Jeffrey Bartz (2011)**, Professor of Chemistry, Emeritus. BS, Southwest Minnesota State University; PhD University of Wisconsin-Madison

**Lisa Brock (2011)**, Professor of History, Emerita. BA Howard University; MA PhD Northwestern University

**Margarita Campos (1986)**, Professor of Romance Languages and Literature, Emerita. BA Mexico City College

**Madeline M. Chu (1988)**, Professor of Chinese Language and Literature, Emerita. BA National Taiwan University, Taipei; MA, PhD University of Arizona

**Henry D. Cohen (1974)**, Professor of Romance Languages and Literature, Emeritus. BA Williams College; MA Harvard University; PhD University of California – Berkeley

**Rhoda E.R. Craig (1980)**, Professor of Chemistry, Emerita. BSc University of Alberta; PhD Cornell University

**C. Kim Cummings (1972)**, Professor of Sociology and Anthropology, Emeritus. BA Harvard College; PhD Washington University

**Kiran Cunningham (1992)**, BA Kalamazoo College; MA, PhD University of Kentucky

**María J. Romero-Eshuis (2001)**, Instructor in Spanish, Emerita. BA Universidad de Extremadura, Spain; MA Michigan State University

**Thomas G. Evans (1995)**, Professor of Music. BM State University of New York College at Fredonia; MM Boston University; DMA University of Michigan

**John B. Fink (1975)**, Professor of Mathematics, Emeritus. BA University of Iowa; MS, PhD University of Michigan

**Billie T. Fischer (1977)**, Professor of Art, Emerita; BA University of Kansas. MA, PhD University of Michigan

**Donald C. Flesche (1962)**, Professor of Political Science, Emeritus. BA Drury College; MA, PhD Washington University

**Hardy O. Fuchs (1969)**, Professor of German Language and Literature, Emeritus. BA Kalamazoo College, University of Bonn; MA Indiana University; PhD Michigan State University

**Ann M. Fraser (2003)**, Professor of Biology. BSc Acadia University, Nova Scotia; PhD Harvard University

**Joe K. Fugate (1961)**, Professor of German Language and Literature and Director of Foreign Study, Emeritus. BA Southern Illinois University; MA, PhD Princeton University

**Gail B. Griffin (1977)**, Professor of English, Emerita. BA Northwestern University; MA, PhD University of Virginia

**Ann Haight (1976)**, Bibliographer and Acquisitions Librarian, Emerita. BA Kalamazoo College, MLS Western Michigan University

**Anne Haeckl (1998)**, Senior Instructor of Classics, Emerita. BA College of Wooster; MA University of Michigan

**Jeanne Hess (1987)**, Professor of Physical Education, Emerita and Head Coach of Volleyball. BA University of Michigan; MA Western Michigan University

**Ahmed M. Hussen (1985)**, Professor of Economics and Business, Emeritus. BA Lewis and Clark College; MS, PhD Oregon State University

**Robert L. Kent (1968)**, Professor of Physical Education, Emeritus. BS, MA Western Michigan University

**Margo R. Light (1962)**, Professor of German Language and Literature, Emerita. BA Hope College; MA Indiana University; PhD University of Michigan

**Marilyn A. Maurer (1969)**, Professor of Physical Education, Emerita. BS, MA Western Michigan University

**Ed Menta (1986)**, James A.B. Stone College Professor of Theatre Arts, Emeritus. BA Southern Connecticut State University, MFA University of Connecticut, PhD Michigan State University

**Bruce E. Mills (1992)**, Professor of English. BA Wartburg College; MA, PhD University of Iowa

**Timothy Moffit (1998)**, Associate Professor of Economics and Business. BA Kalamazoo College; MBA Dartmouth College; DBA Nova Southeastern University

**George M. Nielsen (1963)**, Professor of Mathematics, Emeritus. BA Ohio Wesleyan University; MA, PhD University of Wisconsin

**Paul D. Olexia (1968)**, Professor of Biology, Emeritus; BA Wabash College. MA State University of New York at Buffalo; PhD University of Tennessee

**Sally L. Olexia (1973)**, Director of Health Sciences and Professor of Biology, Emerita. BS Kent State University; MA, PhD State University of New York at Buffalo

**Bernard S. Palchick (1972)**, Professor of Art, Emeritus; BA Purdue University. MFA Rhode Island School of Design

**Lisa Palchick (1982)**, Dean of Libraries and Information Services, Emerita. BFA Rhode Island School of Design; MA Western Michigan University

**Romeo E. Phillips (1968)**, Professor of Education, Emeritus; BM, MM Roosevelt University. MA Eastern Michigan University; PhD Wayne State University

**Eleanor Pinkham (1964)**, Director of Libraries and Media Services, Emerita. BA Kalamazoo College; MLS Western Michigan University

**Zaide E. Pixley (1984)**, Adjunct Associate Professor of Music and Dean of the First Year and Advising, Emerita. BMus Hope College; MA City University of New York Hunter College; PhD University of Michigan

**Franklin A. Presler (1976)**, Professor of Political Science, Emeritus. BA Oberlin College; MA, PhD University of Chicago

**Stanley L. Rajnak (1965)**, Professor of Mathematics, Emeritus. AB, PhD University of California at Berkeley

**Barry F. Ross (1972)**, Professor of Music, Emeritus. BS Hartt College of Music; MMA, DMA Yale University

**Janet Solberg (1988)**, Professor of French, Emerita. BA Macalester College; MA, PhD University of Minnesota

**David S. Scarrow (1961)**, Professor of Philosophy, Emeritus. BA Duke University; MA, PhD Harvard University

**Diane Seuss (1988)**, Writer in Residence and Assistant Professor of English. Emerita. BA, MSW Western Michigan University

**Elizabeth Sloan Smith (1993)**, Reference Librarian, Emerita. BA Kalamazoo College; AMLS University of Michigan

**Paul Smithson (1971)**, Technical Services and Rare Books Librarian, Emeritus. BA Kalamazoo College; MLS, MLA Western Michigan University

**Greg A. Slough (1997)**, Professor of Chemistry, Emeritus. BA Goshen College, PhD Pennsylvania State University

**Carol Smith (1983)**, Reference Librarian, Emerita; BA Bryn Mawr College. MLS Western Michigan University

**Lawrence Rackley Smith (1963)**, Professor of Music, Emeritus. BM, MA Northwestern University; PhD Eastman School of Music

**Thomas J. Smith (1978)**, Dorothy H. Heyl Professor of Chemistry, Emeritus. BS Illinois Benedictine College, PhD Purdue University

**Janet Solberg (1988)**, Professor of French, Emerita. BA Macalester College; MA, PhD University of Minnesota

**Paul R. Sotherland (1985)**, Professor of Biology, Emeritus. BS Carroll College; MS, PhD Colorado State University

**David Strauss (1974)**, Professor of History, Emeritus; BA Amherst College. MA, PhD Columbia University

**Lonnie Supnick (1972)**, Professor of Psychology and Associate Provost, Emeritus. BA City College of New York; MA, PhD Clark University

**Philip S. Thomas (1965)**, Professor of Economics and Business, Emeritus. BA Oberlin College; MA, PhD University of Michigan

**J. Mark Thompson (1961)**, Professor of Religion, Emeritus; BA Harvard College. BD Yale Divinity School; PhD Vanderbilt University

**Jan Tobochnik (1985)**, Dow Distinguished Professor in the Natural Sciences. BA Amherst College; PhD Cornell University

**Leslie T. Tung (1986)**, Professor of Music, Emeritus; BA Yale University. MM Eastman School of Music, University of Rochester; DMA University of Southern California

**James Turner (1994)**, Professor of Music and Music Director of Kalamazoo Bach Festival, Emeritus. BA Mars Hill College, MM Louisiana State University

**John B. Wickstrom (1966)**, Professor of History, Emeritus. BA Michigan State University; MA, PhD Yale University

**Wayne M. Wright (1962)**, Professor of Physics, Emeritus. BA Bowdoin College; MS, PhD Harvard University

## Faculty

**Kelsey Aldrich (2024)**, Visiting Assistant Professor of Chemistry; B.S. Grove City College, Ph.D. Duquesne University

**Hannah J. Apps (1989)**, Thomas K. Kreilick Professor of Economics. AB University of North Carolina at Chapel Hill; PhD University of Pennsylvania

**Daniela Arias-Rotondo (2020)**, Assistant Professor of Chemistry. BS Universidad de Buenos Aires; PhD Michigan State University

**Thomas R. Askew (1991)**, Professor of Physics. BA Gordon College; MS, PhD University of Illinois, Urbana-Champaign

**Espelencia M. Baptiste (2003)**, Associate Professor of Anthropology. BA Colgate University; PhD Johns Hopkins University

**Eric Barth (1997)**, Assistant Provost of Teaching, Learning, and Assessment and Professor of Mathematics. BM, MA, PhD University of Kansas

**W. Robert Batsell, Jr. (1999)**, Professor of Psychology. BA Southern Methodist University; MS, PhD Texas Christian University

**Justin A. Berry (2014)**, Associate Professor of Political Science. BA Villanova University; MA Loyola Marymount University; MA Fielding Graduate Institute; PhD University of Southern California

**Karyn J. Boatwright (1998)**, Professor of Psychology. BA Lee University; MA, PhD Michigan State University

**Beau Bothwell (2014)**, Associate Professor of Music. BA Lee University; MA, PhD Michigan State University

**Alyce Brady (1994)**, Rosemary K. Brown Professor in Mathematics and Computer Science. BA Bowdoin College; MS, PhD Rensselaer Polytechnic Institute

**Michael Bryant (2023)**. Visiting Assistant Professor of German. BA, MA, PhD Indiana University

**Anne Marie Butler (2019)**, Assistant Professor of Art History and Women, Gender, and Sexuality. BA Scripps College; MA New York University; PhD State University of New York

**Erika Carbonara (2024)**, Visiting Assistant Professor of English; B.A. Wayne State University, M.A. Oakland University, Ph.D Wayne State University

**Cynthia Carosella (2001)**, Instructor in Spanish. BA, MA Western Michigan University

**Christina B. Carroll (2016)**, Associate Professor of History. BA Vassar College; MA, PhD University of North Carolina-Chapel Hill

**Julia Cartwright (2023)**, Stephen B. Monroe Associate Professor of Economics, BA University of San Diego, MA, PhD, George Mason University

**Rachel Chaiser (2024)**, Visiting Assistant Professor of Mathematics; BA University of Puget Sound, MA, PhD. University of Colorado Boulder

**Aurélie Chatton (2017)**, Associate Professor of French. BA Université de Nantes, France; MA Université de Provence, France; PhD New York University

**Max G. Cherem (2011)**, Professor of Philosophy. BA Kalamazoo College; PhD Northwestern University

**Sharon Colvin (2024)**, Visiting Assistant Professor of Psychology; B.A. Wellesley College, Ed.M. Harvard University, Ph.D University of Pittsburg

**Caitlin Coplan (2024)**, Visiting Assistant Professor of Chemistry; B.S. University of Utah, Ph.D Northwestern University

**Arthur L. Cole (2008)**, Professor of Physics. BA Williams College; MS, PhD Ohio State University

**Aurélie Chatton (2017)**, Associate Professor of French. BA Université de Nantes, France; MA Université de Provence, France; PhD New York University

**Max G. Cherem (2011)**, Associate Professor of Philosophy. BA Kalamazoo College; PhD Northwestern University

**Arthur L. Cole (2008)**, Professor of Physics. BA Williams College; MS, PhD Ohio State University

**Nayda Collazo-Llorens (2012)**, Visiting Assistant Professor of Art. BFA Massachusetts College of Art; MFA New York University

**Pamela A. Cutter (2001)**, Professor of Computer Science. BS State University of New York at Fredonia, PhD University of Georgia

**James Denison (2023)**, Post-Doctoral Fellow in Art History AB Bowdoin College, PhD, University of Michigan

**John C. Dugas (1995)**, Margaret and Roger Scholten Professor of International Studies. BA Louisiana State University; PhD Indiana University–Bloomington

**Larissa Dugas (1996)**, Assistant Professor of French. BA University of Notre Dame; MA, PhD Indiana University

**Jennifer Einspahr (2003)**, Associate Professor of Political Science. BA Whitman College; PhD Rutgers University

**R. Amy Elman (1991)**, Weber Professor in Social Science. BA Brandeis University; MA, PhD New York University

**Péter Érdi (2002)**, Luce Professor of Complex Systems Studies. MSc L. Eötvös University, Budapest; MSc Technical University of Budapest; PhD Hungarian Academy of Sciences, Budapest; DSc Hungarian Academy of Sciences

**Marilyn Evans (2020)**, Assistant Professor of Classics. BA Memorial University of Newfoundland; MA University of Georgia; PhD University of California, Berkeley

**Nina Farizova (2023)**. Visiting Assistant Professor of Japanese. BA, MA Moscow State University

**Mahar Fatima (2024)**, Visiting Assistant Professor of Biology; B.S. University of Allahabad, India, M.S. University of Allahabad, India, Ph.D. National Brain Research Center, India

**Tris Faulkner (2021)**, Assistant Professor of Spanish. BA Louisiana State University; MA Wake Forest University; MSc PhD Georgetown University

**Kyla M. Day Fletcher (2012)**, Associate Professor of Psychology. BS Howard University; MS, PhD University of Michigan

**Ryan D. Fong (2012)**, Associate Professor of English. BA Whittier College; MA, PhD University of California, Davis

**Dennis J. Frost (2010)**, Wen Chao Chen Professor of East Asian Social Sciences. BA Wittenberg University; PhD Columbia University

**Cyndy Garcia-Weyandt (2020)**, Assistant Professor Critical Ethnic Studies. BA,MA, PhD University of California Los Angeles

**Tasnim Gharaibeh (2022)**, Bollinger Assistant Professor of Computer Science. BS Yarmouk University; MS Yarmouk University; PhD Western Michigan University

**E. Binney Girdler (2001)**, Professor of Biology. BA University of Virginia; MES Yale University; PhD Princeton University

**Jorge G. Gonzalez (2016)**, President and Professor of Economics and Business. BA Monterrey Institute of Technology, Mexico; MA, PhD Michigan State University

**Gary S. Gregg (1995)**, Ann V. and Donald R. Parfet Distinguished Professor of Psychology. BA University of California, San Diego; PhD University of Michigan

**Christine Young-Kyung Hahn (2008)**, Professor of Art. BA Carleton College; MA, PhD University of Chicago

**Jeffrey Haus (2005)**, Professor of History and Religion. BA University of Michigan; PhD Brandeis University

**Marin L. Heinritz (2003)**, Associate Professor of English. BA Kalamazoo College; MS Boston University; PhD Western Michigan University

**Autumn B. Hostetter (2008)**, Kurt D. Kaufman Professor of Psychology. BS Berry College; PhD University of Wisconsin-Madison

**Patrik T. Hultberg (2004)**, Edward and Virginia Van Dalson Professor of Economics. BA Ohio Wesleyan University; PhD Rice University

**Danette Ifert Johnson (2019)**, Provost and Professor of English. BA West Virginia Wesleyan College; MA West Virginia University; MA, PhD Northwestern University

**Michele Intermont (1998)**, Associate Provost and Associate Professor of Mathematics. AB College of the Holy Cross; MS, PhD University of Notre Dame

**Nupur Joshi (2022)**, Assistant Professor of Anthropology and Sociology. BA University of Pune; MA Indian Institute of Technology Gandhinagar; PhD University of Arizona

**Benjamin Kampler (2023)**, Assistant Professor of Sociology. MA Queens College, MA New York University, BA Brandeis University

**Amelia V. Katanski (2000)**, Professor of English. BA Kalamazoo College; MA University of California–Los Angeles; MA, PhD Tufts University

**Seong-Hee Kim (2024)**, Visiting Instructor of Economics; BA, Sookmyung Women’s University, BA, Central Missouri State University, PhD Candidate, University of Wyoming, Laramie

**Shelby King (2024)**, Visiting Assistant Professor of Religion; BA, Texas State University; MA, University of California; PhD, University of California

**Benjamín Naka-Hasebe Kingsley (2022)**, Assistant Professor of English. MA University of Pennsylvania; MFA university of Miami

**Andrew Koehler (2006)**, Professor of Music. BA Yale University; MM Northwestern University

**Richard Koenig (1998)**, Genevieve U. Gilmore Professor of Art. BFA Pratt Institute; MFA Indiana University

**Cemile Kurkoglu (2024)**, Visiting Assistant Professor of Mathematics; BS Hacettepe University, MS Billkent University, PhD Indiana University

**James A. Langeland (1996)**, Upjohn Professor of Life Sciences. BA Kalamazoo College; PhD University of Wisconsin

**Christopher Latiolais (1990)**, Associate Professor of Philosophy. BA University of California–Berkeley; MA, PhD University of California, San Diego

**Charlene Boyer Lewis (2002)**, Larry J. Bell ’80 Distinguished Chair of American History, Professor of History. BA Kalamazoo College; MA American University; PhD University of Virginia

**James E. Lewis, Jr. (2004)**, Professor of History. BA College of William and Mary; MA American University; PhD University of Virginia

**Sarah Lindley (2001)**, Arcus Social Justice Leadership Professor of Art and Art History. BFA New York State College of Ceramics at Alfred University; MFA University of Washington

**Brittany S. Liu (2014)**, Associate Professor of Psychology. BA Claremont McKenna College; MA, PhD University of California, Irvine

**Morgan Loechli (2023)**, Assistant Professor of Physics. BS Dickinson College, PhD University of Michigan

**Christopher J. Ludwa (2017)**, Associate Professor of Music and Music Director of the Kalamazoo Bach Festival. BMEd, MM, DMA Indiana University

**Katie MacLean (2002)**, Associate Professor of Spanish. BA Dalhousie University, Halifax; MA Queen's University, Kingston, Ontario; PhD Duke University

**Amy MacMillan (2012)**, L. Lee Stryker Associate Professor of Business Management. BA Colgate University; MBA Harvard University

**Ivett López Malagamba (2017)**, Associate Professor of Spanish. BA, PhD University of California, Berkeley

**Alyssa Maldonado-Estrada (2018)**, Marlene Crandall Francis Associate Professor of Religion. BA Vassar College; MA, PhD Princeton University

**Elizabeth A. Manwell (2004)**, Sally Appleton Kirkpatrick Professor of Classical Studies. BA Ohio State University; MA University of Cincinnati; PhD University of Chicago

**Josh Morris (2024)**, Visiting Assistant Professor of History; B.A. University of California, Santa Barbara, M.A. California University, Pomona, Ph.D. Wayne State University

**Andrew Mozina (1999)**, Professor of English. BA Northwestern University; MA Boston University; MA, PhD Washington University

**Koffi Nomedji (2024)**, Assistant Professor of Anthropology & Sociology; BA, University Lome Togo; MA Economics, Oklahoma State University; PhD, Duke University

**Eric D. Nordmoe (1996)**, Professor of Mathematics. BA, MBA University of Chicago; PhD Northwestern University

**Stephen Oloo (2015)**, Associate Professor of Mathematics. BA Amherst; MA, PhD University of Massachusetts

**Jennifer Perry (2010)**, Visiting Assistant Professor of Psychology. BS St. Olaf College; PhD University of Minnesota

**Taylor G. Petrey (2010)**, Professor of Religion. BA Pace University; MTS, PhD Harvard University Divinity School

**Sohini Pillai (2021)**, Assistant Professor of Religion. BA Wellesley College; MA Columbia University; PhD University of California Berkeley

**Nick Polanco (2024)**, Visiting Assistant Professor of Computer Science; BS DePauw University, PhD Michigan State University

**Lanford J. Potts (1997)**, Professor of Theatre Arts. BA Valparaiso University; MFA Michigan State University

**Michael Powers (2023)**, Assistant Professor of German Studies. BA New College of Florida, MA, PhD, Brown University

**Ren Pruis (2000)**, Professor of Theatre Arts. BA Western Michigan University; MFA American Conservatory Theatre

**Thomas W. Rice (1993)**, Robert and Jo-Ann Stewart Professor of Art. BFA Tyler School of Art, Temple University; MFA University of Georgia

**Mark J. Riley (2007)**, Head Coach of Men's Tennis with the rank of Instructor in Physical Education, and Director of USTA Boy's 18 and 16 National Championships. BA Kalamazoo College

**Rochelle Rojas (2018)**, Assistant Professor of History. BA, MA University of Florida; MA PhD Duke University

**Santiago Salinas (2015)**, Associate Professor of Biology. BA College of the Atlantic; PhD Stony Brook University

**Shanna M. Salinas (2011)**, Associate Professor of English. BA University of California, Los Angeles; MA, PhD University of California, Santa Barbara

**Manfa Sanogo (2021)**, Assistant Professor of French. BA Universite D'Abidjan, Universite de Strasbourg; MA University of Wisconsin-Milwaukee; PhD Florida State University

**Kathryn Sederberg (2017)**, Lucinda Hinsdale Stone Associate Professor of German Studies. BA St. Olaf College; PhD University of Michigan

**Babli Sinha (2008)**, Professor of English. BA Washington and Lee University; MA Indiana University; MA, PhD University of Chicago

**Amy L. Smith (2002)**, Professor of English. BA Allegheny College; MA, PhD University of Illinois, Urbana-Champaign

**Dominique Somda (2024)**, Assistant Professor of African Studies; BA, MA, University Clermont Auvergne; MA, University Paris Nanterre, PhD, University Paris Nanterre

**Regina Stevens-Truss (2000)**, Dorothy H. Heyl Professor of Chemistry. BA Rutgers University; PhD University of Toledo

**Clara Stuligross (2024)**, Assistant Professor of Biology; BA, Earlham College, PhD, University California Davis

**Charles A. Stull (1996)**, Senior Instructor in Economics and Business. BA Northwestern University; MS, PhD candidate University of Wisconsin, Madison

**Noriko Akimoto Sugimori (2009)**, Associate Professor of Japanese Language and Literature. BA Toyama University, Japan; MA Columbia University; MA Michigan State University; PhD Boston University

**Siu-Lan Tan (1998)**, James A. B. Stone College Professor of Psychology. BMus Pacific Union College; MA, PhD Georgetown University

**Quincy Thomas (2021)**, Assistant Professor of Theatre Arts. BS Bob Jones University; MA, PhD Bowling Green State University

**Blakely Tresca (2018)**, Robert F. and Harriet G. Varney Assistant Professor of Chemistry. BA Trinity University; MS, PhD University of Oregon

**Ambuldeniyage Darshana Udayanganie (2021)**, Assistant Professor of Economics. BS University of Peradeniya, Sri Lanka; MS University of Maine at Orono; MA, PhD University of New Hampshire, Durham

**Enid M. Valle (1989)**, Professor of Spanish. BA University of Puerto Rico; MA, PhD University of Michigan

**Sandino Vargas-Pérez (2018)**, Herbert H. and Grace A. Dow Associate Professor of Computer Science. BS Pontificia Universidad Católica Madre y Maestra; MS, PhD Western Michigan University

**Carlos Vazquez-Cruz (2022)**, Assistant Professor of Spanish. BA University of Puerto Rico; MFA New York University; PhD University of North Carolina Chapel Hill

**Francisco J. Villegas (2016)**, Arcus Social Justice Leadership Associate Professor of Anthropology and Sociology. BA University of California; MA San José State University; PhD University of Toronto

**Cecilia Vollbrecht (2023)**, Assistant Professor of Chemistry. BS Centre College; PhD University of Wisconsin-Madison

**Leihua Weng (2019)**, Associate Professor of Chinese Language and Literature. BA Zhejiang University; MA Peking University; PhD University of South Carolina

**Brian Michael White (2021)**, Assistant Professor of Japanese. BA University of Pennsylvania; PhD University of Chicago

**Dwight A. Williams (2015)**, Associate Professor of Chemistry. BS Coastal Carolina University; PhD Virginia Commonwealth University

**David Wilson (2017)**, Associate Professor of Physics. BS Michigan Technological University; MS, PhD University of Michigan

**Amanda C. Wollenberg (2014)**, Associate Professor of Biology. BA St. Olaf College; PhD University of Wisconsin-Madison

**Michael S. Wollenberg (2014)**, Associate Professor of Biology. BA Swarthmore College; PhD University of Wisconsin-Madison

**Ruyuan Yang (2024)**, Visiting Instructor Chinese; BA Unnan Normal University, China, MA Beijing Language and Culture University

## **Administration**

**Bela Agosa, (2016)**, Director of the Writing Center. BA Kalamazoo College

**Lisa Ailstock, (2005)**, Director of Health Center and Physician Assistant. BS Western Michigan University

**Alejandro Alaniz (2023)**, Assistant Director in the Center for Career and Professional Development. BA Kalamazoo College

**Todd Auspitz (2024)**, Facilities Project Manager. BA Davenport University

**Jen Bailey (2016)**, Fitness and Wellness Director. BS MA MBA Western Michigan University

**Tim Baker (1999)**, Director of Advancement Services. MA Western Michigan University

**Jessica Ballow (2023)**, Assistant Athletic Trainer. BS Heidelberg University ME Valdosta State University

**Hillary Berry (2008)**, Library Circulation Supervisor. BA Western Michigan University, MLIS University of Pittsburgh

**Amanda Bidinger (2022)**, Assistant Director of Development. BA Western Michigan University

**Reneé Boelcke (2014)**, Associate Vice President for Human Resources BA, Central Michigan University

**Carolina Brito (2024)**, Therapist/Training Director. MS Grand Valley State University

**Andrew Brown (2016)**, News & Social Media Director. BA University of Wisconsin-La Crosse

**Chris Buckhold (2018)**, Maintenance Manager.

**Elizabeth Candido (2008)**, College Chaplain and Director of Religious Life. BA Kalamazoo College; MDiv Harvard Divinity School

**Robert Caruthers (2021)**, Business Intelligence Developer. BA University of Georgia

**Desma Claudill (2001)**, Manager of Donor Relations

**Hunter Causie (2023)**, Area Coordinator. BA MA Adrian College

**Lesley Clinard (2004)**, Director of Academic Advising. BA University of Michigan

**Candace Combs (2014)**, Learning Support Specialist and ESL Coordinator. MA University of Kansas

**Ethan Cutler (2018)**, Digital Services Librarian. BS Grand Valley State University MLIS Wayne State University

**Jeffrey Dancer (1997)**, Network Administrator. BS Western Michigan University

**Tala Davidson (2011)**, Advancement Data Analyst. BA Kalamazoo College; MS Temple University

**Rob Davis (1998)**, ERP System Administrator. BS Western Michigan University

**Brian Dietz (2007)**, Associate Vice President for Student Development. BA Mount Union College; MA Bowling Green State University; Ph.D. Western Michigan University

**Jennifer DiGiuseppe (2015)**, Operations Manager for Constituent Giving. BA Hope College

**Mikka Dryer (2023)**, Assistant to the President and Assistant Secretary of the Board of Trustees. AA Kellogg Community College

**Kelli Duimstra (2017)**, Softball Head Coach. BA Hope College MS Cornerstone University

**Matthew Ellenbest (2021)**, Assistant Baseball Coach. BA Morehead State University

**Anne Engh (2013)**, Director of Biology Lab. BS Iowa State University; PhD Michigan State University

**Jazmyne Fannings (2023)**, Admission Counselor. BA Kalamazoo College

**Greta Farley (2022)**, Outdoor and Environmental Center Coordinator. BA Kalamazoo College

**Teresa Fiocchi (2018)**, Operations Manager and Administrative Assistant to the VP and Director of Admission.

**Jarred Fitch (2022)**, Director of Chemistry Labs. BS Michigan State University

**Jess Fowle (2019)**, Director of Grants, Fellowship and Research. BA Kalamazoo College

**Sarah Frink (2019)**, Director of College Marketing and Communication. BA Allegheny College

**Kelly Frost (2018)**, Reference Librarian. BA Wittenberg University; MLS Queens College

**Nicholas Giard (2019)**, Head Coach, Men's Basketball. BA Michigan State University; MA University of South Florida

**Sarah Gillig (2017)**, Academic Support Specialist. BS ME University of Toledo Community

**Beau Godkin (2021)**, Admission Counselor. BA Kalamazoo College

**Jorge Gonzalez (2016)**, President. BA Monterrey Institute of Technology. MA PhD Michigan State University

**Marsha Griggs (2023)**, Director of Administrative Systems. AD Davenport University MA Grand Valley State University

**Victor Guerra Lopez (2021)**, Admission Counselor. BA Kalamazoo College

**Jane Hoinville (2008)**, Prospect Research Analyst. BA Polytechnic of North London; MA University of Sheffield

**Brandon Homan (2022)**, Associate Controller. AS North Central College

**Christy Honsberger (2007)**, Senior Associate Director for Alumni Relations. BS, MA Western Michigan University

**Jory Horner (2011)**, Director of Land Sea and Outdoor Programs. BS Oregon State University-Cascades

**Maxine Horton (2022)**, Assistant Director of the Kalamazoo College Fund. BA Kalamazoo College

**MJ Huebner (2020)**, VP Admission and Financial Aid. BA Cornell University

**Michele Intermont (1998)**, Associate Provost & Associate Professor of Math. MS PhD University of Notre Dame

**Karen Isble (2020)**, VP College Advancement. MM University of Michigan, MA Harvard University

**Tanya Jachimiak (2022)**, Director of Gender Equity and Access. BA University of Illinois at Chicago; JD DePaul University

**Dana Jansma (2000)**, Dean of Students. BA Hope College; MEd University of Vermont

**Saiko Jawo-Smalla (2024)**, Digital Media Specialist. BA Cornerstone University

**Danette Johnson (2019)**, Provost. BA MA West Virginia Wesleyan College, MA PhD Northwestern University

**Sarah Kerry (2022)**, Assistant Director of Development. BA MA Western Michigan University

**Dan Kibby (2016)**, Enrollment Systems Manager. BA Kalamazoo College

**Nicole Kragt (2008)**, Registrar. BS, MA Western Michigan University

**John Krajacic (2008)**, Assistant Coach, Football. BA Kalamazoo College

**Kelly Kribs (2017)**, Center for International Programs Administrative Manager. AA Kalamazoo Valley Community College

**Adam Kubiak (2022)**, Assistant Dean of Students. MA Western Michigan University

**Logan Laberge (2022)**, Head Swimming and Diving Coach. BA The College of Wooster; MS Miami University

**Jill Leibforth (2024)**, Head Coach for Women's Soccer. BA MA Loras College PhD University of Western States

**Morgan Lemner (2024)**, Head Coach for Volleyball. BA Alverno College MAE Carthage College.

**Suzanne Lepley (1998)**, Director Alumni Engagement. BS Western Michigan University

**Jenna LeRoy (2023)**, Director of Finance. BA MBA Davenport University

**Milan Levy (2023)**, Program Coordinator. BA Kalamazoo College

**Alayna Lewis (2014)**, Center for International Programs Associate Director. BA Michigan State University; MPA Cornell University

**Kathryn Lightcap (2000)**, Graphic/Media Designer. BA, MBA Western Michigan University

**Susan Lindemann (2018)**, Associate Vice President for Facilities Management. BS MS Western Michigan University

**Rachel Love (2021)**, Director of the SBE Learning Center. BS MS Grand Valley State University

**Josh Lull (2007)**, Programmer/Analyst. BA Davenport University

**Don Mack (1986)**, Technical and Media Services Director. BS Western Michigan University

**Hunter Magrum (2021)**, Area Coordinator. BA MA University of Toledo

**Rod Malcolm (1999)**, Senior Associate Director of Admission. BS Fitchburg State College

**Haley Mangette (2019)**, Assistant Director for Student Success for Wellness. BA Tiffin University; MA Heidelberg University

**Jerrica Marietti (2024)**, Admission Counselor. BA Alma College

**Lizbeth Mendoza Pineda (2016)**, Center for International Programs Assistant Director. BA Kalamazoo College

**Shannon Milan (2019)**, Director of Admission. BA Kalamazoo College

**Andy Miller (2014)**, Associate Vice President of Development. BA Kalamazoo College

**Katie Miller (2011)**, Associate Athletic Director for Compliance and Senior Women Administrator. BA Mount Union College; MEd Bowling Green University

**Valerie Miller (2013)**, Career and Professional Development Director. BA University of Michigan. MS Boston University

**Sashae Mitchell (2024)**, Director for the Center for Civic Engagement. BA Kalamazoo College

**Josh Moon (2015)**, Educational Technology Specialist. BA Michigan State University MA PhD Ohio University

**Kayleigh Morris (2022)**, Alumni Events Specialist.

**Kyle Morrison (2019)**, Head Men's and Women's Cross Country and Track Coach. BA Hope College, Ph.D. Michigan State University

**Juan Muniz (2020)**, Student Accounts Coordinator. BBA Western Michigan University

**Lisa Murphy (2010)**, Archivist. BA Kalamazoo College; MLIS Simmons College; MSc University of Edinburgh

**Mark Murphy (2010)**, Head Coach for Women's Tennis. BA Coe College

**Becca Murphy (2011)**, Dean of Financial Aid. BA Coe College

**Stefan Nash (2018)**, Systems and Networking Specialist.

**Maria Newhouse (2021)**, Director of Corporate and Foundations. BA MSW MA Western Michigan University

**Stacy Nowicki (2000)**, Library Director. BA Oberlin College; MM Northwestern University; MLIS Dominican University; PhD Nova Southeastern University; JD Thomas M. Cooley Law School

**Kyle Oberhill (2009)**, Head Diving and Assistant Swim Coach.

**Lindsay O'Donohue (2008)**, Senior Director of Constituent Giving. BA Western Michigan University

**Abosede Odukoya (2023)**, Hornet Hub Advisor. BA University of Sunderland MA Western Michigan University

**Michael Ott (2012)**, Head Coach for Baseball. BA Calvin College; MA Western Michigan University

**Jaakan Page-Wood (2008)**, Media Producer and Studio Instructor. BA Michigan State University

**Laurel Palmer (2009)**, Director for the Kalamazoo College Fund. BS Cedar Crest College; MA Michigan State University

**Ryan Patterson (2022)**, Residential Area Coordinator. BA Western Michigan University; MS Indiana State University

**Erica Pearson (2023)**, Counseling Center Director. BA MA Oakland University PhD Western Michigan University

**Sarah Pelyhes (2024)**, Admission Counselor. BA Hope College MA Universidad De Alcala De Henares

**Jared Pittman (2020)**, Assistant Director of Admission. BA Kalamazoo College

**Holden Price (2023)**, Director of Golf. BS Ferris State University

**Robin Rank (1999)**, Reference Librarian. BA Kalamazoo College; MLS University of Michigan

**Sally Read (2019)**, Associate Director of Student Involvement. BA Kalamazoo College, Ph.D. Michigan State University

**Vincent Redko (2014)**, Men’s Lacrosse Head Coach. BA Ursinus College; MS Misericordia University

**Zoe Reyes (2023)**, Admission Counselor. BA Kalamazoo College

**Aaron Rice (2016)**, Assistant Football Coach. BA Kalamazoo College MA Western Michigan University

**Mark Riley (2007)**, Head Coach, Men’s Tennis with the rank of Instructor in Physical Education, and Director of USTA Boy’s 18 and 16 National Championships. BA Kalamazoo College

**Graison Ringlever (2024)**, Head Coach for Women’s Lacrosse. BS Northern Michigan University

**Stephanie Robison (2019)**, Communications and Process Manager. BA Michigan State University

**Calvin Ruff (2023)**, Counselor. BA University of Michigan MSW Western Michigan University

**Hilari Sabo (2023)**, Payroll and Accounting Associate.

**Kelly Schneider (1985)**, Associate Director of Financial Aid

**Raechel Scholz (2016)**, Assistant Registrar. BA Michigan State University

**Craig Simpson (2016)**, Creative Director. BFA Kendall College of Art and Design

**Kirsten Sluyter (2023)**, Theatre Company Manager. BA Western Michigan University

**Karen Sisson (2020)**, VP for Business and Finance. MBA University of Chicago, MA Fuller Theological Seminary

**Aaron Smith (2005)**, Systems Administrator

**Malcolm Smith (2021)**, Vice President for Student Development and Dean of Students. BS ME Ohio University

**Sara Stockwood (2013)**, Center for Environmental Stewardship Director. BS University of Maine; MS Texas State University

**NaShera Sutton (2012)**, Center for International Programs Operations Coordinator.

**Richard Sylvester (2016)**, Assistant Director of Experiential Learning. BA MA Andrews University

**Debbie Thompson (2000)**, Director of the Bookstore and Mail/Copy Center. BA Western Michigan University

**Lisa VanDeWeert (2022)**, Vice President for Business and Finance. BS State University of New York College at Oswego

**Alicia VanNocker (2023)**, Associate Director for the Kalamazoo College Fund. BA Grand Valley State University

**Mitchell Walters (2022)**, Assistant Director of Athletic Communication. MA Minnesota State University

**Todd Watson (2022)**, Associate Vice President of Information Services and Chief Information Officer. BA University of Texas at Austin

**Marcie Weathers (1999)**, Administrative and Custodial Services Manager, Facilities Management. AAS Denver Technological College

**Tara Webb (2016)**, Director of Institutional Research. BA MA PhD Southern Illinois University

**Kathleen White (2014)**, Head Athletic Trainer. BS University of Wyoming; MS Western Michigan University

**Clay Whitehead (2019)**, Defensive Coordinator. BS Lake Superior State University; MA Western Michigan University

**Steven Wideen (1998)**, Sports Information Director. BA Cornerstone College

**Margaret Wiedenhoft (1998)**, Executive Director of the Center for International Programs. BA Emory University; PhD Western Michigan University

**Emily Williams (2022)**, Executive Director for the Arcus Center for Social Justice Leadership. BA Depaul University

**Wraegen Williams (2020)**, Director of Careers in Health and Medicine and Executive Director of Heyl Scholarship. MEd Northeastern University, PhD Virginia Commonwealth University

**Miasha Wilson (2013)**, Human Resources Manager. BA University of Michigan; MA Marygrove College

**Hannah Wolfe (2024)**, Outdoor Leadership Training Center Coordinator. BA Kalamazoo College

**Rachel Wood (2009)**, Associate Director for Career and Professional Development. BA, MA Western Michigan University

**Samantha Woods (2021)**, Assistant Athletic Trainer. BS Eastern Michigan University

**Kali Wood-Schranz (2019)**, Counselor. BA MSW Western Michigan University

**Molly Wunderlich (2022)**, Accounting Manager. MS University of Michigan

**Kathryn Yeckley (2008)**, Assistant Director of Financial Aid. BA Hope College MLA University of Michigan

**Tim Young (2005)**, Campus Safety Director. BA Spring Arbor College

**Peter Zillmann (2000)**, Director of Cybersecurity Security. BS Western Michigan University

**Carolyn Zinn (2003)**, Director of Web Services. BA Kalamazoo College; MA University of Michigan

**Allison Zorbo (2018)**, Publications Project Manager. BS University of North Alabama

**Jamie Zorbo (2007)**, Athletic Director and Head Football Coach. BA Kalamazoo College; MBA Western Michigan University

## **Alumni Leadership**

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## Curriculum

### Kalamazoo Curriculum

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

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

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

### Exploration Across the Liberal Arts

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

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

## Shared Passages

All students take three Shared Passage courses.

First-Year Seminars constitute the gateway to the K-Plan and to college life for entering students and serve as the foundation of the Shared Passages Program. Offered in the fall quarter, these Seminars are designed to orient students to college-level learning practices, with particular emphasis on critical thinking, writing, speaking, information literacy, and intercultural engagement. In keeping with Kalamazoo College's emphasis on intercultural education and social justice, they aim to engage students in the study of significant social and historical differences. They integrate collaborative and group work, research strategies, and effective discussions, all promoting active, engaged learning.

Additionally, the seminars are structured to improve students' overall writing proficiency. The seminars' overall goal is to help students find and develop a voice through writing, speaking, analytical reading, and discussion. They are intended to help each student's writing improve and to provide all students with the knowledge, tools, and practices that will serve them in college-level writing. Seminars include a variety of types of writing: for example, response papers, essays, structured reflection, journals, art reviews, reading summaries, research reports, annotated bibliographies, etc. Additionally, students complete frequent, short assignments, with ample feedback and opportunities for revision, emphasizing a variety of types of writing.

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

Transfer students and students who do not pass the First-Year Seminar must work with the Registrar's Office who will, in consultation with the Associate Provost and Dean of the First Year Class, determine how the First-Year Seminar requirement will be met.

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

Students who transfer to the College after the sophomore year and students who do not pass the sophomore seminar must work with the Registrar's Office who will, in consultation with the Associate Provost and Dean of the Sophomore Class, identify an appropriate substitution.

Senior-level courses in the Shared Passages Program focus on integrating students' Kalamazoo College experiences and preparing them for lives beyond 'K.' Disciplinary senior seminars integrate students' experiences inside and outside a particular major, while interdisciplinary senior seminars provide a liberal arts capstone experience, allowing students from a variety of majors to apply diverse aspects of their Kalamazoo College education to a specific topic or problem.

Students who do not pass their senior seminar may find that completion of their degree is delayed. They must work with the Registrar's Office, in consultation with the Associate Provost and Dean of the Senior Class, to identify an appropriate substitution. If the senior seminar was also a requirement for the major, the student must work with the department chair to determine what is required to complete the major.

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

### **Foreign Language Learning and Proficiency**

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

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

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

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

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

Students with a documented language learning disability should contact Disability Services regarding accommodations for fulfilling the language proficiency requirement for graduation.

### **Senior Integrated Project**

The Senior Integrated Project is the capstone of Kalamazoo College's program of liberal arts education, offering students the opportunity to make use of all of their experiences at the College, including a capacity for exploration and inquiry. The SIP is an occasion for independent or group scholarship, which may be in conjunction with an internship or other creative activity that results in a written report, performance, or exhibit. Rather than selecting only a subset of students to work on an honors project or thesis, the College considers such work a significant part of the education of all Kalamazoo College students and requires it of all seniors. The requirement is waived for students participating in 3/2 engineering programs, as they are not at the College for their senior year.

The Senior Integrated Project is a college graduation requirement, not a requirement for any department or program (except the Independent Interdisciplinary Major). The SIP requirement is often completed in the student's major department, but students may complete a SIP in any department or program of the College or outside of those areas with the approval of a faculty SIP supervisor. Departments and programs, or supervisors set their own requirements for senior projects done under their auspices, including the range of acceptable projects, the required background of students doing projects, the format of the SIP, and the expected scope and depth of projects. As a capstone experience, the SIP can build upon the student's previous coursework and other experiences or be an application of the critical thinking and liberal inquiry that form the basis of new learning. SIPs may be either one or two units, with the amount of credit to be determined by the student and the faculty SIP supervisor. In consultation with the faculty SIP supervisor, and within the constraints set by the relevant department or program, students determine their project's form and the environment in which it is to be pursued.

A number of departments and programs host symposia, recitals, exhibitions, or theatrical productions in which results of research or creative work are featured. The College reserves the right to archive student SIPs within academic departments, the Upjohn Library and/or an online digital archive, and to publish SIP titles and the titles of SIP presentations.

### **General Information about SIPs**

- Every senior must complete a Senior Integrated Project (SIP). Every SIP must have a faculty supervisor. SIPs may be completed within any department or program (including an Independent Interdisciplinary Major), or they may be completed outside of these areas.
- Each student must complete at least a 1-unit SIP. Departments and programs have the option of allowing or requiring a 2-unit SIP.
- A student may split a SIP between two departments, whether it be 1 or 2 units. In such cases, the student may have more than one faculty SIP supervisor.
- Since students cannot earn a SIP unit in the Spring of their senior year, they should wait no later than the Fall of their senior year before finding a SIP supervisor and identifying a project. Many departments or programs expect or require the process to begin even earlier than senior Fall.
- The SIP does not necessarily have to be done in the major department, although most SIPs are done in the major or in one or both departments of a double major. Some majors strongly encourage their students to do their SIP in the major. Many departments and programs have specific prerequisites that must be met before doing a SIP within that department or program.
- All departments and programs provide written guidelines or requirements for SIPs done within their disciplines, and those completed with non-departmental supervisors will negotiate such expectations at the start of the project. Ask your faculty SIP supervisor for guidelines early in the process. SIPs may take the following forms:
  - Research thesis or reading project culminating in review paper
  - Internship with a paper relating theory to practice
  - Laboratory or field research with a paper
  - Translation with appropriate explanation
  - Creative work culminating in an exhibition, performance, and/or written work

- Under extenuating circumstances, with approval of the Department or Program Chair, IIM committee, or non-departmental SIP supervisor (in collaboration with the Associate Provost), advanced coursework at Kalamazoo College or another institution may be substituted for the SIP
- Potential faculty SIP supervisors are not obliged to approve every SIP proposal that is presented to them. You may have to meet certain prerequisites, or you may have to adjust your ideas or modify your proposal, before it gains the approval of a SIP supervisor. Identify a SIP supervisor early in the process and then work with that person to develop a project that will be interesting, significant, and meaningful to you.

### The SIP Quarter

- Students may conduct SIP work over the summer (as part of an extended fall term), during the fall quarter, or during the winter quarter.
- The SIP quarter will be included in any financial aid package you already receive. A SIP is charged as part of a regular quarter load (2 to 4 units of course work carries the same tuition fee). A summer SIP will be registered in the Extended Fall term and included in the Fall tuition billing.
- Students may not overload while working on their SIP. With the exception of performance-based SIPs in specific departments, which may have partial units spread over multiple quarters, students will have at least one “SIP quarter” in which at least one unit is devoted to the SIP. During this term students may take no more than 2 non-SIP courses (not counting partial credit courses). Students completing performance-based SIPs will have the term in which the greatest percentage of their SIP is registered designated as their SIP quarter and may not overload in this quarter.

Sip Units	Maximum Additional Coursework Allowed
1 Unit Summer SIP	3 courses (up to 3.9 units) in Fall
2 Unit Summer/Fall SIP	2 courses (up to 2.9 units) in Fall
2 Unit Summer/Winter SIP	3 courses (up to 3.9 units) in Fall; 2 courses (up to 2.9 units) in Winter; Summer component must be finished before Fall term
1 Unit Fall SIP	2 courses (up to 2.9 units) in Fall
2 Unit Fall SIP	1 course (up to 1.9 units) in Fall
2 Unit Fall/Winter SIP	2 courses (up to 2.9 units) each in Fall and Winter
1 Unit Winter SIP	2 courses (up to 2.9 units) in Winter

Sip Units	Maximum Additional Coursework Allowed
2 Unit Winter SIP	1 course (up to 1.9 units) in Winter
Multi-term Performance SIP in Art or Music	Depends on portion of SIP unit registered each term

### SIP Registration Policies

The SIP counts as one or two course unit(s) for the term(s) during which it is counted, but the SIP is registered via a separate process from class registration. The SIP registration process involves an electronic form on the Registrar's Website, which must be submitted to the Registrar's office by the student herself/himself. This electronic form has its own set of deadlines:

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

- Some departments may also require a *SIP proposal* or *contract*, which should be submitted to your SIP department. Your department's SIP contract deadline may be earlier than the normal SIP registration deadline, in which case it is recommended that you turn your SIP registration form in to the Registrar's Office at the same time that you submit the contract to your department. Some departments require all SIP proposals to be submitted in the spring. **Submitting a SIP proposal to your department does not constitute registration for your SIP; you must officially register by submitting a registration form to the Registrar's Office in order to receive a grade or earn credit for a SIP.**
- The SIP registration form requires your signature and the signature of your faculty SIP supervisor (the person who will evaluate and grade your work). Many departments also designate a SIP coordinator. Find out from your department who your coordinator will be.
- Any changes to SIP registrations must be made in the Registrar's Office by the end of the drop/add period of the quarter of registration (end of the first week of Fall quarter for Summer and Fall units; end of the first week of Winter quarter for Winter units). This includes dropping a SIP, changing your department or SIP advisor, changing the number of units, etc.
- After the end of the drop/add period, you may withdraw from a SIP as you would from any other class, and the SIP will appear on your transcript with a grade of W. The withdrawal period for

SIPs ends on Friday of the first week of the term following the SIP quarter (the end of the drop/add period for the following term).

- Overloading is not permitted during a SIP quarter. Work completed over the summer as part of an extended fall SIP is the exception; students with a summer SIP unit may either take up to 3 full-unit courses or 2 full-unit courses and a fall SIP unit during the regular fall term. (Registration above 3.9 units is considered an overload.)
- A student may not take 1 unit of SIP as their only course during a quarter unless that is the only unit they need to graduate.
- If a student drops, withdraws from, or fails a SIP, the original SIP advisor is not obligated to supervise a second SIP with that student.

### **SIP Deadlines for Students and Faculty**

- Each Department, Program, or IIM Committee is responsible for establishing and implementing specific SIP deadlines within the SIP quarter (the term in which the bulk of the work on the SIP is to take place). This may include deadlines for drafts, interim feedback, revisions, presentations, etc.
- For all SIPs, the final copy (i.e., no more revisions) is due to the SIP supervisor no later than Friday of second week of the term following the SIP quarter. For Summer SIPs, this means second week of the Fall quarter, even though Summer SIPs appear with the Fall registration. Students are expected to be completely finished with all work associated with the SIP by that time, with the possible exception of departmental or program symposia in later terms.
- Faculty shall submit Credit/No Credit grades by Friday of 6th week of the quarter following a registered SIP unit. For departments with partial SIP units extending into Spring, that partial unit grade is due by 6th week of the Spring quarter. A grade of Credit may be upgraded to Honors (e.g., after a Spring departmental symposium) until the end of Spring quarter.
- The time lag between students turning in completed SIPs and faculty deadlines for turning in grades should not be interpreted as extra time for students to make revisions to the SIP. Work on the SIP in a quarter in which the student is not registered for SIP credit is consider an “invisible overload” for the students and is against College policy.

### **SIP Grades**

- The SIP will receive a grade of Honors (H), Credit (CR), or No Credit (NC). If you complete a SIP in two departments, you may be graded separately by each department. The SIP grade is not included in the cumulative GPA calculation, though it is recorded on the academic transcript along with the title of the project. There are no college-wide rules regarding length or breadth of paper that determine the difference between a CR and an H; the grade is determined solely by evaluators within the academic department or program, with the input of any outside mentors the student may have consulted.
- Students who register for a 2-unit SIP but only complete enough work to earn 1 unit will receive a grade of CR for one unit and a grade of NC for the other unit. Faculty may also award a CR for one unit and an H grade for a second unit of a 2-unit SIP.
- An “In-Progress” notation (IP) indicates that a SIP is continuing beyond the end of the quarter.

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

### **PE/Wellness Unit**

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

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

## **Majors, Minors, and Concentrations**

### **Completion of a Major**

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

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

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

- Students may not double count a single course to meet multiple major or minor requirements (two different requirements for a single major or minor, requirements for two different majors or minors, or requirements for a major and a minor) except that requirements for the IAS major may be used to satisfy another major or minor. A single course may meet the requirements for a major and be a cognate course for another major or a minor.
- All courses taken in the major field of study and that major's associated cognates must be at C- or better.

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

## Minors

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

## Concentrations

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

## Outcomes of a Kalamazoo College Education

The mission of Kalamazoo College is to prepare its graduates to better understand, live successfully within, and provide enlightened leadership to a richly diverse and increasingly complex world. The entirety of the Kalamazoo College student experience, including deep knowledge in a chosen academic discipline, supports this mission. Institutional learning outcomes also advance this mission by enabling graduates to:

- Communicate effectively
- Address complex problems
- Collaborate successfully
- Demonstrate intercultural competency

## Degree Requirements

<i>#Units</i>	<i>Requirements</i>
<b>3 Units</b>	<b>Shared Passages Seminars</b>
<b>1 Unit</b>	<b>First-Year Seminar (SEM N 100-199)</b>
	First-Year Seminars do not satisfy major, minor, or concentration requirements.
<b>1 Unit</b>	<b>Sophomore Seminar (SEM N 200-299)</b>
	May be used to satisfy major, minor, or concentration requirements at the discretion of departments and programs.

<b>#Units</b>	<b>Requirements</b>
<b>1 Unit</b>	<b>Disciplinary or Interdisciplinary Senior Capstone (SEMN 400 – 499 or a course from any program numbered 490, – 494)</b>
	May be used to satisfy major, minor, or concentration requirements at the discretion of departments and programs.
<b>Up to 3 Units</b>	<b>Second Language</b>
	Demonstrated proficiency through the Intermediate Level (103 or 201, depending on the language).
<b>1 or 2 Units</b>	<b>Senior Integrated Project</b>
	1 unit minimum *
<b>1 Unit</b>	<b>Physical Education/Wellness</b>
	May be satisfied by completing activities, selected from physical education activity classes taken on campus or while on study abroad, intercollegiate sports, and Land/Sea.
<b>8-12 Units</b>	<b>Major</b>
	Every student must complete a major. Some students also choose to declare a minor, concentration, or second major, although those are optional. Some departments may require majors to pass a comprehensive exam to complete the major or graduate with honors. Majors, minors, and concentrations are described in the Academic Programs section of the catalog. Please consult those descriptions for requirements in those programs. A Minimum 2.0 cumulative GPA in major coursework is required for graduation.
<b>Residency, Unit, and GPA Requirements</b>	

<b>#Units</b>	<b>Requirements</b>
<b>36 Units</b>	<b>Minimum Required for Graduation</b> , not including PE activities
	A minimum of 18 full-unit courses must be completed at Kalamazoo College, including 6 of the last 12 academic units*. These minimum units exclude units earned on Study Abroad, study away (including GLCA programs), and inter-institutional registration.
<b>1 Unit</b>	<b>PE/Wellness activities</b>
<b>2.00</b>	<b>Cumulative GPA</b>

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

- Students may not double count a single course to meet multiple major or minor requirements (two different requirements for a single major or minor, requirements for two different majors or minors, or requirements for a major and a minor) except that requirements for the IAS major may be used to satisfy another major or minor. A single course may meet the requirements for a major and be a cognate course for another major or a minor.
- All courses taken in the major field of study and that major's associated cognates must be at C- or better.

### **Additional Key Curricular Components**

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

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

**Note about Skills:**

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

**Experiential Programs**

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

**First-Year Experience**

Kalamazoo College prides itself in its strong First-Year Experience (FYE) Program, which weaves together hands-on involvement, experiential learning, and mentorship within the context of a rigorous academic life. Key components of the program include Advising, First-Year Forums, First-Year Seminar, First-Year Experience (FYE) Mentors, and First-Year Residence Halls. With these pillars, the FYE helps K students to:

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

If you have any questions about FYE, please feel free to contact The Student Development Office 269.337.7209.

**Center for Career and Professional Development**

The mission of the Center for Career & Professional Development (CCPD) is to educate and empower Kalamazoo College students and alumni to discover their talents, build their professional networks, and apply their learning to meaningful lives after K. They serve the K community as the preeminent source for career discernment, preparation, and talent development.

To support students in their career development, the CCPD offers support for externships and internships in the summer months, and recruiting events, networking opportunities, and a variety of workshops in classes and at student organization meetings, and on- and off-campus events during the academic year. The CCPD's staff also offers services including individual coaching appointments, peer advising, career assessment tools, résumé and cover letter critiques, and practice interviews.

**Center for International Programs**

Every study abroad program at Kalamazoo College is unique, but each offers challenging course work in an education system whose values and methods reflect those of the local culture, opportunities for integrative cultural experiences, and structured opportunities for using the local language(s) both in and

out of the classroom. As the academic, language, and other specific qualifications differ from program to program, it is imperative that students carefully read the program descriptions and Study Abroad Policies and Procedures, available from the Center for International Programs (CIP).

### **Center for Civic Engagement**

During their careers at K, about two thirds of all Kalamazoo College students are actively engaged in the greater Kalamazoo area through community-based courses, student-led co-curricular initiatives, and paid summer Community Based Internships. Through the nationally recognized **Mary Jane Underwood Stryker Center for Civic Engagement (CCE)**, established in 2001, and sustaining long-term, reciprocal partnerships, students are involved in ongoing collaborative efforts to build a more equitable and civically engaged community. This takes place in over 10 different courses each year, and in ongoing programs that paid student Civic Engagement Scholars (CESs) lead and coordinate. Each week, about 100 K students work at community sites, through courses, volunteer activities, and paid positions—in fact, the CCE is one of the largest student employers on campus! In the summer, the CCE offers six-week, fully funded Community Based Internships in Kalamazoo with many of our partner organizations.

CCE opportunities address issues such as education equity, youth development, immigrant rights, voter education, food and reproductive justice, and neighborhood and City of Kalamazoo development. With over 40 community organizations and grass-roots groups, students serve as scholar activists who conduct research and outreach; develop community gardens; advocate for equitable public policy change; work with Kalamazoo Public School students and newcomer families; build awareness and take action for reproductive health and rights; voter engagement and more. We emphasize building sustainable and transformational social change for individuals and communities; we respect and promote both student agency and community voice. All students involved with CCE programs, within courses or in student-led programs, engage in structured reflection to make critical connections between civic engagement and learning, theory and practice, the global and the local, and to integrate these experiences into their individualized “K Plans.” All of our programs foster civic, academic, and personal growth within a social justice framework, and offer plentiful opportunities for student leadership and collaboration with communities.

### **Domestic Study Away Programs**

Kalamazoo College students who meet appropriate qualifications are eligible to apply for participation in a fine arts internship program in New York City or an internship program based in Philadelphia or Washington D.C. Students interested in study away programs should consult with the Center for International Programs.

## **Student Support and Services**

### **Academic Advising**

Advisors are academic mentors who notice what is happening to their advisees, pay attention to their academic progress, and help them work towards completing their degrees while identifying and fulfilling their goals. Academic advising at Kalamazoo College helps students develop plans compatible with their interests, abilities, and goals; design a course of on- and off-campus study; meet degree requirements; grow intellectually and personally; and make the most of their undergraduate education. All students must meet with their advisors before they are allowed to register for classes for the upcoming term. New students are assigned to an advisor whom they will begin working with during orientation. Students typically stay with their first advisor until they declare a major sophomore year, when they may opt to

change to an advisor in their major department. Departmental Student Advisors (DSAs) provide a student perspective on majors, minors, and concentrations.

### **Early Alert**

Kalamazoo College has had an Early Alert system in place since 1996. If faculty or advisors have concerns about a student's academic progress or engagement, they are asked to use the Early Alert system. Academic advisors are notified immediately of any reports regarding their advisees. The Early Alert Committee, a group of academic and student development administrators, meets regularly each term to review the reports and make plans for follow-up.

### **Student Health Center**

The Kalamazoo College Student Health Center welcomes all students and is staffed by physician assistants, registered nurses, and an office coordinator. Services include acute medical care, diagnosis and treatment of illness and injury, travel consultation and immunizations, gynecological care, and limited diagnostic testing. There is no fee for most services at the Student Health Center. Students are charged for in-house diagnostic tests, physical exams, some individual pre-travel consultations, immunizations, annual gynecology exams, some medications, supplies, nutritional counseling, and some treatments. The Student Health Center bills the College Insurance Plan directly. For all other insurances, we offer an insurance ready receipt for you to submit to your insurance carrier. If necessary, referrals are provided to outside medical care centers and specialist physicians. Medical supervision and after hours on call advice is offered by Western Michigan University Homer Stryker M.D. School of Medicine Family Practice Residency program. **Student Health Services does not provide medical excuses** for missed classes, exams, or assignments since medical conditions are confidential.

### **Counseling Center**

The Counseling Center provides a confidential setting where mental health professionals and interns help students understand and work through personal concerns. Our services include individual counseling, telehealth counseling, educational workshops, and referral to off-campus mental health professionals. Call K's 24/7 Support Line with any urgent needs at 833.646.1526.

### **Students with Disabilities**

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

## **Academic Programs**

### **Majors**

- Anthropology and Sociology
- Art History
- Art – Studio Art
- Biochemistry
- Biology
- Business
- Chemistry
- Classical Civilization
- Classics
- Computer Science
- Critical Ethnic Studies
- East Asian Studies
- Economics
- English
- French
- German
- Greek
- History
- Independent Interdisciplinary Major
- International and Area Studies
- Latin
- Mathematics
- Music
- Philosophy
- Physics
- Political Science

- Psychology
- Religion  
Quantitative Economics
- Spanish
- Theatre Arts
- Women, Gender, and Sexuality

## **Minors**

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

## **Concentrations**

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

## **Special Programs**

- 3/2 Engineering
- Complex Systems Studies
- Interdisciplinary Courses
- Language Courses
- Physical Education
- Shared Passage Seminars

## **African Studies**

Professors: Somda (Director)

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

In addition, students will develop a heightened awareness of the long-term and complex relationship between Africa and the West. A core curriculum of courses, coupled with study abroad opportunities and

an ongoing series of campus events including speakers, special programs, and visiting scholars, will provide students with a foundation for future work and/or study in African studies and related fields.

### **Requirements for the Concentration in African Studies**

#### **Number of Units**

Six units are required.

#### **Required Courses**

AFST/HIST 104 Introduction to African Studies

AFST/HIST 276 Civilizations of Africa

AFST/HIST 277 Contemporary Africa

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

AFST/POLS 248 Politics of Sub-Saharan Africa

AFST/HIST 273 Atlantic Slave Trade

AFST/HIST/RELG 274 Islam in Africa

AFST/ANSO 290 Africa in Global Context

AFST/FREN 445 Afro-Perspectives

ENGL 221 African Literature

ENGL 260 African Cinemas of Belonging

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

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

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

#### **African Studies Courses**

**AFST 104 Introduction to African Studies** This course introduces students to the history of Africa and its peoples, its activities and traditions in the medieval through the post-independence period. For purposes of organization, the course explores four major themes: Medieval Africa, Africa Meets the World, The Myth and Invention of Africa and Europe Meets Africa.

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

**AFST 273 Atlantic Slave Trade** This course examines the complex web of connections that linked together the various lives and fates of Africans, Europeans, and Americans via the Atlantic slave trade. It

analyzes the mode of enslavement of Africans by slavers in Africa, the experiences of slaves in the Middle Passage, and the impact of the trade on continental and Diasporan Africans. It also explores the role played by Africa-based abolitionist movements in ending the trade in Atlantic Africa.

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

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

**AFST 279 Special Topics in African History** Africa Confidential explores the relationships between secrets, the embodied practices of secret keeping, power, and the production of specialized knowledge in Africa. This course advances three related objectives: (1) Help student develop the analytical tools required to use compartmentalized knowledge in historical work; (2) build the capacity to assess conventional sources about the past and appraise the epistemological value of unconventional sources; and (3) habituate the interrogation of sources and narratives. With a focus on the frictions (and violence) attendant to the maintenance and policing of different types of secrets, this course uses specific case studies across space and time to explore the latent linkages between a source's content, secret provenance, historical context and circumstances of production and reproduction.

**AFST 279 ST: Decolonization in Africa** The course examines the growth of anti-colonial nationalism, the end of colonial rule, and post-independence in West and Southern Africa. It also identifies and illuminates the complex and contested aims of decolonization in these two regions. We will examine the different ways in which race, ethnicity, class, and gender shaped the African nationalist movement strategies and agendas, and how these identities continued to shape post-colonial state politics and societies. The course reviews these topics within specific African countries' contexts, including Southern Rhodesia/Zimbabwe, South Africa, Mozambique, Nigeria, and Ghana. We will also review these topics within specific non-African countries' contexts, including the United Kingdom, United States, Portugal, and Soviet Union.

**AFST 280 Geography of Africanness** This course examines African identities and experiences across diverse topographies and landscapes, drawing on interdisciplinary perspectives (from social and cultural anthropology to history and political geography). It explores the extension of Africanness, its intersections with Blackness, and diasporic experiences, with a focus on the concept of "thinking Africa from its edges." Through multiple scales of analysis—from individual lived experiences to global representations—the course unpacks African identities and territories. It examines spaces as both literal locations and vernacular metaphors for human experiences, analyzing forests, deserts, and oceans not just as physical landscapes but as symbolic tropes to imagine refuges, challenges, and connections. Combining theoretical texts with ethnographies and historical accounts, the course highlights diverse experiences and methodologies. It critically interrogates knowledge production, the categories used to make sense of different spaces, and how these are used to plan governance, ensure control, and organize resistance.

**AFST 290 Africa in Global Context** This course examines the ways that people and places on the African continent have been and continue to be connected to global dynamics and explores the implications of these past and present connections for people's lives as they are lived today. Must have taken ANSO-103.

**AFST 295 On Being Human in Africa**The course examines the multiple experiences of Africans (their racialized and gendered existences, their affective relations, their ways of relating to and caring for each other and the land) and explores what it means to think and write about Africa. The course examines representations and discourses including fiction, academic writing, and social media and considers new paradigms and innovative technologies. Sophomores only

**AFST 426 Lest We Forget: Memory and Identity in the African Diaspora**What is memory? What is identity? And how do we understand the relationship between these two concepts, particularly for communities once defined as commodities? Research suggests the significance of origins in the formation of individual and collective identity. However, for the African diaspora, origins and the memory associated with it are traversed by trauma and displacement engendered by slavery, the middle passage, and contemporary structural oppressions. This course explores the different ways memory is deployed by the African diaspora as both a protective and resistance apparatus to construct identity and support citizenship claims to their contemporary nation-states. Must have taken 1 ANSO 300-level course or with instructor permission.

**AFST 445 Afro-Perspectives**Today, the channels of knowledge production and distribution are heavily dominated by Western thinkers and institutions. As a consequence of that unequal relationship, voices from former colonial spaces, such as Africa, remain largely unacknowledged in scholarship even when such scholarship address circumstances specific to those marginalized spaces. This course uses a variety of media (comics, films, novels, songs, etc) to emphasize epistemic knowledge produced by African intellectuals about how Africans perceive, interact, and position themselves in relation to local and global questions such as fashion, immigration, diaspora, environment, feminism, race, Female Genital Cutting, etc. Course is taught in French. Must have taken FREN-301.

**AFST 455 Letters From the Francophonie**Fictional letters are powerful media through which authors explore themes of romance and friendship while also addressing various contemporary social issues such as otherness, climate and social activism, and racism. Using various texts (letters, film, social media) from across three centuries of French-language productions, this class surveys the milestones of the epistolary genre while also giving students the opportunity to hone their own writing and speaking skills in creative ways. Must have taken FREN-301.

### **AFST 498 Independent Study**

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

### **AFST 600 Teaching Assistantship**

## **American Studies**

Professor: Boyer Lewis (Director)

The concentration in American studies offers an interdisciplinary approach to the study of American culture. The concentration provides an excellent background for a wide variety of pursuits. Students will take six courses focusing on American institutions in fine arts, history, literature, music, political science,

psychology, sociology, and religion. The concentration also offers a focus on Native American and African American Studies.

### **Requirements for the Concentration in American Studies**

#### **Number of Units**

Six units are required.

#### **Required Courses**

One American History course: AMST/HIST 110 or 111

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

#### **Core Courses**

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

##### **History**

- AMST/HIST 110 History of the US I
- AMST/HIST 111 History of the US II
- HIST 201 Native American History
- HIST 202 African American History: Slavery and Resistance
- HIST 204 American Women's History to 1870
- HIST 205 American Women's History since 1870
- HIST 210/SEM 224 Exceptional America?
- HIST 211 History of Leisure and Recreation in America
- HIST 212 American Environmental History
- HIST 213 Unsettling Colonial America
- HIST 214 Revolutionary America
- HIST 215 Victorianizing America and Its Challengers
- HIST 217 Post World War II America
- HIST/RELG 218 The American Jewish Experience

##### **Literature and Fine Arts**

- AMST/ENGL 269 New World Narratives: American Literature 1500-1790
- AMST/ENGL 270 Reform and Renaissance: U.S. Literature 1790-1865
- AMST/ENGL 275 American Realisms: U.S. Literature 1865-1914
- AMST/ENGL 276 Modernism and Postmodernism: U.S. Literature 1914-Present

- AMST/MUSC 264 History of American Music
- ARTX 160 Art, Power, and Society
- ARTX 224 The 1960s
- ENGL 153 Reading the World: Classical Hollywood in a Global Context
- ENGL 220 African American Literature
- ENGL 222 U.S. Indigenous Literatures
- ENGL 230 U.S. Ethnic Literature
- ENGL 260 Studies in Film (depending on topic-contact director)
- ENGL 310 Constructing Blackness
- ENGL 323 Chicana/o Literature
- ENGL/SEM 491 Building the Archive: Baldwin & His Legacy
- ENGL/SEM 492 Advanced Literary Studies: American Indian Literature & Law
- MUSC 165 Jazz: A Creative and Cultural Experience
- MUSC 204 Intellectual Flows of Black Music
- MUSC 205/SEM 256 Music and Identity
- THEA 155 Introduction to African American Theater

### **Politics**

- POLS 105 Introduction to U.S. Politics: Theory and Practice
- POLS 220 Voting, Campaigns, and Elections
- POLS 225 Constitutional Law
- POLS 229 Race, Law, and U.S. Politics
- POLS 230 Congress and the Presidency
- POLS 263 American Political Theory
- POLS 285 United States Foreign Policy

### **Society**

- ANSO 103 Introduction to Society and Culture
- ANSO 220 The Family
- ANSO/SEM 226 Theory in Action
- ANSO 236 Race and Racism
- ANSO 270 Communities and Schools

- ANSO/SEMN 292 Development and Dispossession
- ANSO 322 Prisoners and Detainees
- HIST/RELG 218 American Jewish Experience
- PSYC 230 Psychology of Prejudice
- RELG 123 Catholics in the Americas
- RELG 205 Religion and Masculinity in the U.S.
- RELG/SEMN 220 Bad Religion
- RELG 222 Urban Religion

Students interested in Native American Studies should take: ENGL 222 and 435, HIST 201 and 216, and RELG 123, among other offerings. Students interested in African American Studies should take: ANSO 236, ENGL 220, 310, and 491, HIST 202, MUSC 165 and 310, POLS 229 and 315, RELG 222, and THEA 155, among other offerings.

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

### **Senior Integrated Project (SIP)**

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

### **American Studies Courses**

**AMST 110 History of the United States I** This course will examine the American experience from multiple perspectives, concentrating on how Native Americans, Europeans, and Africans all helped shape American culture from the first contact of Native Americans with Europeans through the end of the Civil War in 1865. We'll look at the rich and the poor, those living in the country and in the cities, the enslaved and the free, and the immigrant and the native-born.

**AMST 111 History of the United States II** This class provides a broad survey of American history since the Civil War. We will cover a variety of issues in this period, ranging from national and international politics to class, race, and gender relations, from economic and demographic developments to social and cultural changes.

**AMST 264 History of American Music** This course is a survey of the history and development of music in the United States, from precolonial musical practices through the present. The majority of the course will be devoted to trends in popular music in the U.S., though we will also devote time to sacred and concert music traditions, necessarily touching on the broader context of musical cultures in the Americas.

**AMST 269 New World Narratives: American Literature 1500-1790** A study of the different tales emerging from those indigenous to or settling "America." Texts include American Indian creation myths, European exploration narratives, Puritan poetry, captivity and slave narratives, and late 18th-century fiction and nonfiction. For the Historical and Cultural Breadth requirement, this course counts as a Pre-19th-Century course. A Reading the World course or instructor permission

**AMST 270 Reform and Renaissance US Literature U.S. Literature 1790-1865**A study of literature emerging during a period of significant cultural upheavals: the unsettling of indigenous populations, the movement of European populations westward, and the Slavery and Woman questions. Through an exploration of diverse texts, students will examine a literature shaped by an impulse to transform or reform pre-existing perspectives and genres. For the Historical and Cultural Breadth requirement, this course counts as a 19th-Century course.A Reading the Worlds course or instructor permission

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

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

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

**AMST 600 Teaching Assistantship**

## **Anthropology and Sociology**

Professors: Baptiste (chair), Evcimen, Garriga-López, Oliaei, Mowry, and Villegas

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

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

Students graduating with a major in Anthropology and Sociology will find this major relevant for careers not only in anthropology and sociology, but also for such related fields as human services, journalism,

law, medicine, public health, urban affairs, international development, government, business, and education.

### **Requirements for the Major in Anthropology and Sociology**

A minimum of nine courses, comprised of three core courses and six ANSO courses of the student's choosing. The six electives must include two 200-level classes, two 300-level classes, and two 400-level classes. One of the six elective courses may be taken off-campus.

#### **The Core (required)**

ANSO 103 Introduction to Society and Culture

ANSO 212 Quantitative Research Methods

ANSO 245 Qualitative Research Methods

### **Requirements for the Minor in Anthropology and Sociology**

#### **Number of Units**

A minimum of six courses, comprised of ANSO 103 and five ANSO courses of the student's choosing, at least two of which must be at the 300- or 400-level. One of the five elective courses may be taken off-campus.

#### **Required Courses**

ANSO 103 Introduction to Society and Culture

#### **Anthropology and Sociology Courses**

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

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

**ANSO 220 Special Topics: Anthropology & Sociology** This course will focus upon a topic in Anthropology and Sociology that is not addressed in the department's regular offerings. The course can be repeated with a different topic. Take ANSO-103

**ANSO 220 ST: World At Work** In this course, we will explore work practices of individuals and social groups in different sectors and societies with particular attention to how people form particular identities in various work processes while their work experiences also affect their lives outside of work. We will address the intersectionalities of class, racial and ethnic, and gender and sexual inequalities at work and explore pressing issues of the new economy such as job (in)security, work-life balance, health and

wellbeing, and family-work relations along with the formations of consent and resistance to work discipline. Must have taken ANSO-103.

**ANSO 220 The Family** This course examines the institution of The Family, primarily from a critical perspective. After situating The Family in cultural and historical structures of race/ethnicity, class, and gender, we explore the institution as a site for the production and reproduction of femininity, masculinity, and (hetero)sexuality. ANSO-103

**ANSO 220 Gentrification** This course will provide a survey of theories, historical studies, and debates on gentrification. We will first examine popular conceptualizations of gentrification. Students will learn about the application of the "revanchist" model of gentrification. We will then examine research studies that focus on new forms of gentrification from the Global South. In the context of the climate crisis, we will focus on environmental gentrification and how it affects working-class communities.

**ANSO 220 Chinatowns in the Americas** This course will provide a survey of theories and historical studies on immigration and the formation of migrant neighborhoods. We will first examine the formation of trans-Pacific Chinese American communities. We will then examine the 19th Century "coolie" trade to former European colonies in Latin America. Lastly, we will give focus on the formation and transformation of Chinatowns in large US metropolitan areas. In the context of the COVID-19 pandemic, students will learn about sexualized racial fears tied to public health concerns in late-19th Century US Chinatowns.

**ANSO 220 ST: Saving Humanity: The Ethics of Politics of Humanitarianism** The need to save humanity, alleviate human suffering, and inspire compassion for the "humanity" of others have become essential forces in contemporary global politics. Military interventions to help prevent war crimes or providing relief for people in need are instances where human rights activists and humanitarian nongovernmental organizations (NGOs) play an important role in shaping what it means to be human or have "humanity," whose suffering is legitimized, and who deserves care. Calling on the work of anthropologists, sociologists, and legal scholars, this course will surface assumptions of human rights work and humanitarianism and reveal the tensions they contain. We will examine the common origins and differences among human rights and humanitarianism, the transformations of transnational regimes of care, and the construction and reproduction of "humanitarian crises" as key elements in contemporary politics. The course covers topics such as human rights activism, refugees and forced displacement, transitional justice, and humanitarian intervention. ANSO-103

**ANSO 220 Media Ecologies** How do media technologies shape our lives? Do we bend our use of them to our own free will, or do media, in the words of one famous scholar, "determine our condition"? This course takes an "ecological" approach to media by considering equally how media technologies develop within specific cultural contexts and how technologies, once in regular use and "stable," shape cultures and social structures in turn—a "symbiosis" of technological and cultural development. After laying some theoretical groundwork, we survey the historical advent of technologies like the printing press, sound recording, photography, and film, interrogating the impacts of such technologies on everything from social structures to sensory perception. The remainder of the course delves into critical problems and "media ecologies" of the present day, from the engineering of urban landscapes to audiovisual surveillance networks to social media activism to virtual worlds, arriving at a richer understanding of how media operate as environments, and environments as media. Students will respond regularly to readings on forums, write several short ethnographic and critical reflection papers, and produce a mid-length, final research paper. Must have previously taken ANSO-103.

**ANSO 220 ST: North African Encounters: Society and Culture in Transnational Perspective**This course will focus upon a topic in Anthropology and Sociology that is not addressed in the department's regular offerings. The course can be repeated with a different topic. Take ANSO-103

**ANSO 220 Drugs and Social Reality**In this introduction to the sociological study of drugs, we will explore the interplay between drugs and society with a focus on social meanings attached to different drugs, their use, abuse, markets, and regulation. Drawing from scholarly research, journalism, and popular cultural productions, we will investigate how these social meanings have historically been and continue to be informed by power, prejudice, and profits. Topics and themes include crime and deviance, racism, class stratification, mental health, and medicalization. By developing a sociological framework for understanding the impact drugs and drug policies have on society, you will improve your abilities to analyze and interpret data, recognize bias and faulty reasoning, and evaluate public policies. You will develop and demonstrate these abilities through a final essay, an annotated bibliography, an art assignment, quizzes, and other in-class activities. Students must take ANSO-103 before taking this course.

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

**ANSO 226 Theory in Action: Context, Positionality And Practical Application**Theories have been described in different ways across social movements. They have been defined as integral to liberation, as ancestral legacies, as weapons, and/or as inhabiting our bodies and dictating our actions and knowledges. However, prominent ideas remain that describe theory as abstract and disconnected from reality, considering it an elite and privileged process while divorcing it from action. Nevertheless, all social movements are informed by theories that dictate an understanding of a problem and possible solutions. This course, through an examination of praxis, social movements, and intersectional literature, invites students to consider the ways theory served a key role in social justice projects like the Civil Rights Movement, Black Lives Matter, Mothers of East L.A., and tuition equity for undocumented migrants. Students will be exposed to hopeful and flexible theory that foregrounds the possibility of social change. Specifically, they will reflect on their own positionality as an entry point to understanding social problems and endeavor to put theory into practice, or as Aida Hurtado explains, deconstructing while reconstructing. Sophomores only

**ANSO 232 Nature & Society: Intro Pol. Ecology**This course will introduce students to the sub-discipline of political ecology, a field broadly concerned with the relationships between nature and social power. In other words, this course will focus on developing an understanding of how social relations and politico-economic systems produce environmental problems, structure access to natural resources, the resulting struggles over 'nature' and how and in whose interests these may or may not be resolved. Because the field is broad, the course has been structured into themes that we will explore each week. ANSO-103

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

analyzes how contemporary social institutions perpetuate racial inequality; and considers the landscape of modern racial politics. ANSO-103

**ANSO 240 Language, Culture and Society** This course examines the relationship among language, culture and society with a special emphasis on the social and cultural factors that affect our use of and attitudes towards language. By examining how language is used in different socio-cultural contexts from an anthropological perspective, we will explore not only how language use varies according to social contexts and social groups, but also the roles that different varieties of language play in the expression of social identity and the production and reproduction of stereotypes and power relationships. ANSO-103

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

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

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

**ANSO 272 Incredible India** This course will introduce students to a range of contemporary Indian Problems, from the modern Indian state and its economy to the hierarchical systems of caste, class and gender that structure modern Indian society. In addition to reading a range of texts from diverse disciplines such as history, anthropology, literature, and economics, students will also engage with primary texts. ANSO-103

**ANSO 280 Geography of Africanness** This course examines African identities and experiences across diverse topographies and landscapes, drawing on interdisciplinary perspectives (from social and cultural anthropology to history and political geography). It explores the extension of Africanness, its intersections with Blackness, and diasporic experiences, with a focus on the concept of "thinking Africa from its edges." Through multiple scales of analysis—from individual lived experiences to global representations—the course unpacks African identities and territories. It examines spaces as both literal locations and vernacular metaphors for human experiences, analyzing forests, deserts, and oceans not just as physical landscapes but as symbolic tropes to imagine refuges, challenges, and connections. Combining theoretical texts with ethnographies and historical accounts, the course highlights diverse experiences and methodologies. It critically interrogates knowledge production, the categories used to make sense of different spaces, and how these are used to plan governance, ensure control, and organize resistance.

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

**ANSO 290 Africa in Global Context** This course examines the ways that people and places on the African continent have been and continue to be connected to global dynamics and explores the implications of these past and present connections for people's lives as they are lived today. ANSO-103

**ANSO 292 Development and Dispossession** This course takes a critical approach to the study of development, focusing particular attention on the displacement and dispossession of local populations. Using contemporary case studies, we examine how neoliberal policies and practices play out in various development sectors, including agriculture, infrastructure, and the extractive industry, in both rural and urban spaces in the U.S. and around the world. This course is a Shared Passages Sophomore Seminar.

**ANSO 295 ST: Society on Film** This course will consider film as a vehicle for exploring and understanding the social world. As audiovisual media, films can provide compelling insights and evoke strong emotions, yet also potentially manipulate and deceive, possibly more than other media or methods. Therefore, we ask: how reliable are films as ways of knowing and seeing? We will learn to appreciate film as a guide and teacher, yet also sharpen our skepticism toward film the trickster. In the process, we will also deepen our understanding of multiple social and cultural issues through critically viewing and analyzing several narrative films from modern global cinema. Must have taken ANSO-103

**ANSO 295 Don't Stop the Music: Social Dimensions Of Musical Performance and Participation** We humans play, perform, and participate in music in countless different ways across diverse cultural contexts. In this course, we consider these modes of performance and participation in order to understand our own, largely unexamined and culturally-produced assumptions about music, broadly defined. In doing so, we aim to see more clearly how our own position in the social world conditions our experiences and interactions, both musically and more generally. We will pay especially close attention to how our ways of consuming, valuing, and performing music are shaped by race, ethnicity, class, gender, sexuality, and other dimensions of our social locations.

**ANSO 295 On Being Human in Africa** The course examines the multiple experiences of Africans (their racialized and gendered existences, their affective relations, their ways of relating to and caring for each other and the land) and explores what it means to think and write about Africa. The course examines representations and discourses including fiction, academic writing, and social media and considers new paradigms and innovative technologies. Sophomores only

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

**ANSO 320 Advanced Seminar: Special Topics in Anthropology and Sociology**A seminar for students who wish to explore significant issues in sociology or anthropology at a more advanced level. Topics may vary from year to year. ANSO-103 and one 200-level ANSO course

**ANSO 320 Far-Right and Opposition: Neoliberalism, Mobilization, Resistance And Alternatives**A specter is haunting the world; the specter of far-right politics. At the dawn of the 21st century, far-right politics have been on the rise in various societies, reflecting the relationships between deepening social inequalities and authoritarian politics. Yet, this moment also offers hope with increasing opposition and collective action. In this course, we will discuss recent works on political mobilization and social activism to develop critical perspectives on the rise of far-right politics. We will address recent discourses of conservative politics, youth radicalization in everyday life, and the organization of resistance in instances like the Black Lives Matter Movement. Must have taken ANSO-103 and at least one 200-level ANSO class.

**ANSO 320 Reel Blacks: Conversations in African American Visual Culture**Black identity on film has been formed and fractured by historical and political-economic forces both within and outside of the Black community itself and, more problematically, by those in control of the means of production (i.e. Hollywood). This course explores African American history, art and culture by drawing on a range of scholarly approaches including critical race theory, gender and sexuality studies, cinema studies, and visual anthropology, to name a few. This course will place African American films in conversation with theoretical, philosophical, historical and literary texts, and will provide conceptual frameworks for understanding film's relationship to reality, to other art forms, to audiences and individual viewers, as well as society at large. Must have taken ANSO-103 and 1 200-level ANSO class

**ANSO 320 Religion and Capitalism**Relationships between religion and capitalism influence our lives in multifaceted ways. Religion plays a crucial role not only in formation of identities, social interactions and communities but also in work experiences, political engagement and social activism. In this course, we will explore critical approaches to address how individuals and social groups both mediate and get affected by these dynamic affiliations between religion and capitalism. We will build on critical social theorists like Marx, Weber, Foucault, and Gramsci to focus on religious and neoliberal discourses at work, the role of religion in political mobilization and hegemony, and religion in resistance to capitalism. Must have taken at least one 200-level ANSO class.

**ANSO 320 In Pursuit of Justice Human Rights in Global Perspective**One of the most profound legacies of the 20th century has been the development of human rights as a safeguard against state violence and other crimes against humanity. Since the end of World War II, human rights have emerged as the dominant global concept to conceptualize social justice around the world. But what are human rights? What are their origins? What do we mean by "human" when we speak of human rights? And how does the universal framework of human rights accommodate cultural diversity and local interpretations of rights? This course examines the origins and expansions of human rights discourse, its impact on national formations, and its integration into local struggles. We will explore different perspectives about the nature, origin, development, and purpose of human rights, in addition to the issues that are raised by debates about these perspectives. Following an overview of the theories and treaties that comprise the international code of human rights, we will examine a series of case studies that illustrate how human rights have been applied in different global contexts. By examining various justice-seeking movements, such as indigenous rights, women's rights, and transitional justice activism, the course will look at how human rights have evolved over time in response to political and social changes. Must have taken ANSO-103 and 1 200-level ANSO class.

**ANSO 320 Social Policy and Social Justice** 200-level ANSO course. - Must be completed prior to taking this course.

**ANSO 322 Prisoners and Detainees** Prisoners and Detainees: Race, Citizenship, and Imprisonment: This course examines the ways laws and imprisonment have become means to discipline bodies imagined as dangerous, disposable, and detrimental to the state, in short, non-citizens. It specifically merges two social processes that define non-citizenship -the prison industrial complex and deportability- as mechanisms that actively prohibit entry into the space of belonging for those who are illegalized and strips citizenship from those who are criminalized. We will analyze illegalization and criminalization as social, political, and cultural processes that function to police, discipline, distinguish, and re/form the "other". ANSO-103 and one 200-level ANSO course

**ANSO 330 Water, Environment & Society** Water, Environment, and Society The world's water resources are widely considered to be in crisis. Water and society shape one another in a process of constant flux. The ways we value and manage water has implications for the environment, for our society, and for the flow of water itself. This course will examine major issues in comparative and international water policy, including water markets, privatization, dams and river basin management, environmental flows, social equity, and water governance. As such we will investigate the social processes of water management that transform water into an ecological resource, a hazard, a commercial product, or a vector for pollution. On the most part, we will focus our investigation on recent debates in the international arena, however, we will have a small section on applying these debates to our backyard case - the Kalamazoo River watershed. Some of the key questions that will guide our inquiry in this course are: Who controls water, why, and how? Who are the winners and losers of water management decisions? How do the ways we think about water influence decisions about its management? How might we make more just and equitable decisions about how to live with (and without) water? Take 1 200-level ANSO course.

**ANSO 345 Sexuality in the Digital Age** The constant presence of the internet at our fingertips has radically changed the ways in which we think, feel, and engage with sex - or has it? In this class we will examine relevant topics of pornography, sex work, pleasure, and apps used to find sexual partners in the context of our digital world. Students will learn about historical examples of sexuality and sexual cultures and norms that have changed and those that have remained consistent as sexual behavior moves back and forth between physical and digital space. ANSO-103 and one 200-level ANSO course

**ANSO 357 Immigrants and Exiles** From its classical reference to displaced communities as a result of wars of conquests or natural disasters to current movements of population across borders as a result of global capitalism, the concept of diaspora has accumulated an archive of academic and imaginative literature. This course, a comparative introduction to the study of diaspora, focuses on the development of diverse diasporic communities and their role on the current global stage. Our specific focus will be on how members of these communities stake their claims both to their home countries and to the countries in which they reside. ANSO-103 and one 200-level ANSO course

**ANSO 365 Humans and Non-Humans** What does it mean to be human? What is the history of the notion of the human, and who or what has been excluded from it? What does it mean to study non-humans through a humanistic frame? How can we know non-human beings? What kinds of knowledges exist at the edges of the discourse on the human? This course will introduce students to these issues through a combination of readings that engage with the field known as new materialisms to consider the ways in which the study of humanity has been challenged by new modes of thinking about being, producing situated answers to these questions. Must have taken ANSO-103 and any 200 level ANSO course.

**ANSO 395 Disasters in the Making**This course analyzes disasters as social, rather than purely "natural" phenomena. We will not deny the material dimensions of disaster events. We will, however, ask how political, economic, and cultural factors condition the likelihood of disaster (in its myriad forms), and how vulnerability to disaster-generated harm is not equally distributed across populations. We will consider how cognitive biases influence risk perception, and how communities recover from disasters after they occur. Finally we will examine how the media shape our interpretation of disasters. In short, we will consider how the causes, consequences, and understandings of disaster are socially and politically produced. Must have taken 1 ANSO 200-level course or with instructor permission.

**ANSO 410 Missionaries to Pilgrims: Diasporic Return**This course explores the synergistic relationship between Africa and its diaspora through an analysis of return voyages. From 19th century formerly enslaved Africans who returned home after emancipation to contemporary religious and ethnic pilgrims seeking connection with their African ethnicity and or spirituality; the meeting space between the diaspora and Africa represents a contested terrain. Because Africa and the diaspora are ideological and political constructs, the class will engage the ways these constructions are negotiated and deployed across space and time. We will pay particular attention to questions of belonging, identity, and place and moments of miscommunication as Africa seeks to claim its diaspora and the diaspora makes claims on Africa. 300-level ANSO course

**ANSO 422 Anticolonial & Antiracist Theory**What is the "anti" in Anti-Colonial theory and Antiracism? How have communities across the globe theorized their experience as colonial subjects both in their lands as well as in the heart of empire? This course serves as a platform to collectively review key writings in both of these tomes of literature. Students will look at the basic tenants for each theory as well as ways they have been utilized to examine social structures and institutions. 300-level ANSO course.

**ANSO 424 Border Epistemologies**Border Epistemologies offers a framework for thinking about thinking borders. Through the analysis of theories and ethnographies of the border, this course responds to the theoretical challenges presented by Border Studies to Anthropology and sociology. This course engages questions about solidarity work and border gnosis in relation to scholarship. We engage focused, critical questions about mobility, difference, exclusion, production, reproduction, and resistance. This course asks students to consider the relationship between nationalism, capitalism, ethnocentrism, and violence through the reading of social theory that centers the praxis of migrants and other marginalized people; interrogate the epistemological and ontological bases of social science practice; and build their capacity for coalitional work. One 300-level ANSO course.

**ANSO 426 Lest We Forget: Memory and Identity in the African Diaspora**What is memory? What is identity? And how do we understand the relationship between these two concepts, particularly for communities once defined as commodities? Research suggests the significance of origins in the formation of individual and collective identity. However, for the African diaspora, origins and the memory associated with it are traversed by trauma and displacement engendered by slavery, the middle passage, and contemporary structural oppressions. This course explores the different ways memory is deployed by the African diaspora as both a protective and resistance apparatus to construct identity and support citizenship claims to their contemporary nation-states. Must have taken 1 ANSO 300-level course or with instructor permission.

**ANSO 435 Informal Cities: Urban Configurations in The Global South**For the first time in human history, more than half of the global population lives in urban areas, with a majority of them living in cities of the global South. Increasingly, the future of urbanism may remain less with New York and London and more in places like São Paulo, Mumbai, and Shanghai. This course critically reflects on the

processes, structural forces and everyday forms of urban life that are at the core of rapid urban growth in the global South. Interdisciplinary scholarship, empirical case studies, and key theoretical works will be examined in-depth to understand urban informality and everyday life in southern cities. One 300-level ANSO course

**ANSO 456 Queer Sexuality and the City** The histories of modern cities and queer communities are inexorably intertwined. The structure of the city allowed queer folk to seek community in a variety of subcultural practices and behaviors. This course will examine the complicated relationship between sexuality and urban space by challenging the notion that our environments simply serves as the background for activities that take place within them. Instead, we will discuss how the modern city simultaneously shaped and was shaped by the development of modern queer identities. Topics include queer sexualities, the public/private binary, gayborhoods, identity formation & politics, and post-gayness. One 300-Level ANSO course.

**ANSO 495 ST: Capitalism and Freedom** The course covers subject formations in neoliberal times, with a particular focus on self and social identity, social influence, interpersonal relations, cultural links, prejudice, discrimination and diversity, gender, and social activism. In this course, we will uncover how liberal notions influence thoughts, feelings and behaviors of individuals, how people internalize and reproduce these ideas, norms and values in everyday life, how they can challenge and oppose these principles, and what they might offer as alternative ways of being. Must have taken at least one 300-level ANSO class.

**ANSO 495 Freedom and Nothing But** This course is an exploration of the contours of freedom. The central focus of the course will be freedom, what it means, how it arises, what blocks it, and how we might sustain it. Using the women's movement and the Haitian revolution as case studies, we will consider the following questions: How do social, political, and gender identities produce and limit access to freedom? Can different kinds of freedoms be incompatible? Students will have to explore other freedom movements through their research papers, which they will share with the class. Must have taken 1 300-level ANSO course.

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

**ANSO 600 Teaching Assistantship**

## Arabic

### Arabic Program

The Arabic Program at Kalamazoo College introduces students to both Modern Standard Arabic (MSA), the written lingua franca of the Arab World, and at least one colloquial dialect (Egyptian and/or Levantine). The three-course sequence emphasizes reading and writing in MSA and listening comprehension and speaking in both MSA and dialect, in addition to introducing students to the history, geography and cultures of the Arabophone region through authentic media and diverse projects. Students also have the opportunity for service learning initiatives serving the Arab refugee population of Kalamazoo. Successful completion of the sequence fulfills the college's language requirement, prepares

students for the college's new [study abroad program](#) in Amman, Jordan, and provides them with a rare ability to engage with Arabic-speaking communities in Michigan and elsewhere.

### **Arabic Courses**

**ARBC 101 Beginning Arabic I** This is a beginning course in Modern Standard Arabic (written) and colloquial Arabic (spoken), and the first in a three-course sequence. The first quarter of study will cover the Arabic alphabet and phonology, basic morphology and syntax, and introductory conversational skills, as well as an introduction to the geography and cultures of the Arabophone region. Students will demonstrate their beginning skills largely through oral presentations and dictation.

**ARBC 102 Beginning Arabic II** This is the second course in a three-course sequence in Beginning Arabic, with continuing instruction of Modern Standard and colloquial Arabic. This course emphasizes vocabulary acquisition and foundational grammar (gender and number agreement, subject and object pronouns, present-tense verb conjugation), building toward simple narration in compositions and presentations. Students will explore Arab cultures as well as practice reading and listening skills through a variety of authentic media. ARBC-101

**ARBC 103 Beginning Arabic III** This course completes the three-course sequence in Beginning Arabic. Students will continue intensive vocabulary building and move on to grammatical topics including gerunds, superlatives, past and future tense verb conjugation, conditional and comparative phrases, as well as Arabic's dazzling verb pattern system. Students will continue to explore Arab cultures and practice reading and listening through a variety of authentic media, and develop their composition and presentation skills through written and oral projects. ARBC-102; ARBC-103L must be taken concurrently

### **ARBC 600 Teaching Assistantship**

## **Art and Art History**

Professors: Butler, Hahn, Koenig, Lindley, Rice

In an ever-increasingly visual world, art and art history cultivate essential critical looking skills that allow students to better navigate and respond to their communities, both local and global. Courses in the department take advantage of the interdisciplinary nature of the liberal arts experience, and we encourage students to interweave their personal and academic interests with artistic expression and research across visual cultures. Many classes have no prerequisites and are open to all students; while more advanced courses provide training for those interested in postgraduate study of studio art or art history. Senior integrated projects can consist of internships and other opportunities for experiential learning in the context of the arts: commercial art, arts management, museums and galleries, or professional studio practice. In every case, our goal is to enrich students' experience of their visual world and to develop the necessary analytical and communication skills in order to thrive upon graduation.

Our Studio Art courses provide instruction in drawing, painting, sculpture, ceramics, photography, printmaking, digital art, documentary video, and combined media. These courses are designed to help you explore creative visual modes of expression and learn both traditional and innovative media practices. The curriculum's directive is to familiarize students with contemporary issues in the visual arts, while developing practical and professional skills for future pursuits. To supplement coursework, studio classes participate in visiting artists' and critics' lectures, gallery and museum visits, studio visits, and occasional trips to Detroit or Chicago.

The Art History program cultivates critical thinking, close observation, and visual analysis skills. Students in this program gain strong historical and theoretical grounding in multiple histories of art and visual culture and develop skills in applying critical lenses and methodologies that challenge dominant narratives and structures. Courses in this art history prioritize feminist, decolonial, transnational, and antiracist perspectives.

A major in Art History prepares students for a wide variety of graduate school disciplines and professional careers. Our alumni have gone on to apply their skills and experiences in law school, medicine, nonprofit administration, graduate studies in studio and art history, business and entrepreneurship, urban planning, architecture and historic preservation. Our goal is to enrich students' experiences of their visual world and to support them in developing the necessary analytic and communicative skills to thrive upon graduation.

### **AP, Dual Enrollment, Transfer, and Study Abroad Credits**

#### **Majors**

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

#### **Minors**

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

### **Requirements for the Studio Art Major**

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

#### **Number of Units**

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

### **Required Courses: Seven Units**

#### **To be completed by the end of the sophomore year:**

- ARTX 105 Basic Drawing
- ARTX 134 Sculpture: Object Investigation or ARTX 234 Sculpture: Structure and Space
- ARTH 160 Art, Power, and Society or any Art History course from Breadth

#### **To be completed by the end of the junior year:**

- Appropriate 300-level studio course
- Any Art History course from Topics

#### **To be completed in the fall of the senior year:**

- ARTX 490 Advanced Studio (pre-requisite of at least one intermediate level studio art course)

**To be completed in the spring of the senior year**

- ARTX 492 Professional Practices for Studio Artists

**Additional Electives**

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

**Requirements for the Studio Art Minor**

**Number of Units**

Six units are required. A SIP is not counted as part of the six units.

**Required Courses**

- ARTX 105 Basic Drawing or ARTX 134 Sculpture: Object Investigation
- ARTH 160 Art, Power and Society or any Art History course from Breadth
- One 300-level Intermediate Studio Course
- Three additional units to be selected from any of the studio art offerings

**Requirements for the Art History Major**

We recommend that students complete ARTH 160: Art, Power, and Society and the studio course requirement as soon as possible (ideally in their first or second year). ARTH 491 Ways of Seeing must be taken in the fall of the senior year, and the Art History SIP is typically conducted during the winter quarter of the senior year. Most Breadth and Topics courses are offered at least once every three years. Some may be offered less frequently based on instructor availability. Art History courses ending in 95 are temporary courses that may be offered by visiting instructors. Students should consult with Art History faculty about whether a particular 95 course counts as Breadth or Topics.

**Number of Units**

Eight units are required. The SIP is not counted as part of the 8 units.

**Required Courses**

**Take all 3 units**

- ARTH 160 Art, Power, Society (Spring of first or second year, offered annually)
- Any ARTX Studio Course
- ARTH 491 Ways of Seeing (Fall Senior Year, offered annually)

**Take 2 Units from Breadth**

- ARTH 145 Global Art Exchange
- ARTH 150 Understanding Abstraction
- ARTH 208 Intro to Greek Art and Archeology

- ARTH 209 Intro to Roman Art and Archeology
- ARTH 215 History of Photography
- ARTH 224 The 1960s
- ARTH 265 The Modern Avant-Garde

### **Take 3 Units from Topics**

- ARTX 206 Ceramics World Pottery (Shared Passages Sophomore Seminar)
- ARTH 211 Architecture, Urbanism, Identity
- ARTH 225 Public Art and its Publics
- ARTH 227 Modern Art Museum
- ARTH/CLAS 229 Frozen in Time: the Ancient City of Pompeii
- ARTH/RELG 235 Devotional Stuff
- ARTH 290 Art and Gender
- ARTH 345 Performance Art
- ARTH 360 Queer Aesthetics
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### **Requirements for the Art History Minor**

#### **Number of Units**

Six units are required. A SIP is not counted as part of the six units.

#### **Required Courses**

- ARTH 160 Art, Power, and Society (offered annually, Spring)
- ARTH 491 Ways of Seeing (Fall Senior Year, offered annually)

#### **Additional Courses**

- Four additional courses from Breadth and Topics in any combination

#### **Senior Integrated Project (SIP)**

All SIPs are to be advanced-level work. Students are expected to complete preparatory coursework and seek out a SIP advisor in the department prior to the fall of their senior year. Proposals must meet departmental expectations for Studio Art and Art History SIPs. Approval is based on the quality of the proposal, the student's preparation for the proposed topic, and the faculty advisor's ability and availability to supervise the proposed topic, approach or technique.

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

## **Studio Art SIP Guidelines**

SIPs in Studio Art are usually one unit, typically executed in the winter quarter of senior year. The bulk of a Studio Art SIP includes the creation of a significant body of artwork in an area of focus. Students should have considerable experience, including at least one intermediate/advanced course, in the medium or area of the SIP. Sculpture and ceramics students should take at least three sculpture or ceramics courses, respectively. All Studio Art majors are required to enroll in ARTX 490 (Advanced Studio) in the fall before the SIP; this may also be required for non-majors who plan to do Studio Art SIPs. Beyond the production of work, the SIP consists of a mid-project and final defense of the project. The SIP document (a reflective narrative description of the project with the addition of supporting research, materials and images) will be due upon completion of the creative work (now part of the course, Professional Practices). The student will also have the opportunity to have an exhibition and public presentation of their completed project during the spring term.

## **Art History SIP Guidelines**

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

The research SIP (one unit) is a paper of 40 to 50 pages on a topic in which the student has sufficient background to do advanced research. The topic must be approved in consultation with the SIP advisor prior to the fall of the senior year. Students are required to enroll in ARTH 491 Ways of Seeing in the fall quarter of their senior year. The majority of students will complete their research or project-based SIP in the winter quarter of their senior year, although in rare cases, students with advanced preparation may request to conduct their SIP Work in the fall.

## **Internship SIP Guidelines**

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

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

## **Art History Courses**

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

**ARTH 150 Understanding Abstraction** Ever looked at Marcia Wood's sculpture outside of Light Fine Arts, and wondered why it looks the way it does? Ever stood in front of a drip painting and thought to yourself, "I could make that myself!" This course takes a historical lens to the development of abstraction

in art, with a particular focus on the late 19th and early-to-mid 20th centuries. Artistic revolutions beginning in the late 18th century and extending throughout the 20th century caused radical visual and institutional transformations around the world. This course surveys the development of modern art from a global perspective, tracing the changing nature of art-making, art markets, and the concept of the artist. This course counts as a Breadth course.

**ARTH 160 Art, Power, and Society**This course provides an introduction to visual methodologies and to visual analysis. We will learn how to read the visual world around us through art, how to think critically about how it is presented and how we engage with it, and to articulate our interpretations of this visual world through writing and discussion. Students will work on a quarter long inquiry project as well as steps of writing for visual analysis. Offered annually in Spring.

**ARTH 195 Intro to Asian American Art**What does it mean to negotiate, and even perhaps reject, the terms of, in Yen Le Espiritu's words, "differential inclusion" How do Asian American artists navigate the boundaries of "Asian American art" and how do they trouble the hegemonic relationship between "dominant" and "minority" cultures? This class examines both the role of Asian American artists, as well as depictions of Asian Americans throughout U.S. history, in order to explore the Asian American aesthetics and political subjectivities. The course counts as a Breadth course. Offered based on instructor availability.

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

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

**ARTH 210 New Media Art History**This course examines the recent history of new media art, a broad genre at the intersection of art and technology, as an open-ended series of connections spanning multiple theories, histories, and geographies. Focused on works by BIPOC, LGBTQI, and women artists, the course embraces new media art's fluid, transdisciplinary, nonlinear, and multimodal characteristics. We will examine the genre's inherent ties to advancements in technology; how artists respond by challenging those technologies and their impact on our lives, societies, and the environment; and the use of new media as tools for subversion, critique, activism, and the construction of imagined futures. This course counts as a Topics course. Offered based on instructor availability.

**ARTH 211 Architecture Urbanism Identity**The design of interior and exterior environments reflect ideal and imagined futures. Architectural sites and spaces shape personal interaction, national identities, and global aspirations. This course surveys architects, designers, and city planners of the 20th and 21st centuries, who have shaped our built environment from the minute detail of the residential floor-plan to the creation of entirely new cities built wholesale from scratch. Moving from Chicago and Paris to Seoul and Kalamazoo, we will explore how architectural design has responded to the fundamental questions and shifting conditions of modern communities: how and where will we live, work, learn and play? This course counts as a Topics course.

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

**ARTH 224 The 1960s** Painting, sculpture, architecture, performance, and installation art from approximately 1945 to the present day. The emphasis will be on examining the visual arts of this period from both a formal and socio-historical standpoint, using primary texts such as artist manifestos and the writings of critics to help guide an understanding of the visual. In the process, we will seek to better understand how the terms "modern," "postmodern," and "global," were expressed, evaluated, defined and shaped in the visual arts during the latter half of the 20th century. This course counts as a Breadth course.

**ARTH 225 Public Art and Its Publics** Public art has been the source of much commentary and controversy. After all, to call an artwork "public" is to suggest that it belongs to everyone, and thus that anyone might have a say in it. But what makes an artwork public? This course is an opportunity to reflect on this and other related questions, as we explore shifting conceptions of public art practice in the United States, primarily, from the 18th century to the present day. This course counts as a Topics course.

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

**ARTH 229 Frozen in Time: the Ancient City of Pompeii** Since its discovery in the 1700s, Pompeii has captured the popular imagination as a city frozen in time. Centuries of nearly uninterrupted excavation have made astonishing discoveries that allow us to paint a vivid picture of Roman life in the first centuries BCE and CE. In this course we will explore the material, visual, and architectural remains of the city to reconstruct the lives of its inhabitants. We will enhance our understanding of these topics by considering their connection to current debates on cultural identity, ethnic diversity and social inequality. This course counts as a Topics course.

**ARTH 235 Devotional Stuff** Skin. Blood. Bone. Dirt. Electricity. This course explores how religion is more about bodies, objects, and stuff than doctrine or belief. We examine how gods, spirits, and the dead become really present to devotees, how they are efficacious and animated. From skeletons and relics, to shrines and food, materiality is central to how people interact with and make the sacred. Not separate from the messy realms of everyday life, religion is often erotic, practiced in kitchens, and reliant on technologies. This course will introduce students to the study of material culture, sensation, and embodiment, to explore how things make us as much as we make things. This course counts as a Topics course.

**ARTH 265 The Modern Avant-Garde** Avant-garde describes cultural production that is experimental and "in advance" of styles of the time. In art history, avant-garde is artistic innovation that breaks boundaries of form, medium, and content. This course examines boundary-breaking artistic movements of the 19th and 20th century, such as Realism, "Primitivism," Cubism, Négritude, Dada, and Surrealism. Within these movements, the course engages in art history as a critical discipline to interrogate dominant

narratives through a lens of transnationalism by emphasizing Africa and the African diaspora, gender, and sexuality.

**ARTH 290 Art and Gender**This course explores the intersection of visual culture and gender through the lens of critical theory. We will examine how gender has been constructed both in and through the visual arts historically as well as in the present through various interrelated topics such as the myth of the artist; the gaze, the voyeur, and desire; the gendered body's intersection with race, class, and sexual orientation; and how people have represented themselves in relationship to gender. Instructor to determine Topics or Breadth based on focus of course.

**ARTH 295 Contemporary African Art**In this course, students will gain familiarity with African material culture and artists, and with broad historical trajectories and major discourses in the field of African art history; develop fluency in formally analyzing and interpreting works of African art in relation to specific historical contexts; and build skills in close reading of texts and images. This course counts as a Topics course. Offered based on instructor availability.

**ARTH 295 Afro-Latin American Art**This introductory and interdisciplinary course in Art History discusses the visual representation and production of the African Diaspora and African descendants in Latin America, which have been marginalized for a long time. Historical, political, and cultural concepts of race will be discussed regarding part and ongoing decolonial efforts and resistance from the 16th century. We follow a chronological order from colonial to contemporary times and touch upon the legacies of colonialism, slavery, resistance and rebellion, nationalism, and mestizaje. This course counts as a Breadth course.

**ARTH 295 This Is America: Art & Visual Culture In the Us, From Civil War to Civil Right**Although the world looked to the late nineteenth- and twentieth-century U.S. as an emblem of the modern and new, American artists sought visual language to create a more complex account of their era in which (despite frequent assertions of progress) racism, sexism, and economic inequality remained pressing problems. Across countless visual media they helped to shape the so-called "American Century", but also helped Americans to question it. This course offers the unique opportunity to spend time each week at the Kalamazoo Institute of Arts, whose collection can tell much of the story of U.S. art across this period.

**ARTH 345 Performance Art**This course examines the history of performance art in the 20th and 21st centuries, with an emphasis on the political and aesthetic interventions of the body in visual art and visual culture, as well as the relationship between performance art, subjectivity, and identity, including queerness, gender, and race. Topics will range from action painting to video performance, dance to sex, and violence to social intervention. This course counts as a Topics course.

**ARTH 360 Queer Aesthetics**Through in-depth study of contemporary global queer visual art, this course provides an introduction to queer theory as a field through an engagement with more advanced and topical queer theories and artworks that prioritize Black, Indigenous, and People of Color knowledge and world making. This course assumes no prior knowledge of queer theory, but previous experience with critical theory is recommended. This course counts as a Topics course.

**ARTH 491 Ways of Seeing: Methods in Visual Analysis**This course begins with a basic but fundamental question: how do we describe what we see? We will explore how philosophers, artists, and critics have grappled with this issue throughout history, seeking to understand the critical issues that can arise when communicating vision in verbal form. Because the practice of art history rests upon translating the expressive content of the visual world into words, a significant component of this class will focus on

methodology, writing, and the critical analysis of classic theoretical texts that have formed the approach and structure of the discipline. Art history majors and minors should plan to take this course during the fall of their senior year. Offered annually in Fall. Two Art History courses and Senior Standing required for enrollment. Open to non-majors who meet requirements.

### **Studio Art Courses**

**ARTX 105 Basic Drawing** This course is a study of drawing fundamentals, with emphasis on line, value, and shape organization as instruments of precision and expression. Students planning to major or minor in art should take this course by the spring quarter of the sophomore year.

**ARTX 110 Design Fundamentals** This studio course serves as an introduction to the fundamental principles of design with a focus on vector-based illustration, typography, print design, and 3D design. Through hands-on experience using Adobe Illustrator and other applications on Mac computers, students will learn to visually communicate ideas through design projects that involve research and concept development, problem solving, and design thinking. The course will explore design's potential as a tool for communication, collaboration, and social change. If you have previously taken ARTX-110 Digital Art you may not receive credit for this course.

**ARTX 115 Digital Photography** The objective of this studio art course is to provide the student working knowledge of, and experience with, the fundamental creative tools used in documentary and fine art photographic practice. We will use digital cameras, optimize with Photoshop, and make archival pigment prints in the Center for New Media. Participants learn to analyze and discuss their work in critiques; discussion will be centered on technical, formal, and conceptual characteristics. We will also discuss subject matter and content and the difference between the two. In this critical "reading" of images, like that of a text, we will explore the basics of visual literacy. A DSLR or mirror-less digital camera is desirable, but not required as students can borrow one from the Center for New Media.

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

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

**ARTX 134 Sculpture: Object Investigation** This hands-on studio course investigates how objects are created, used, transformed and/or combined to make art. Student projects may be fabricated from found objects, wood, paper, fabric, 3D printing, and "non-traditional" materials. Concept-driven assignments ask students to create work that addresses the presence, history, meaning, materiality, and form of objects. Assignments also incorporate fundamentals of three-dimensional design. Discussion and critiques focus on issues prominent in contemporary art. This course includes a series of woodshop trainings outside of class time and is designed to be accessible to non-majors at any point in their academic career and may be of particular interest to students in anthropology, psychology, biology, literature and philosophy, in addition to a major in studio art.

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

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

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

**ARTX 213 Digital Art: Animation and Video** This studio course serves as an introduction to time-based media with a focus on experimental animation, video, and video installation. Students will explore technical and conceptual aspects of time-based media through hands-on workshops, exercises, and concept-driven projects. We will work with digital cameras, smartphones, selected Adobe Creative Cloud applications, and other applications on Mac computers. Students will learn about contemporary time-based media practices through readings, research, and discussions. This course is recommended for art majors and non-majors at the sophomore level and above. Prior studio art or media experience is ideal. It is recommended that art majors take ARTX 110 prior to taking this class, if possible. It is recommended that art majors take ARTX 110 prior to taking this class, if possible.

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

**ARTX 220 Ceramics: Clay in Community** Throughout the term, students use clay as a sculptural medium through the use of traditional, exploratory, and experimental hand building techniques. Concepts/topics for creative projects address definitions of space, place, community, and participatory art.

Civic engagement sections may include lab hours spent with an off-campus community partner. Civic engagement sections will focus on a specific theme addressing access and equity, as they exist in our own lives and within the greater Kalamazoo community. Technical, contextual, and conceptual considerations specific to ceramics are also covered. Wheel-throwing will not be taught.

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

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

**ARTX 233 Printmaking**This studio course serves as an introduction to printmaking processes and conceptual language. Students will explore various relief and intaglio techniques. Must have taken ARTX-105

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

**ARTX 240 Watercolor**This course is an exploration of basic watercolor techniques to help assist students in developing the necessary skills to work independently in this medium. Technical experiments, wash painting, and wet-into-wet techniques teach students to control the medium and layer color. Students learn to work for an extended period of time on one piece, eventually developing their own subject matter and content. Must have taken ARTX-105 or ARTX-128.

**ARTX 250 Introduction to Documentary Video Production**Designed to introduce students to the fundamentals of documentary filmmaking, this course will cover every aspect of the craft, beginning with pre-production through production and post-production. Students will learn to generate story ideas, interview subjects, transcribe and write scripts, capture and log footage, and edit finished films with music and graphics. Class lectures will prepare students to accomplish every step of the process; students

will then work outside of class time to apply the techniques and skills. Students will also watch scenes from films and critique them as to style, content, and narrative structure. Ethical issues pertaining to documentary filmmaking will also be discussed. Equipment will be provided, but students will need to purchase a SDXC card and hard drive.

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

**ARTX 295 Ceramics: Hand Building and Ekphrasis**The overarching theme is "Ekphrasis", meaning to translate one work of art into another using a different material (e.g., writing a poem about a painting). Historically potters have replicated objects traditionally made in other materials; there is a contemporary art trend whereby artists remake and reenact artworks. We will research this inclination, and through our making investigate the allure, the controversy and the substance surrounding reconstructing. Through the use of traditional, exploratory and collaborative techniques we will make functional and sculptural work. Basic clay and glaze technology are covered through concept-based projects addressing form, surface treatment, translation, and appropriation.

**ARTX 295 Sculpture: Thing/Nothing**Contemporary sculpture encompasses a wide variety of ideas, forms and materials. In this mixed media course, students will explore some prominent considerations and themes in sculpture that relate specifically to space. Student projects will be fabricated from found and non-traditional materials as well as wood and paper. Course content addresses the role of space in sculptural objects, installations and, most importantly, in the development of students' personal work. A series of concept-driven assignments focus on this goal - asking students to create work that addresses physical, visual and metaphorical balance (or imbalance) between space and form. Readings, presentations and exercises will further develop students' application of critical thinking skills and their knowledge of three-dimensional design fundamentals.

**ARTX 295 Art and Environmental Justice**This collaborative, interdisciplinary course explores connections between contemporary art practices and environmental justice. This pop-up seminar examines how visual artists respond to ecological crises and environmental injustice through various modes of mediation, including installation, performance, and socially-engaged art projects. The course combines readings in art history, critical theory, and environmental studies in conjunction with individual and group studio practice. Participation in site visits and attendance at visiting artist and speaker events are a crucial component of the course. While no prior experience in art is required, this is a jointly-conceived seminar in studio art and art history, so research effort will be manifested through reading, writing, and making. Cross-listed with the Environmental Studies Concentration. This course may count for either Art History or Studio Art.

**ARTX 301 Advanced Documentary Video Production**Advanced Documentary will reinforce skills and explore alternatives to the techniques and aesthetics learned during the Introduction to Documentary course (ARTX-250). Students will be taught a broader repertoire of techniques and skills beyond the introductory level with respect to proposing a story, interviewing subjects, transcribing and writing a script, capturing and logging footage, and editing finished films with music and graphics. Students will individually produce between three and four short documentaries that incorporate every step of the filmmaking process. Class lectures will examine the structure and technique of films; students will then

work outside of class time to apply what they have learned. ARTX-250 and sophomore standing or higher, or permission by the instructor.

**ARTX 316 Intermediate Photography** Having completed varying amounts of photography course work prior to this class, the student will expand their knowledge and skills in Intermediate Photography by working on a combination of prescriptive exercises (mini-assignments) and a significant individual project. Either analog or digital tools may be used to create this small body of work. Critiques will be held and a written component will be due as well (structured reflection and artist statement). An SLR or DSLR camera is required. ARTX-115, ARTX-214, or SEMN-214, or ARTX-230

**ARTX 320 Intermediate Ceramics: State of Clay** The intermediate levels of Ceramics: Hand Building and Ceramics: Wheel Throwing are taught as one joint course in the same time slot. Concept-based and technical assignments are designed to be accessible and applicable for both sets of students. Assignments help students question what it means to choose clay as a medium while developing a more advanced body of work. Lectures and discussions focus on the expanding role and definition of ceramics within evolution of American ceramics in the twentieth and twenty-first centuries. Basic clay, glaze and firing technology are covered through a series of technical labs. Offered Spring (odd years) Take two ceramics classes or one plus permission of the instructor

**ARTX 327 Intermediate Sculpture: Mold Processes** A ceramics and sculpture course focusing on the many techniques of mold-making as a means to create and reproduce forms. Assignments and discussions geared towards the use of multiples and repeated forms in art. Materials include wax, clay, plaster, and non-traditional materials. Take one of ARTX-134, ARTX-234, ARTX-220, or ARTX 295 (Ekphrasis).

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

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

**ARTX 395 Interdisciplinary Studio Workshop** Interdisciplinary Studio Workshop is a course for junior studio art majors. This course is similar to an organized collection of independent studies that serves as a bridge between the 100/200-level media specific studio courses and the senior year. Each student will focus in one discipline such as painting, sculpture, ceramics, or photography for the duration of the term (at least one, preferably two classes in the area of focus are expected). The term will have four basic units including 1) material exploration 2) formal relationships 3) concept development and 4) content research. Students will meet one on one with the professor every week and meet as a group for discussion and critique once a week. Prerequisites: Junior Studio Art Major or Minors with permission

**ARTX 416 Advanced Photography** Taught as a creative and expressive medium from a fine art perspective. The student will continue to expand their knowledge, skills, and experience in the medium by

focusing on an individual project for the duration of the term. The student can use either analog or digital tools to create a significant body of work. Critiques will be held and a written component will be due as well (structured reflection and artist statement). An SLR or DSLR camera is required. ARTX-316

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

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

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

**ARTX 490 Advanced Studio** Advanced Studio is a senior-level Shared Passages Seminar for studio art majors and/or students planning a studio SIP. The many facets to this course are designed to emulate both the SIP process and an independent studio practice and include a) the creation of a body of artwork b) research of topics relevant to your project c) contextualizing your work by deepening your knowledge of contemporary artists/theory in your area of focus and d) participating in professional practice exercises, exhibitions and written work. Students in this course come together, regardless of preferred media, to support and challenge each other as they develop their own contemporary practice. Class time is used for critiques, presentations, discussions and professional exercises and does not usually include open studio time. Senior art majors with at least one 300-level studio art course; non-majors with permission.

**ARTX 492 Professional Practices for Studio Artist** Professional Practices for Studio Artists is a senior-level Shared Passages Seminar for studio art majors and students who have completed a studio art SIP. The many facets to this course are designed to reflect on your SIP process and emulate the numerous practices involved in being a working artist. Assignments and exercises will include installing exhibitions, documentation of artwork, grant writing proposals, residency and exhibition proposals, and presenting one's artwork and research in public lecture format. Class time is used for critiques, presentations, discussions and professional practice workshops and does not usually include open studio time. Senior Art major or permission, plus at least one 400-level studio art course.

## Biology

Professors: Fatima, Girdler, Langeland, Salinas, Stuligross, A. Wollenberg, M. Wollenberg (Chair)

The mission of our department and curriculum is to educate students in the field of biology and foster a community of learning and practice. Our approaches are embedded in the context of a Kalamazoo College liberal arts education. Through our courses, research collaborations, advising, and departmental experiences, we help all students find their place in science and develop a biologist's keen awareness of the natural world. Specifically, our goal is that all students who participate in Biology will:

1. feel curious about the natural world and empathetic toward our shared environment;
2. know what has been discovered about the natural world, the process by which such knowledge is gained, and how to evaluate competing claims;
3. identify as new members of an interdependent community whose goal is to address socially relevant problems and questions; and
4. continually apply/practice newfound knowledge and skills via career exploration, problem solving, research, communication, and teamwork.

### Requirements for the Major in Biology

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

A minimum of nine biology courses (five required and four electives) and three cognates exclusive of lab credit, all at C- or better are required to complete a major in biology. None of these courses may be completed Credit/No Credit.

#### A. Biology Core Requirements:

- Biology Explorations – BIOL 101
- Cell and Molecular Biology with Lab – BIOL 201
- Climate Biology with Lab – BIOL 202 (not approved by the faculty yet; number could be 200 or 202)
- Writing and Quants (Lab course only) – BIOL 3XX (not approved by the faculty yet)
- Senior Seminar – BIOL 490 (0.5 credit in Fall and 0.5 in Spring of senior year)

#### B. Elective courses:

A minimum of four biology electives are required to complete the major in biology. All except Course 1 must be taught by a Kalamazoo College faculty member. Eligible electives are as follows and may be completed in any order:

- Course 1: course at 200-level (typically in spring of sophomore year), or one unit from the following outside sources:
  - One unit from a 2 unit biology research SIP with thesis
  - Study Abroad course in biology
  - Dual enrollment or transfer course in biology
- Course 2: lab course at 300-level or above
- Course 3: lab course at 300-level or above
- Course 4: lab or non-lab course at 300-level or above

Biology majors are encouraged, but not required, to complete their Senior Integrated Project in biology.

### **C. Three cognates:**

***Natural Basis of the Living World:*** Biology rests upon foundations created by other natural sciences; all Biology majors will engage with another STEM discipline.

One unit from any of the following departments/programs:

- Chemistry
- Computer Science
- Environmental Science
- Mathematics
- Physics

***Human Context of Biology:*** Biology is a human enterprise, and the conduct and interpretation of science depend on much broader contexts. Our majors will engage with material in the social sciences and humanities in order to better understand these broader, social contexts.

One unit from any of the following departments/programs:

- Anthropology and Sociology
- Classics
- Community and Global Health
- Critical Ethnic Studies
- Economics and Business
- History
- Philosophy

- Political Science
- Psychology
- Religion
- Women/Gender/Sexuality

**Modes of Expression:** Biology has a strong aesthetic component—from how we appreciate and measure nature, to how we communicate our findings and inspire others to learn. In order to enhance and deepen these connections, our majors will engage with the arts and literature.

One unit from any of the following departments/programs:

- Art/Art History
- English
- Music
- Studio Art
- Theater Arts

### **Graduate and Professional Program Preparation**

Certain career tracks in biology, including medical, professional, and graduate schools, may require additional courses from other departments. For example, most medical schools require applicants to have taken Physics and Organic Chemistry, and many graduate programs in organismal and ecological biology require Biostatistics. Majors should consult with the Director of Careers in Health and Medicine and/or a member of the Biology Department when planning courses.

### **Comprehensive Examinations**

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

### **FAQs:**

*Can AP/IB units count as biology electives?*

No. AP/IB biology credit no longer counts toward the biology major but may receive general college elective credit if the exam score meets college criteria.

*Can AP/IB units, or transfer units, count as cognates?*

No.

*Can one class fulfill multiple biology cognates?*

No. If a course is cross-listed between two cognate areas, students may choose which single cognate it fulfills. This choice can be changed retroactively.

*Can partial units be combined to count as a cognate?*

No.

*Can classes taken on study abroad fulfill cognate requirements?*

Yes. If a study abroad course is already accepted by an on-campus department or program as part of its requirements, then that course can be counted as taken in that department or program.

## **Requirements for the Concentration in Biochemistry & Molecular Biology**

Directors: Stevens-Truss (contact person), A. Wollenberg

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

### **Required Courses**

#### **In Biology:**

- BIOL 201: Cell and Molecular Biology with Lab
- BIOL 352: A Survey of Biochemistry (note: same as CHEM 352, need only do one)
- BIOL 352L: Intro to Biochemical Analyses (note: same as CHEM 352L, need only do one)

#### **In Chemistry:**

- CHEM 220: Organic Chemistry II with Lab
- CHEM 310: Physical Chemistry I with Lab
- CHEM 352: A Survey of Biochemistry (note: same as BIOL 352, need only do one)
- CHEM 352L: Intro to Biochemical Analyses (note: same as BIOL 352L, need only do one)

#### **One additional course in Biology or Chemistry – choose either:**

- BIOL 420: Advance Molecular Genetics with Lab, or
- CHEM 452: Advanced Biochemistry with Lab
- OR another 400-level course from Biology or Chemistry with permission

#### **In Mathematics:**

- MATH 112: Calculus I

#### **In Physics:**

- PHYS 150: Introductory Physics I with Lab

#### **Prerequisite Coursework**

- BIOL 101
- CHEM 110: Chemical Composition and Structure with Lab
- CHEM 120: Chemical Reactivity with Lab

- CHEM 210: Organic Chemistry I with Lab

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

**Note: Students cannot double major in Chemistry and Biochemistry; nor can they earn a major in Biochemistry and a concentration in Biochemistry and Molecular Biology.**

### **Additional Related Concentrations**

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

- Biological Physics
- Community and Global Health
- Environmental Studies
- Neuroscience

### **Biology Courses**

**BIOL 101 Biology Explorations** Biology Explorations is the "jumping on" point for all students to begin their college-level biology learning through small-class and small-group exploration of a focused biology topic. The course will use a "framework of five" core biology concepts (evolution; structure/function; information flow; energy; systems) to guide study of this biology topic. Each small class will periodically combine with other BIOL-101 classes for "conference" days where students will be exposed to large-group presentations/discussion. The course culminates in a "conference" day poster session where students will be challenged to teach about a topic that they explored during the quarter via a poster presentation. Note: Students who received credit for BIOL-112 may not register for this course.

### **BIOL 198 Independent Study**

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

**BIOL 201 Cell and Molecular Biology with Lab** The complex workings of individual cells will be explored from a molecular perspective. Topics include the flow of genetic information, cell structure and mechanics, metabolism, cell signaling, and regulation. An integrated laboratory will introduce cell and molecular techniques, including cell culture, transfection, microscopy, protein isolation, bioinformatics, and immunoprecipitation. BIOL-101, BIOL-112, or BIOL-123 with a minimum grade of C-.

**BIOL 222 Vertebrate Biology with Lab** Broad-based study of comparative anatomy and life histories of adult vertebrates and how these influence our understanding of vertebrate phylogeny; laboratories in comparative anatomy and diversity of vertebrates. BIOL-123 with a minimum grade of C-.

**BIOL 224 Ecology and Conservation with Lab** Ecology is rooted in natural history, the description of organisms in their environments. Ecologists study interactions in nature across many levels of biological organization, from individuals to populations, communities, ecosystems, and, finally, the entire biosphere;

this course is organized along this continuum. How do we explain the distribution and abundances of organisms? How do populations of different species interact as competitors, as predators and prey, as pathogens and hosts, and as mutualists? And finally, given the planet-wide environmental impact of our species, how can ecologists apply their knowledge to the conservation of natural resources?BIOL-123 with a minimum grade of C-.

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

**BIOL 295 Plant-Animal Interactions**Throughout their 500 million years of shared evolutionary history, plants and animals have interacted as antagonists and mutualists. We will explore that history by examining major forms of interaction (herbivory, pollination, seed dispersal, and protection); how these interactions shape the chemistry, physiology, behavior and life history of interacting partners; how these interactions have helped generate the diverse life forms we see today; and why these interactions are vital to maintaining functioning ecosystems. We will use lecture/student presentations, discussion of scientific and lay audience literature, and hands-on observation, experimentation and service to explore the theory, practice and application of plant-animal interaction studies.BIOL-224 with a minimum grade of C-

**BIOL 295 Human Anatomy w/Lab**This course is intended as an introduction course in Human Anatomy. It is designed to provide a strong foundation in human anatomy to pre- health students in health-oriented, medical, and biological disciplines. In order to enhance this knowledge, students will be exposed to anatomic terminology. The subject matter includes musculoskeletal systems, axial and appendicular skeleton, nervous system, respiratory system, cardiovascular system, digestive system, urinary system, respiratory system, and male and female reproductive system. We will use Visible Body Courseware as a comprehensive online learning platform packed with the most advanced immersive 3D learning content on the human body.

**BIOL 295 Behavioral Ecology**Behavioral Ecology is the study of interactions between individuals within a population and communities in an evolutionary context. Behavioral ecology seeks to understand why a specific behavior confers a fitness advantage to an individual given a set of ecological and social conditions. In this special topic course, we will cover a wide variety of behavioral ecology topics like group formation & social behavior, predator-prey interactions, foraging decisions, habitat selection, mate choice, parental care, territoriality, altruism, and communication. We will finish with an understanding of how behavioral ecology tools can be used in conservation. In addition, students will use methods and techniques of behavioral ecology to ask interesting questions in behavior and complete their scientific inquiry on a research topic.BIOL-224 with a minimum grade of C-.

**BIOL 312 Population and Community Ecology with Lab**This course builds upon principles studied in BIOL 224. Using both theoretical and empirical approaches, we will explore in greater depth: population ecology, demography, life history strategies, species interactions, community structure and dynamics for both aquatic and terrestrial communities. Labs will focus on the methods ecologists use to answer questions about the distribution and abundance of organisms; students will explore local habitats and conduct independent research.BIOL-112, BIOL-123, & BIOL-224 All course prerequisites must be met with a minimum grade of C-.

**BIOL 322 General and Medical Microbiology with Lab**This course includes a general introduction to microbiology including the structure and function, metabolism, and genetics of bacteria, archaea, viruses, and eukaryotic microbes. This basic introduction is expanded by topics including the roles of microorganisms in biogeochemical cycling, food microbiology, the pathogenesis of infectious diseases, and the benign and beneficial role that microorganisms play in the human body. Labs will focus on using standard microbiological techniques (e.g. sterile technique, dilution and culture-dependent assays, microscopy, molecular and computational biology) as tools for inquiry-based explorations of the microbial world. BIOL-112, BIOL-123, & BIOL-246 All course prerequisites must be met with a minimum grade of C-.

**BIOL 350 Neurobiology with Lab**Structure and function of the nervous system will be considered, in addition to the molecular and cellular workings of individual neurons. Topics include cell biology of neurons, electrophysiology, sensory and motor systems, brain development, and dysfunction of the nervous system. An integrated laboratory will focus on neuroanatomy, histology, physiological simulations, and neuronal cell culture. BIOL-112, BIOL-123, & BIOL-246 or permission of instructor All course prerequisites must be met with a minimum grade of C-.

**BIOL 352 A Survey of Biochemistry**This course is designed for students interested in understanding biochemical processes, and is good preparation for health-related studies. The course is an overview of the chemical mechanisms underlying biological processes including structure and function of proteins, nucleic acids, polysaccharides, and lipids; enzymatic catalysis and kinetics; an introduction to bioenergetics; pathways of carbohydrate metabolism; survey of lipid and amino acid metabolism; and integration of metabolism. CHEM-220; Biology majors only All course prerequisites must be met with a minimum grade of C-. BIOL-352 must be taken previously or concurrently

**BIOL 352L Intro to Biochemical Analyses**Overview of basic biochemical laboratory techniques with emphasis on protein isolation and characterization, enzyme kinetics, and bioinformatics. Students will devise and execute independent research projects as part of the course final project. Laboratory and scientific writing, oral communication, and preparation of quality figures and tables will also be emphasized. CHEM-220, Minimum grade of C- CHEM/BIOL-352 Lecture must be taken previously or concurrently

**BIOL 360 Immunology and Human Health with Lab**Introduction to basic principles of the mammalian immune system, including recognition of pathogens, mechanisms of pathogen clearance, the regulation of immune cells, and the evolution of immunity. We will explore current topics in immunology and human health, including personalized medicine, the rise of autoimmune diseases, and the cost of health care. Labs will cover both experimental infection models (e.g. nematodes) and molecular techniques in immunology (e.g. nucleic acid analysis). BIOL-112, BIOL-123, & BIOL-246 All course prerequisites must be met with a minimum grade of C-.

**BIOL 376 Human Physiology with Lab**This course explores the functioning and regulation of the human body. We will cover a variety of body systems as well as relevant emerging fields (e.g., evolutionary medicine). Emphasis will be placed in unifying themes (integrative physiology, homeostasis and the external environment, the role of evolution in shaping human physiology). Laboratories will include student-led experiments, primary literature discussions, presentations, and case studies. BIOL-112, BIOL-123, and either BIOL-224 or BIOL-246 with a minimum grade of C-.

**BIOL 385 Medical & Molecular Genetics With Lab**This course takes a molecular lens to genetics- focusing primarily on processes at the level of DNA, RNA and proteins- and draws heavily, but not exclusively, from examples from human genetics that therefore have medical implications. This course

aims to prepare students for graduate and professional studies focusing on genetics. BIOL-112 & BIOL-246 All course prerequisites must be met with a minimum grade of C-.

**BIOL 390 Animal Behavior with Lab**The study of animal behavior seeks to describe and explain behavior on multiple levels - from underlying physiological causation to evolutionary origin. Using examples from barnacles and worms to birds and mammals, this course examines behaviors such as orientation, communication, foraging, territoriality, reproduction and sociality. Through lectures, research literature and laboratory studies students will build proficiency in designing, conducting, analyzing and evaluating behavioral studies and gain new appreciation for the subtlety and complexity of behavior and its application to fields such as animal welfare and conservation. Must have taken BIOL-112, BIOL-123, and either BIOL-224 or BIOL-246.. All prerequisites must be met with a minimum grade of C-.

### **BIOL 395 Advanced Vertebrate Biology**

**BIOL 395 Wildlife Ecology With Lab**The Wildlife Ecology course will help students to gain a better understanding of the depth and breadth of the field of wildlife ecology with emphasis on understanding the ecology, dynamics, principles of conservation, and factors affecting wildlife resources. Through lectures and labs, students will learn about multiple approaches to studying wildlife, conservation, and also some techniques employed for ecological sampling and analysis. Students will learn basic concepts about population ecology, habitat use, selected animal diseases, and conservation of endangered species. They will also gain skills in GIS analysis They will also explore how global change is affecting wildlife population and distribution. Must have taken BIOL-224

**BIOL 396 Entomology with Lab**A comprehensive introduction to the biology and classification of insects. Topics covered include insect structure, function, development, behavior, principles of control, identification, systematics, and evolution. Laboratories include field trips to local sites to observe and collect insects, and to view ongoing basic and applied research projects by local entomologists. Students will gain experience in rearing and handling insects. All are required to assemble a collection of local insects. BIOL-224 with a minimum grade of C-.

**BIOL 420 Advanced Molecular Genetics W/ Lab**Advanced treatment of principles and methods of modern molecular genetics. Building on principles from core biology courses, this course covers multiple perspectives on genetics, including gene structure and regulation, modes and patterns of inheritance, identification and manipulation of specific genes, as well as population and quantitative genetics. Laboratories feature classical and molecular approaches including gene mapping with *Drosophila*, PCR and sequencing-based human genotyping, and accessing and utilizing bioinformatics databases. BIOL-112, BIOL-123, & BIOL-246 with a minimum grade of C-.

**BIOL 482 Topics in Biology: Evolutionary Ecology**Evolutionary ecology lies at the intersection of ecology and evolution: it seeks to explain the ecology of organisms in the context of evolution and patterns of evolution as explained by ecological processes. In this course, we will discuss theoretical/synthetic and empirical studies so that young biologists gain a solid foundation on evolutionary ecology. Assessment will consist of written assignments and the effective leadership of discussions. BIOL-224 and BIOL-246 with junior or senior standing. All pre-requisites must be met with a minimum grade of C-.

**BIOL 484 Topics in Biology: Neurodegenerative Disorders**The molecular underpinnings of nervous system disease and injury states will be investigated. A combination of lectures, discussions, and student presentations of research articles will be employed. Course readings will come exclusively from the

primary literature. Topics covered will include neurodegenerative diseases, nervous system injury states, drug addiction, and brain tumors. BIOL-246 with a minimum grade of C-.

**BIOL 486 Topics in Biology: Animal Development &** This course will explore the developmental and evolutionary basis of the morphological biodiversity of animals. Topics will include the fundamental pathways by which cells, tissues, organ systems and body plans develop, and how those pathways are modified during evolution. The course will integrate multiple levels of biological organization, ranging from molecular genetics, to cell biology, to organismal biology. Emphasis will be placed on reading and analysis of primary literature. BIOL-224 and BIOL-246. All course prerequisites must be met with a minimum grade of C-.

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

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

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

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

**BIOL 495 Synaptopathy: Synapse Dysfunction** This course focuses on synaptic dysfunction known as synaptopathy. Optimal synaptic communication is crucial for proper skeletal muscle physiology (peripheral synapses) and brain physiology (central synapses). Many psychiatric disorders like schizophrenia or autism have been related to synaptic disturbances. Likewise, neurodegenerative diseases such as Amyotrophic Lateral Sclerosis, Alzheimer's disease and Parkinson's disease are characterized by disrupted synaptic structure and function. In this course students will read, discuss and present on contemporary research literature in the field to gain an understanding of the synaptic role in neurodegenerative and psychiatric disease, and the origins of resulting synaptopathies. BIOL-246 with a minimum grade of C-.

**BIOL 495 ST: Epigenetics** For the past decade or so, epigenetics, the study of heritable changes in phenotypes without changing the underlying nucleotide sequences, has been a popular topic for research. Even though this field of study is relatively new, emerging research highlights the importance of epigenetic patterns with regard to gene regulation, function, and disease. In this course we will investigate

specific epigenetic phenomena exhibited in several eukaryotic organisms. We will use peer-reviewed scientific publications as well as secondary literature to better understand and investigate epigenetics mediated modulation of gene regulation and their phenotypic consequences and diseases that are a result of epigenetic misregulation. BIOL-224 and BIOL-246. All course prerequisites must be met with a minimum grade of C-.

**BIOL 495 Stem Cells & Regeneration** A survey of the recent literature in Regenerative Biology, specifically focusing on model organisms. Topics include: roles of stem cells, cell signaling, immune and nervous systems in regeneration; as well as age dependent-regeneration, cell potency, and the regenerative capability of humans. This is an oral intensive course: student(s) will present findings from assigned readings, followed by class discussion. Students will have several asynchronous assignments, culminating in a written original defense of a regeneration model system based on course content/discussions. As students explore seminal papers in regeneration research they will read and discuss chapters from the book 'Anaximander' which chronicles a Greek/Roman centric origin of scientific thought by detailing the power of scientific observations and questions. This course while directed towards stem cell and regeneration biology will also be an exploration of the foundations of science and scientific thought. BIOL-246 with a minimum grade of C-

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

### **BIOL 600 Teaching Assistantship**

## **Biological Physics**

Director: David Wilson

The biological and medical sciences are changing rapidly. Many new discoveries now require an understanding of biological systems from a physical point of view. In particular, physics, mathematics, and computer science are becoming more essential now than ever before. Contemporary research areas in biological physics include phenomena at different levels of the organization from molecular, cellular, network and system levels. Protein conformational dynamics and folding, structure and dynamics of viruses, DNA conformational dynamics, kinetics of genetic expression, single molecule dynamics such as molecular motors, cell mechanics, information transfer in biological systems, membrane biophysics, multi-cellular phenomena, biological networks, evolutionary dynamics and neuroscience are particular examples. The biological physics concentration is designed to supplement the background usually provided in a standard biology, chemistry, or physics majors.

### **Requirements for the Biological Physics Concentration**

#### **Prerequisite Coursework**

- CHEM 110 Chemical Composition and Structure with Lab
- CHEM 120 Chemical Reactivity with Lab
- MATH 112 Calculus I
- MATH 113 Calculus II

- PHYS 150 Introductory Physics I with Lab
- PHYS 152 Introductory Physics II with Lab

### **Required Courses**

- BIOL 112 Evolution and Genetics with Lab
- BIOL 246 Cell and Molecular Biology with Lab
- CHEM 210 Organic Chemistry I with Lab
- CHEM 310 Physical Chemistry I with Lab
- Two units from:
  - COMP/PSYC 415 Computational Neuroscience
  - IDSY/PHYS 215 Introduction to Complex Systems
  - MATH/PHYS 270 Nonlinear Dynamics and Chaos
  - PHYS 205 Biophysics

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

## **Chemistry and Biochemistry**

Professors: Aldrich, Arias-Rotondo, Coplan, Stevens-Truss (co-chair), Tresca, Vollbrecht, Williams (co-chair)

### **Mission Statement**

The Kalamazoo College Department of Chemistry and Biochemistry is a diverse community of students, faculty, and staff committed to the development of excellent chemistry and biochemistry majors in an environment of equity, inclusion, and respect. Our department strives to fulfill the College's mission "...to prepare its graduates to better understand, live successfully within, and provide enlightened leadership to a richly diverse and increasingly complex world."

Our curriculum is grounded in the liberal arts and aims to prepare graduates for direct entry to the workforce or for further study in graduate or professional school. Our courses are learner-focused and use evidence-based methods to engage everyone regardless of background. Our laboratory courses emphasize skill development and independence while promoting a safety culture.

Students who graduate from our program will have information literacy and scientific presentation skills, will be conscious of the environmental and social impacts of chemicals and chemical waste, and will have a molecular view of the world.

And we like to have fun while we build community.

### **Program Description**

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

## **Requirements for the Major in Chemistry**

### **Number of Units**

A minimum of eight units from credited courses (excluding the SIP and courses designed for non-chemistry majors) all with labs, plus 0.7 units of Chem Senior Seminar (Chem 490).

### **Advanced Placement**

With a chemistry advanced placement (AP) score of 4 or 5 or IB score of 5, 6, or 7, one unit of credit will be awarded towards the minimum of eight units required for the major in chemistry provided a student begins the sequence at CHEM 120 or higher.

### **Required Courses**

#### **Foundational coursework**

*Recommended completion by the end of the first year:*

CHEM 110: Chemical Composition and Structure with Lab (exempted if student begins in CHEM 120)  
CHEM 120: Chemical Reactivity with Lab

*Recommended completion by the end of the second year:*

CHEM 210: Organic Chemistry I with Lab  
CHEM 220: Organic Chemistry II with Lab  
CHEM 240: Analytical Chemistry with Lab

*Recommended completion by the end of the third year:*

CHEM 310: Chemical Thermodynamics and Kinetics with Lab

*Completed junior spring and senior year:*

CHEM 490: Senior Seminar – Professional Development for Chemists (minimum of 0.7 units required).

Chemistry majors are encouraged to take 1.0 units of Chem 490, starting in the Junior Spring and continuing through winter term of the Senior year.

#### **Exploratory coursework**

Two additional 300- or 400- level courses with lab.

Chemistry majors who intend to pursue graduate studies in chemistry are encouraged to take additional courses in the department, beyond the two required exploratory courses.

### **Required Cognates**

- MATH 112: Calculus I (or its equivalent, MATH 110/111)
- MATH 113: Calculus II (additional work in mathematics is encouraged)
- PHYS 150: Introductory Physics I with Lab
- PHYS 152: Introductory Physics II with Lab

In accordance with College policy, chemistry majors must pass the eight units of chemistry and the required cognate courses with a grade of C- or better.

### **Requirements for the Major in Biochemistry**

#### **Number of Units**

A minimum of eight units from credited courses (excluding the SIP and courses designed for non-chemistry majors) all with labs, plus 0.7 units of Chem Senior Seminar (Chem 490).

#### **Advanced Placement**

With a chemistry advanced placement (AP) score of 4 or 5 or IB score of 5, 6, or 7, one unit of credit will be awarded towards the minimum of eight units required for the major in biochemistry provided a student begins the sequence at CHEM 120 or higher.

#### **Required Courses**

##### **Foundational coursework**

*Recommended completion by the end of the first year:*

CHEM 110 Chemical Composition and Structure with Lab (exempted if student begins in CHEM 120)  
CHEM 120 Chemical Reactivity with Lab

*Recommended completion by the end of the second year:*

CHEM 210 Organic Chemistry I with Lab  
CHEM 220 Organic Chemistry II with Lab  
CHEM 240 Analytical Chemistry with Lab

*Recommended completion by the end of the third year:*

CHEM 310 Chemical Thermodynamics and Kinetics with Lab

*Completed junior and/or senior year:*

CHEM 365 Biochemistry I,  
CHEM 465 Biochemistry II,  
CHEM 466 Biochemistry Lab (note: could be completed spring of sophomore year, provided prerequisites are completed)

*Completed junior spring and senior year:*

CHEM 490 Senior Seminar – Professional Development for Chemists (minimum of 0.7 units required). Biochemistry majors are encouraged to take 1.0 units of Chem 490, which would include three terms of CHEM 490 starting in the Junior Spring and continuing through winter term of the Senior year.

**Exploratory coursework: Biochemistry majors who intend to pursue graduate studies in biochemistry are encouraged to take additional courses in the department.**

**Required Cognates There are five required cognates for the Biochemistry major**

*All of the following cognates:*

- BIOL 101
- BIOL 201 Cell and Molecular Biology with Lab
- MATH 112 Calculus I (or its equivalent, MATH 110/111)
- MATH 113 Calculus II (additional work in mathematics is encouraged)
- PHYS 150 Introductory Physics I with Lab

In accordance with College policy, biochemistry majors must pass the eight units of chemistry and the required cognate courses with a grade of C- or better.

### **ACS certified degree**

In addition to obtaining a degree from an ACS-approved program, students can opt to pursue an ACS-certified degree. A certified degree is a valuable personal credential that serves as National-level recognition of successful completion of a rigorous academic chemistry curriculum. A certified major includes CHEM 210, 240, 310, 330, 352 or 365, a chemistry research-based SIP, and three additional chemistry courses above the 100-level (excluding CHEM 200 and CHEM 490). In addition, MATH 112 and 113, and PHYS 150 and 152 are required, and Math 214 and 240 are recommended. The certification curriculum, which provides thorough preparation in chemistry, mathematics, and physics, is recommended for students contemplating graduate study in chemistry or biochemistry.

### **Placement exam**

All students enrolling in the beginning Chemistry courses (CHEM 110, 120) **must** complete the placement examination prior to enrolling in either of these courses. Results from the placement examination may permit exemption for one or both beginning courses (with exemption from CHEM 120 also requiring proof of extensive laboratory preparation). Students entering Kalamazoo College with Advanced Placement (AP) scores of 4 or 5, or IB scores of 5, 6, or 7, or who successfully pass the Chemistry placement examination are automatically exempt from CHEM 110.

### **3/2 Pre-Engineering in Chemical Engineering**

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

### **Requirements for the Concentration in Biochemistry & Molecular Biology**

Directors: Stevens-Truss (contact person), A. Wollenberg

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

### **Required Courses**

#### **In Biology:**

- BIOL 201: Cell and Molecular Biology with Lab
- BIOL 352: A Survey of Biochemistry (note: same as CHEM 352, need only do one)
- BIOL 352L: Intro to Biochemical Analyses (note: same as CHEM 352L, need only do one)

#### **In Chemistry:**

- CHEM 220: Organic Chemistry II with Lab
- CHEM 310: Physical Chemistry I with Lab
- CHEM 352: A Survey of Biochemistry (note: same as BIOL 352, need only do one)
- CHEM 352L: Intro to Biochemical Analyses (note: same as BIOL 352L, need only do one)

#### **One additional course in Biology or Chemistry – choose either:**

- BIOL 420: Advance Molecular Genetics with lab, or
- CHEM 452: Advanced Biochemistry with Lab
- OR another 400-level course from Biology or Chemistry with permission.

#### **In Mathematics:**

- MATH 112: Calculus I
- 

#### **In Physics:**

- PHYS 150: Introductory Physics I with Lab
- 

#### **Prerequisite Coursework**

- BIOL 101
- CHEM 110: Chemical Composition and Structure with Lab
- CHEM 120: Chemical Reactivity with Lab

- CHEM 210: Organic Chemistry I with Lab

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

**Note: Students cannot double major in Chemistry and Biochemistry; nor can they earn a major in Biochemistry and a concentration in Biochemistry and Molecular Biology.**

### Chemistry Courses

**CHEM 110 Chemical Composition and Structure with Lab** Fundamental principles of chemistry: chemical calculations and symbolism; atomic and molecular structure and bonding; periodic properties; intermolecular interactions, classification of chemical reactions, and the solid state. Laboratory work includes introduction to chemical instrumentation. Prerequisite: none

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

**CHEM 200 Research Apprenticeship in Chemistry** Students who anticipate majoring in chemistry or biochemistry may participate in apprenticeships, which are intended to provide opportunities for the students to become involved in ongoing research projects with chemistry faculty. To be considered for a research apprenticeship position, a student must approach a faculty member regarding joining the faculty member's research laboratory. A minimum of 50 hours of work is expected. A student may enroll in CHEM 200 for no more than 3 quarters, with the same faculty member or with different faculty members. The three quarter need not be consecutive. Enrollment is by permission of the instructor only, availability of apprenticeships will vary over time, and are not guaranteed. This course does not count towards major. Research apprenticeships are offered for credit/no credit.

**CHEM 210 Organic Chemistry I** Basic principles of structure, nomenclature, and reactivity applied to aliphatic hydrocarbons; valence bond and molecular orbital structure models; inductive, resonance, and steric effects on reactivity; stereoisomerism; laboratory emphasis on techniques used in the synthesis and purification of organic compounds. Corequisite: CHEM-210L CHEM-120 with a minimum grade of C- earned.

**CHEM 210L Organic Chemistry I Lab** Corequisite: CHEM-210

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

**CHEM 220L Organic Chemistry II Lab** Corequisite: CHEM-220

**CHEM 240 Analytical Chemistry with Lab** Treatment of experimental data; systematic solution stoichiometry; the study of acid-base, precipitation-solubility, oxidation-reduction, and complex formation-dissociation equilibria; introduction to quantitative applications of gravimetry, titrimetry, and chromatography, electrochemistry, and spectrophotometry. CHEM-120 with a minimum grade of C- earned.

**CHEM 301L Chemistry Research Methods**This lab will introduce students to fundamental skills for chemistry and biochemistry research. Students will tackle a pressing research question with faculty guidance. This lab is a starting point for students interested in faculty led research, and for experienced researchers to hone their skills. Students will work with the instructor to plan experiments, execute lab work, and report the results of their research. This lab emphasizes exposure to a breadth of lab techniques and preparation for collaborative research. This course is intended for chemistry and biochemistry majors pursuing a research-focused career. Must have taken CHEM-210 or with instructor permission

**CHEM 310 Chemical Thermodynamics & Kinetics**Study of chemical thermodynamics, statistical mechanics, and kinetics including applications in thermochemistry, chemical equilibrium, chemical transport, and reaction dynamics. Intended for science students interested in understanding the fundamental reasoning and math behind reactions, energy transport, and kinetics. Laboratory emphasis on learning measurement techniques, data analysis, and scientific communication. CHEM-120, MATH 113, and PHYS-150 All course prerequisites must be met with a minimum grade of C-. CHEM-310L must be taken concurrently.

**CHEM 310L Chemical Thermodynamics & Kinetics Lab**Study of chemical thermodynamics, statistical mechanics, and kinetics. Intended for chemistry majors and biologists with a strong cellular or molecular orientation. CHEM-120 or CHEM-125, MATH 113, and PHYS-150 All course prerequisites must be met with a minimum grade of C-. CHEM-310 must be taken concurrently

**CHEM 330 Inorganic Chemistry with Lab**Exploration of the electronic and atomic/molecular configuration of molecules and materials, using that knowledge to explain their properties and understand some of their applications (nuclear power, solar energy conversion, catalysis, etc.); laboratory work emphasizing synthesis, analysis and reactivity characterization of inorganic compounds. CHEM-210 with a minimum grade of C- earned.

**CHEM 352 A Survey of Biochemistry**This course is designed for students interested in understanding biochemical processes, and is good preparation for health-related studies. The course is an overview of the chemical mechanisms underlying biological processes including structure and function of proteins, nucleic acids, polysaccharides, and lipids; enzymatic catalysis and kinetics; an introduction to bioenergetics; pathways of carbohydrate metabolism; survey of lipid and amino acid metabolism; and integration of metabolism. CHEM-220; Chemistry majors only. with a minimum grade of C- earned.

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

**CHEM 365 Biochemistry I Fundamentals of Biochemistry**This course is designed for students interested in studying the chemical processes that regulate biological functions at the molecular level. In this course students will i) focus on understanding the structure and function of biological macromolecules essential to life (nucleic acids, lipids, carbohydrates and amino acids), ii) study the thermodynamics and kinetics of protein folding, iii) analyze the varied structures of proteins and their functions, as well as examine enzymatic catalysis. This course will not count towards the major in Biology. Must have taken BIOL-112 and CHEM-220. with a minimum grade of C- earned.

**CHEM 410 Quantum Chemistry & Spectroscopy with Lab** Further study of chemical kinetics; elementary quantum mechanics applied to simple atoms and molecules; spectroscopy. CHEM-210, MATH-113, and PHYS-152 with a minimum grade of C- earned.

**CHEM 420 Instrumental Analysis with Lab** Study of instrumental methods of analysis including trace techniques; emphasis on spectroscopy, electrochemistry, and chromatography, introduction to electronic signal processing, and computer data acquisition. CHEM-240 and CHEM-310 or Chemistry Seniors who have taken CHEM-240. With a minimum grade of C- earned. Chemistry seniors who have not taken CHEM-310 should contact the Registrar's Office in order to register for this class.

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

**CHEM 450 Molecular Structure and Reactivity with Lab** An advanced inorganic chemistry course where we study how the electronic structure of molecules and materials impacts their properties and reactivity. Coordination chemistry is one of the main axes of this class; topics covered include f-block chemistry, cross-coupling reactions, and photocatalysis. We also discuss nanomaterials, their synthesis and spectroscopic properties. Laboratory work emphasizes synthesis and reactivity studies on and physical characterization of inorganic and organometallic compounds as well as quantum materials. CHEM-220 with a minimum grade of C- earned.

**CHEM 452 Advanced Biochemistry with Lab** Study of selected topics in biochemistry through review articles and primary research literature, emphasizing experimental methods, critical analysis and interpretation of data, and integration of biochemical concepts. Laboratory will utilize an investigative approach to strategies of enzyme studies and bioinformatics. BIOL/CHEM-352 and BIOL/CHEM-352L all with a minimum grade of C- earned.

**CHEM 465 Biochemistry II Macromolecules, Metabolism, and Diseases** This course is designed for students to expand on the molecular-level studies of biomolecules obtained in Biochemistry I and will extend this knowledge to understanding the effect of aberrant metabolism to disease formation. In this course, students will analyze how organisms maintain homeostasis by making use of the varied macromolecules they possess and using them to generate necessary energy. This course will not count towards the major in Biology. CHEM-365 with a minimum grade of C- earned.

**CHEM 466L Experimental Biochemistry Lab** In this lab course students will engage in a Course-based Undergraduate Research Experience (CURE) wherein they will tackle a current day biochemical problem by purifying and analyzing an enzyme linked to a disease and explore how amino acid mutations lead to aberrant enzyme function. CHEM-220 and CHEM-220L and be a Biochemistry major. All course prerequisites must be completed with a minimum grade of C-.

**CHEM 470 Principles of Medicinal Chemistry with Lab** This course will survey the world of medicinal drug design, from target choice to structural drug determinants, to drug toxicology and disposition. The course will illustrate to students the significance of chemical structure and their physiochemical properties, and address molecular modification of molecules in the rational design of drug entities. The ultimate goal is to help students relate drug chemistry to therapeutic applications. We will review some general principles learned in Introductory and Organic Chemistry, Biochemistry, and Cell Biology, and will introduce several Pharmacological and Physiological principles, as they relate to the

molecular mechanism of action of select drug classes. Emphasis will be placed on drug-target interactions at the molecular level by employing 3-D visualization tools. BIOL/CHEM-352 or CHEM-365 All course prerequisites must be completed with a minimum grade of C-. Priority will be given to Senior Chemistry or Biochemistry majors first.

**CHEM 480 Macromolecular & Supramolecular Chemistry With Lab** We encounter macromolecules daily as materials and the machinery of life, including synthetic polymers, proteins, and DNA. Supramolecular chemistry is the spontaneous association of molecules into large, complex structures. This course is an introduction to the synthesis of macromolecules, the characterization of their chemical structure, and the study of supramolecular systems. We will cover modern methods of polymer synthesis and review intermolecular forces to help us understand self-assembly. Journal article discussions will highlight applications in biological and synthetic systems. Lab will give you hands-on experience with polymer synthesis and characterization, including 2D NMR, HPLC-MS, and mechanical properties. Prerequisite: CHEM-220. All course prerequisites must be met with a minimum grade of C-. CHEM-220 with a minimum grade of C- earned.

**CHEM 490F Senior Seminar - Professional Development for Chemists** This seminar course is a partial units course distributed among the three terms, intended for Chemistry and Biochemistry majors. Majors are required to complete 0.7 units of CHEM-490. Students who intend to complete their Graduation Shared Passages Seminar requirement will need to complete an additional 0.3 units of CHEM-490. This course combines activities currently in the Chemistry senior program and two practicum experiences with the goal of preparing senior majors to present a public seminar covering their Senior Individualized Project and to present themselves professionally as they move into chosen professions. The Chemistry discipline relies heavily on both written and verbal communication skills to disseminate scientific information, and as such, practitioners must be able to articulate concise and scientifically accurate descriptions of their work. In this course majors attend a series of seminars by guest chemistry professionals, are exposed to on-campus resources, learn practical applications, and engage in peer workshops to develop oral and written presentation skills. CHEM490S (0.3 units) - taken in spring of junior year as a preparative course for the SIP, can be taken again in spring of senior year. Prerequisite: Junior or Senior Chemistry or Biochemistry majors only. CHEM490F (0.4 units) and CHEM490W (0.3 units). Prerequisite: Chemistry or Biochemistry Senior standing. Senior Chemistry majors only

**CHEM 490S Senior Seminar - Professional Development for Chemists** This seminar course is a partial units course distributed among the three terms, intended for Chemistry and Biochemistry majors. Majors are required to complete 0.7 units of CHEM-490. Students who intend to complete their Graduation Shared Passages Seminar requirement will need to complete an additional 0.3 units of CHEM-490. This course combines activities currently in the Chemistry senior program and two practicum experiences with the goal of preparing senior majors to present a public seminar covering their Senior Individualized Project and to present themselves professionally as they move into chosen professions. The Chemistry discipline relies heavily on both written and verbal communication skills to disseminate scientific information, and as such, practitioners must be able to articulate concise and scientifically accurate descriptions of their work. In this course majors attend a series of seminars by guest chemistry professionals, are exposed to on-campus resources, learn practical applications, and engage in peer workshops to develop oral and written presentation skills. CHEM490S (0.3 units) - taken in spring of junior year as a preparative course for the SIP, can be taken again in spring of senior year. Prerequisite: Junior or Senior Chemistry or Biochemistry majors only. CHEM490F (0.4 units) and CHEM490W (0.3 units). Prerequisite: Chemistry or Biochemistry Senior standing. Junior or Senior Standing only.

**CHEM 490W Senior Seminar - Professional Development for Chemists** This seminar course is a partial units course distributed among the three terms, intended for Chemistry and Biochemistry majors. Majors are required to complete 0.7 units of CHEM-490. Students who intend to complete their Graduation Shared Passages Seminar requirement will need to complete an additional 0.3 units of CHEM-490. This course combines activities currently in the Chemistry senior program and two practicum experiences with the goal of preparing senior majors to present a public seminar covering their Senior Individualized Project and to present themselves professionally as they move into chosen professions. The Chemistry discipline relies heavily on both written and verbal communication skills to disseminate scientific information, and as such, practitioners must be able to articulate concise and scientifically accurate descriptions of their work. In this course majors attend a series of seminars by guest chemistry professionals, are exposed to on-campus resources, learn practical applications, and engage in peer workshops to develop oral and written presentation skills. CHEM490S (0.3 units) - taken in spring of junior year as a preparative course for the SIP, can be taken again in spring of senior year. Prerequisite: Junior or Senior Chemistry or Biochemistry majors only. CHEM490F (0.4 units) and CHEM490W (0.3 units). Prerequisite: Chemistry or Biochemistry Senior standing. Senior Chemistry and Biochemistry majors only

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

### **CHEM 600 Teaching Assistantship**

## **Chinese**

Professors: Weng, Yang

The Chinese program provides students with exposure to the language, literature, and culture of China. The multiple levels of Chinese language courses offer a balanced emphasis on listening, reading, writing, and speaking, establishing a good foundation for ongoing language study. Students may study abroad in Greater China (Mainland China and Taiwan) or take part in other forms of advanced study to continue developing their language skills. Chinese Studies courses (taught in English) acquaint students with Chinese cultural productions, including literature, film, art, and more, and situate them within the social, political, and cultural contexts that give them meaning.

Due to the overlap in requirements, it is not possible for students to major in East Asian Studies and minor in Chinese or Japanese unless they are pursuing coursework in both languages.

### **Requirements for the Minor in Chinese**

#### **Number of Units**

6 total units are required; not including CHIN 101-102

#### **Required Courses: (4 units)**

#### **Language courses (at least 3 units)**

CHIN 201, 202, 203 (or approved equivalent courses for a total of three units)

All students wishing to count equivalent language courses taken off campus must demonstrate the appropriate aptitude with a placement exam. Please note that placement exams are only offered at the beginnings of each quarter.

### **One Chinese Studies course taken on campus (1 unit)**

From among CHIN 222, CHIN 224, CHIN 245, CHIN 260 and any other 200-level course above CHIN 203

### **Elective Course: (2 Unit)**

Minors must complete two additional elective courses. These two courses can be Chinese Studies courses taken on campus, or Chinese language courses above CHIN 203 taken on campus. With approval, students may count as elective one non-language course from a long-term (six-unit) study abroad program or two non-language courses from an extended term (nine-unit) program. With approval, additional special topic one-time course offerings with Chinese Studies content may count as electives.

### **Related Majors**

The Chinese Program is an essential part of the East Asian Studies Department, and it contributes to the International and Area Studies Program as well. See catalogue listings of East Asian Studies or International and Area Studies for requirements for these majors.

### **Study Abroad Opportunities**

The College has established several programs in the People's Republic of China and Taiwan. Please consult with the Center for International Programs on the different options available. To maximize the benefits of studying abroad, students are strongly encouraged to complete CHIN 203 before leaving for China. For more details about language preparation for study abroad, consult early with professors and the Center for International Programs.

### **Chinese Courses**

**CHIN 101 Beginning Chinese I** This course is an introduction to the Chinese language. Pronunciation system, basic vocabulary, written script, fundamental grammatical structures, as well as some cultural background of the language will be studied. The goal of this course is to set a good foundation for making Chinese a functional language for the students. CHIN-101L must be taken concurrently.

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

**CHIN 201 Intermediate Chinese I** This course follows CHIN 102 and starts the Intermediate Chinese language sequence. It will create an authentic language environment for the students and help make learning Chinese an interesting experience. The students will develop their fundamental language skills with a balanced emphasis on listening, speaking, reading, and writing. A communicative approach will be

adopted, and accuracy will be emphasized at the same time. Culture will be brought into the classroom through songs, poems, and so on. Short cultural talks related to course material will be given.

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

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

**CHIN 222 20th-Century Urban China**This course interrogates literary and cinematic representations of Chinese cities in the twentieth century. By examining urban narrative in Chinese fiction, drama, poetry and film from the Republican and People's Republic periods, this class offers a new understanding of Chinese modernity as marked by its unique urban sensibilities as well as its historical and cultural configurations.

**CHIN 224 Chinese Sci-Fi**This course uses Chinese Sci-fi fictions and films to explore how an understanding of the tumultuous past and a perception of the rapidly shifting present in the Chinese cultural context are rendered in an imagination of alternative contemporary realities and of the future of China and of this interconnected planet. All the course materials are in English translation.

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

**CHIN 245 Chinese Film**This course examines the cinematic traditions of China, Taiwan, and Hong Kong in light of the following topics: the foundational legends of Chinese cinema, the relationship between film and politics, representations of historical crisis (e.g., the February 28 Incident (1947), the Great Proletarian Cultural Revolution (1966-76), and the British handover of Hong Kong (1997)), revolutionary aesthetics, and "spectacular" violence.

**CHIN 250 China From the Borders**This course helps students approach China, one of the world's most vibrant multiethnic societies, and encourages students to investigate questions of race and ethnicity in the context of intercultural exchange in China and Asia. Despite China's historical legacy as the "Middle Kingdom" that imagined itself as the center of world civilizations, Chinese culture is far from a homogenous and self-contained entity. Chinese culture has always been in active conversation with other cultures. In this course, students will probe the historically evolving relationships between the so-called Chinese political and culture "center" and its non-Han peripheries. Students will investigate the multilingual, multiethnic traditions of Chinese literature and delve into many previously marginalized

literary voices and creative expressions generated by China's diverse non-Han groups. The course will expand students' understanding of the ethnic diversity of China in the global context by introducing them to a variety of Chinese national narratives and minority-produced literary, cinematic, and artistic creations. We will particularly probe how minority intellectuals endeavor to salvage fast-disappearing minority linguistic and cultural traditions against state-led modernization in China, as well as how ethnic minority poets make transnational tribal connections with Native American communities. We will further place Chinese ethnic cultures in a global context by analyzing transnationally produced cinematic sensations to form sophisticated understandings of how Chinese minority cultural symbols enter into global cultural and capital circulations. Students have an opportunity to conduct research with Chinese-language and minority-language literary, cinematic, and artistic materials (mostly produced by the formerly overlooked minority intellectuals of China) to develop their skills to engage with multicultural sources in globalizing China. (All course materials are accompanied by English translations.)

**CHIN 260 Women in China**As in many countries subject to imperialism, women's movements in China were an important part of China's modernization project. How, then, have Chinese feminist theories and women's movements been different from those in the West? What is it like to live as a woman in a rapidly changing China through the 20th and 21st centuries? This course takes three approaches to explore these questions. To examine the characteristics and changes of gender roles we look at the representations of women in literature and film. To understand women's experiences we read women writers' essays, memoirs and fictions. To think about how women work as historical agents who make historical changes, we look at women activists, feminist thinkers and women's movements.

**CHIN 270 In Search of the Supernatural: Myths And Spritis in Chinese Tradition**This course explores the supernatural in Chinese mythology, folklore, and literature, examining myths of gods, spirits, and strange beings that blur the line between human and supernatural realms. Students will study cosmogonic myths, supernatural creatures, and ghost stories to understand how these narratives reflect cultural, social, and ethical themes in Chinese history. The course also addresses issues like transformation, justice, and gender dynamics. Modern media adaptations of these myths will be analyzed to explore their continued impact on contemporary identity and morality. Students will engage through readings, discussions, creative projects, and analytical writing to develop skills of literary analysis, critical thinking, and intercultural proficiency.

**CHIN 295 Power, Propaganda, & Poetry in Chin Emp**This course explores the dynamic role that poetry has played in negotiating systems of power in imperial China, both as a form of political propaganda and a popular mode of subversion. We will reflect on the enormous impact that Chinese poetry has had on key social issues relating to sexuality and gender, race and ethnic identity, political geography, colonialism, the environment, global epidemics, revolution, and more. \*All reading in English; no knowledge of Chinese required\*

**CHIN 300 Advanced Chinese**This course is a continuation of the Intermediate Chinese language sequence. The objective is to make a transition from textbook Chinese to real-life communication situations. The course uses a range of cultural materials and texts to facilitate a language exposure to a wide variety of written and spoken styles of Chinese. Some of the materials selected are original publications drawn from books, magazines and newspapers. This course focuses on content and style with extensive discussion and frequent written assignments in Chinese. It aims to consolidate what the students have learned in the past and help them develop better reading and writing skills. In addition, the improvement of speaking and listening abilities stays in focus throughout this course. This course may be tailored to the needs of the participants and may be taken for credit up to three times. CHIN-203 or equivalent is required

**CHIN 301 Advanced Chinese: Short Fiction** This course is an advanced-level language course in standard Mandarin Chinese, focused on readings and discussions of original works of modern Chinese-language short fiction. Students in this course will learn to read, discuss, and engage these works in the target language, as we explore themes of social inequality, love, violence, and untranslatability across various media, including films and cartoons, chosen to reflect an immense linguistic and cultural diversity. Completion of Intermediate Chinese III or demonstration of the equivalent language ability is required. CHIN-203 or CHIN-300 or instructor permission required.

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

### **CHIN 600 Teaching Assistantship**

## **Classics**

Professors: Evans, Manwell (Co-Chair)

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

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

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

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

## **Placement**

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

## **SAT II**

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

## **Advanced Placement**

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

## **Units from Study Abroad and Transfer Credit**

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

## **Requirements for the Major in Classics**

### **Number of Units**

Nine units are required.

### **Required Courses**

Five courses in one classical language above 201  
Three courses in the other classical language above 102  
CLAS 390 Junior seminar

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

## **Requirements for the Major in Latin**

### **Number of Units**

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

### **Required Courses**

- Five courses in Latin above 201
- CLAS 390 Junior Seminar

- One course in Roman history or archaeology
- One other course on Roman literature or culture, or an additional Latin course.

### **Requirements for the Major in Greek**

#### **Number of Units**

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

#### **Required Courses**

- Five courses in Greek above 201
- CLAS 390 Junior Seminar
- One course in Greek history or archaeology
- One other course on Greek literature or culture, or an additional Greek course.

### **Requirements for the Major in Classical Civilization**

#### **Number of Units**

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

#### **Required Courses**

- Two courses in Latin or Greek above the 201 level
- CLAS 390 Junior seminar
- At least one course in classical history
  - CLAS 225 Greek Civilization
  - CLAS 226 Roman Civilization
- At least one course in classical art or archaeology
  - CLAS/ARTX 208 Introduction to Greek Art and Archaeology
  - CLAS/ARTX 209 Introduction to Roman Art and Archaeology
- Four electives: any Classics, Latin or Greek course not previously taken.

### **Requirements for the Minor in Latin**

#### **Number of Units**

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

#### **Required Courses**

- Four courses in Latin above 102
- Two other Latin courses or courses on a Roman topic

### **Requirements for the Minor in Greek**

## Number of Units

Six units are required.

## Required Courses

- Four courses in Greek above 102
- Two other courses or courses on a Greek topic

## Requirements for the Minor in Classical Civilization

### Required Courses

- At least one course in classical history
  - CLAS 225 Greek Civilization
  - CLAS 226 Roman Civilization
- At least one course in classical art or archaeology
  - CLAS/ARTX 208 Introduction to Greek Art and Archaeology
  - CLAS/ARTX 209 Introduction to Roman Art and Archaeology
- Four electives: Any Classics course not previously taken; any Latin or Greek course above 102.

## Classics Courses

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

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

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

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

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

**CLAS 211 Race & Ethnicity in the Ancient Mediterranean**This course explores how ancient Greeks and Romans thought about human difference-what we call race and ethnicity today. In contemporary societies, it is common to consider ethnicity a cultural difference and race biological, but the Greeks and Romans thought about identity differently. We will consider how they conceptualized differences between the various communities inhabiting the Mediterranean (e.g., Persians, Gauls, and Egyptians) and expressed these ideas in texts and images. In exploring this evidence, we will also consider how ancient ideas have influenced contemporary discussions about race, ethnicity and identity. The course includes readings from a range of ancient texts, including poetry, drama, medical texts, history, geography, ethnography, and philosophy and covers a chronological period ranging from the 8th century B.C.E. to the 5th century C.E.

**CLAS 212 Ancient Humans & Other Animals**Humans tend either to think of themselves as separate from animals or as the top of the animal heap. We tell ourselves that we are different, and this affects how we treat and interact with animals, which might be different if we treated them as "same" In this class we will look at how ancient Greeks and Romans thought about, used, treated and interacted with animals. In this way, every day we will step into another, lost world where people held different beliefs about the animal kingdom. At the same time, we will also use their ideas and experiences to interrogate our own beliefs and practices concerning other animalsSophomores only.

**CLAS 213 Greco-Roman Slavery**Slavery was central to ancient Greek and Roman society. This course examines slavery as a social, political, legal, economic, and cultural institution using a variety of sources, including literature, law, and material culture. We will consider the following questions: What exactly is slavery? How many enslaved people were there and where did they come from? What was their legal status and what role did they play in the economy? How were they treated by their owners? How did they create lives for themselves? How did they obtain freedom? How did they resist their owners? How was slavery justified?

**CLAS 214 In Search of the Trojan War**Did the Trojan War really happen? Was Helen of Troy real? In this course we will examine the space where history and myth, and notions of East and West collide, at small city called Troy. We'll look at what the archaeological record and historical accounts from the Greeks and the Hittites can tell us about this alleged conflict. We'll also examine many myths about this war and explore why the Greeks found these stories such a rich resource for discussing and critiquing their own culture. Finally, we'll look at examples of retellings of the Trojan War, which continue to speak to other cultures, identities, and political crises.

**CLAS 225 Greek Civilization**This course examines the history, culture and artifacts of peoples who inhabited the Greek-speaking world. We begin in prehistory, with the earliest Greek peoples, the Mycenaeans, and explore how they expanded their reach, interacted with their neighbors, and experimented with an array of political systems. We construct our knowledge of these peoples and their

lives by looking at the remains they have left behind: art and architecture, religious texts, poems, histories, and philosophy, as well as every-day items.

**CLAS 226 Roman Civilization**How does a small town in central Italy come to rule the entire Mediterranean? We attempt to answer this question by starting with Rome's founding, watch how it expands in influence within Italy and beyond, until it emerges as a global superpower. We examine how this transformation occurs by looking at a wide array of sources still available to us, including comedies, biographies, archaeological finds, histories, law codes and speeches, poetry, geography, and much more.

**CLAS 229 Frozen in Time: the Ancient City of Pompeii**Since its discovery in the 1700s, Pompeii has captured the popular imagination as a city frozen in time. Centuries of nearly uninterrupted excavation have made astonishing discoveries that allow us to paint a vivid picture of Roman life in the first centuries BCE and CE. In this course we will explore the material, visual, and architectural remains of the city to reconstruct the lives of its inhabitants. We will enhance our understanding of these topics by considering their connection to current debates on cultural identity, ethnic diversity and social inequality.

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

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

**CLAS 295 'Bittersweet Love': Ancient Reflections on Passionate Desire**What is love? Do we need to love and be loved to be happy? But then, why do we suffer so much because of it? These are some of the questions that we will try to answer with the help of a wide selection of philosophical and literary texts from the Greek and Roman world. In particular, we will look at how the ancients tried to cope with the double nature of passionate desire: love was seen both as an uplifting force that allow us to transcend the limits of our human nature, and as a destructive power that produces baneful effects on our mind and body. At the same time, we will become familiar with debates on broader historical and philosophical issues, such as the role of passions, emotions and reason in producing a happy life, the relationship between the body and the soul, or ancient conceptions of gender and sexuality. Finally, we will see examples of how these ancient views on passionate desire have been adapted and reinvented to fit new cultural and religious contexts and ask whether they still influence the way we talk and think about love nowadays.

#### **CLAS 2XX TBD**

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

minor, or concentration in Classics, Greek, Latin, or Classical Civilization, or permission of the instructor.

**CLAS 490 Classics Senior Seminar** Students conduct in-depth research on a disciplinary topic, mentor junior Classics majors and engage in structured reflection on the role of Classics in their K-Plans and as preparation for life and careers after graduation. Senior standing and declared major, minor, or concentration in Classics, Greek, Latin, or Classical Civilization, or permission of the instructor.

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

### **CLAS 600 Teaching Assistantship**

#### **Greek Courses**

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

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

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

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

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

### **GREK 600 Teaching Assistantship**

#### **Latin Courses**

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

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

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

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

**LATN 425 Latin Epic** Representative readings, in Latin, from one or more writers of epic (typically Vergil or Ovid). May be repeated. Take LATN-201

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

**LATN 435 Imperial Prose** Representative readings, in Latin, from one or more Imperial prose authors (Pliny the Younger, Seneca, Sallust, Livy, Tacitus, Suetonius). May be repeated. Take LATN-201 or instructor's permission

**LATN 475 Topics in Latin** Readings to be offered in response to the needs and interests of majors and minors. Topics and/or authors typically include those not offered in the standard curriculum, such as the Roman novel (including Petronius and Apuleius), satire, and Medieval Latin. May be repeated. Take LATN-201 or instructor's permission

**LATN 476 Latin Fairy Tales** What makes a fairy tale? Why do we tell them and love them? We will explore the components of and theories about fairy tales, while reading an array of them in Latin! Fantastical stories from ancient cultures (Roman Italy, North Africa, Syria, and Egypt) will be read alongside those from medieval Europe, as well as Neo-Latin texts. Must have taken LATN-201.

**LATN 477 Daily Life in Imperial Rome** This is an upper-level Latin course that will focus on reading two key texts to gain insight into everyday life in imperial Rome. The course has two main goals: to improve skills of reading Latin and increase understanding of Roman social history. We begin by reading the letters of Pliny the Younger, who characterizes himself as an erudite magistrate yet reveals intimate details about his personal life, including his relationship with his wife, his views on slavery, his coping with grief, and his experiences during the eruption of Mount Vesuvius. We then read the Satyricon of Petronius, which simultaneously revels in and satirizes the mundanities and excesses of urban life by following the narrator and his friends on a journey through Italy. These readings invite us to consider Roman attitudes towards a number of issues still relevant today, including gender, inequality, education, politics, religion, love, justice, and morality. Must have taken LATN-201 or with instructor permission.

**LATN 600 Teaching Assistantship**

## Computer Science

Professors: Brady (Sabbatical), Cutter (Chair), Gharaibeh, Polanco, Vargas-Pérez, Érdi

The study of computer science enriches a liberal arts education by fostering skills in problem-solving, logical reasoning, organizing information to make it easier to understand and manipulate, expressing ideas precisely and effectively, and managing complexity. The computer science department is committed to providing a firm foundation in computing to our majors and minors, and to help students at all levels learn about the discipline, discover an interest in it, explore, and thrive.

## **Placement**

For purposes of course placement and prerequisites, a score of 4 or 5 on the Advanced Placement Computer Science A exam is regarded as equivalent to successful completion of COMP 150. For students who place out of COMP 150 and plan to continue in Computer Science, we recommend taking COMP 101 as an extra half-unit during the same term as COMP 210.

A score of 4 or 5 on the AP Computer Science Principles exam is not equivalent to a specific Kalamazoo College course, but satisfies the prerequisite for COMP 150. COMP 101 is still required for the major or minor.

Students whose high school curriculum covered topics in COMP 101 should talk to the department chair about whether they should place into or out of COMP 101.

## **Transfer, Dual Enrollment, Study Abroad Credit**

Courses taken at other institutions will be awarded credit in computer science if they meet one of the following criteria: 1) the course is similar in content and rigor to an existing course in the Computer Science department, or 2) the course covers some important topic of computer science not offered at Kalamazoo College. Students are responsible for meeting with the chair of the computer science program in advance to determine whether a course offered elsewhere will transfer back as a computer science credit. External credits may also be used to satisfy the mathematics cognates for the major or minor.

## **Requirements for the Major in Computer Science**

### **Number of Units**

Eight units numbered 150 or above, not including a SIP are required, in addition to the half-unit COMP 101 Introduction to Computers & Computing plus 3 mathematics cognates. Each must be earned at a grade of C- or above. The department administers a required program assessment instrument in place of a comprehensive exam.

### **Required Courses**

COMP 101 Intro to Computers and Computing (a half-unit course)  
COMP 150 Object Oriented Programming  
COMP 210 Data Structures  
COMP 215 Design and Analysis of Algorithms  
COMP 315 Computer Organization

Four additional computer science courses at the 300-level or higher.

### **Required Cognates**

MATH 112 Calculus I  
MATH 250 Discrete Mathematics  
One other Mathematics Course, not including MATH-110

### **Additional Recommendations**

Just as the study of computer science enriches the liberal arts, the study of arts, humanities, and social sciences enrich computer scientists. All students are encouraged to take a broad range of courses across the liberal arts, including at least one writing-intensive course.

Students who plan graduate work in computer science are expected to take additional computer science and mathematics courses appropriate to their interests. COMP 400 (Automata) is particularly recommended.

## **Requirements for the Minor in Computer Science**

### **Number of Units**

Six units in Computer Science plus 2 mathematics cognates are required, not including a SIP. Each must be earned at a grade of C- or above.

### **Required Courses**

COMP 101 Intro to Computers & Computing (a half-unit course)

COMP 150 Object Oriented Programming

COMP 210 Data Structures

COMP 215 Design and Analysis of Algorithms or COMP 315 Computer Organization

At least 2.5 additional computer science courses.

### **Required Cognates**

MATH 112 Calculus I

MATH 250 Discrete Mathematic

### **Computer Science Courses**

**COMP 101 Intro to Computers & Computing**This half-unit course addresses three big questions in the field of computing: What is a computer (and how does it work)? How do we compare and analyze computational solutions? And finally, how do humans and computers interact, and what are the social and ethical issues that arise? This course introduces the field of computing without programming; it is generally taken in combination with COMP 102, 103, or 104 -- basic programming in JavaScript or Python -- for a full unit.

**COMP 102 Programming Basics for JavaScript /Web Development**This half-unit course introduces the general algorithmic (disciplined, step-by-step) approach to problem solving, and the basic concepts of computer programming in the context of developing dynamic web pages using JavaScript. This course is generally taken in combination with COMP 101 Introduction to Computers and Computing for a full unit. COMP 101 introduces the field of computing without programming; this course adds basic programming concepts to that.

**COMP 103 Python Programming Basics in a Multimedia Context**This half-unit course introduces the general algorithmic (disciplined, step-by-step) approach to problem solving, and the basic concepts of computer programming in the context of developing Python programs to create and manipulate pictures, sound, and animations. This course is generally taken in combination with COMP 101 Introduction to Computers and Computing for a full unit. COMP 101 introduces the field of computing without programming; this course adds basic programming concepts to that.

**COMP 104 Python Programming Basics in a Scientific Computing Context**This half-unit course introduces the general algorithmic (disciplined, step-by-step) approach to problem solving, and the basic concepts of computer programming in the context of developing Python programs for scientific modeling, visualization, and data analysis. This course is generally taken in combination with COMP 101

Introduction to Computers and Computing for a full unit. COMP 101 introduces the field of computing without programming; this course adds basic programming concepts to that.

**COMP 150 Object Oriented Programming**An introduction to object-oriented programming. Topics include basic language features and the fundamentals of the programming process, including design, implementation, and testing. Hands-on programming is a central component of the course, embodied in weekly labs, in-class mini-labs, and frequent programming assignments. Some previous exposure to programming or strong math skills are recommended; see a faculty member if you have questions about taking this course. AP CS Principles, COMP 102, 103, 104, 105, 107, or 108, or one 200-level Math course, or 1 200-level Physics course, or instructor permission. All course prerequisites must be met with a minimum grade of C-. COMP-150L Must be taken concurrently.

**COMP 200 Professional Apprenticeship**Students majoring in computer science may participate in apprenticeships, which are opportunities for the students to learn computer science concepts through professional internships. To be considered for a professional apprenticeship, a student must approach a faculty member with a proposal of the expected work and learning goals to be accomplished in the project or internship. A written reflection will be required at the end of the apprenticeship. A minimum of 10 hours of work per week is expected. Enrollment is by permission of instructor only. By Instructor Permission only

**COMP 210 Data Structures**Provides students an opportunity to further develop and refine their design, implementation, and testing skills. In particular, the emphasis of this course is on the organization of information, the implementation of common data structures such as lists, stacks, queues, trees, and graphs, and techniques of data abstraction, including encapsulation and inheritance. The course will also explore recursion and the close relationship between data structures and algorithms. Hands-on programming is a central component of this course, through numerous mini-labs and outside programming assignments. COMP-150 All course prerequisites must be met with a minimum grade of C-.

**COMP 215 Design and Analysis of Algorithms**Introduction to a variety of algorithms and algorithm design techniques that recur in computer science literature and applications. These include common sorting and searching algorithms, divide-and-conquer and dynamic programming algorithms, and algorithms in the areas of string processing, geometry, and graph theory. This course also provides an introduction to the mathematical analysis of the complexity and performance of algorithms. COMP-101, COMP-210 and MATH-250 All course prerequisites must be met with a minimum grade of C-.

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

**COMP 305 Software Development**This course focuses on software development methods and practices. Topics include traditional and agile software engineering approaches, common processes and tools, database concepts, user interface design, and professional standards and ethics. Students will analyze existing code, develop and refactor code, develop test cases, interact with a relational database, and work on large projects within a team. COMP-210. All course prerequisites must be met with a minimum grade of C-.

**COMP 315 Computer Organization** Introduction to computer organization; gates, truth tables, and logic design; number representation and arithmetic; assembly-language programming and the assembly process; and current techniques for improving computer performance. COMP-101 and COMP-210 All course prerequisites must be met with a minimum grade of C-.

**COMP 320 Principles of Programming Languages** Study of programming language concepts and paradigms. Students will look at the historical progression of language design, study the distinctive characteristics of major programming paradigms, discuss design decisions and tradeoffs, and develop fluency in a new language. Typical topics include syntactic and semantic differences among languages, type theory, static and dynamic binding of variables, and scope rules. This course is offered annually. COMP-210 All course prerequisites must be met with a minimum grade of C-.

**COMP 395 Ranking As a Social Game** Ranking of people, schools, products, countries and just about everything else is part of our daily life. We like to compare ourselves to others and see who is stronger, richer, better, cleverer. Our love for comparison led to our fad to make rankings. Ranking is about becoming more organized and we like the idea of being more organized! We are in a paradoxical relationship with ranking: "ranking is good because it is informative and objective; ranking is bad because it is biased and subjective, and occasionally, even manipulated." The cognitive science and social psychology of ranking will be discussed. COMP-210 or PSYC-301. All course prerequisites must be met with a minimum grade of C-.

**COMP 400 Automata, Formal Languages, and Computability** Study of automata as mathematical models of computation; of formal languages, which play a central role in the specification and translation of programming languages; and of the fundamental capabilities and limitations of computers. This course is offered in the spring of odd-numbered years. MATH-250 or MATH-330, and one unit of computer science. All course prerequisites must be met with a minimum grade of C-.

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

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

**COMP 481 Parallel Computing** This course explores parallel algorithms and their applications, particularly how to choose the appropriate parallel programming paradigm, as well as how to parallelize a given problem. Emphasizing shared and distributed memory models of parallel programming, this course will include theoretical and programming aspects in which students will be able to learn how to measure efficiency in parallel algorithms, as well as time complexity, speedups, the cost of communication, data and task parallelism, synchronization, and how to prepare a personal computer for parallel programming. COMP-215. All course prerequisites must be met with a minimum grade of C-.

**COMP 482 Cybersecurity** This special topics course will focus on topics related to cybersecurity. # Take MATH-250 or MATH-330; Minimum grade C-; # Take COMP-210; Minimum grade C-;

**COMP 483 Cryptography**This course provides a mathematics-based introduction to cryptography. Students will study the algorithms and security of various symmetric-key and public-key cryptosystems, and will write programs to implement several different cryptographic algorithms. Students will also gain some awareness of the social, ethical, and political issues related to cryptography. COMP-104, COMP-105, or COMP-150 and MATH-250 or MATH-316 or MATH-330. All course prerequisites must be met with a minimum grade of C-.

**COMP 484 Computing for Environment and Social Justice**In this class we will use concepts and techniques from computer science to address and understand problems in environmental science. We will explore the application of computational intelligence to environmental data, current solutions to create, collect, store, process, model, and distribute data and information, as well as the environmental impacts of computers. COMP-210. All course prerequisites must be met with a minimum grade of C-.

**COMP 485 History & Future of Computing**This course will discuss the history and future of computing. COMP-210. All course prerequisites must be met with a minimum grade of C-.

**COMP 485 Networking & Distributed Systems**This course provides an overview of computer networking principles, protocols, and architecture. Students will learn about the Internet, the technologies used to configure local and wide area networks, operating system concepts focusing on network usage and resource sharing, and the ethics and responsibilities of secure networks, focusing on confidentiality, integrity, and authentication. COMP-230. All course prerequisites must be met with a minimum grade of C-.

**COMP 486 Machine Learning**An introductory undergraduate course in machine learning. The class will briefly cover topics in regression, classification, mixture models, neural networks, and ensemble methods. This course uses concrete examples, minimal theory, and production-ready Python frameworks to help you gain an intuitive understanding of the concepts and tools for building intelligent systems. COMP-101, COMP-105, COMP-107, or COMP-108, and COMP-210 and MATH-112. All course prerequisites must be met with a minimum grade of C-.

**COMP 487 Web Development**This special topics course will focus on web development technologies and practices. Topics will include languages and patterns used in web development, interacting with databases, and developing greater awareness of, and sensitivity to, customer and end-user needs. Students will also develop or deepen their understanding of general software development topics, such as developing and refactoring code, developing test cases, working within a team, and managing large projects, as well as further their understanding of their professional responsibilities as software developers, becoming familiar with the ACM Code of Ethics. This course will have both conceptual and hands-on components. Students will research and present various topics, install and work with real-world projects, and document and reflect on their learning and their software development progress throughout the course. COMP-210. All course prerequisites must be met with a minimum grade of C-.

**COMP 488 Topics: Advanced Software Development**This course will focus on software development philosophies and practices. Topics will include traditional and agile software engineering approaches, open source software development, common processes and tools, and the use of modern AI in software development. Students will deepen their skills, including analyzing existing code, developing and refactoring code, developing test cases, interacting with a relational database, working within a team, and managing large projects. Students will also further their understanding of their professional responsibilities as software developers, and become familiar with the ACM Code of Ethics. COMP-230. All course prerequisites must be met with a minimum grade of C-.

**COMP 489 Mobile Computing**This special topics course will allow students to explore issues in designing and writing mobile applications. Topics will include the software development process, memory management, user interface design, user interface building, input methods, data handling, connecting to databases, app development (for iOS and Android), and possibly other specifics such as GPS and motion sensing, and security issues related to mobile device software. This course will have both conceptual and hands-on components. Students will research and present various topics, install and work with real-world projects, and document and reflect on their learning and their software development progress throughout the course. COMP-210. All course prerequisites must be met with a minimum grade of C-.

**COMP 490 Cs Senior Seminar Mobile Computing**Each year the Computer Science department offers a senior seminar focusing on team-based software development within a specific context (e.g., mobile, web, or open source software development). The context varies from year to year. In addition to collaborating on a specific project, students present material on a wide range of software development topics, including software engineering methodologies, professional ethics, and current trends in languages and software development tools. As a senior seminar, the course has a strong problem-solving focus, encourages student participation and leadership, develops their communication skills, and stresses integration of the student's full undergraduate experience. COMP-210 and senior standing

**COMP 490 Sr Sem: Computing for Environment And Social Justice**In this course students will apply concepts and techniques from computer science to address and understand problems in environmental science. We will explore the application of computational intelligence to environmental data, current solutions to create, collect, store, process, model, and distribute data and information, as well as the environmental impacts of computers. Must have taken COMP-210 with a C- or better.

**COMP 490 SR Sem: Advanced Software Development**This course will focus on software development philosophies and practices. Topics will include traditional and agile software engineering approaches, open source software development, common processes and tools, and the use of modern AI in software development. Students will deepen their skills, including analyzing existing code, developing and refactoring code, developing test cases, interacting with a relational database, working within a team, and managing large projects. Students will also further their understanding of their professional responsibilities as software developers, and become familiar with the ACM Code of Ethics. Must have previously taken COMP-210

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

## Community and Global Health

For more information, contact the Associate Provost. Dr. Michele Intermont

The Community and Global Health (CGHL) interdisciplinary concentration enables students to explore the determinants and consequences of individual and community health, critically examine relevant global, national, and local policies and programs, and learn theories, methodologies, and program practices important to the study of public health and “the modern plagues.” Students use social

determinants of health and social justice frameworks to analyze the structures and systems that shape health, disease, and disability, and the disparities and inequities that characterize their disproportionate distribution between and among people, communities, and nations. The concentration requires students to complete an experiential component (see below) approved by the program director in advance, through which they gain and apply practical skills.

Emphasizing our collective and individual responsibility to advance health equity, the concentration prepares students, as educated and engaged members of their communities, to identify, investigate, and articulate the broad spectrum of contemporary global health issues, and to exercise intellectual and practical skills in response. The concentration also prepares students for graduate and professional school in public health or human, dental, or veterinary medicine and the allied health professions.

### **The CGHL Concentration**

#### **Required core:**

- CGHL 210 Contemporary Issues in Public Health: An Introduction
- CGHL 220 Epidemiology
- Four additional electives, at least one chosen from each of the following three categories below.

#### **Natural sciences and quantitative reasoning**

- ANSO 212 Quantitative Analysis
- BIOL 322 General and Medical Microbiology
- BIOL 360 Immunology and Human Health
- MATH 105 Quantitative Reasoning & Statistical Analysis
- MATH 260 or 261 Applied Statistics or Biostatistics (preferred)  
MATH 265 Introduction to Data Science
- MATH 360 Applied Statistics II

#### **Social and cultural determinants of health**

- ANSO 210 Medicine and Society
- ANSO 225 Sex and Sexualities
- ANSO 232 Nature and Society: Introduction to Political Ecology\*
- ANSO 236 Race and Racism
- ANSO 245 Qualitative Methods
- ANSO/SEMN 255 You Are What You Eat
- ANSO 310 Social Research for Social Change
- ANSO 320 Special Topics (check with the Director; this course may be related to CGHL, for example, “Water, Environment and Society”)
- ANSO 322 Prisoners and Detainees

- ANSO 350 Political History of Western Environmental Thought\*
- ANSO/ENVS 365 Humans and Non-Humans
- ANSO 422 Anticolonialist and Antiracist Theory
- ANSO 424 Border Epistemologies
- CES 300 Body, Land, and Labor
- HIST/SEM 231 The Plague
- HIST 232 History of Science and Magic
- HIST 238 Sexuality in Pre-Modern Europe
- HIST 246 Gender and Sexuality in Nineteenth-Century Europe
- HIST 292 WGS in Latin America
- PHIL 305 Biomedical Ethics
- PSYC 211 Adolescent Development
- PSYC 220 Health Psychology
- PSYC 270 Feminist Psychology of Women
- PSYC 411 Psychology and the Law (when it has a service-learning component)
- PSYC 424 Psychopharmacology
- PSYC 465 Advanced Psychology of Sexuality
- SEMN 408 Slow Farming
- SPAN 205 Linguistics in Health Care

\* These courses are more broadly about environmental health, and about nature as an historical, intellectual and social construct. Students wishing to make them more relevant to community and global health may speak with the professor to craft paper topics that explore these issues within the course's theoretical frameworks.

### **Public policy**

- ECON 221 Health Economics  
ECON 225 Economics of Development and Growth
- ECON 235 Environmental and Resource Economics
- ECON 265 Issues in Urban Economics
- POLS/WGS 265 Feminist Political Theories (cannot count towards both social/cultural determinants & public policy elective)
- POLS 270 The European Union: Institutions, Actors, Aliens, and Outcomes
- POLS 310 Women, States, and NGO's

- POLS 330 Politics of the Holocaust
- POLS 380 Drugs, Democracy, and Human Rights

**Students may also take one course at a Kalamazoo College study abroad site as an elective, with advance permission from a CGHL Director.**

### **Experiential requirement**

CGHL requires students to incorporate at least one immersive public health experience into their concentration. When CGHL 210 is offered as a “service-learning” or community-based seminar, it fulfills this requirement. Otherwise, students must seek community-based learning experiences, approved in advance by the director/s that will count towards this requirement. Examples that may be approved include health-related service-learning courses, ICRPs abroad, SIPS, internships and community-based research with an explicit public health focus, employment within a public health field; and/or certain Center for Civic Engagement (CCE) programs at K. Clinical experiences –e.g. working in a doctor’s office or hospital — may or may not count, depending on context. The CCE has built many health-related community partnerships in Kalamazoo, and offers a limited number of paid, six-week summer Community Building Internships with local organizations, many of them in health fields. To fulfill this requirement, students are required to write a three-to-five page essay that combines reflection on their experience with a scholarly literature review to explicitly demonstrate connections to and learning about community and global health, in particular the social determinants of health.

### **Community and Global Health Courses**

**CGHL 210 Contemporary Issues in Public Health** This seminar explores current issues, theories, policies, practices, and methods in the field of public health, with a focus on campaigns to eliminate infectious diseases in Africa, and their connection to economic development. Community and Global Health at K uses critical frameworks to examine how race, gender, age, environment, migration status, and colonial history have dynamically shaped the health of communities and people, and how to center health equity in sustainable approaches. This year (fall 2023), the course is taught by Bruce Benton (K' 64), and will use (among others) his book, *Riverblindness in Africa: Taming the Lion's Stare*, based on the World Bank campaign to eliminate onchocerciasis in Africa, an effort Benton led. The class will feature guest lectures (remotely) by worldwide leaders in work on "neglected tropical diseases." Students will gain broad familiarity with the fields of public and global health, through assignments that develop skills in collaboration, critical thinking and reasoning, cultural humility, research, the application of theory to practice, and written and oral communication, including the development of policy briefings.

**CGHL 220 Epidemiology** This course provides students with the fundamental concepts, skills and perspectives of epidemiology and epidemiological thought and introduces some of the major issues and challenges in global and community health today. Students will learn and apply epidemiological methods.

**CGHL 221 Health Economics** This health economics course is designed to introduce students to economic tools used in analyzing health care outcomes and challenges. Topics of this course will include basic economic concepts important for the study in health economics, aspects of the US health care market, why health is different from other goods, health externalities, health insurance, information asymmetries, healthcare reform, and disparities in access to health care. Students should be able to think critically about health-related policy issues by the end of the class. This course can count for the Economics Major. Cross-listed with ECON-221. Prerequisite: ECON-101 Must have taken ECON-101.

**CGHL 593 Senior Integrated Project** A small number of students may do SIPs in the concentration each year, but are encouraged to work with faculty advisors in their major.

### **CGHL 600 Teaching Assistantship**

## **Critical Ethnic Studies**

Professors: Cyndy García-Weyandt, Amelia Katanski (Co-Director), and Shanna Salinas (Co-Director)

Critical Ethnic Studies interrogates the production of knowledge. CES Majors are required to theorize from multiple, and simultaneous, narratives of silenced peoples and epistemologies. Critical Ethnic Studies untangles and analyzes colonial and racial projects that attempt to govern the relationship between people and land.

Critical Ethnic Studies is an interdisciplinary field and process of engagement. The field seeks to change the logic governing the academy, and does not accept an uncomplicated grafting of content onto a universal idea. This change is realized through the relentless pursuit of multiple means of engagement. These processes invert, rethink, and displace universalities. Central to the field is a refusal to consume the other. Critical Ethnic Studies requires that scholars go beyond themselves, and devise conversations that move beyond voyeurism and consumption.

### **Requirements for the Major**

Eight units are required.

### **Required Courses**

- CES 200: Argument with the Given (key concepts)
- CES 240: Language: The Colonial and Imperial Difference
- CES 260: Insurgency, Solidarity and Coloniality of Power
- CES 490: CES Senior Colloquium
- Four Electives chosen from Critical Ethnic Studies Elective List:
  - ANSO 270 Communities and Schools
  - ANSO 357 Immigrants and Exiles
  - ANSO/CES 410 Missionaries to Pilgrims: Diasporic Return
  - ANSO 424 Border Epistemologies
  - ARTX 360 Queer Aesthetics
  - CES 300 Body, Land, and Labor
  - CES 340 Plant Communication/Kinship
  - CHIN 250 China from the Borders
  - ENGL 150 Reading the World: Beyond Realism: Imperial Romance\*

- ENGL 155 Reading the World: Identities\*
- ENGL 156 Reading the World: Social Justice
- ENGL/SEM 217 World Indigenous Literatures
- ENGL 220 African American Literature
- ENGL 221 African Literature
- ENGL 222 American Indian Literature
- ENGL 230 US Ethnic Literature
- ENGL 260 African Cinemas
- ENGL 310 Constructing Blackness
- ENGL 318 Post-colonial Literature
- ENGL 323 Chicana/o/x Literature
- ENGL 331 East Asian Diasporic Literatures
- ENGL/SEM 492 Advanced Literary Studies: American Indian Literature and the Law
- GERM 200 Myth of a Nation: German Film
- GERM 430 Contemporary German Minority Cultures
- GERM 435 Minority Cultures in Germany
- HIST 252 Urban Histories of Colonialism
- HIST 291 History of Latin America in its Colonial Period
- MUSC-207/SEM-210 Listening Across Cultures
- POLS 229 Race, Law, & US Politics
- RELG 122 Religions of Latin America (and the Caribbean)
- RELG 123 Catholicism in the Americas
- WGS 390: Feminist and Queer Inquiry\*\*

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- \*Courses taught as part of the Reading the World (RTW) series in the English Department must be approved of by CES Director. Only RTW: Identities taught by Dr. Salinas and RTW: Beyond Realism taught by Dr. Sinha currently count as approved CES electives.

\*\*WGS 390 will count as an elective only if taught by Dr. Fong. All other iterations of this course will have to be approved by the CES Director.

Courses that fit into the major will be designated CES courses under course type. The elective lists will continue to develop. For a list of current electives please consult the Critical Ethnic Studies website.

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

### **Critical Ethnic Studies Courses**

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

### **CES 210 Applied Practice in Mexico**

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

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

**CES 295 Applied Practice Experience**This course is designed to follow alternative epistemologies, ontologies, and methodologies that aim to help students in the development of research designs with emphasis in social change. The main goal is to understand how academic research as a tool, serves BIPOC communities change social conditions such as racism, social injustices, inequalities, and accessibility through community-based and experiential learning. The main goal of this course is to uplift, make visible, and use research as a platform for the voices of resistance, resilience, survivance, heroism, activism, achievement, and cultural expressionsOne of the following courses: CES-200, CES-240, or CES-260

**CES 300 Body, Land, and Labor**In this course, students will consider the questions of how racialized bodies, gendered bodies, and able/disable bodies play a crucial role in understanding present realities in the U.S. and around the globe. Using different case studies from the Americas, students will examine the interconnection between performance of identity, embodiment, natural resources, geographies, and unfree labor, with particular attention to social movements in times of a global pandemic. Student will develop projects to incorporate their embodied experiences with the land and explore topics of resistance in social movements such as land sovereignty and/or labor rights.

**CES 330 Healing Justice: Women, Healers, & Community**In this course, students explore how healing justice as a framework and movement aims to revive ancestral healing practices and generate new approaches centering on BIPOC's health and "spirituality." In the efforts of addressing generational trauma inflicted by violence and oppression, we explore how this framework responds to the demands of communities to the lack of access to quality healing services and health care. We examine multiple traditions of healing that have been essential in the holistic well-being of communities recorded across cultures. Students raise important questions about access to holistic healing practices, centering on traditional healing, and collective healing. Must have taken CES-200, CES-240, or CES-260

**CES 340 Plant Communication/Kinship**In this course, students learn about the theories of ontology and the "ontological turn" to understand human and "other-than-human" being interactions. In this course, students explore non-Western concepts of kinship. The course will prioritize plant and human interactions. Student will examine how communities make sense of multispecies relations, reflect on their own relationship with plants, challenge topics such as personhood, understand the division between science/culture and discuss issues of food scarcity, food sovereignty, food justice, and land pedagogy. Must have taken CES-200, CES-240, or CES-260, or with Instructor Permission. Must be taken concurrently with CES-395L.

**CES 395L Plant Communication/Kinship Lab**This lab will add training in Traditional Environmental Knowledge (TEK) and Indigenous Science, Technology, and Society (ISTS) as a form of scientific practice. Students will gain training in observation, data collection, alternative methods, and decolonial methods to understand how Native communities conceive the environment as an extension of kin. Students will use the lab space to enter in relation with plants via ethical experimentation that follows Indigenous protocols and principles of coexistence, foster a diverse and inclusive learning environment in which all bodies are important, including the bodies of more-than-human beings, practice decolonial methods such as the arts and performances, and learn how Black, Indigenous, and People of Color communities rely on the teachings of plants to confront environmental problems such as climate change.

### **CES 398 Independent Study**

**CES 410 Missionaries to Pilgrims: Diasporic Retu**This course explores the synergistic relationship between Africa and its diaspora through an analysis of return voyages. From 19th century formerly enslaved Africans who returned home after emancipation to contemporary religious and ethnic pilgrims seeking connection with their African ethnicity and or spirituality; the meeting space between the diaspora and Africa represents a contested terrain. Because Africa and the diaspora are ideological and political constructs, the class will engage the ways these constructions are negotiated and deployed across space and time. We will pay particular attention to questions of belonging, identity, and place and moments of miscommunication as Africa seeks to claim its diaspora and the diaspora makes claims on Africa. 300-level ANSO course

**CES 490 CES Senior Colloquium**The Critical Ethnic Studies Senior Colloquium, 1-unit course collaboratively shaped by the CES faculty and senior majors. The colloquium will focus on the planning and executing of an intellectual social-political project that contributes to the CES program, to the larger community, and to the field of Critical Ethnic Studies. The Critical Ethnic Studies Senior cohort will decide the form and content of the project, in collaboration and consultation with CES faculty, who will provide leadership and organizational support. Infused in the project and the work of the course are professional development, collaborative scholarly work, and learning community development. Must be a CES Major

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

### **CES 600 Teaching Assistantship**

## **Critical Theory Concentration**

Director: Professor Latiolais

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

### **Requirements for the Concentration**

#### **Number of Units**

6 units

#### **Required Course**

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

#### **Five additional courses taken from at least three different departments:**

- ANSO 225 Sex and Sexualities
- ANSO 236 Race and Racism
- ANSO/ENVS-365 Humans and Non-Humans
- ARTX 224 The 1960s

- ARTX 227 Modern Art Museum
- ARTX 265 'Primitivism' to Surrealism
- ARTX 290 Art and Gender: Primitive-Surreal
- ARTX 360 Queer Aesthetics
- ARTX 370 Global Souths and Others
- ARTX 491 Ways of Seeing
- ENGL 318 Post-Colonial Literature
- ENGL 436 Advanced Topics in Literary Theory
- ENGL/SEM 492 Advanced Literary Studies: American Indian Literature and the Law
- PHIL 211 Philosophy of Law
- PHIL 212 Philosophy of the Social Sciences
- PHIL 306 Philosophy of Language
- PHIL 310 Critical Social Theory
- PHIL 311 Postmodern Critical Theory
- POLS 260 Liberty, Equality, and Authority
- POLS/WGS 265 Feminist Political Theories
- POLS 320 Democracy and Democratic Theory
- PSYC 330 Interviewing and Narrative Analysis
- WGS 390 Feminist and Queer Inquiry

### **Critical Theory Courses**

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

### **East Asian Studies**

Professors: Frost, Sugimori (Chair), Weng, White, Yang

East Asian Studies is an interdisciplinary major that introduces students to the region that includes China, Japan, and Korea. Home to some of the world's most ancient and complex cultures, today East Asia remains a powerful locus of global trade, finance, and popular culture, as well as a region of significant geopolitical interest. East Asian Studies majors at Kalamazoo College combine required courses, study abroad experiences, and elective classes to develop extensive knowledge of a specific country (China,

Japan, or Korea) and broader familiarity with the region as a whole. The major requires at least six units of either Chinese or Japanese (or demonstrated equivalency) and at least a long-term (six-unit) study abroad in China, Japan, or Korea. In addition to language courses in Chinese or Japanese, students take courses taught in English on the literatures, histories, cultures, and societies of China, Japan, and Korea. East Asian Studies faculty members work with students to craft plans of study that suit their interests and goals. The skills and cross-cultural expertise that East Asian Studies majors acquire are applicable in a wide variety of career fields, including, but not limited to, education, business, government, law, and communications.

Students interested in the major are strongly advised to begin language study as early as possible in order to maximize their experiences abroad. Students should also consult with East Asian Studies faculty early in their time at Kalamazoo College to craft appropriate plans of study. Whether planning to attend graduate school or to seek employment in an East Asia-related occupation, students are also encouraged to pursue coursework in another specific disciplinary area in order to enrich their qualifications.

Due to the overlap in requirements, it is not possible for students to major in East Asian Studies and minor in Chinese or Japanese unless they are pursuing coursework in both languages.

## **Requirements for the Major**

### **Number of Units**

8 units; not including SIP or language classes through CHIN 203 or JAPN 203. Students interested in completing SIPS in EAS, or in the Japanese or Chinese programs are encouraged to undertake them in the Fall Term in conjunction with the senior seminar and should consult with potential advisors as early as possible.

### **Required Courses**

Required courses develop language skills and expertise related to specific countries and familiarize students with the history and culture of the region as a whole. With approval of the director, courses with relevant East Asian content not currently listed here (e.g., one-time offerings by visiting faculty) can be applied to the relevant categories.

1. Language courses (Note: these courses do not count toward the 8-unit total)  
CHIN 201, 202, 203 (or demonstrated equivalent competence at CHIN 203 or higher)  
OR  
JAPN 201, 202, 203 (or demonstrated equivalent competence at JAPN 203 or higher)
2. HIST 103 Introduction to East Asian Civilizations (1 unit)
3. One history course taken on campus (1 unit)  
From among HIST 280, HIST 282, HIST 283, HIST 285
4. One literature course taken on campus (1 unit)  
From among CHIN 225, CHIN 235, JAPN 238, JAPN 239 or JAPN 255
5. One culture and society course taken on campus (1 unit)  
From among CHIN 222, CHIN 245, CHIN 250, CHIN 260, JAPN 240, JAPN 245, JAPN 250, JAPN 260, SEMN 201

6. Senior Seminar (1 unit)

EAST 490 East Asian Studies Senior Seminar

**Electives (3 units)**

Elective courses offer students the opportunity to explore East Asia through a variety of disciplinary approaches. Majors will take three courses from at least two categories listed below. Students who wish to count on-campus courses related to East Asia that are not on the list below should consult the director. With approval of the director, students may count as an elective one non-language course from a long-term (six-unit) study abroad program or two non-language courses from an extended term (nine-unit) program.

- Advanced Language: CHIN 300, CHIN 301, JAPN 301, JAPN 302, JAPN 401
- Literature: CHIN 225, CHIN 235, JAPN 236, JAPN 238, JAPN 239, JAPN 255
- Culture and Society: CHIN 222, CHIN 245, CHIN 250 CHIN 260, JAPN 240, JAPN 245, JAPN 250, JAPN 260, SEMN 201
- History: HIST 280, HIST 282, HIST 283, HIST 285, HIST 288, HIST 289, HIST 397
- Arts: THEA 290
- Social Sciences: ANSO 220, ANSO 288

**Study Abroad:**

Students must complete at least a long-term (six-unit) study abroad in China, Japan, or Korea.

**Chinese Courses**

**CHIN 101 Beginning Chinese I** This course is an introduction to the Chinese language. Pronunciation system, basic vocabulary, written script, fundamental grammatical structures, as well as some cultural background of the language will be studied. The goal of this course is to set a good foundation for making Chinese a functional language for the students. CHIN-101L must be taken concurrently.

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

**CHIN 201 Intermediate Chinese I** This course follows CHIN 102 and starts the Intermediate Chinese language sequence. It will create an authentic language environment for the students and help make learning Chinese an interesting experience. The students will develop their fundamental language skills with a balanced emphasis on listening, speaking, reading, and writing. A communicative approach will be adopted, and accuracy will be emphasized at the same time. Culture will be brought into the classroom through songs, poems, and so on. Short cultural talks related to course material will be given.

**CHIN 202 Intermediate Chinese II** This course follows CHIN 201, Intermediate Chinese I, and emphasizes interactive skills. More authentic materials will be used, and more topics and situations

concerning contemporary Chinese society will be introduced. Class activities include visiting local Chinese communities and interviewing native speakers of Chinese language.

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

**CHIN 222 20th-Century Urban China**This course interrogates literary and cinematic representations of Chinese cities in the twentieth century. By examining urban narrative in Chinese fiction, drama, poetry and film from the Republican and People's Republic periods, this class offers a new understanding of Chinese modernity as marked by its unique urban sensibilities as well as its historical and cultural configurations.

**CHIN 224 Chinese Sci-Fi**This course uses Chinese Sci-fi fictions and films to explore how an understanding of the tumultuous past and a perception of the rapidly shifting present in the Chinese cultural context are rendered in an imagination of alternative contemporary realities and of the future of China and of this interconnected planet. All the course materials are in English translation.

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

**CHIN 245 Chinese Film**This course examines the cinematic traditions of China, Taiwan, and Hong Kong in light of the following topics: the foundational legends of Chinese cinema, the relationship between film and politics, representations of historical crisis (e.g., the February 28 Incident (1947), the Great Proletarian Cultural Revolution (1966-76), and the British handover of Hong Kong (1997)), revolutionary aesthetics, and "spectacular" violence.

**CHIN 250 China From the Borders**This course helps students approach China, one of the world's most vibrant multiethnic societies, and encourages students to investigate questions of race and ethnicity in the context of intercultural exchange in China and Asia. Despite China's historical legacy as the "Middle Kingdom" that imagined itself as the center of world civilizations, Chinese culture is far from a homogenous and self-contained entity. Chinese culture has always been in active conversation with other cultures. In this course, students will probe the historically evolving relationships between the so-called Chinese political and culture "center" and its non-Han peripheries. Students will investigate the multilingual, multiethnic traditions of Chinese literature and delve into many previously marginalized literary voices and creative expressions generated by China's diverse non-Han groups. The course will expand students' understanding of the ethnic diversity of China in the global context by introducing them to a variety of Chinese national narratives and minority-produced literary, cinematic, and artistic creations. We will particularly probe how minority intellectuals endeavor to salvage fast-disappearing minority linguistic and cultural traditions against state-led modernization in China, as well as how ethnic

minority poets make transnational tribal connections with Native American communities. We will further place Chinese ethnic cultures in a global context by analyzing transnationally produced cinematic sensations to form sophisticated understandings of how Chinese minority cultural symbols enter into global cultural and capital circulations. Students have an opportunity to conduct research with Chinese-language and minority-language literary, cinematic, and artistic materials (mostly produced by the formerly overlooked minority intellectuals of China) to develop their skills to engage with multicultural sources in globalizing China. (All course materials are accompanied by English translations.)

**CHIN 260 Women in China**As in many countries subject to imperialism, women's movements in China were an important part of China's modernization project. How, then, have Chinese feminist theories and women's movements been different from those in the West? What is it like to live as a woman in a rapidly changing China through the 20th and 21st centuries? This course takes three approaches to explore these questions. To examine the characteristics and changes of gender roles we look at the representations of women in literature and film. To understand women's experiences we read women writers' essays, memoirs and fictions. To think about how women work as historical agents who make historical changes, we look at women activists, feminist thinkers and women's movements.

**CHIN 270 In Search of the Supernatural: Myths And Spritis in Chinese Tradition**This course explores the supernatural in Chinese mythology, folklore, and literature, examining myths of gods, spirits, and strange beings that blur the line between human and supernatural realms. Students will study cosmogonic myths, supernatural creatures, and ghost stories to understand how these narratives reflect cultural, social, and ethical themes in Chinese history. The course also addresses issues like transformation, justice, and gender dynamics. Modern media adaptations of these myths will be analyzed to explore their continued impact on contemporary identity and morality. Students will engage through readings, discussions, creative projects, and analytical writing to develop skills of literary analysis, critical thinking, and intercultural proficiency.

**CHIN 295 Power, Propaganda, & Poetry in Chin Emp**This course explores the dynamic role that poetry has played in negotiating systems of power in imperial China, both as a form of political propaganda and a popular mode of subversion. We will reflect on the enormous impact that Chinese poetry has had on key social issues relating to sexuality and gender, race and ethnic identity, political geography, colonialism, the environment, global epidemics, revolution, and more. \*All reading in English; no knowledge of Chinese required\*

**CHIN 300 Advanced Chinese**This course is a continuation of the Intermediate Chinese language sequence. The objective is to make a transition from textbook Chinese to real-life communication situations. The course uses a range of cultural materials and texts to facilitate a language exposure to a wide variety of written and spoken styles of Chinese. Some of the materials selected are original publications drawn from books, magazines and newspapers. This course focuses on content and style with extensive discussion and frequent written assignments in Chinese. It aims to consolidate what the students have learned in the past and help them develop better reading and writing skills. In addition, the improvement of speaking and listening abilities stays in focus throughout this course. This course may be tailored to the needs of the participants and may be taken for credit up to three times. CHIN-203 or equivalent is required

**CHIN 301 Advanced Chinese: Short Fiction**This course is an advanced-level language course in standard Mandarin Chinese, focused on readings and discussions of original works of modern Chinese-language short fiction. Students in this course will learn to read, discuss, and engage these works in the target language, as we explore themes of social inequality, love, violence, and untranslatability across

various media, including films and cartoons, chosen to reflect an immense linguistic and cultural diversity. Completion of Intermediate Chinese III or demonstration of the equivalent language ability is required. CHIN-203 or CHIN-300 or instructor permission required.

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

## **CHIN 600 Teaching Assistantship**

### **Japanese Courses**

**JAPN 101 Beginning Japanese I** Introductory course; basic grammar and vocabulary; emphasis on listening and oral foundations; hiragana and katakana and an introduction to kanji. Students are encouraged to begin this course sequence in their first year in order to complete the three-quarter sequence (JAPN 101, 102, 103) required for study abroad, as well as the second year sequence (JAPN 201, 202, 203) before study abroad.

**JAPN 102 Beginning Japanese II** Further introduction to basic grammar and vocabulary; development of fundamental reading and writing skills using hiragana, katakana, and approximately 50 kanji. JAPN-101; Must take JAPN-102L concurrently

**JAPN 103 Beginning Japanese III** Reinforcement of basic listening and development of oral and aural competency; further achievement of reading and writing skills using the kana and approximately 100 kanji. JAPN-102 or equivalent placement; JAPN-103L must be taken concurrently

**JAPN 201 Intermediate Japanese I** Further work in conversation, oral interpretation, and elementary composition using approximately 200 kanji; study of idioms fundamental to an active use of spoken and written Japanese. JAPN-103 or equivalent placement; JAPN-201L must be taken concurrently

**JAPN 202 Intermediate Japanese II** Further refinement in areas studied in JAPN 201. JAPN 201; JAPN-202L must be taken concurrently

**JAPN 203 Intermediate Japanese III** Further refinement in areas studied in JAPN 202. JAPN-202 or equivalent placement; JAPN-203L must be taken concurrently

**JAPN 238 Post-War Japanese Literature in Translation** This course surveys important Japanese writers of the post-World War II era, with special attention to the profound transformations that followed the dissolution of the Japanese Empire in 1945. In the immediate postwar period the physical map of "Japan" shrank dramatically, and a national imagination that had for decades ranged across the plains of Manchuria and far into South Asia collapsed in on itself. This course investigates the ways in which prominent writers (and a few filmmakers) confronted this collapse and everything it implied, from a tentative renegotiation of Japan's place in the world (largely via its relationship with the United States), to a rapidly urbanizing society's relationship to its own hinterlands. Authors covered include Dazai Osamu, Abe Kobo, Murakami Ryu, Tawada Yoko, and Furukawa Hideo. All readings, lectures, and discussions in English.

**JAPN 239 Modern Japanese Literature in Translation** This course will examine a number of Japanese authors, from the late 19th century through the early 20th century, who have addressed the cultural and psychic disease that resulted from Japan's encounter with the West and transformation of Japan into a

modern, nationalistic state. Authors read will include: Natsume Soseki, Mori Ogai, Higuchi Ichiyo, and Tanzaki Jun'ichiro.

**JAPN 240 Japanese Culture through Film**In this course we will watch ten live-action features made in Japan between the 1930s and the 2020s. Ranging from world-famous, award-winning classics (directed by Mizoguchi Kenji and Kurosawa Akira) to the rebellious flicks of the Japanese New Wave (Oshima Nagisa; Suzuki Seijun) to recent arthouse cinema (Tanada Yuki), they represent a variety of genres and engage, in their form and content, with multiple aspects of Japanese history and culture. We will work on our basic film literacy, learning how to describe what we see on the screen and how to translate our emotional responses into nuanced critical statements. We will also gain a deeper understanding of Japanese culture beyond cinema. No previous familiarity with Japanese language and culture, and/or film studies, required.

**JAPN 245 Japanese Language in Society**This course explores several major aspects of language use associated with Japanese culture and society. The course aims not only at familiarizing students with various aspects of Japanese language with reference to culture and society, but also their developing an appreciation for a different culture. When discussing the inherent inter-relationship between language and culture, including the beliefs, values, and social organization, we will focus on the ideas of power, hierarchy, gender, and history. No previous knowledge of Japanese or linguistics is assumed or required. Readings, lectures, and discussion are all in English.

**JAPN 250 Manga/Anime and Gender in Modern Japan**Why are manga/anime so popular? Let's find out. This course undertakes a critical analysis of manga (comics) and anime (animation). We will examine these media's historical origins, narrative features, the world's reception and much more. The samurai warrior, the bishōnen (beautiful boy), and the sexy cyborg-gender in Japanese culture has vivid representations. This course explores constructions of masculinity and femininity, paying attention to the figures of the girl as the postwar descendant of the bishōnen, the ostensibly undersocialized otaku and yaoi culture and transgender manga where imagination opens the door to alternate and critical realities.

**JAPN 255 Japanese Science Fiction**This course will look at the relationship between popular culture, media, and Japanese society through the lens of science fiction literature and film. Looking across the 20th century and into the 21st, we will use sci-fi to ask: how does popular culture reflect its moment, and how does it critique it? What role does genre play in our understanding of a text? How do genres travel internationally? In doing so, we'll develop skills for analyzing pop culture, as well as communicating that understanding in a variety of registers. No Japanese language ability is required.

**JAPN 260 Work at Play: Labor in Japanese Pop Culture**How do we imagine work? How has work and labor been invested with meaning in society? What fantasies do we hold about our jobs, and what fears? Does work mean something different now than it did in the past, and if so, how has that shift been reflected in or influenced by popular culture? This course proposes to think carefully and critically about these questions by drawing on popular cultural production in Japan, a country long imagined as having a particularly strong emphasis on work culture and labor.

**JAPN 295 The Long Tradition of a Short Poem**In this course we will read major Japanese poetic works, from the earliest extant monuments of the 8th century to the present day, including ancient love poetry, medieval poetry competitions, earlymodern comic poetry, and modern poetic experiments. The majority of the poems will consist of 31 or 17 syllables. Special attention will be paid to interactions of Japanese poetry with other arts, such as calligraphy, painting, music, and film. We will also discuss theories of poetry and poetics as they developed in Japan and elsewhere. Short poems from other literary traditions, such as limericks and couplets, will provide a comparative perspective.

**JAPN 301 High Intermediate Japanese Language**This course is the first level of the third-year Japanese language sequence, offering more advanced training in the four skills of speaking, listening, reading, and writing.JAPN-203 or equivalent placement

**JAPN 302 High Intermediate Japanese Language II**This course is the second of the third-year Japanese language sequence, offering more advanced training in the four skills of speaking, listening, reading, and writing.JAPN-301 or equivalent placement

**JAPN 395 Advanced Int Japanese Conversation**This course is designed for students who have successfully completed Japanese 203 or have an equivalent or higher proficiency level in Japanese. The primary goal is to assist students to further develop oral and aural Japanese communication skills, by practicing the types of conversation that occur in daily situations, as well as being aware of pragmatics and cultural aspect accompanying those situations. Students will also increase their knowledge of Japan and its society, its customs, the ways of thinking of Japanese, taking into consideration individual speaker's various backgrounds while practicing the conversations.Must have taken JAPN-203 or have an equivalent or higher proficiency in Japanese.

**JAPN 395 Tadoku: Extensive Reading in Japanese**This course focuses on developing Japanese language skills through reading Japanese-language books. Readings are individualized for students based on their level of language proficiency. Students read books or stories at their own pace without using dictionaries.Must have taken JAPN-102

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

**JAPN 600 Teaching Assistantship**

## **Economics and Business**

Professors: Apps, Cartwright, Chiappetta, Gonzalez (President), Hultberg, MacMillan, Moffit, Stull, Udayanganie

### **Mission Statement**

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

The department's primary objective is to ensure that our students can apply economic and business principles to the world around them. To achieve this objective, the department introduces the students to economic and business problems, theories, and policies within the context of a liberal arts education. The department's courses fall into four broad categories: (1) economic theory at the introductory and intermediate levels, (2) quantitative tools and methods, (3) fundamental business principles, and (4) economic and business field courses.

In addition to the department's course work, students also benefit from practical experience through internships, a senior individualized project, and a senior seminar. The math cognate courses are required to provide students with a strong foundation in contemporary business and economic decision-making

processes that are increasingly based on marginal analysis, optimization, and descriptive and inferential statistical analysis. The department encourages additional mathematics and statistics courses for all our majors, especially for majors who wish to pursue graduate degrees.

The department offers three distinct majors: economics, quantitative economics, and business. The Economics major requires ten units, the business major requires eleven units, and the quantitative economics major requires twelve units for completion of the respective major. A student cannot major in more than one major within the department.

### **Advanced Placement**

Students with AP scores of 4 or 5 in Economics may, in consultation with the Department Chair, replace the ECON-101 Principles of Economics requirement with an elective course from within the major.

### **Course Classification**

Courses cross-listed as between Business (BUSN) and Economics (ECON) can apply to elective requirements in either major.

### **Requirements for the Major in Economics**

#### **Number of Units**

Eight units plus two math cognate courses are required, exclusive of the SIP.

#### **Required Courses**

- ECON 101 Principles of Economics
- ECON 305 Intermediate Microeconomics
- ECON 306 Intermediate Macroeconomics
- 

#### **Economics Elective Courses**

Take five out of the following set of courses: ECON 221, 225, 235, 245, 262, 265, 275, 280, 290, 360, 415, 490 or 491

Two of these courses must be taken from 300-level courses or above, at least one of them must be a 400-level course.

#### **Required MATH Cognate Courses**

Take two courses; one from each of the following two categories of courses:

1. Differential Calculus: MATH 112 Calculus I or MATH 110 & 111 Calculus I with Review or AP Credit.
2. Statistical Analysis: BUSN/ECON 160 Statistics for Business and Economics, MATH 260 Applied Statistics I, MATH 360 Applied Statistics II, or AP credit.

### **Requirements for the Major in Quantitative Economics**

#### **Number of Units**

Eight units within the department plus four math cognate courses are required, exclusive of the SIP.

### **Required Courses**

- ECON 101 Principles of Economics
- ECON 305 Intermediate Microeconomics
- ECON 306 Intermediate Macroeconomics
- ECON 350 Game Theory
- ECON 360 Econometrics

### **Economics Elective Courses**

Take three out of the following set of courses: ECON 221, 225, 235, 245, 262, 265, 270, 275, 280, 290, 415, 490 or 491.

One of these courses must be taken from a 400-level course.

### **Required MATH Cognate Courses**

Take four courses: one from each of the following four categories:

1. Differential Calculus: MATH 112 Calculus I or MATH 110 & 111 Calculus I with Review or AP Credit.
2. Integral Calculus: MATH 113 Calculus II
3. Linear Algebra: MATH 240 Linear Algebra and Vectors
4. Statistical Analysis: BUSN/ECON 160 Statistics for Business and Economics, MATH 260 Applied Statistics I, MATH 360 Applied Statistics II, or AP credit.

### **Requirements for the Major in Business**

#### **Number of Units**

Eight units plus two math cognate courses are required, exclusive of the SIP.

#### **Required Courses**

- ECON 101 Principles of Economics
- BUSN 150 Principles of Accounting
- ECON 305 Intermediate Microeconomics
- ECON 306 Intermediate Macroeconomics
- 

#### **Electives**

Take four out of the following: BUSN 205, 215, 220, 245, 275, 285, 290, 325, 340, 350, 355, 370, 405, 490, 491, 492 or 493; ECON 245 OR 405

Two of these courses must be taken from 300-level courses or above, at least one of them must be a 400-level course

### **Required MATH Cognate Courses**

Take two courses, one from each of the following two categories:

1. Differential Calculus: MATH 112 Calculus I or MATH 110 & 111 Calculus I with Review or AP credit.
2. Statistical Analysis: BUSN/ECON 160 Statistics for Business and Economics, MATH 260 Applied Statistics, or AP credit.

### **Economics Courses**

**ECON 101 Principles of Economics**An introduction to the concerns and methods of economics, covering both microeconomic and macroeconomic principles. This course analyses how markets work and how economic decisions are made. It considers the interactions of firms and households in individual markets as well as the workings of national and international economies. The class will examine current economic issues and study how policy can be used to address economic problems.

**ECON 160 Statistics for Business and Economics**Designed to give economics and business students the quantitative skills necessary to understand as well as undertake a serious research project. The emphasis in this course is on statistical inference and basic econometrics. The main topics covered are probability and probability distributions, sampling distributions, confidence intervals, hypothesis testing, and regression analysis. Computer software will be used to apply these techniques to relevant economic problems. Students may substitute MATH 260 for ECON 160.ECON-101 with a C- or better. Cross-listed with BUSN-160. Students can only earn credit for one of the following courses: MATH-260, MATH-261, ECON-160, or BUSN-160.

**ECON 221 Health Economics**This health economics course is designed to introduce students to economic tools used in analyzing health care outcomes and challenges. Topics of this course will include basic economic concepts important for the study in health economics, aspects of the US health care market, why health is different from other goods, health externalities, health insurance, information asymmetries, healthcare reform, and disparities in access to health care. Students should be able to think critically about health-related policy issues by the end of the class. This course can count for the Economics Major. Cross-listed with CGHL-221. Prerequisite: ECON-101Must have taken ECON-101.

**ECON 225 Economic Development and Growth**The course explores the topic of economic development; what is the meaning of economic development and why some countries are "developed," while others are not. It explores what tools and policies can be used to improve the level of income and development in nations. It studies theories of economic development and models of economic growth and sheds light on topics such as population growth, human capital, income inequality, environmental impacts, and institutional frameworks.ECON-101 with a C- or better

**ECON 235 Environmental and Resource Economics**Study of the economic perspective of environmental and resource problems and issues; the management and allocation of renewable and nonrenewable resources; the trade-off between economic growth and environmental amenities; and the impacts of natural resource availability on economic growth. Emphasis on the development and application of economic theory to contemporary natural resource issues.ECON-101 with a C- or better

**ECON 240 Economics for Global Travelers**This Sophomore Seminar examines how economics can contribute to a better understanding of the world and our place in it. We will look at differences, similarities, and linkages among the economics of various nations. We will study flows of money, products, people, technologies, and ideas across national borders. The approach will be non-technical with an emphasis on understanding economic ideas. We will spend more time writing and discussing than on models or equations. Does not count toward economics or business major.Sophomores only. Cross-listed with ECON-240.

**ECON 245 Money, Banking, and Financial Markets**This course is intended to give students a broad overview of the functions of the financial system and monetary policy in the U.S. and the global economy. It covers the Bond, Stock and Foreign exchange markets and how interest rates, stock prices and the value of the dollar in terms of foreign currency are determined. Bank balance sheets, Interest rate risk, liquidity, asset and capital adequacy management are also covered. The functions, history and role of the Federal Reserve (The Fed), the goal of monetary policy and monetary policy tools are discussed in detail.ECON-101 with a C- or better and MATH-112. Restricted to those who have not had ECON 306 and/or BUSN350. Open to Junior and Senior Economics and Business majors and all Sophomore and First-Year students. Cross-listed with BUSN-245.

**ECON 262 Fiscal & Monetary Policy in Times of Crisis**Since the financial crisis of 2009, countries have used unusual and novel fiscal and monetary policies in their attempts to stabilize and grow their economies. New policies include austerity bail-outs, zero interest rates, and quantitative easing. We will examine the theoretical underpinnings of these policies as well as their real world impacts.ECON-101 with a C- or better

**ECON 265 Issues in Urban Economics**This course is both an introduction to urban economics and an in-depth study of one current urban issue. We will examine why cities exist, where they develop, and how they grow and decline. We will also study the economic aspects of contemporary urban planning and development policy issues such as land use zoning, housing, traffic congestion, publicly vs. privately provided goods.ECON-101 with a C- or better

**ECON 270 Labor Economics**The aim of this course is to provide an understanding of how labor market function. The topics include labor supply and labor demand, wage determination, human capital and education, unemployment, discrimination, and labor mobility. By the end of the course, students should be able to understand the theoretical concepts and empirical tools used to analyze labor markets and related public policy issues.ECON-101 with a C- or better

**ECON 275 Industrial Organization and Public Policy**This course studies the impact of market structure on strategy, conduct, and economic performance. This course will use industry studies to develop the theoretical framework of industrial organization, to examine economic problems related to different market structures, and to analyze public policy. We will spend a substantial amount of time on the history of individual industries. We will explore U.S. public policy towards industry, with an emphasis on antitrust.ECON-101 with a C- or better. Cross-listed with BUSN-275.

**ECON 280 Law and Economics**This course studies the interaction between the legal system and the market system. It examines why law is necessary for markets to function and it uses economic principles to analyze laws. This course uses basic tools of economics to understand a variety of legal issues. Topics covered include property and contracts, civil vs. criminal law, antitrust, environmental regulation, and international trade policy and regulation.ECON-101 with a C- or better

**ECON 290 Selected Topics in Economics** Special Topics offerings focus upon topics not addressed in the department's regular offerings. The course can be repeated with a different topic. Check the course schedule to see when Special Topics courses are being offered. ECON-101 with a C- or better Open to Junior and Senior Business majors and all Sophomore and First-Year students.

**ECON 305 Intermediate Microeconomics** This course deals with (1) the study of the theories of household and firm behavior, equilibrium analysis, market structure, pricing, economic efficiency, and social welfare; and (2) the applications of microeconomics theory to solve real problems faced by actual decision makers in industry and government. ECON-101 with a C- or better and ECON-155 BUSN-155 or MATH-112 are required; a 200-level Economics or Business course is recommended. Open to Junior and Senior BUSN/ECON majors and all Sophomore and First-Year students.

**ECON 306 Intermediate Macroeconomics** This course introduces the major schools of thought in macroeconomics theory, including the Classical, Keynesian, Monetarist, New Classical, and New Keynesian models. Topics covered include: the determinants of long-run economic growth; IS-LM framework and aggregate demand and supply framework in a closed economy; the short run fluctuation of the economy; the influence of monetary and fiscal policy; and alternative theories about aggregate supply. ECON-101 with a C- or better and MATH-112 is required; 200-level Economics or Business course is recommended. Open to Junior and Senior BUSN/ECON majors and all Sophomore and First-Year students.

**ECON 315 Public Sector Economics** Examination of federal, state, and local budget priorities and programs from both theoretical and case study approaches. Implications of different taxing and spending decisions will be analyzed. ECON-305

**ECON 350 Game Theory** This course utilizes the tools of microeconomics and strategic thinking to solve real world economic and political as well as game theoretic problems. We use models of decision making to apply an objective lens to general decision-making in a mathematical way. The goal of this course is to use analytical techniques and decision-making tools to analyze decision problems that individuals, businesspeople, and managers face. Principles of decision making are introduced and applied to problems in the business world. We cover topics such as Nash equilibrium, credibility, asymmetric information, signaling, dominance, and adverse selection. Students will develop their skills to apply strategic decision making and microeconomics to solve individual and business problems. They will use the tools of microeconomics to analyze the incentives internal to the individual and the firm. Each student will be able to apply and integrate relevant economic concepts to guide strategic and managerial decision making by the end of this course. Must have taken MATH-112 and ECON-305

**ECON 360 Econometrics** This course focuses on econometric theory and practice. Topics covered include the classical regression model, serial correlation, and time series estimation. In this computer lab based course, students will apply econometric techniques to economic questions and issues. ECON/BUSN-160 or MATH-260 or 261 and ECON-305 or ECON-306 Open to Junior and Senior Economics and Business majors and all Sophomores and First-Year students.

**ECON 490 Financial Frictions & Monetary Policy** This seminar provides a critical in depth understanding of the relationship between the financial sector and monetary policy in the context of the 2008/09 financial crisis. It covers the topics related to conventional and unconventional monetary policy, the Zero Lower Bound (ZLB) and forward guidance, the effect of monetary policy on asset prices, monetary transmission mechanisms, moral hazard and adverse selection in financial markets, the yield curve and term premiums and the role of monetary policy in financial stability. Most of the topics will be

supported by empirical exercises on Eviews or Matlab. Prerequisite: Econ 306 Open to Senior Economics and Business majors ECON-306. Open to Senior Economics and Business majors.

**ECON 490 Financial Crisis** This course examines various economic ramifications of the financial crisis of 2008-09 and of the financial crisis which has accompanied the pandemic of 2020. We look at what a financial crisis is and how it affects a national and global economic system. ECON-305 and ECON-306. Must be a senior major to register.

**ECON 490 Climate Change** This senior seminar encourages students to think critically about the risks posed by climate change, the innovations and policies which could mitigate these risks, and the political economy of effective risk management. The course will emphasize tradeoffs, issues of international, intranational, and intertemporal distributive justice, as well as the nature of risk, itself. Take ECON-235 and Seniors Standing

**ECON 491 International Trade** This course explores the gains from specialization and trade within the context of various international trade models. The course studies different market failures impact on the gains from trade. It studies the instruments of trade policy and their welfare effects and carefully explores the political economy of trade policy. Prerequisite: ECON-305. Cross-listed with BUSN-405. ECON-305

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

**ECON 595 SIP: Coursework** Only senior business or economic majors may register.

### **ECON 600 Teaching Assistantship**

### **Business Courses**

**BUSN 100 Accounting Basics** Accounting Basics establishes a common base of financial accounting understanding for all students desiring to major in business. The course is designed to assist students with limited knowledge and experience in business in becoming comfortable with the language of business. Specific learning will include theory, concepts, terminology, and practical exercises and applications in financial accounting. Students who have received credit for BUSN-150 may not take this course.

**BUSN 150 Principles of Accounting** Study of financial accounting theory as a tool for effective business management and control. Emphasis will be placed on the accounting cycle and cash-flow analysis as well as analysis and comprehension of standard financial statements. Students who have previously received credit for BUSN-100 cannot receive credit for BUSN-150.

**BUSN 160 Statistics for Business and Economics** Designed to give economics and business students the quantitative skills necessary to understand as well as undertake a serious research project. The emphasis in this course is on statistical inference and basic econometrics. The main topics covered are probability and probability distributions, sampling distributions, confidence intervals, hypothesis testing, and regression analysis. Computer software will be used to apply these techniques to relevant economic problems. Students may substitute MATH 260 for BUSN/ECON 160. Cross-listed with ECON-160. ECON-101 with a C- or better. Cross-listed with ECON-160. Students can only earn credit for one of the following courses: MATH-260, MATH-261, ECON-160, or BUSN-160.

**BUSN 205 Principles of Management**Management Explores fundamental management concepts, strategies, combining theory with practical application. Core course topics revolve around leadership, team motivation, goal-setting and evaluation, effective communication, and results-oriented practices. Team work and oral presentation skills are heavily emphasized. Students ultimately define their own authentic leadership styles and purposes. Speakers, texts, and articles will supplement class discussions.ECON-101 with a C- or better. Open to Junior and Senior Economics and Business majors and all Sophomore and First-Year students.

**BUSN 215 Principles of Managerial Accounting**Study of managerial accounting theory including cost accounting, production variance analysis, responsibility accounting and reporting, differential accounting, and budgeting.BUSN-150. Open to Junior and Senior Business majors and all Sophomore and First-Year students.

**BUSN 220 Principles of Marketing**Study of the marketing discipline as it applies to the effective management of small and large businesses. The course emphasizes marketing strategy, consumer motivation, market research, product positioning, target market segmentation, product development, pricing, promotion and distribution, and effective resource allocation. A team project, evaluated by industry experts, ties together course concepts. Students should be familiar with accounting and basic statistical concepts.ECON-101 with a C- or better Open to Junior and Senior Business majors and all Sophomore and First-Year students.

**BUSN 245 Money, Banking, and Financial Markets**This course is intended to give students a broad overview of the functions of the financial system and monetary policy in the U.S. and the global economy. It covers the Bond, Stock and Foreign exchange markets and how interest rates, stock prices and the value of the dollar in terms of foreign currency are determined. Bank balance sheets, Interest rate risk, liquidity, asset and capital adequacy management are also covered. The functions, history and role of the Federal Reserve (The Fed), the goal of monetary policy and monetary policy tools are discussed in detail.ECON-101 with a C- or better and MATH-112. Restricted to those who have not had ECON 306 and/or BUSN350. Open to Junior and Senior Economics and Business majors and all Sophomore and First-Year students. Cross-listed with ECON-245.

**BUSN 270 Labor Economics**The aim of this course is to provide an understanding of how labor market function. The topics include labor supply and labor demand, wage determination, human capital and education, unemployment, discrimination, and labor mobility. By the end of the course, students should be able to understand the theoretical concepts and empirical tools used to analyze labor markets and related public policy issues.ECON-101 with a C- or better

**BUSN 275 Industrial Organization and Public Policy**Industrial Organization studies the impact of market structure on strategy, conduct, and economic performance. This course will use industry studies to develop the theoretical framework of industrial organization, to examine economic problems related to different market structures, and to analyze public policy. We will spend a substantial amount of time on the history of individual industries. We will explore U.S. public policy towards industry, with an emphasis on antitrust.ECON-101 - minimum grade C-. Cross-listed with ECON-275.

**BUSN 285 Business Communication**To introduce the fundamental principles of business communication, in both oral and written form, by examining real-world business challenges through class discussion, case study evaluation, team engagement, and oral presentation. We will use basic economic principles to help structure our understanding of these challenges.ECON-101 with a C- or better. Open to Junior and Senior Economics and Business majors and all Sophomore and First-Year students.

**BUSN 290 Selected Topics in Business** Special Topics offerings focus upon topics not addressed in the department's regular offerings. The course can be repeated with a different topic. Check the course schedule to see when Special Topics courses are being offered. ECON-101 with a C- or better Open to Junior and Senior Business majors and all Sophomore and First-Year students.

**BUSN 290 Selling Strategy** The course examines the strategy, skills and art involved in selling - primarily as it applies in for-profit U.S. businesses - but also considers the selling skills needed within non-profit organizations. Topics will include: building a customer-centric strategy, understanding transactional vs consultative selling, networking, and preparing for/executing/following up from sales calls. The course will link wherever possible to real world business situations through case study analyses and guest lecturers. Each student will develop a sales plan for their selected product or service, culminating in a role play presentation at the term's end. ECON-101 with a C- or better Open to Junior and Senior Business majors and all Sophomore and First-Year students.

**BUSN 295 Business Ethics** This course introduces students to the two dominant frameworks for thinking about business ethics-the "stockholder" or "constraint-based" approach and the more ambitious "stakeholder" theory of so-called "conscious capitalism". The course then uses these frameworks to help students figure out for themselves what to think (and, as managers and employees, publicly or privately say and do) about ethical issues that crop up within business contexts. We cover issues like Corporate Social Responsibility, corporate Environmental responsibility, the nature of corporations, fiduciary relations, corporate culture, and so forth. We cap the course off with 1.5-2 weeks of case studies to give students an opportunity to navigate difficult ethical dilemmas in the business world.

**BUSN 325 International Marketing** This course explores consumer marketing and business practices across the world. Students will compare consumer motivation, purchase behavior, cultural norms, branding, and marketing practices in different areas of the globe. Global marketing case studies will supplement texts and discussions. BUSN-220 Open to Junior and Senior Business majors and all Sophomore and First-Year students.

**BUSN 340 Advertising & Promotion** This course is an intermediate level business course that builds on fundamental marketing principles. Students apply advertising and promotion principles to create, communicate and deliver brand equity value in products and services, organizations, and within the individual students themselves. The course explores the fundamentals of an integrated marketing communications campaign, from consumer behavior and communication theory to creative strategy and implementation. At each juncture, social, cultural, technological and regulatory issues will be considered. BUSN-150 and BUSN-220 Open to Junior and Senior Business majors and all Sophomore and First-Year students.

**BUSN 350 Principles of Corporate Finance** Study of finance theory as it applies to corporate management and institutional investments. The course emphasizes present value analysis as an analytical tool, working capital management, resource budgeting, market efficiency, stock and bond valuation, dividend policy, financial leverage and risk, and mergers and acquisitions analysis. BUSN-150 and BUSN/ECON-160 or MATH-260.

**BUSN 355 Principles of Investments** This course will provide a general overview of personal investing. We will discuss portfolio theory; equity, bond and commodity markets; investment tools and vehicles; and the construction of an effective investment portfolio. This will be taught from the perspective of the individual investor. BUSN-150, and BUSN/ECON-160 or MATH-260

**BUSN 370 Negotiation and Persuasion**This course aims to give you a competitive advantage in situations that require you to influence others. Drawing from theory and research, the course will attempt to improve your understanding of negotiation and persuasion. Using case studies and exercises, the course will provide skills that enhance your ability to influence, negotiate, and manage conflicts. Two 200-level BUSN courses

**BUSN 491 Portfolio Management**Portfolio management embraces the decision-making process of creating and maintaining an appropriate combination of financial assets to meet investors' goals. This course will study managing investment portfolios as a rational decision-making process built on investment theory and best practice techniques among portfolio managers. The course describes the investment management process, starting with the investment policy statement (IPS) and formulating an appropriate investment strategy. Then, it continues with monitoring, rebalancing, and evaluating portfolios. Finally, the management of individual and institutional investors will be covered, along with capital market expectations and asset allocation optimization. This course incorporates the use of a stock market simulator where students should put into practice their knowledge and skills. Must have taken BUSN-150.

**BUSN 492 Financial Statement Analysis**This course is designed to prepare students to analyze, interpret and use financial statements effectively, both from a general management and investment perspective. A central theme is "value creation" - how a manager may use financial statements to guide value creating behavior and how investors use financial statements to identify value-creating opportunities.

**BUSN 493 Strategic Marketing Management**Strategic Marketing Management is intended for seniors who wish to explore marketing and business strategy. BUSN-100 or BUSN-150 and BUSN-220. Open to Seniors.

**BUSN 495 Adv. Topics Corporate Finance**Advanced Topics in Corporate Finance extends the learning from BUSN 350 Corporate Finance to include theory, concepts, and practical applications in capital structure, real and financial asset valuation, capital budgeting, derivatives, and forecasting. Must have taken BUSN-350.

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

**BUSN 595 Sip: Coursework**Only senior business or economics majors may register.

**BUSN 600 Teaching Assistantship**

## **3/2 Engineering Program**

Professor: Askew

The dual degree program in engineering consists of three years of study at Kalamazoo College followed by approximately two years at an approved school of engineering. While at Kalamazoo, students complete the language requirement, physical education requirement, and Shared Passages First-Year and Sophomore Seminar requirements, along with specific science and mathematics course work. Students in the 3/2 program are excused from the SIP. Students must have 27 units of academic credit and one unit of

PE before leaving Kalamazoo College. They then transfer to an engineering program accredited by the Accreditation Board for Engineering and Technology (ABET). Upon completion of sufficient work at that institution to satisfy the remaining requirements for a Kalamazoo College degree, those credits are transferred back to Kalamazoo College and the Kalamazoo Bachelor of Arts degree is awarded. Students in the 3/2 program are required to meet the Shared Passages Senior Capstone requirement by working with the Director of the program at Kalamazoo College to identify a single capstone course at the approved school that reasonably fits the published Senior Capstone guidelines. Upon transfer of the credit for this course back to Kalamazoo College, the student will have completed the Senior Capstone requirement. When the remainder of the specified work for the student's particular field of engineering has been completed, the Bachelor of Science in engineering is awarded from the engineering school.

The college is a dual degree affiliate of Washington University St. Louis (WUSL). This relationship eases the transfer process and provides access to supplemental financial aid funds at WUSL. In addition to a dual degree BA/BS level program, WUSL provides an unusual dual-degree into master's level program in engineering. Transfer to other engineering programs approved by the Accreditation Board for Engineering and Technology (ABET) is both possible and encouraged. In recent years Kalamazoo students have transferred into engineering programs at a variety of public universities with the most popular choices being Michigan Tech, Western Michigan University, Oakland University and the University of Michigan. Kalamazoo financial aid does not transfer to other schools, but some public universities have transfer scholarships that are added to their awards of need-based financial aid. Course and GPA requirements for transfer into these programs vary, and may change at any time.

## **English**

Professors: Fong, Heinritz (chair), Katanski, Kingsley, Mills, Mozina, Salinas, Sinha, Smith

The primary mission of the English Department is to create communities of learning in which students can enter into the power of language. Through the study of literature in English across global and historical cultures, the study of film and critical theory, the discipline of writing in a variety of genres, and the constant practice of collaboration, we lead students toward a comprehension of the complexity of their world, of themselves, and of the way word and image shape reality. Throughout history, writers and readers have acted as witnesses to the human situation, never more so than in the twenty-first century. Ultimately, we aim for our students to become witnesses in and for the world.

### **Advanced Placement/International Baccalaureate**

Advanced Placement (AP) and International Baccalaureate (IB) credit may not count toward the major but may be applied toward the total number of units needed to graduate.

### **Units from Study Abroad and Transfer Credit**

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

### **Requirements for the Major in English**

#### **Number of Units**

Ten units are required. A SIP in English is encouraged but not required.

An Advanced Literary Studies (ENGL 490, 491, or 492) or Applied Theory (any 300-level) course may satisfy another requirement for the major, depending on its subject matter, but it may not be double-counted for two requirements. In such a case, students must pass a second, different Advanced Literary Studies or Applied Theory course.

Some courses have changed their numerical designation. If you have taken a course and see it listed under a different number, do not retake the course.

The major in English does not require a senior comprehensive exam.

## **Required Courses**

### ***Foundations***

- One Reading the World course chosen from the following (only one can count toward the Major): ENGL 150, 151, 152, 153, 154, 155, 156
- ENGL 105: Introduction to Journalism OR ENGL 107: Introduction to Creative Writing
- ENGL 109: Introduction to Literary Theory and Research Methods

### ***Historical and Cultural Breadth***

Four courses representing the three historical periods:

- Pre-19th-Century Literature: ENGL 265, 266, 269, 324
- 19th-Century Literature: ENGL 270, 275, 325
- 20th- and 21st-Century Literature or Film: ENGL 218, 219, 220, 221, 230, 245, 260, 262, 276, 318, 323, 331

One of these four courses must focus on literature that draws significantly from minoritarian, diasporic, or transnational traditions:

ENGL 217, 218, 219, 220, 221, 222, 230, 260, 264, 318, 323, 331

### ***Advanced Literary Study***

ENGL 490, or 491 or 492: Advanced Literary Studies

### ***Craft Sequences and Capstones***

One of the following course sequences

- **Literary Criticism and Theory:** ENGL 109: Introduction to Literary Theory and Research Methods; one Applied Theory course (any 300-level course); ENGL 436: Advanced Topics in Literary Theory OR ENGL 434: Advanced Film Theory
- **Film Criticism and Theory:** ENGL 153: RTW: Classical Hollywood in Global Context; ENGL 260: Studies in Film; ENGL434: Advanced Film Theory OR ENGL 436: Advanced Topics in Literary Theory

- **Fiction:** ENGL 107: Introduction to Creative Writing; ENGL 211: Intermediate Fiction Workshop ENGL 438: Advanced Fiction Workshop
- **Poetry:** ENGL 107: Introduction to Creative Writing; ENGL 210: Intermediate Poetry Workshop; ENGL 437: Advanced Poetry Workshop
- **Nonfiction:** ENGL 107: Introduction to Creative Writing or ENGL 105: Introduction to Journalism; ENGL 215: Creative Nonfiction Workshop; ENGL 439: Advanced Nonfiction Workshop
- **Journalism:** ENGL 105: Introduction to Journalism or ENGL 107: Introduction to Creative Writing; ENGL 205 Narrative Journalism; ENGL 439: Advanced Nonfiction Workshop

Students planning on graduate work in English or film should take as many units of ENGL 435 as possible as well as the relevant craft sequence. Students planning on graduate work in journalism or creative writing should complete at least one craft sequence in their genre of interest.

### Requirements for the Minor in English

#### Number of Units

Six units are required.

An Advanced Literary Studies (ENGL 490) or Applied Theory (any 300-level) course may satisfy another requirement for the minor, depending on its subject matter, but it may not be double counted for two requirements. In such a case, students must pass a second, different Advanced Literary Studies or Applied Theory course.

#### Required Courses

- One Reading the World course (only one may count toward the minor): ENGL 150, 151, 152, 153, 154, 155, 156
- One course in literature before the 20th century: ENGL 265, 266, 269, 270, 275, 324, 325
- One course in literature or film from 1900 to the present, or one course in literature or film that draws significantly from a minoritarian, diasporic or transnational tradition: ENGL 217, 218, 219, 220, 221, 222, 230, 245, 247, 260, 262, 264, 276, 318, 323, 331
- One of the following course sequences:
  - **Literary Criticism and Theory:** ENGL 109: Introduction to Literary Theory and Research Methods; one Applied Theory course (any 300-level course); ENGL 436: Advanced Topics in Literary Theory OR ENGL 434: Advanced Film Theory
  - **Film Criticism and Theory:** ENGL 153: RTW: Classical Hollywood in Global Context; ENGL 260: Studies in Film; ENGL434: Advanced Film Theory OR ENGL 436: Advanced Topics in Literary Theory
  - **Fiction:** ENGL 107: Introduction to Creative Writing; ENGL 211: Intermediate Fiction Workshop; ENGL 438: Advanced Fiction Workshop
  - **Poetry:** ENGL 107: Introduction to Creative Writing; ENGL 210: Intermediate Poetry Workshop; ENGL 437: Advanced Poetry Workshop

- **Nonfiction:** ENGL 107: Introduction to Creative Writing or ENGL 105: Introduction to Journalism; ENGL 215: Creative Nonfiction Workshop; ENGL 439: Advanced Nonfiction Workshop
- **Journalism:** ENGL 105: Introduction to Journalism or ENGL 107: Introduction to Creative Writing; ENGL 205 Narrative Journalism; ENGL 439: Advanced Nonfiction Workshop

### English Writing Workshop Courses

**ENGL 105 Introduction to Journalism: Newswriting Principles and Techniques**This course introduces students to the basic reporting and writing skills essential to creating "hard news" stories for print and online publications. In this class, students will write and re-write regularly to master key types of news stories, building toward a final news feature. This course fulfills a Foundations requirement.

**ENGL 107 Introduction to Creative Writing**An introduction to the process of writing poetry and prose, both fiction and nonfiction, pairing the study of published work with the workshopping and development of student writing. This course fulfills a Foundations requirement.

**ENGL 205 Narrative Journalism**This course builds upon the fundamental writing and reporting skills and techniques introduced in ENGL 105. It introduces students to the process of creating feature stories, in the tradition of narrative or literary journalism, for print and online publications. This class will consist of regular writing workshops, intense self- and peer-editing, reading, and discussion. This course counts toward the Journalism craft sequence. Take ENGL-105 or ENGL-107.

**ENGL 207 Arts Journalism**This course explores the nature of arts, entertainment, and cultural criticism. Its purpose is to help students develop critical skills and express their views creatively, convincingly, and in a way that will engage a popular print or online reader. Students will also learn how to review specific works of art or popular culture, how to critically profile a major artist or popular celebrity, as well as write a broader piece of criticism that looks at larger artistic or cultural issues. This course does not count toward the Journalism craft sequence but will enrich your journalism background.

**ENGL 208 Food and Travel Writing**Through reading, writing, and studying various media in the realm of journalism and creative nonfiction, we will explore identity, history, and culture-our own, and that of others- through food and place, and artfully write and workshop nonfiction writing about lived experience. Sophomores only

**ENGL 210 Intermediate Poetry Workshop**A workshop in which students practice and study poetic craft and form by reading model texts and sharing their work. This course counts toward the Poetry craft sequence. ENGL-107 and Sophomore Standing

**ENGL 211 Intermediate Fiction Workshop**A workshop in which students study and practice the elements of short fiction by reading model texts and sharing their own work. This course counts toward the Fiction craft sequence. ENGL-107 and Sophomore Standing

**ENGL 215 Creative Nonfiction Workshop**A workshop that offers model texts and writing assignments that explore the possibilities of this hybrid form in which its practitioners look both inward and outward, drawing on the traditions and techniques of poetry, fiction, journalism, and critical writing to tell true stories. This course counts toward the Nonfiction craft sequence. ENGL-107 or ENGL-105 and Sophomore Standing

**ENGL 437 Advanced Poetry Workshop**A workshop which enables students to develop and complete an independent writing project. Includes deeper discussion of poetic craft and form. This course is the required capstone course for the Poetry craft sequence. ENGL-210 and Junior standing

**ENGL 438 Advanced Fiction Workshop**A workshop which enables students to develop and complete an independent writing project in fiction. Includes a discussion of longer forms (the novella and novel) as well as short stories. This course is the required capstone for the Fiction craft sequence. ENGL-211 and Junior standing

**ENGL 439 Advanced Nonfiction Workshop**This course is the capstone workshop for both the journalism and creative nonfiction tracks in the English Department and allows student to develop and complete an independent writing project in nonfiction writing. Includes discussion of book-length works of literary nonfiction that seeks to find intersections between creative nonfiction and narrative journalism. This course is the required capstone for the Nonfiction and Journalism craft sequences. ENGL-205 or ENGL-215, and Junior standing.

### **English Literature and Film Courses**

**ENGL 109 Introduction to Literary Theory and Research Methods**This course will introduce critical schools and theoretical frameworks for prospective and declared English majors. It will focus on one literary text (or a limited set of literary texts) as a focus of analysis in order to understand literary studies within a historicized field of development. Students will read and research critical analyses of this text and the theories that underpin them. Possible theoretical perspectives include: New Historicism, Deconstructionism, Reader-Response, Feminist, Sexuality, Psychoanalytic, Critical Race, Postcolonial, Marxist. This course is a requirement for all English majors (and a prerequisite for all 300-level courses). By the end of the term, students will complete a curricular design, a document that will articulate their path through their major. This course fulfills a Foundations requirement.

**ENGL 150 Reading the World: Time Travel**An introductory study of works that go beyond realism, including attention to their cultural and social contexts. Focus areas may include fantasy or speculative fiction. All Reading the World courses stress the development of critical writing ability, critical thinking, and active discussion. This course fulfills a Foundations requirement.

**ENGL 151 Reading the World: Environments**An introductory study of literary and cultural texts that articulate how human beings are connected to the natural world. The course will explore how locations and ecosystems shape and are shaped by human systems of meaning. Topics may include gardens, sustainable worlds, urban environments, and deep ecology, among others. All Reading the World courses stress the development of critical writing ability, critical thinking, and active discussion. This course fulfills a Foundations requirement.

**ENGL 152 Reading the World: Genre**This course explores representations of the world through the lens of genre. Just as human understanding emerges from historical and cultural positions, so too does the choice of literary genres (fictional and nonfictional narratives, drama, and poetry) shape meaning. This class will focus on a genre (or a pairing of genres) as a way to examine how aesthetic and historically-rooted dimensions of literary forms give rise to representations of the world. All Reading the World courses stress the development of critical writing ability, critical thinking, and active discussion. This course fulfills a Foundations requirement.

**ENGL 153 Reading the World: Classical Hollywood in Global Context**An introduction to the language of cinema, foregrounding historical and theoretical contexts of classical Hollywood cinema

(1930-1945) and various aesthetic alternatives from around the world. Requires a weekly film screening outside of class. All Reading the World courses stress the development of critical writing ability, critical thinking, and active discussion. This course fulfills a Foundations requirement.

**ENGL 154 Reading the World: Global Stages**This course explores the cultural work done by done theater. As a genre that encourages coming together to see live theater, drama speaks to societies about themselves in the place and time they inhabit. This course uses a thematic focus (gender, The American Dream, Identities, etc.) based on the offerings of local university and community theater. This course fulfills a Foundations requirement.

**ENGL 155 Reading the World: Identities**This course explores literary and cultural texts addressing the nature of human identity and its development, particularly through issues of difference. Focus may be on one or more of the following: race, class, gender, nationality, sexuality, the body. All Reading the World courses stress the development of critical writing ability, critical thinking, and active discussion. This course fulfills a Foundations requirement.

**ENGL 156 Reading the World: Social Justice**This course examines social justice from a literary perspective, focusing on a particular issue, event, movement, or historical moment. It will emphasize areas of power difference, such as race and ethnicity, disability/ability, class, gender, and sexuality. All Reading the World courses stress the development of critical writing ability, critical thinking, and active discussion. This course fulfills a Foundations requirement.

**ENGL 217 World Indigenous Literatures: The People and the Land**A selective study of the literary traditions and contemporary texts of indigenous peoples around the world, focusing on indigenous communities in regions where Kalamazoo College students study and with a particular emphasis on texts that explore the complex relationships between indigenous communities and the land they claim as their own. This course is a Shared Passages Sophomore Seminar. For the Historical and Cultural Breadth requirement, this course fulfills the minoritarian, diasporic, or transnational requirement. Sophomores only.

**ENGL 218 Water Stories: From the Great Lakes to The Pacific**This course analyzes literature that Indigenous communities have told about water in both traditional and contemporary contexts. It specifically looks at Indigenous literary traditions from the Great Lakes and the Pacific, focusing on how these stories articulate sustainable relationships with the natural world and other-than-human beings. The course will also focus on the histories of colonialism and Indigenous water-based activism resisting climate change. For the Historical and Cultural Breadth requirement, this course counts as a 20th- or 21st-century course, or the minoritarian, diasporic or transnational requirement.

**ENGL 219 Magical Realism**Magical realism is a genre that combines elements of the fantastic with realism often in order to imagine utopias or resist restrictive aspects of society. This course will examine the genre, interrogate its relationship to other genres of fantasy, and consider the relationship between the aesthetic patterns of the genre and its potential for social advocacy. This course is a Shared Passages Sophomore Seminar. For the Historical and Cultural Breadth requirement, this course counts as a 20th- or 21st-century course, or it fulfills the minoritarian, diasporic or transnational requirement. Sophomores only

**ENGL 220 African American Literature**A study of central writers, works, and eras in African American literature with an emphasis upon how they engage in an improvisational conversation across periods and movements. For the Historical and Cultural Breadth requirement, this course counts as a 20th- or 21st-century course, or it fulfills the minoritarian, diasporic, or transnational requirement.

**ENGL 221 African Literature**This course will reflect on modern literatures in English from Africa. We will take a multi-genre approach, reading short stories, magic realist novels, and political tracts and reflect on the problems of diaspora in modern postcolonial states, the economic impact of colonial and neo-colonial practices, the policies responsible for dispossession, the use of English as an African language, and the rhetorical and political strategies used to combat forms of oppression. For the Historical and Cultural Breadth requirement, this course counts as 20th- or 21st-century course, or it fulfills the minoritarian, diasporic, or transnational requirement. A Reading the World course or instructor permission.

**ENGL 222 U.S. Indigenous Cultures**A selective study of the literary traditions and contemporary texts of American Indian people with a focus on building an interdisciplinary understanding of cultural production. For the Historical and Cultural Breadth requirement, this course counts as 20th- or 21st-century course, or it fulfills the minoritarian, diasporic, or transnational requirement.

**ENGL 230 U.S. Ethnic Literature**A study of American literary texts primarily of the 20th and 21st centuries, from the perspective of their ethnic origins. For the Historical and Cultural Breadth requirement, this course counts as a 20th- and 21st-Century course, or it fulfills the minoritarian, diasporic, or transnational requirement. A Reading the World course or instructor permission.

**ENGL 245 Electronic, Hypertext, and Multimedia Literature**A study of digital and print literatures that emerge from computing and internet technologies, with a particular emphasis on the medium through which they are produced and rendered. Forms include CD-ROM, cybertext, hyperlink, mobile apps, and GPS/satellite synchronized. Through these forms, this course will explore how digital culture impacts textuality and challenges reading practices. For the Historical and Cultural Breadth requirement, this course counts as a 20th- and 21st-Century course. A Reading the World course or instructor permission.

**ENGL 260 African Cinemas of Belonging**This course studies examines questions of empire, globalization, and citizenship through the cinemas of Africa from the 1960s to the present. Each week, we will discuss a film alongside texts in order to consider the engagement with imperial-era representations of African peoples, the ways in which film can be imagined as a means of political resistance, and the continuities between the imperial era and our current global age. We will be asking how the medium of the cinema, with its modes of visual and aural expression, allows for a unique way of thinking about the colonial experience and its aftermath and creates opportunities to foster a sense of belonging. Through films from Egypt, Zimbabwe, Cameroon, Tunisia, Senegal, and South Africa, we will reflect on the conflicting narratives of empire, the imaginaries of post-colonial states, and the problems and opportunities afforded by globalization and migration. ENGL-153 recommended but not required

**ENGL 262 Feelings and Sensations at the Movies**This course is interested in how we experience emotion and sensation at the movies. Focusing on a period in film from the 1950s to the present, we will think about feeling via avant-garde movements from a variety of different national cinema traditions as well as innovative Hollywood films. Our readings will be about these traditions as well as on texts that examine how films evoke feelings of fear, anger, disgust, arousal and operate through sensory evocation beyond the visual. We will also think about how the moviegoing experience offers fosters the collective experience of emotion and sensation and the ways in which we might depart as individuals from this as individuals. engl-153

**ENGL 263 From Austen to Bridgerton: Race and Gender in the Regency**This course looks at the television series Bridgerton in its early-nineteenth century historical and literary context. The class analyzes how the show's depictions of race, gender, and sexuality reimagine and engage with multiple texts written (primarily by women) during the Regency era (1795-1837). Topics include the economic

possibilities that existed and opened up for white women in the period, the struggle to abolish slavery, and the British colonial presence in India. Students will interrogate why stories from this period have so captivated the public imagination. For the Historical and Cultural Breadth requirement, this course counts as a 19th-Century course.

**ENGL 264 Global Shakespeares** Shakespeare is the most translated, adapted, performed, and published Western author. Just what this means to Western and non-Western cultures is at the heart of this course. Many cultures have written back to Shakespeare, addressing race, sexuality, gender, and religion from their own cultural perspectives. What do exchanges between differently empowered cultures produce and reproduce? We'll tackle such questions as we read works by Shakespeare and literary/film adaptations from around the globe. This course is a Shared Passages Sophomore Seminar. For the Historical and Cultural Breadth requirement, this course fulfills the minoritarian, diasporic, or transnational requirement. Sophomores only

**ENGL 265 Shakespeare** A study of Shakespeare's histories, comedies, and tragedies. Historical context, various critical perspectives, close textual explication, and analysis of film versions will be subjects for discussion. For the Historical and Cultural Breadth requirement, this course counts as a Pre-19th-Century course. A Reading the World course or instructor permission.

**ENGL 266 Discoveries: British Literature 1550 -1750** A study of British literature emerging during the Renaissance/early modern period. This course will pair literary analysis with investigations of the artistic, political, religious, and social developments of the period, setting the literature amidst the various discoveries of the period. For the Historical and Cultural Breadth requirement, this course counts as a Pre-19th-Century course. A Reading the World course or instructor permission.

**ENGL 267 Romantic Revolutions: Early 19th Century British Literature** A study of poetry, fiction, and nonfiction from this tumultuous period of political and social upheaval and artistic innovation, emphasizing connections between cultural background and aesthetic production. For the Historical and Cultural Breadth requirement, this course counts as a 19th-Century course. A Reading the World course or instructor permission.

**ENGL 268 The Victorians: British Literature 1832-1900** A study of British culture of the period through its literature, with emphasis on novels, poetry, and nonfiction. The course focuses on several defining themes of this tumultuous age: imperialism and racism, industrialism and its discontents, the Women Question, Darwin and the crisis of faith. For the Historical and Cultural Breadth requirement, this course counts as a 19th-Century course. A Reading the World course or instructor permission.

**ENGL 269 New World Narratives: American Literature 1500-1790** A study of the different tales emerging from those indigenous to or settling "America." Texts include American Indian creation myths, European exploration narratives, Puritan poetry, captivity and slave narratives, and late 18th-century fiction and nonfiction. For the Historical and Cultural Breadth requirement, this course counts as a Pre-19th-Century course. A Reading the World course or instructor permission.

**ENGL 270 Reform and Renaissance U.S. Literature 1790-1865** A study of literature emerging during a period of significant cultural upheavals: the unsettling of indigenous populations, the movement of European populations westward, and the Slavery and Woman questions. Through an exploration of diverse texts, students will examine a literature shaped by an impulse to transform or reform pre-existing perspectives and genres. For the Historical and Cultural Breadth requirement, this course counts as a 19th-Century course. A Reading the World course or instructor permission.

**ENGL 275 American Realisms: U.S. Literature 1865-1914**This course examines a variety of approaches to knowing a literary period. We will explore theoretical, socio-historical, formal, and thematic paradigms that can organize our understanding of the wide variety of written and cinematic texts produced in the period between the end of the Civil War and the beginning of World War I. Through a study of the frequently conflicting stories about gender, race, sexuality, art, and Americanness that come to voice during this period, students will challenge and complicate their definitions of literary realism. For the Historical and Cultural Breadth requirement, this course counts as a 19th-Century course. A Reading the World course or instructor permission.

**ENGL 276 Modernism and Postmodernism: U.S. Literature 1914 - Present**A study of the rise of a modern aesthetic in the wake of World War I and the postmodern response in the second half of the 20th century with an eye toward the diversity of voices and formal choices that mark this period. For the Historical and Cultural Breadth requirement, this course counts as a 20th- or 21st-Century course. A Reading the World course or instructor permission.

**ENGL 285 Writing Pedagogy**This course will introduce students to fundamentals of writing pedagogy and teach them strategies for helping writers with diverse backgrounds and learning styles strengthen their writing skills.

**ENGL 295 Writing From the Body**"Imagination is evidence of the divine," wrote poet and visionary William Blake more than 200 years ago. And yet we experience the world, imagine, and create through our very human bodies. This experiential, intermediate-level creative writing workshop aims to defy the false dichotomies between mind, body, and spirit by blending yoga practices including gentle movement, breathing, and relaxation, with writing prompts and exercises to generate new material and discover the stories that emerge from and are written on the body. Students will explore writing as somatic experience with the benefit of nervous system regulation, read and discuss published bodycentered works of creative nonfiction, and spend time giving and receiving feedback on their own embodied writings. Must have taken ENGL-107 or ENGL-105.

**ENGL 318 Post-Colonial Literature**This course will investigate some of the central issues in the field of post-colonial literature and theory, such as how literature written in the colonial era represented the colonized and impacted those who were depicted and how writers and readers deployed literature as a method of exploring new possibilities of identity. This course fulfills the Applied Theory requirement for the Literary Criticism and Theory craft sequence. For the Historical and Cultural Breadth requirement, this course counts as a 20th- or 21st-Century course, or it fulfills the minoritarian, diasporic, or transnational requirement. ENGL-109 CES-200, CES-240, or CES-260 or instructor permission.

**ENGL 323 Chicana/o/x Literature**A selective study of Chicana/o/x literary and cultural texts. Possible emphases could include colonialism and conquest, indigenismo, geopolitical conflict or "the Borderlands," identity formations and identifications, and/or sociocultural resistances. This course fulfills the Applied Theory requirement for the Literary Criticism and Theory craft sequence. For the Historical and Cultural Breadth requirement, this course counts as a 20th- or 21st-Century course, or it fulfills the minoritarian, diasporic, or transnational requirement.

**ENGL 324 Early Modern Women's Literature: Shakespeare's Sisters**A study of the women writers that Virginia Woolf termed "Shakespeare's Sisters" when she (we now know mistakenly) lamented the lack of early women writers. We'll study these, primarily British, women writers of the period, emphasizing the social, political, economic, and cultural conditions of women's authorship before the nineteenth century. This course fulfills the Applied Theory requirement for the Literary Criticism and

Theory craft sequence. For the Historical and Cultural Breadth requirement, this course counts as a Pre-19th-Century course. ENGL-109 or WGS-101 or instructor permission.

**ENGL 325 19th-Century Women's Literature: The Epic Age** A study of British and U.S. women writers of the period, emphasizing social, political, economic, and cultural conditions for women's authorship as well as recurring concerns and themes of women authors and the emergence of African American women's writing. This course fulfills the Applied Theory requirement for the Literary Criticism and Theory craft sequence. For the Historical and Cultural Breadth requirement, this course counts as a 19th-Century course. ENGL-109 or WGS-101 or instructor permission.

**ENGL 331 East Asian Diasporic Literatures** This course will analyze literature written in English by people in the East Asian Diaspora. This includes writers from China, Korea and Japan and their descendants living in the U.S., Great Britain, Canada, Australia, the Caribbean, and Latin America. The course takes a transnational approach in considering questions around racial and ethnic identity, global capitalism, nationality and citizenship, as well as issues of gender and sexuality. This course fulfills the Applied Theory requirement for the Literary Criticism and Theory craft sequence. For the Historical and Cultural Breadth requirement, this course counts as a 20th- or 21st-Century course and it fulfills the minoritarian, diasporic, or transnational requirement.

**ENGL 395 Thinking Kink with the Early Moderns** Typically, "kink" is seen as a new phenomenon, an invention of modern sexual proclivities or even perversities. Kink's origins are often situated no earlier than the Marquis de Sade's 1791 publication of *Justine*, though most contemporary explorations of kink suggest that kink gains serious cultural momentum in the post-WWII world. However, such assumptions must reject the abundance of literary and philosophical evidence from the early modern period that indicates that kinky practices and attitudes very much existed in early modern England. In this course, students will explore a range of early modern texts from an array of genres that grapple with what we would call "kinks."

**ENGL 434 Advanced Film Theory: Cinema & Spectator** This upper-level course introduces students to significant movements in film theory, including feminism, structuralism/poststructuralism, transnationalism, cultural studies, formalism, and psychoanalysis, via a reflection on the experience of spectatorship. We will reflect upon film's relationship to material reality, the cultural impact of the medium, the history and diversity of audience response, and the roles of gender, race, and sexual interpretation on spectatorship. We will consider how the filmgoer is situated by the medium as a recipient of a film's message and how s/he has historically been an active and critical presence who challenges and transforms the text. We will take a theoretical as well as a historical approach to these questions, thinking not only of films and filmmakers but also of the experiences of movie-going publics. We will approach film theory with an eye to its history, to the ways in which film theories dialogue with each other, and how cinema instantiates film theory. This course can serve as the required capstone course for the Literary Criticism and Theory craft sequence or the Film Criticism and Theory craft sequence.

**ENGL 436 Advanced Topics in Literary Theory** An intensive study of selected perspectives in contemporary critical theory. This course can serve as the required capstone course for the Literary Criticism and Theory craft sequence or the Film Criticism and Theory craft sequence.

**ENGL 485 Advanced Writing Pedagogy** This course will allow students who have successfully completed Writing Pedagogy to deepen their experience and understanding through the exploration of specific topics related to the teaching of writing. Must have taken ENGL-285

**ENGL 490 Advanced Literary Studies** Seminars focusing on major figures and movements in English and American literature. May be repeated for credit when content changes. Ask the professor teaching it for a specific course description. This course fulfills the Advanced Literary Studies requirement. This course is a disciplinary senior seminar and fulfills the Shared Passages Senior Seminar. Seniors Only

**ENGL 492 American Indian Literature and Law** "American Indian Literature and the Law" is an interdisciplinary examination of the relationship between literary and legal texts that uses Critical Race Theory as a lens. Our goal is to uncover and analyze the complicated relationship between United States law and the creative productions of Indigenous nations of North America. At heart, this senior seminar asks us to reflect deeply on the power of storytelling and the relationship between "the text" and "the world." Our course is thus necessarily interdisciplinary, and we will conduct research on government documents relating to Indigenous peoples in addition to researching literary and cultural criticism on our texts, using these skills to develop final projects that reflect the interests of each student. This is a Shared Passages Senior Seminar and fulfills the Advanced Literary Study requirement.

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

**ENGL 600 Teaching Assistantship**

## Environmental Studies

Director: Einspahr

Affiliated Professors: Askew, Fraser, Furchak, Garriga-Lopez, Girdler Katanski, Latiolais, C. Lewis, J. Lewis, Lindley, Newday

The concentration in environmental studies is based upon the recognition that environmental and resource problems are not just biological, geological, economic, or political. Therefore, the concentration is structured as an interdisciplinary study by selecting appropriate courses from the natural and social sciences, as well as the humanities, in order to pool knowledge from across traditional disciplinary lines. This information is essential for an interdisciplinary assessment, analysis, and evaluation of environmental problems.

Students interested in environmental studies are urged to keep this interest in mind when selecting a site for study abroad. If approved ahead of time by the Director, up to one course from study abroad can count toward the completion of the concentration. Moreover, pursuing these interests abroad emphasizes the important international dimensions of many environmental issues while often permitting students to gain familiarity with some problems (and their possible solutions) in other countries. Courses from study abroad sites in Costa Rica, Ecuador, Kenya, and Thailand are particularly suitable.

### The Concentration in Environmental Studies

Six units are required.

Take at least **one course from each** of the four numbered groups listed below (\* indicates that a course has a pre-requisite course, usually a 100-level course in the same department), and **two additional** courses from any of the groups or the additional elective list. Study Abroad courses,

Independent Study courses, and Senior Individualized Projects may be approved on a case by case basis; please consult with the Program Director.

**Four required courses (one from each of four numbered groups below):**

- **1. Natural Science**
  - ENVS 115 Environmental Science (*to be taken as early as possible*)
- **2. Social Science**
  - ANSO 232 Nature and Society
  - ANSO/ENVS 365 Humans and Non-Humans\*
  - CES 300 Body, Land, and Labor
  - ECON 235 Environmental and Resource Economics\* (*highly recommended*)
  - POLS 267 Environmental and Political Theory
- **3. Arts & Humanities**
  - ARTX 234 Structure & Space
  - ENGL 151 Reading the World: Environments: Gardens
  - ENGL 151 Reading the World: Environments: Water Literature
  - ENGL 156 RTW: Social Justice
  - ENGL 217 World Indigenous Literatures
  - ENGL/SEM 492 American Indian Literature and the Law\*
  - HIST 211 History of Leisure and Recreation in America
  - HIST 212 American Environmental History
  - PHIL 108 Ecological Philosophy
  - PHIL 310 Critical Social Theory
- **4. Senior Seminar (must have senior standing to enroll)**
  - ENVS 490 Senior Seminar
  - SEMN 408 Slow Farming

Two additional elective courses selected from any courses listed **above** or **below**:

**Elective Courses (do not count as one of four required categories):**

- BIOL 224 Ecology & Conservation\*
- BIOL 232 Plant Biology
- BIOL 396 Entomology\*

- BIOL 485 Topics in Biology: Trees\*
- CES 340 Plant Communication/Kinship
- CHEM 240 Analytical Chemistry\*

\* indicates that a course has a pre-requisite, usually a 100-level course in the same department

*Note:* New courses with environmental or sustainability themes may be approved throughout the year that are not on the required or elective course list. Students are encouraged to ask the Program Director for permission to count such towards the concentration. Additional special topics one-time course offerings may count as electives depending on content (e.g. ENGL, RELG); please discuss the suitability of these courses with the Program Director.

### **Environmental Studies Courses**

**ENVS 105 Sustainable Energy and the Environment** Application of scientific concepts and analyses to the study of the production, conversion, and consumption of energy, and an understanding of the associated environmental and societal implications. Designed primarily for students not majoring in the physical sciences; especially appropriate for those in the environmental studies concentration.

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

**ENVS 232 Nature & Society: Intro Pol. Ecology** This course will introduce students to the sub-discipline of political ecology, a field broadly concerned with the relationships between nature and social power. In other words, this course will focus on developing an understanding of how social relations and politico-economic systems produce environmental problems, structure access to natural resources, the resulting struggles over 'nature' and how and in whose interests these may or may not be resolved. Because the field is broad, the course has been structured into themes that we will explore each week. ANSO-103

**ENVS 295 Environmental History of Colonial Latin America** This course is a survey of Colonial Latin American Environmental History. It uses topography, weather, plants, animals, and viruses as units of analysis for exploring topics including indigenous civilizations, Iberian conquest, trans-Atlantic slavery, colonial reforms, and resistance movements. And it explores the changing relations between human beings and non-human nature in the Atlantic Basin in the early-modern era.

**ENVS 365 Humans and Non-Humans** What does it mean to be human? What is the history of the notion of the human, and who or what has been excluded from it? What does it mean to study non-humans through a humanistic frame? How can we know non-human beings? What kinds of knowledges exist at the edges of the discourse on the human? This course will introduce students to these issues through a combination of readings that engage with the field known as new materialisms to consider the ways in which the study of humanity has been challenged by new modes of thinking about being, producing situated answers to these questions.

**ENVS 395 Wildlife Ecology With Lab** The Wildlife Ecology course will help students to gain a better understanding of the depth and breadth of the field of wildlife ecology with emphasis on understanding

the ecology, dynamics, principles of conservation, and factors affecting wildlife resources. Through lectures and labs, students will learn about multiple approaches to studying wildlife, conservation, and also some techniques employed for ecological sampling and analysis. Students will learn basic concepts about population ecology, habitat use, selected animal diseases, and conservation of endangered species. They will also gain skills in GIS analysis. They will also explore how global change is affecting wildlife population and distribution. Must have taken BIOL-224

**ENVS 490 Environmental Studies Senior Seminar** Examination and analysis of selected contemporary environmental and resource problems and issues from an interdisciplinary perspective. In addressing these issues, special attention is given to the application and integration of principles, theories, and analytical techniques introduced in the core courses. Topics covered in the seminar are likely to vary annually as new problems, policies, and solutions develop. Core courses plus senior standing, or permission.

**ENVS 495 Finding a Home in the World: Lessons in Sustainability From the Ancient Mediterranean** People have struggled with how to live sustainably and to mitigate environmental damage at least since humans began farming. Since that time, we have existed in a struggle with the world we occupy for resources to sustain us and to fulfill our desires, and yet there have always been those who have found a harmonious balance within it. This class will be an exploration of how to become part of that latter group, examining struggles, practices, and solutions from the ancient Mediterranean and from today, and working on a community-based project. This is a service-learning course.

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

**ENVS 600 Teaching Assistantship**

## **Film and Media Studies**

Professors: Chatton, Hahn, Haus, Heinritz, Kim, Koehler, Koenig, Latiolais, Lopez-Malagamba, Pillai (Director, Winter and Spring 2025), Powers, Sinha (Director, Fall 2024), Smith, Thomas, Weng, White

The Film and Media Studies concentration at Kalamazoo College offers an interdisciplinary, liberal arts approach to the study of film. We seek to engage critically with aesthetics, history, reception, race, gender, and class in production and consumption as well as issues of ethics, politics, and economics. We explore mainstream as well as oppositional forms and are investigators of film representation in the broadest sense: visually, aurally, and verbally.

Advanced Placement (AP) and International Baccalaureate (IB) credit may not count toward the concentration but may be applied toward the total number of units needed to graduate.

### **Units from Study Abroad and Transfer Credit**

Students may receive up to one unit of credit toward the concentration for a class taken on study abroad or at another institution. The course must first receive approval from the director of the concentration.

### **Requirements for the Concentration in Media Studies**

## Number of Units

Six are required.

## Required Course

ENGL 153 RTW: Classical Hollywood (offered twice yearly, cap of 25)

Five additional courses from any of the categories below. At least two of the five courses must have film as their primary focus. The courses with a film focus have been marked with an asterisk (\*).

### History/Theory/Criticism

- \*ANSO 295 Society on Film
- ARTH 224 Art Since 1945
- ARTH 227 Modern Art Museum
- \*ARTH 290 Art and Gender
- ARTH 491 Ways of Seeing
- \* ENGL 262 Feelings and Sensations at the Movies
- \* ENGL 434 Advanced Film Theory
- MUSC 155 Western Art Music after 1750
- PHIL 208 19th Century Philosophy
- PHIL 214 Philosophy of Art
- PHIL 306 Philosophy of Language
- PHIL 311 Postmodern Critical Theory
- \*RELG 232 Jedi, Sith, and Mandalorians: Religion and Star Wars
- THEA 270 Theatre of Illusionism

### Applied

- ARTX 110 Design Fundamentals
- ARTX 115 Digital Photography
- \*ARTX 200 TV Studio Production (1/4 credit)
- \*ARTX 213 Digital Art: Animation and Video
- ARTX/SEM 214 Framing Difference
- ARTX 230 Analog Photography
- \*ARTX 250 Introduction to Documentary Video Production
- \*ARTX 301 Advanced Documentary Video Production
- ARTX 316 Intermediate Photography

- ENGL 205 Narrative Journalism
- ENGL 207 Arts Journalism
- MUSC 105 Introduction to Music
- THEA 120 Fundamentals of Acting
- THEA 210 Lighting Design
- THEA 225 Developing a Character
- THEA 255 Playwrighting
- THEA 380 Directing I with Lab
- THEA 420 Advanced Acting with Lab
- THEA 480 Advanced Directing

### **International Media**

- \* CHIN 245 Chinese Film and Culture
- ENGL 260 African Cinemas of Belonging
- ENGL/SEMN 264 Global Shakespeares
- \*FREN 435/490 Adv Lit & Cultural Studies (Topics: Cinema, A Modern Angora; Francophone Cult(ure) Movies; Space and Identity in French Cinema) (taught in French)
- \*GERM 200 Myth of a Nation: German Film
- \* GERM 420 Introduction to German Cinema (taught in German)
- \* HIST/RELG/SEMN 268 Jews on Film
- \* JAPN 240 Japanese Culture through Film
- \* JAPN 250 Manga/Anime and Gender in Modern Japan
- \* RELG 231 Religion, Bollywood, and Beyond
- \* SPAN 401 The Spanish Speaking World on Film (taught in Spanish)
- SPAN 445 Visual Practices in Latin America (taught in Spanish)

\* denotes courses with a film focus

## **French and Francophone Studies**

Professors: Chatton, Dugas (Chair), Sanogo

The French program emphasizes a critical understanding of the French-speaking world by focusing on language skills, analytical tools, and the study of a variety of kinds of cultural expressions. These studies

are one effective way of gaining a deeper understanding of the world, which is an important element of a liberal arts education. The department offers courses in French and francophone studies (culture, film, thought, literature, linguistics). Students interact with materials from diverse French-speaking regions including Africa, Europe, North America, the Caribbean, and the Indian Ocean. Students may study abroad in Strasbourg or Clermont-Ferrand (France) and in Dakar (Sénégal).

Coursework and off-campus experiences are complemented by on-campus opportunities that maintain and improve a student's language skills and expand students' understanding of the Francophone world. These opportunities include viewing French language films, conversing with classmates and native speakers at the French conversation hours, and attending area cultural events.

Faculty members meet students inside and outside the classroom, participate in campus activities, and counsel students regarding graduate and professional career choices in music, high school and college teaching, science, publishing, government, international trade, international banking, non-governmental organizations, and other fields. French students at Kalamazoo College have a high rate of acceptance when applying for French government teaching assistantships for teaching English in France after graduation.

### **Placement**

All incoming students who have previously studied or have had significant exposure to French must take the College's placement test. Those students who wish to receive credit for language courses that they have taken at another college or university before enrolling at Kalamazoo College must take the French language placement test and test into a higher-level course than the one for which they are seeking transfer credit. Any appeal of the placement test results should be directed to a French faculty member.

### **Advanced Placement (AP) and International Baccalaureate (IB) Credit for the Major or Minor**

Students who took AP or IB examinations in French must still take the Kalamazoo College French placement test. An Advanced Placement (AP) score of 4 or 5 in French language can be counted as one credit toward the French major or minor provided that the student take French 203 or beyond as her/his first French course at the college. IB scores of 5-6-7 on the Higher Level may count toward a major or minor at the discretion of the department faculty.

### **Requirements for the Major in French**

#### **Number of Units**

Eight units are required. For the major, no more than three units may be earned off campus. Units that may be counted towards the major are:

- FREN 202, FREN 203, FREN 301, FREN 300-level courses, FREN 400-level courses
- FREN 593 (SIP)
- AP score of 4 or 5 (see above)
- IB score of 5, 6 or 7 (see above)
- Up to two units from study abroad (see below)

#### **Required Courses**

- FREN 301

- FREN 490 Senior Seminar
- One additional 400-level course taught on campus
- One additional course at either the 300- or 400-level taught on campus

French majors are encouraged to develop appropriate cognate programs in areas such as History, Political Science, Film and Media Studies, Economics, Music, Philosophy, Anthropology, Sociology, International and Area Studies, Art History, or International Economics and Business.

Cognate courses of particular interest to French and francophone studies majors : HIST 244, HIST 252, HIST 256, ENGL 260 Studies in Film: African Cinemas, ENGL 260 Studies in Film: The Post-Classical and the New Waves

### **Units from Study Abroad**

French majors are expected to participate in a study abroad program and acquire a high level of language proficiency.

Only two units to be used toward the major in French may be earned in a long term (6 month) or an extended term (9 month) program. One unit only from a short term (3 month) program may be used. The unit(s), which must have been taught in the French language, may be in the literature of the Francophone world, or in language, or in a cultural/topical course pertaining to the Francophone world. Please consult the department.

Those who did not take French 301 before Study Abroad will normally take that course upon their return to campus, but should consult with the department before doing so. All students will then take the senior seminar plus the requisite number of 400-level courses (and possibly write a SIP) in order to complete the French major.

### **Requirements for the Minor in French**

#### **Number of Units**

Six units are required. (FREN 101 & 102 do not count towards the minor.) For the minor, no more than two units may be earned off campus.

#### **Required Courses**

- FREN 301
- One 400-level course taught on campus
- One additional course at either the 300- or 400-level taught on campus

#### **Electives**

Three units selected from the following:

- FREN 200 (a total of one unit)
- FREN 201
- FREN 202
- FREN 203

- Additional French courses at the 300- or 400-level
- FREN 593 (SIP)
- AP score of 4 or 5 (see above)

Up to two units in French language, literature, culture, film, history, etc. taught in French may be counted from a long-term French-language study abroad program. One unit in French language, literature, culture, film, history, etc. taught in French may be counted from a short-term French-language study abroad program.

### Units from Study Abroad

1. A student may count one unit from a short-term (3-month) study abroad program towards the minor in French. A student may count two units from a long-term (6-month) or extended-term (9-month) study abroad program. The unit, which must have been taught in the French language, may be in the literature of the Francophone world, or in language, or in a cultural/topical course pertaining to the Francophone world. Please consult the department.
2. Normally, students who go on Study Abroad before taking French 301 will take that course upon their return to campus, but they should consult with the department before doing so.

### French Courses

**FREN 101 Beginning French I** Introduction to the French language and the French-speaking world. Students begin developing competency in the four basic skills (reading, writing, listening, and speaking) through communicative activities and cultural exploration. Placement test if student has any prior experience with French. FREN-101L must be taken concurrently

**FREN 102 Beginning French II** Further development of the four skills through continued exploration of the French-speaking world. Students will work to acquire the linguistic skills and cultural knowledge needed to navigate a variety of cultural settings. FREN-101 or Placement Test; FREN-102L Must be taken concurrently

**FREN 200 French Pronunciation** Designed to improve learners' pronunciation of French, this course will help students understand the sound system of French and practice producing French sounds through focused exercises and creative activities. Class will be tailored to the proficiency level and needs of students. FREN-201 or placement into FREN-201 or higher

**FREN 200 Advanced French Grammar** Designed to improve learners' proficiency in French, this course will focus on grammar not presented in the intermediate course sequence and introduce more advanced verb tenses. Short French and francophone texts related to the theme Le voyage, will serve as models for grammar presentations and spring-boards for in-class speaking activities and written homework assignments. Class will be tailored to the proficiency level and needs of students. FREN-201 or placement into FREN-202 or higher.

**FREN 200 Advanced French Conversation** In this course, we will explore the theme of the environment as it relates to regions of the French-speaking world. Emphasis will be placed on developing oral communication skills through debates, formal and informal presentations, and discussions of a variety of French texts (films, songs, short stories, articles). Class will be tailored to the proficiency level, needs and interests of students. Must have taken FREN-202 or have placed into FREN-203 or higher or with instructor permission.

**FREN 200 Creative Writing in French**This course will help students develop creative writing skills in French. Emphasis will be placed on writing compelling narratives as well as vivid descriptions of places and people. Short model texts (excerpts from novels, short stories and a play) from around the francophone world will serve as the spring-boards for thematic-based creative fiction or non-fiction assignments. Class will be tailored to the proficiency level and needs of students. Must have taken FREN-201 or have placed into FREN-202 or higher or with instructor permission.

**FREN 200 Professional French**Studying abroad, you learn the informal speech patterns and current slang of college students. In this course, you will craft and hone your identity as an adult professional in a Francophone context. You will produce a French c.v. and a sample cover letter for a job in a French speaking cultural context, and you will experience a mock job interview in French. You will also explore such topics as self-presentation, etiquette, more formal speech registers, business culture, and attitudes toward work in various Francophone cultures. Class will be tailored to your proficiency level, needs and interests. Must have taken FREN-201 or have placed into FREN-202 or higher.

**FREN 200 Adv. French Conversation II**À table! In this course, we will explore the theme of food as it relates to regions of the French-speaking world. Emphasis will be placed on developing oral communication skills through debates, formal and informal presentations, and discussions of a variety of French texts (films, songs, short stories, newspaper articles) related to the plaisirs de la table. Must have taken FREN-202.

**FREN 201 Intermediate French**The refining and expansion of communicative skills. Students develop critical thinking and cross-cultural competency by reading, discussing, and writing about authentic texts. Students further improve their skills through interactions with authentic media and pop-culture artifacts from the French-speaking world including documentaries, films, and songs. FREN-102 or Placement Test

**FREN 202 Conversation and Composition**Critical explorations of the French-speaking world through focused reading, discussion, and related written and speaking assignments. FREN-201 or Placement Test; FREN-202L must be taken concurrently

**FREN 203 Engaging With Texts**Students enrich their vocabulary and increase their sensitivity to nuance while examining a wide variety of texts (fiction, non-fiction, image, film, songs, etc.). New reading skills will result in the ability to produce texts (both oral and written) in a wide variety of styles. Students begin to acquire a more sophisticated knowledge of the intricacies of the French-speaking world while putting into practice more complex forms of written and oral expression. FREN-202 or Placement Test; FREN-203L must be taken concurrently

### **FREN 298 Independent Study**

**FREN 301 Introduction to French and Francophone Studies**An interactive, discussion-based course helping student acquire skill in the reading and interpretation of French and other Francophone texts, presented in their cultural and historical contexts. Course offers opportunities for refinement of written and presentational skills. May be repeated for credit if content is different. FREN-203, French-Language Study Abroad Program or Placement Test. Note: students who use study abroad to satisfy the pre-requisite must be manually added by the Registrar's office.

**FREN 301 Press As Cultural Artifact**FREN-203, French-Language Study Abroad Program or Placement Test. Note: students who use study abroad to satisfy the pre-requisite must be manually added by the Registrar's office.

**FREN 335 French Polynesian Lit/Culture Studies** French Polynesian Lit/Culture culture, and history. May be repeated for credit if content is different. Must have taken FREN-301 or with instructor permission.

**FREN 355 Letters From the Francophonie** Fictional letters are powerful media through which authors explore themes of romance and friendship while also addressing various contemporary social issues such as otherness, climate and social activism, and racism. Using various texts (letters, film, social media) from across three centuries of French-language productions, this class surveys the milestones of the epistolary genre while also giving students the opportunity to hone their own writing and speaking skills in creative ways. Must have taken FREN-301.

**FREN 401 Topics in French and Francophone Cultures** Cultures Reading, research, and discussion on selected topics and issues in the French-speaking world. Please consult with the instructor about the current topic. May be repeated for credit if content is different. FREN-301

**FREN 425 Bilingualism in French-Speaking World** Almost half of the world's population uses two or more languages as they go about their daily lives. In this course, we will explore topics such as code-switching, accents, biculturalism, bilingual children and bilingualism in schools, attitudes towards bilingualism, bilingual singers, bilingual authors, and bilingual movies. We will also look at the multilingual history of France, regional languages in France, French outside of France, diglossia, language shift, language loss, and the role of language policies. Must have taken FREN-301 or with instructor permission.

**FREN 435 Adv Lit & Cultural Studies** Topics in French and/or Francophone literatures, culture, and history. Recent topics have included Space and Identity in French and Francophone Cinema; Francophone Cult(ure) Movies; Theatre or When words said on a stage provoke a revolution at the other end of the world; Vietnamese History and Culture; Francophone African Literature; Intercultural Encounters. May be repeated for credit if content is different. Must have taken FREN-301

**FREN 435 Theatre: Evil & Ethics** Topics in French and/or Francophone literatures, culture, and history. Recent topics have included Space and Identity in French and Francophone Cinema; Francophone Cult(ure) Movies; Theatre or When words said on a stage provoke a revolution at the other end of the world; Vietnamese History and Culture; Francophone African Literature; Intercultural Encounters. May be repeated for credit if content is different. FREN-301

**FREN 444 Cinema, a Modern Agora: Vivre-Ensemble In Contemporary Francophone Movies** Virtual images increasingly contribute to the establishment of new types of relationships in our societies. They modify social practices and influence ways of thinking about the community. In this course, students will discuss the question of vivre-ensemble in contemporary society, through movies and filmic techniques analysis, and thus develop a critical eye towards the constant flow of images. Movies from various French-speaking countries and genres will introduce students to other imaginaries and perspectives on the world. Participants will contribute to the corpus: adding materials, building the collaborative theme in classroom practices, making this course- agora an actual space to imagine new ways of vivre-ensemble. Must have taken FREN-301, or with instructor permission.

**FREN 445 Afro-Perspectives** Today, the channels of knowledge production and distribution are heavily dominated by Western thinkers and institutions. As a consequence of that unequal relationship, voices from former colonial spaces, such as Africa, remain largely unacknowledged in scholarship even when such scholarship address circumstances specific to those marginalized spaces. This course uses a variety of media (comics, films, novels, songs, etc) to emphasize epistemic knowledge produced by African intellectuals about how Africans perceive, interact, and position themselves in relation to local and global

questions such as fashion, immigration, diaspora, environment, feminism, race, Female Genital Cutting, etc. Course is taught in French. Must have taken FREN-301.

**FREN 455 Letters From the Francophonie** Fictional letters are powerful media through which authors explore themes of romance and friendship while also addressing various contemporary social issues such as otherness, climate and social activism, and racism. Using various texts (letters, film, social media) from across three centuries of French-language productions, this class surveys the milestones of the epistolary genre while also giving students the opportunity to hone their own writing and speaking skills in creative ways. Must have taken FREN-301.

**FREN 465 Centering the Periphery: Francophone Indian Ocean in World Culture** This course aims at highlighting understudied literary and cultural productions in the French language. Madagascar is our area of focus while the Indian Ocean is our general framework. We will explore ways in which this peripheral geographical crossroad became a cultural and literary hub and interacted with different areas of French-language production throughout the centuries. We take a chronological and thematic approach to survey the history and the worldview of its inhabitants from the time of first settlements in the archipelago to the upheavals it underwent throughout the modern and postcolonial eras. Many historical and current themes occupy center stage in our classroom discussions namely : ancestorhood in Malagasy worldview, humanism during the Enlightenment, construction of otherness in travel accounts, creolization in the Mascarene, decolonization struggles, the return to « traditional values » (a.k.a. Négritude), social justice, etc. Must have taken FREN-301

**FREN 490 Senior Seminar** Topics in French and/or Francophone literatures, culture, and history. Recent topics have included Space and Identity in French and Francophone Cinema; Francophone Culture (ure) Movies; Theatre or When words said on a stage provoke a revolution at the other end of the world; Vietnamese History and Culture; French Polynesian Literature and Culture, Francophone African Literature; Intercultural Encounters. May be repeated for credit if content is different. FREN-301; Senior French major, minor, or permission.

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

**FREN 600 Teaching Assistantship**

## German Studies

Professors: Manwell (Co-Chair), Sederberg (Co-Chair), Powers

In studying languages, students acquire not only a linguistic skill but also an understanding of other peoples' cultures and histories. They gain a new perspective from which to view their own cultural background and language. Knowledge of a second language is an important facet of the liberal arts program, and proficiency in a second language at the 201 level is a graduation requirement.

Our innovative German curriculum foregrounds cultural topics at all levels, while helping students develop skills in speaking, reading, writing, and listening. The disciplinary basis for the program, German Studies, draws on literature, history, art, gender studies, environmental studies, popular culture, music,

architecture, and film (among other things) to aid students in the development of a critical understanding of the German-speaking world and their own. The German Studies curriculum uses a genre- and literacy-based approach to language learning that is dedicated to integrating linguistic knowledge, cultural learning and textual analysis throughout the four-year major curriculum, top to bottom. Students do not need to wait for advanced classes to explore meaningful topics relevant to German-language cultures and communities. For example, through genre-focused courses such as those on film and contemporary German-language culture, the German Studies program recognizes the importance of new media in the 20th and 21<sup>st</sup> centuries and how these media are reshaping contemporary culture. Other advanced courses take a wider historical view, examining the changing nature of German cultures through the lens of a particular genre (such as film) or theme (such as minority cultures).

Most Kalamazoo College students participate in the study abroad program; for students interested in German, there are short-term and long-term opportunities in Erlangen and Lüneburg. Course work and off-campus experiences are complemented by on-campus opportunities that maintain or improve a student's language skills, including conversation groups led by teaching assistants from Germany.

Faculty members meet students inside and outside the classroom, participate in campus activities, and advise students regarding career choices in foreign service, education, publishing, international business, and other fields. A number of German majors, as well as students in the German program, have been able to participate in opportunities such as scientific research, or internships with German companies, both in the United States and in Europe.

As part of the study abroad program at Kalamazoo College, scholarships for one year of further study at the German universities of Erlangen and Lüneburg are available to qualified graduates of the College. Students from German Studies have been particularly successful in obtaining Fulbright fellowships and other support for further study, research, or work in Germany or Austria. Competition for these scholarships is not limited to German majors.

### **Placement**

All incoming students who have previously studied German in high school or elsewhere must take the College's placement test in German.

Those students who wish to receive credit for German courses that they have taken at another college or university before enrolling at Kalamazoo College must take the German language placement test and test into a higher-level course than the one for which they are seeking credit. Any appeal of the placement test results should be directed to a faculty member in the Department of German Studies.

### **Advanced Placement**

For students with an advanced placement (AP) score of 4 or 5, credit toward the B.A. degree will be awarded automatically upon admission. Study must begin with GERM 203 or above to receive credit in German at Kalamazoo College. Students with AP scores of 3 may be granted the waiver of a prerequisite, but may not count an AP 3 for credit.

### **Requirements for the Major in German Studies**

#### **Number of Units**

Eight units are required, not including GERM 101, 102, or 201 (the eight may include the SIP). One English-language cognate taught in German Studies may be counted, e.g. GERM 200. No more than two of these units may be earned during study abroad. Courses from study abroad may replace required

courses in consultation with a faculty member. For students on long-term study abroad, please consult with faculty, as three units may be counted in some cases.

### **Required Courses**

- GERM 203 Advanced German I: Germany Today
- GERM 204 Advanced German II: German Stories and Histories
- GERM 301 Introduction to German Cultural Studies: Reading Texts and Contexts
- GERM 470 Contemporary German Culture
- GERM 490 Senior Seminar

### **Electives**

Three courses above 201, two of which must be at the 400-level. Courses from study abroad may replace required courses in consultation with a faculty member.

Students considering a major in German Studies are urged to begin their study of German in their first year.

German Studies majors and minors are encouraged to take coursework in cognate programs in areas such as History, Jewish Studies, Political Science, Philosophy, Art History, Film and Media Studies, Anthropology, Sociology, International and Area Studies, or International Economics and Business.

Cognate courses of particular interest to German Studies majors: ARTX 145 and 150 Survey of Art, HIST 254 History, Memory, and Identity in Modern Europe, HIST 256 Refugees and Migrants in Modern Europe, HIST 263 Jews in a Changing Europe, MUSC 150 and 155 Western Art Music, PHIL 208 19th-Century Philosophy, PHIL 214 Philosophy of Art, PHIL 306 Philosophy of Language, PHIL 310 Critical Social Theory, POLS 107 International Politics, POLS 270 The European Union, POLS 330 Politics of the Holocaust.

### **Requirements for the Minor in German Studies**

#### **Number of Units**

Six units are required, not including GERM 101 and 102. No more than two of these units may be earned during study abroad. Courses from study abroad may replace required courses in consultation with a faculty member.

#### **Required Courses**

- GERM 201 Intermediate German
- GERM 203 or 204 Advanced German I or II
- GERM 301 Introduction to German Cultural Studies: Reading Texts and Contexts
- GERM 470 Contemporary German Culture

#### **Electives**

Two 400-level German Studies

## German Studies Courses

**GERM 101 Beginning German I: The Personal World**An interdisciplinary introduction to the German language with an emphasis on the personal world and developing global awareness. Through interactive communicative activities covering the four language skills (listening, speaking, reading, and writing), students learn to ask and answer questions and share information about themselves, their families and friends, and their daily activities. Themes includes art, weather, climate change, and food cultures.

**GERM 102 Beginning German II: The German-Speaking World**Expansion of the skills acquired in GERM 101. Students build on their basic knowledge of everyday German-speaking culture (through topics such as tourism and transportation, health care, and leisure activities, interior design and daily routines, consumerism and global trade, plastics and food waste, eco-activism, childhood traditions and memories), improve their communicative competence, and develop skills needed to negotiate a variety of cultural settings.GERM-101

**GERM 200 German Film**One of the most revealing ways to explore the complexities of German history in the 20th and 21st centuries is through film. This course examines German cinema as a reflection of one of the most dynamic, and at times problematic, nations in the modern world. Through a deep dive into masterpieces of German cinema, we will explore the role that films have played in shaping and reflecting German cultural ideals from the early 20th century through the present. Along with gaining fluency in the basics of film analysis, students will learn to apply fundamental concepts in film theory to works from a broad range of genres, styles, and periods. No previous knowledge required. In English.

**GERM 201 Intermediate German: Topics in German Culture**Continued expansion of the skills acquired in GERM 101 and 102. Students further develop their ability to communicate in German and their understanding of the German-speaking world by engaging with increasingly complex topics (such as education, environmental issues, politics, history, and multiculturalism). topics such as multiculturalism in Austria; art, music, and history in Vienna, utopia and dystopia and visions of the future; linguistic change; and social justice projects. As in German 101 and 102, all four language skills are practiced, and comparisons between American and German society provide the basis for class discussions, to develop increased linguistic complexity and self-expression.GERM-102

**GERM 203 Advanced German I: Germany Today**This course centers around themes related to life in contemporary Germany, with special emphasis on developing students' writing skills in various genres. In a unit on current events in Germany, for example, students read and listen to news reports, practice vocabulary items and linguistic structures typical of journalistic texts, and finally compose (in multiple drafts) a newspaper article on a topic of their choice. In German. May be taken after German 204.GERM-201; GERM-203L must be taken concurrently

**GERM 204 Advanced German II: German Stories and Histories**This course centers around texts presented within the historical and cultural context of 20th century Germany, with special emphasis on developing students' reading skills and cultural literacy. Continued practice of linguistic structures and systematic vocabulary building are also central to the course. In German. May be taken before German 203.GERM-201; GERM-204L must be taken concurrently

**GERM 239 Cold War Kids**This course examines the various shapes and impacts of youth rebellion in the GDR (= East Germany) and looks at how the state reacted to these rebellions with attempts at indoctrination and control. The course examines these topics through readings, film, and music that offer a wide variety of perspectives on the topic and allow the students to develop analytic skill and improve their understanding of cultures beyond their own experience.

**GERM 295 Marx and the Arts** What role does art play in the struggle to combat different forms of social, economic, and racial injustice? From the moment Karl Marx wrote his first reflections on this topic, this question has continued to preoccupy philosophers and artists from different schools of the Marxist tradition. In this course, we will examine the highly contested relation between art and politics within the legacy of Marxist thought. Focusing on key artists and thinkers concerned with the revolutionary potential of art, we will continually seek to explore the relevance of historical and theoretical debates to our current historical moment.

**GERM 295 Bearing Witness: Holocaust Literature & Testimony** First-person accounts of the Holocaust testify to persecution and violence, and represent acts of resistance against the Nazis' attempt to destroy all signs of Jewish life and culture. Memoirs, diaries, poetry, oral histories, and literary works of Holocaust victims and survivors continue to be read across the world. In this interdisciplinary seminar, we discuss what it means to bear witness to traumatic events, and how survivors (and subsequent generations) thematize the challenges of memory. Students will learn about the historical events of the Holocaust, and will discuss the role of these powerful literary works in post-Holocaust memorialization. Sophomores only

**GERM 301 Introduction to German Cultural Studies: Reading Texts in Contexts** This course serves as an introduction to upper-level courses in German Cultural Studies. It stresses the central role that culture plays in fostering an understanding of German society, and it introduces students to the tools and theories of cultural analysis. Readings and genres range from literature and film to documentaries, magazine articles, blogs, cartoons, and music, and they may be focused on a single theme across a number of time periods to provide a context toward an understanding of how a particular text reflects cultural identities. In German. GERM-203 or GERM-204

**GERM 420 Introduction to German Cinema** This course will offer an overview of German cinema through the analysis of nine films from the Weimar Republic through the post-Wende period. We will screen and discuss films from a wide variety of periods of German cinematic history during this course: the Weimar Era, the Third Reich, Postwar Cinema, New German Cinema, East German or DEFA Cinema, Women's Cinema, and post-Wende cinema. Our primary focus in this course will be on learning the basics of film language and analysis; developing skill in close textual reading of film through sequence analysis; and understanding the film both as art and as cultural artifact within its historical (and film historical) contexts. In German. GERM-301

**GERM 430 Themes in German Literature and Culture** This course examines the changing nature of German culture through a variety of texts (ranging from literature, history, and popular culture to music, architecture, and film) on a particular theme. Possible themes for the course include "Green Germany," "German-Jewish Literature and Culture," "Germany Imagines Itself: Culture and Identity in the 18th and 19th Centuries," "Holocaust Literature and Film," and "Reading Berlin." May be repeated for credit (consult with the department). In German. GERM-301

**GERM 435 Minority Cultures in Germany** This course focuses on Germany as a multicultural society and on related popular cultural discourse. It explores issues surrounding immigration in Germany since 1960, focusing on the period after 1990. It examines various cultural practices as staged in film, fiction, blogs, political articles, Hip Hop, television (documentaries, talk shows, sitcoms), with an emphasis on the constructions of ethnicity, nation, race, class, and gender. We analyze several political and cultural debates that dominated the media in Germany and Europe at large (e.g. the headscarf and integration debates), and read theoretical articles examining the relationship between immigration, culture, and identity. In German. Take GERM-301

**GERM 440 German Diary Cultures: Adventure, Intimacy, Scandal**This course explores German-language literature and culture through diaries, which have remained popular among published authors and ordinary people for centuries. Some diaries provide a record of travels, others give a more private account of self-discovery. Diaries are often social texts, to be read and shared with family and friends. We will discuss various texts: travel journals, war diaries, refugee accounts, hybrid letter-diaries, fictionalized diaries, diaries in film, and new media forms. We will consider what makes this form of first-person writing powerful, how it affects writer and reader, and issues of subjectivity and representation in autobiographical writing. Must have taken GERM-301.

**GERM 470 Contemporary German Culture**This course examines a selection of topics, themes, and issues that are part of the contemporary German cultural and political landscape. These include relations between east and west Germans, efforts to reform German higher education, social challenges posed by Germany's aging populace, German immigration laws, ongoing efforts to come to terms with the history of National Socialism, and the influence of the United States on German popular culture. Students will work with a wide variety of texts that range from autobiographical and fictional works (novels and short stories), to films, film reviews, music, on-line newspaper articles, government press releases, surveys, and political cartoons. Students will acquire and practice sophisticated vocabulary, grammatical structures, and discourse markers that will allow them to comprehend and discuss these texts. Student responses will take the form of informal conversations, prepared debates, formal presentations, discussion leadership, and written essays in various genres. In German. GERM-301

**GERM 490 Senior Seminar**This course examines the changing nature of German culture through a variety of texts (ranging from literature, history, and popular culture to music, architecture, and film) on a particular theme. Possible themes for the course include "Green Germany," "German-Jewish Literature and Culture," "Germany Imagines Itself: Culture and Identity in the 18th and 19th Centuries," "Holocaust Literature and Film," and "Reading Berlin." May be repeated for credit (consult with the department). In German. GERM-301 and Senior Standing

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

**GERM 600 Teaching Assistantship**

## History

Professors: Boyer Lewis (on leave 2024-25), Carroll (Chair), Frost, Haus, Lewis (on leave 2024-25), Morris, Rojas

Since everything has a history, the study of history occupies a central and important position in a liberal arts education. But History is more than just understanding what happened in the past. History students will learn that thinking historically means recognizing that all problems, all situations, and all institutions exist in the contexts of their times which must be analyzed and understood to see how the past shapes the present. History students will develop skills and tools that can be used in a variety of professions and enable them to become more informed global citizens in this challenging world. History students will learn how to synthesize and evaluate sources and viewpoints from a variety of perspectives and use

evidence to inform critical discussion and argumentation. They develop and practice empathetic thinking. Studying History allows students to investigate and appreciate the diversity and similarity of human experience across time and place.

### **AP, IB, Transfer, and Study Abroad Credits**

The department does not count AP or IB credits toward the major or minor. With department approval, one Study Abroad or transfer unit may be applied to the major or minor and can be counted toward the SPACE category. See department for additional information.

### **Requirements for the Major in History**

#### **Number of Units**

At least nine units are required, not including the SIP.

#### **Required Core Courses (3)**

- HIST 299 Historical Methods
- HIST 390s Junior Research Seminar (at least one)
- HIST 490 History Senior Seminar

#### **Elective Courses (at least 6)**

Students must take at least one course in both of the TIME categories, courses in at least three different FOCUS categories, and courses in at least four different SPACE categories.

100-level surveys can count only toward SPACE. Each 200-level course can be counted toward two of the required categories (for example, 1 TIME and 1 FOCUS, or 1 TIME and 1 SPACE, etc.). The required core courses do not count toward TIME, FOCUS, or SPACE categories.

#### **TIME (at least 1 course in each category)**

- Early (HIST 213, 231, 232, 237, 238, 275, 276, 282, 291, 292)
- Modern (HIST 201, 202, 203, 204, 205, 210, 211, 212, 214, 215, 217, 218, 242, 244, 246, 252, 254, 256, 263, 264, 268, 272, 273, 277, 280, 283, 285, 288, 290)

#### **FOCUS (at least 1 course in 3 different categories)**

- Colonial/Post-Colonial (HIST 213, 214, 252, 256, 280, 283, 285, 290, 291)
- Environmental (HIST 212, 231)
- Gender/Sexuality (HIST 204, 205, 237, 238, 246, 267, 272, 283, 288, 292)
- Intellectual/Social (HIST 201, 202, 203, 204, 205, 210, 211, 212, 214, 215, 218, 231, 232, 237, 238, 242, 244, 246, 254, 263, 264, 267, 272, 273, 274, 280, 282, 285)
- Politics, War, and Society (HIST 201, 203, 210, 213, 214, 217, 242, 244, 252, 254, 256, 280, 282, 283, 285, 290)
- Popular Culture (HIST 211, 215, 217, 231, 232, 237, 238, 242, 246, 254, 268, 269, 288, 291, 292)

- Race/Ethnicity/Diaspora (HIST 201, 202, 203, 204, 205, 213, 217, 218, 237, 238, 252, 256, 263, 264, 268, 269, 273, 274, 277, 288, 290, 291, 292)
- Religion (HIST 215, 218, 232, 263, 264, 267, 274)

**SPACE (at least 1 course in 4 different categories)**

- Africa (HIST 104, 272, 273, 274, 276, 277)
- Asia (HIST 103, 280, 282, 283, 285, 288)
- Europe (HIST 101, 102, 237, 238, 242, 244, 246, 252, 254, 256, 263)
- Jewish (HIST 107, 218, 263, 264, 267, 268)
- Latin America (HIST 237, 291, 292)
- Middle East (HIST 290)
- Transregional (HIST 107, 202, 210, 213, 231, 232, 252, 264, 273, 274)
- U.S. (HIST 110, 111, 201, 202, 203, 205, 210, 211, 212, 214, 215, 217, 218, 268, 269)

**All majors are required to present their SIP at the department's SIP colloquium.**

**All majors are required to pass the History Department's Comprehensive Capstone Reflection.**

**Requirements for the Minor in History**

**Number of Units**

At least six units are required, not including the SIP.

**Required Courses**

Students must take a course in both of the TIME categories, in at least two different FOCUS categories, and in at least three different SPACE categories. 100-level surveys can count only toward SPACE. Each 200-level course can be counted toward two of the required categories (for example, 1 TIME and 1 FOCUS, or 1 TIME and 1 SPACE, etc.).

Minors must also complete one Junior Research Seminar (HIST 390s), which does not count toward TIME, FOCUS, or SPACE categories.

**History Courses**

**HIST 101 Introduction to Europe I: Medieval and Early Modern Europe** This introduction to medieval Europe takes a two-fold approach. First, it serves as a chronological introduction to the history of Europe and the Mediterranean world during the Middle Ages, from the end of the Roman Empire in the West until the late fifteenth century. Next, a thematic approach identifies key social, cultural, intellectual, political, and economic developments between 500 and 1500. Rather than learning only about kings, queens, and prelates, we will broaden our thinking about the many peoples of the pre-modern world: poor as well as rich, women as well as men, slave as well as free, Jewish and Muslim as well as Christian.

**HIST 102 Introduction to Europe II: From Early Modernity to Post-Modernity, 1648-present** This course provides an overview of the major events, themes, and problems that characterized European

history between the eighteenth and twenty-first centuries. We will look critically at the wars, political and economic revolutions, and new intellectual developments that shaped Europe over this period: we will also examine how nation-building, imperial expansion, decolonization, division, and unity have marked its ideological and physical landscape.

**HIST 103 Introduction to East Asian Civilizations** Surveys of the histories of China, Japan, and Korea, with particular attention to religious, political, and social patterns. Topics include Confucianism and its influence in East Asia, China's modernization dilemma, Korea's division and its implication, Japan's rise as a major power, and importance of East Asia in world history, among others.

**HIST 104 Introduction to African Studies** This course introduces students to the history of Africa and its peoples, its activities and traditions in the medieval through the post-independence period. For purposes of organization, the course explores four major themes: Medieval Africa, Africa Meets the World, The Myth and Invention of Africa and Europe Meets Africa.

**HIST 107 Introduction to Jewish Traditions** This course explores the development of Judaism from its ancient origins until the present. We will discuss the biblical foundations of Judaism and the impact that different historical contexts have produced on its rituals and beliefs. This approach raises a number of questions, which we will keep in mind throughout the course: What is Judaism? Who are the Jews? What is the relationship between Judaism and "being Jewish"? How have historical circumstances shaped this relationship? What has changed and what has stayed the same, and why? The class will address these questions through discussions and readings.

**HIST 110 History of the United States I** This course will examine the American experience from multiple perspectives, concentrating on how Native Americans, Europeans, and Africans all helped shape American culture from the first contact of Native Americans with Europeans through the end of the Civil War in 1865. We'll look at the rich and the poor, those living in the country and in the cities, the enslaved and the free, and the immigrant and the native-born.

**HIST 111 History of the United States II** This class provides a broad survey of American history since the Civil War. We will cover a variety of issues in this period, ranging from national and international politics to class, race, and gender relations, from economic and demographic developments to social and cultural changes.

**HIST 201 Native American History** A broad survey of the field of Native American history, spanning the full range of Native-white relations -- social, economic, cultural, political, and military -- with a focus upon the region ultimately included within the United States.

**HIST 202 African American History to the Civil War** This course will examine African-American History from 1619 when the first Africans are documented as entering colonial Virginia to the Civil War of 1860-65. We will explore the Slave Trade, the colonial era and the ante-bellum period, examining the exploitation and resistance of both enslaved and "free" blacks in the US.

**HIST 204 American Women's History to 1870** An in-depth survey of the lives of women in America from the beginning of the colonial era to 1870. Topics include: the differences of class, religion, and race in women's lives, region, work, friendships, family life, community, health and sexuality, the women's rights movement, and the impact of the American Revolution and Civil War.

**HIST 205 American Women's History since 1870** An in-depth survey of the lives of women in America from 1870 to today. Topics include the impact of race, class, and region in women's lives, paid and

unpaid labor, prostitution, family life, community, birth control, the women's rights movement, and the impact of US involvement in international wars.

**HIST 210 Exceptional America?**The idea of American exceptionalism has a long and complex history. What does it mean now and what did it mean in the past to describe America as exceptional? Who has used the language of American exceptionalism over time? Who has challenged it? How has the idea of American exceptionalism served to define what and who is and is not American? How has it shaped the ways that Americans, in and out of government, have viewed and interacted with other peoples and governments? To answer these questions, this course will take a historical approach to the idea of American exceptionalism, tracing it from the earliest period of colonial settlement to the recent present. Sophomores only

**HIST 211 History of Leisure and Recreation in America**An examination of the history of leisure and recreation in America from the Puritans to the present. Discussion of the importance of leisure, the rise of public amusements, spectator sports and vacations, the growth of tourism, tensions between work and leisure, and why recent Americans choose more work over more leisure.

**HIST 212 American Environmental History**Focusing upon that part of North America that became the United States, this class examines the long history of the interactions of human societies and the natural world. We will trace three key issues through time: changing ideas about nature; humanity's impacts on the natural world; and the natural world's impacts on culture, broadly defined.

**HIST 213 Unsettling Colonial America**This course will explore the various ways individuals and groups questioned, challenged, and resisted the sources of authority in Colonial America from around 1600 through 1760. Throughout the seventeenth and eighteenth centuries, Native Americans, indentured servants, enslaved persons, women, young people, religious groups, and others sought to change the emerging hierarchical structures of British colonial society, with varying degrees of success, by using their voices, their bodies, the courts, politics, and even violence.

**HIST 214 Revolutionary America, 1760-1800**An examination of the era of the American Revolution, with lectures, readings, and discussion covering issues ranging from national and international politics to class, gender, and race relations, from economic and demographic developments to culture and society.

**HIST 215 Victorianizing America and Its Challengers**This course will improve your skills as a historian as we examine how the White middle class set out to "Victorianize" American society as well as the resultant challenges to that project from around 1830 to around 1910. We will pay special attention to the impact of class, gender, and race on these cultural and social developments. We will also explore how many other groups-artists, workers, immigrants, radicals-responded to and often challenged the efforts and power of the middle class. Your critical thinking and writing skills will also improve through your analysis of sources in discussions, papers, and exams.

**HIST 217 Post-World War II America**This broad examination of American political, social, diplomatic, economic, and cultural life in the three decades after World War II, highlights the links between foreign affairs and domestic politics and society. Topics include the Cold War, Red Scare, Civil Rights, baby boom, Vietnam War, counterculture, women's movement, and Watergate.

**HIST 218 American Jewish Experience**This course will explore the religious, social, political, cultural, and economic history of the Jewish people in America from the first settlement until the present. The major themes of study will focus upon the development of Judaism in America. We will take into account a number of historical factors that shaped that development: the economic, social, and political evolution

of American Jewry and its institutions; Jewish immigration to the United States and its consequences; American Jewish self-perception; and the relationship between Jews and non-Jews in American society. Assignments will draw upon a wide range of materials, from secondary historical studies and primary documents to fiction and film.

**HIST 219 Special Topics: U.S. Interested in Social Movements?** Want to learn more about the development of our contemporary justice system? Still think there's room for civic justice? Then you should sign up for History 219: Civil Rights History. This course will examine the history of the American Civil Rights Movement, a social movement that developed in the wake of the Civil War and continues with us to this day. The development of this movement throughout the 18th, 19th, 20th, and early 21st centuries are critical to understanding how these struggles for justice and equality continue to impact our daily lives in the United States.

**HIST 231 The Plague** This course explores the bubonic plague caused by the bacteria *Yersinia pestis* during the medieval period. Treating plague pandemics as both human and biological events, this course will explore the diverse cultural reactions to this devastating disease, its effects on labor and economic structures, its impacts on religion and community, its influences on public health policies and medicine, and its connections to modern epidemiology.

**HIST 232 History of Science, Magic, & Belief** From Alchemy to Astronomy: A History of Science, Magic, and Belief in Pre-Modern Europe. This class charts the courses of science, magic, and belief in premodern Europe. It examines how alchemists, astrologers, learned men of medicine, surgeons, theologians, religious mystics, and peasant folk healers all played important roles in creating the foundations of contemporary Western scientific and medicinal understandings.

**HIST 237 The Inquisitions** This course will include an overview of the Medieval inquisition and how the Spanish Inquisition mirrored and diverged from its predecessor. We will examine the founding of each Inquisition and its modus operandi, its bureaucratic reach throughout Europe, and across the Atlantic to the Americas, its creation of racial hierarchy, and its impact on legal processes. Through an examination of primary sources including trial documents, edicts, letters and contemporary reports, we will consider the crimes and people these Inquisitions prosecuted (and persecuted), and the resistance to this suppression. We will explore its influence on religion and society, impact on the colonies in the "New World" and the negative criticisms it drew from contemporaries, fueling anti-Catholic rhetoric and anti-Spanish bias. Our course will conclude with the debate on the Inquisition and its role in race-thinking and the making of modernity.

**HIST 238 Gender and Sexuality in Pre-Modern Europe** Part social history, part cultural history, this course examines gender and sexuality in medieval and early modern Europe, particularly the ways in which perceptions of gender difference were used to construct political and social relationships. The course is organized thematically rather than chronologically, and topics include medicine, marriage, prostitution, gender and state-building, and same-sex relations.

**HIST 239 Special Topics in Early European History** This course will focus upon a topic in early European history that is not addressed in the department's regular offerings. The course can be repeated with a different topic.

**HIST 242 Enlightenment and Its Legacies** This course serves both as an introduction to some key questions that characterize intellectual and cultural history and to the intellectual developments that shaped European culture, society, and political life between 1650 and 1850. We will analyze the intellectual tensions that defined this era - between, for example, traditionalism and progress, reason and

the unconscious, freedom and authority, hierarchy and equality, and the individual and society. We will consider the historical context in which these intellectual tensions emerged and consider how they spread. We will thus be reflecting critically on the relationship between philosophical ideas, artistic expression, social structures, and political movements.

**HIST 244 French Revolution and Napoleon**This course examines the transnational and global history of the French Revolution and the Napoleonic Empire. We will begin by examining French Old Regime culture, society, and government before turning to the revolutionary challenge to that order. We'll follow France's political, social, intellectual, and cultural shifts as it moved from an absolute monarchy, to a constitutional monarchy, to a democratic republic, to an authoritarian state, to an oligarchic republic, and ultimately to the Napoleonic Empire. At the same time, we'll also be looking at the ways in which the Revolution transformed society, culture, and politics outside of France: both across Europe and overseas, especially in Haiti.

**HIST 246 Gender and Sexuality in 19th Century Europe**This course is an introduction to the history of gender and sexuality in nineteenth-century Europe and its empires. It is organized roughly chronologically, but its approach is primarily thematic. We will consider how gender norms were constructed by philosophical, political, racial, and scientific thinking over the nineteenth century, and we will reflect on how individuals both conformed to and defied those norms in their individual lives. We will also examine nineteenth century beliefs about sex and sexuality and look at how those beliefs structured relationships within and across gendered lines.

**HIST 252 Urban Histories of Colonialism: New Orleans, Algiers, & Paris, 1690-2000**This course serves as an introduction to both urban history and to the history of French colonialism, anti-colonial movements, and their legacies in the modern world. We will explore three case studies located in distinct parts of the French empire at different historical moments: New Orleans, Algiers, and Paris. We will consider how military conflict, violence, slavery, settler colonialism, religious practices and institutions, trade, concerns about deviance and crime, economic inequality, ideas about science, hygiene, and modernity, racism, and resistance to imperial rule shaped the urban landscape of these cities and led to different kinds of cross-cultural encounters within them. The class also serves as an introduction to digital humanities tools, asking students to create researchbased StoryMaps to illuminate an aspect of these cities' colonial or post-colonial history. No digital humanities experience required.

**HIST 254 History, Memory, and Identity in Modern Europe**This course will explore historical memory's role in shaping twentieth-century European politics and identities. We will begin by exploring theoretical approaches to the study of individual and collective memory. We will then turn to case studies that have shaped European memory culture, including World Wars I and II, the Holocaust, European imperialism, and the collapse of the USSR. Along the way, we will explore different "sites" of memory such as monuments, museums, memoirs, novels, and films. We will also discuss the relationship between collective memory and collective forgetting.

**HIST 256 Refugees and Migrants in Modern Europe**This class explores the history of migration in and outside of Europe by exploring a variety of interdisciplinary approaches to the subject and looking at some specific case studies. We will begin by engaging with the history of mass migrations from Europe in the late nineteenth and early twentieth centuries. Then, we will turn to look at the emergence of the refugee as a political category between 1914 and 1950. We will end by considering the effects of decolonization on both the practice and the notion of migration and examine some of the contemporary debates about migrants and refugees in the European Union. Prerequisite: Sophomores Only Sophomores only. Cross-listed with SEMN-257

**HIST 259 Special Topics in Modern European History**This course will focus upon a topic in early European history that is not addressed in the department's regular offerings. The course can be repeated with a different topic.

**HIST 263 Jews in a Changing Europe, 1750-1880**Between 1780 and 1880 enormous changes took place in Jewish religious, political, social, intellectual, and economic life. These changes worked in tandem with developments in general European life to create new forces within Judaism and new ways of looking at the connections between Jews. In this course, we will study these developments as they affected the Jews on the European continent. In so doing, we will explore their consequences for both Jews and non-Jews, and the issues and questions they raised.

**HIST 264 Jewish Revolutions: 1881-1967**Between 1881 and the period immediately following the Second World War, the world's Jews experienced momentous demographic, religious, political, economic, and social changes. These changes in turn shaped their relationship to non-Jews with whom they lived. This course will study the context of change across the globe from Europe and America to the Middle East and North Africa. Through primary and secondary documents, we will explore the forces that produced these changes and the results they produced for both Jews and non-Jews.

**HIST 265 Zionism: From Idea to State**This course explores the origins, development, and manifestations of Zionism. The course examines the transformation of traditional religious conceptions of the connection between Jews and the Land of Israel (Palestine) into a nationalist ideology in the 19th century. This transformation entailed parallel changes to the idea of Jewish peoplehood. Through the use of primary documents we will follow these trends through intellectual, religious, social, and political changes that culminated in the establishment of the State of Israel in 1948.

**HIST 267 Women and Judaism**This course explores the religious and social position women have historically occupied in Jewish society. We will discuss religious practice and theological beliefs as well as social and economic developments as a means of addressing questions such as: What role have women played in Jewish tradition? How are they viewed by Jewish law? How has their status changed in different historical contexts, and why might those changes have taken place? What are contemporary ideas about the status of Jewish women, and how have these ideas influenced contemporary Jewish practices and communal relations? What do the historical and religious experiences of Jewish women teach us about the way that Judaism has developed?

**HIST 268 Jews on Film**This course examines themes in Jewish history and culture as expressed through the medium of film. Through readings, lectures, and class discussions, students will explore issues such as assimilation and acculturation, anti-Semitism, group cohesion, interfaith relations, Zionism, and the Holocaust. We will consider questions, such as: How are Jewish characters and places portrayed on film? Which elements of these portrayals change over time, and which remain constant? How do these cultural statements speak to the historical contexts that produced them? What choices do filmmakers make regarding the depiction of Jewish life, and how do those choices influence perceptions of Jews in particular, or minorities generally? Sophomores Only

**HIST 269 Special Topics in Jewish History**This course will focus upon a topic in Jewish history that is not addressed in the department's regular offerings. The course can be repeated with different topics.

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

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

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

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

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

**HIST 280 Modern China**Survey of Chinese history from the 17th century to the present; focus on major developments in China's interaction with the modern world, its struggle in modernization, the origins of the Chinese revolution, and China's reform policies in the late 20th century and their impact on Chinese society and the world.

**HIST 282 Early China**Survey of Chinese history from earliest times to 1600. Topics include the emergence and evolution of Confucianism, the rise of centralized empires, the tributary system of foreign relations, dynastic rise and decline, the scholar-official system, shifting gender roles, and early China's place in world history.

**HIST 283 Occupiers/Occupied in Post-World War II East Asia**How does one country occupy another? What is it like to live in an occupied society? By exploring the post-World War II occupations of Japan, Okinawa, and both North and South Korea, we will seek to address these questions and understand how this period of occupation shaped East Asia and its people in positive and negative ways. We will examine how the goals and attitudes of the occupiers, particularly those from the US and the USSR, influenced the region. In our comparative study of these occupations we will draw from the rich English-language archive of primary and secondary materials, including historical studies, memoirs, government and military documents, as well as works of fiction, cartoons, and film.

**HIST 285 Modern Japan**Study of Japanese history from the 17th century to the present. Topics include samurai society, economic and political modernization, the rise of militarism, World War II, the American occupation, the postwar economic miracle, and the current challenges Japan is facing.

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

**HIST 289 Special Topics: East Asia**This course will focus upon a topic in East Asian history that is not addressed in the department's regular offerings. The course can be repeated with different topics.

**HIST 290 The History of the Modern Middle East**This course follows the history of the Middle East from the late Ottoman period to the Arab Spring. We will begin by looking at how political pressures from Europe and the spread of new ideas led to the transformation and breakup of the Ottoman Empire. We will then consider how European powers attempted to control and reshape the Middle East in the years following World War I and trace the formation of the new nation-states that emerged in that era. Finally, we will explore the post-colonial societies that emerged in the mid-twentieth century.

**HIST 291 The History of Premodern Latin America**This course explores Latin America during its colonial period, from the decades before European invasion in 1492, through to its independence in the 1820s. Using a range of primary sources and selected readings, the course will dive into the world(s) forged by Native Americans, Iberians, and Africans in Latin America during its colonial period.

**HIST 292 WGS in Early Latin America**This course explores women, gender, and sexuality in Latin America from European invasion in 1492, through to Latin American independence in the 1820s. Using a range of primary sources and selected readings, we will use gender and sexuality as a category of analysis into the world(s) forged by Native Americans, Iberians, and Africans in Latin America during its "colonial" period.

**HIST 299 Historical Methods**This course will introduce the various approaches used by professional historians to reconstruct and interpret the past. Students will develop their research, writing, and critical thinking skills. The class focuses on the issues and questions historians explore and debate today. Open to Sophomore Majors or students with permission. Open to Sophomore history majors and minors

**HIST 391 Seminar in United States History The Stuff of Everyday Life: the Material Culture of American History**How are politics today compared to the past? To what extent are acts of civic disobedience acceptable, or radical? What makes someone a Revolutionary? If you've ever found yourself wondering about the complex polarities of political extremism, then you should register for History 391: Research in American Radicalism, Past and Present. This course examines the history of radicalism in the American tradition. Radicalism as a term has a broad spectrum of meanings, usually depending on who you talk to and at what point in time we are investigating. In some cases, radicalism means the foundation of the American revolution. In other cases, it means the influence and violence of the Ku Klux Klan. Political extremes have been a part of the American experience since Jamestown; this course will draw the map from 1607 to 2021.

**HIST 393 Seminar in Medieval History**Designed with advanced history majors and minors in mind, this seminar charts the various ways historians have conceptualized race and racism in the pre-modern West. Students will join a lively and controversial conversation among scholars of the premodern Western world as our course tracks the evolution of approaches to thinking about race prior to "modernity." Our readings will track how scholars have treated the subject of race, and approach some of the locations of medieval race, such as in the treatment of Jews, Muslims, and the Romani, premodern cartography and travelogues, in the conquest and colonization of Indigenous peoples, and in the treatment of skin color and Blackness. This reading-heavy course actively engages with these discourses while providing paradigms and models for thinking critically about medieval and early modern race. While most of the texts engage with Western texts, familiarity with premodern European studies is not a requirement. As with all history research seminars, this course is discussion-based, includes extensive reading, several writing drafts, class presentations, and cumulates in a twenty-five page research paper.

**HIST 394 Seminar in Modern European History**This course takes a comparative approach to the history of modern European imperialism, beginning with the transformation and expansion of European empires in the early 19th century and ending with the contradictions that have characterized the post-

colonial era. We will explore the intersections and divergences between continental European imperial formations and their overseas or colonial counterparts. We'll reflect on how empire operated in different parts of the world, what purposes it served, and how different groups of people sought to make use of imperial structures and/or resist, subvert, and undermine them. At the same time, we will also examine different historiographical approaches that scholars have used to study empire and reflect on what each approach conceals or reveals about empire's operations. We'll also analyze different types of historical writing, ranging from traditional scholarly articles and monographs to popular accounts that seek to engage a wider audience and reflect on the benefits and drawbacks of these different models.

**HIST 397 Seminar in East Asian History** Spring 2022: As a seminar designed for advanced history majors and minors, this course will explore how and why our historical understandings of disability have evolved. A significant portion of our efforts will be devoted to examinations of different theories, methodologies, and sources useful for studying disability in both the past and present. Readings will include both "classic" disability studies texts and works that exemplify recent trends in the historical study of disability. Although many of our texts will focus on the East Asian region, previous experience with East Asian history is not required and students with an interest in the history of disability in other areas are encouraged to enroll. Like all history research seminars, this discussion-based course will include extensive reading, several writing assignments, a presentation, and a long research paper.

**HIST 490 History Senior Seminar** Intended as a capstone to the History major, the senior seminar is an advanced class in the work that historians, the discipline of History, and the changing understanding of the past do in the world within and beyond the academy. It is also designed to help History majors with the SIP process. Required of all History majors; senior History majors only. Senior History Majors only

**HIST 593 Senior Integrated Project** History SIPs can be either one unit (generally Fall) or two units (Fall/Winter). History majors are not required to write History SIPs. Non-majors can write SIPs in History with the permission of the department and SIP supervisor. See the department chair or SIP supervisor for more information about the nature and format of one- and two-unit History SIPs. Permission of department and SIP supervisor required.

**HIST 600 Teaching Assistantship**

## **Independent Interdisciplinary Programs**

### **Independent Interdisciplinary Major**

The Independent Interdisciplinary major is intended for students who have a strong, well-articulated desire to pursue depth in an interdisciplinary area where the College does not have a defined major. The proposal must, however, be feasible in the context of the College's existing curriculum and faculty expertise. The student must demonstrate a record of discipline and academic success in coursework, including independent work. Students submitting a proposal for an Independent Interdisciplinary Major must have a minimum GPA of 3.0 and may not declare a second major.

A student interested in pursuing an Independent Interdisciplinary Major must first form an advisory committee consisting of at least three faculty members, including faculty from each relevant department or program and the student's academic advisor. One faculty member is identified as the chair of the committee. Faculty are not obligated to participate in Independent Interdisciplinary Major advisory committees, and participation must be approved by the relevant department or program chairs.

Once the committee has been approved, the student develops a proposal, engaging all members of the committee. In addition to meetings with the student, the committee should meet at least once without the student to discuss and evaluate the proposal, providing feedback to the student. The proposal must be approved by the entire committee and the Educational Policies Committee, in consultation with the Registrar. Proposals for Independent Interdisciplinary Majors must be submitted by the end of the sophomore year.

After the proposal has been approved and filed with the registrar's office, any changes or course substitutions must be approved by the committee chair, in consultation with the other members of the committee.

An Independent Interdisciplinary Major Proposal includes the following:

- Purpose: The proposal must clearly articulate the topic or theme for the major, describe the student's interest in the topic, and explain why that interest cannot be met by existing majors, minors, or concentrations.
- Plan of Study: The proposed plan of study must include at least 10 courses from at least two departments or programs, making clear how the number, combination, sequencing, or level of specific courses provide breadth and depth in the interdisciplinary topic. The committee may also require courses that provide a theoretical basis for some aspect of the topic, cognate courses, or courses that involve reading or engaging in the scholarly or professional literature of the field.
- SIP: The student must complete a Senior Integrated Project related to the topic of the Independent Interdisciplinary Major and the SIP advisor(s) must be a member of the student's interdisciplinary major advisory committee. The proposal for the major should indicate how the student intends to meet this requirement.
- Senior Seminar: The student should participate in at least one senior seminar related to the project or in a related discipline. The proposal should indicate how the student intends to meet this requirement.

### **Independent Interdisciplinary Concentration**

The Independent Interdisciplinary Concentration is intended for students who have a strong, well-articulated desire to explore a coherent area where the College does not have a defined major, minor, or concentration. The proposal must be feasible in the context of the College's existing curriculum and faculty expertise. Students may have only one Independent Interdisciplinary Concentration but may have additional majors or minors.

A student interested in pursuing an Independent Interdisciplinary Concentration must first form an advisory committee consisting of at least two faculty members, including one from the department or program whose courses comprise the majority of the concentration. Faculty members are not obligated to participate in Independent Interdisciplinary Concentration advisory committees. The student should develop a proposal in consultation with all of the members of the committee and all of the members must approve it. Approved proposals must be submitted to the Registrar before the end of the Winter Quarter of the senior year. After the proposal is filed with the Registrar, any changes must be approved by the faculty committee and filed with the Registrar.

An Independent Interdisciplinary Concentration Proposal must include the following:

- **Purpose:** The proposal must clearly articulate the topic or theme of the concentration, describe the student's interest in that topic or theme, and explain why that interest cannot be met by existing majors, minors, or concentrations.
- **Program of Study:** The proposed program of study must include at least 6 courses and make clear how the number, combination, sequencing, or level of specific courses provide breadth and coherence in the interdisciplinary topic. The committee may also require courses that provide a theoretical basis for some aspect of the topic, cognate courses, or courses that involve reading or engaging with the scholarly or professional literature of the field.
- **SIP:** The student may complete a Senior Integrated Project related to the topic of the Independent Interdisciplinary Concentration and may apply one SIP unit toward the 6 required courses. If a SIP unit is to be counted toward the concentration, the proposal should indicate how the SIP fits within the program of study.
- **Senior Seminar:** The student may participate in a senior seminar related to the Independent Interdisciplinary Concentration and may count it toward one of the 6 required courses.

### **Interdisciplinary Courses**

**IDSY 195 Navigating Your Academic Journey: Building Skills and Self-Regulation** This course is designed for first year students whose experiences in the fall term included academic challenges that led to setbacks in their progress toward graduation. Designed as a 0.5 unit course, this experience is meant to complement and support students' successful work in their three concurrent courses. A wide-ranging exploration into the literature of learning and self-regulation forms the academic heart of the course. Class time will be devoted to learning-by-doing student skill building activities related to the structure and workload of concurrent courses.

**IDSY 200 Pedagogy for Peer Supports** This course will introduce you to the fundamentals of pedagogy and teach you strategies for helping peers with diverse backgrounds and learning styles strengthen their academic skills.

**IDSY 215 Introduction to Complex Systems** Study of how collective behavior emerges from the interaction between a system's parts and its environment. Model systems from the natural sciences and social sciences will be used as examples. Both historical and contemporary approaches will be discussed.

**IDSY 222 Hill: St Louis** The overarching investments of the seminar are to 1) consider the scope and stakes of research in the humanities and 2) explore how place-based learning and experiential engagement practices enhance our understanding, analysis, and social justice problem-solving capabilities. Through our collaboration with community members, orgs, and each other, we will consider the following: How do the humanities enable us to address social problems? How can humanistic study and inquiry allow for socially just problem-solving? What types of research avenues and methodologies do the humanities engage in and for what purpose? How do we collaborate within and across disciplinary fields within the humanities?

**IDSY 295 Let's Study Abroad** This course will support students as they move from exploring options for study abroad to completing their study abroad application. Students will consider how study abroad fits into their overall "plan" including academic and financial factors. Along the way, students will consider how various aspects of their identities may shape - and be shaped by - their experiences abroad, and reflect on what it means to participate responsibly in a new community and culture. This course is

specifically aimed at students who hold identities that are historically under-represented among study abroad participants, including Black students, first-generation students, and PELL recipients.

**IDSY 295 Urban Planning as Liberal Art**In 2007, for the first time in history, more people lived in cities than rural areas. By 2050, nearly seven in 10 people in the world will live in cities. But what makes a city? What do a city and its residents owe one another? This course explores contemporary issues and the strengths of cities, as well as the pervasive influences of racism, ableism, and systems of exploitation and exclusion that shape our cities. Though we consider cities in global and historical perspective, we focus on 10/03/2022 transformative participation and neighborhood organizing in Kalamazoo as a case study. Team taught with City of Kalamazoo Planners.

**IDSY 295 Copenhagen to Kalamazoo: Cities and Cycling Infrastructure and Culture**This course builds on the work of the "Wheels of Change" First-Year Seminar to provide an optional space for students in the seminar to reflect on their experiences traveling in Copenhagen and to use what they've learned in Copenhagen to revisit the project work they completed in the seminar. This course is open only to students who have completed "Wheels of Change". We will continue to work on the goals and objectives of "Wheels of Change," incorporating our international experience and the broadened view it provides for us as we return to Kalamazoo to address local issues with fresh eyes. Must have taken SEMN-182.

**IDSY 295 Pre-Internship Course**This pre-internship course is open to first years, sophomores and juniors who intend to complete an internship over the summer. Students who complete this course are eligible to take the Post-Internship Course offered in the fall to earn academic credit for their summer internship. In this course students will engage in practical skills such as goal setting, read, discuss, and prepare to apply articles that focus on theories of "work", as well as practice critical reflection to help prepare for the best possible summer internship experience. Open to first years, sophomores and juniors

### **IDSY 298 Independent Study**

**IDSY 305 Dynamic Models in Social Science**The study of why mathematical and computational methods are important in understanding social phenomena, and how different social phenomena can be described by proper mathematical models. Specifically, applications of the theory of dynamical systems will be presented. Designed for math/science and social science students. Either MATH/PHYS 270 or this course, but not both, may be counted towards the major in mathematics.

**IDSY 395 Your Work in the World**The Fall 2020 Your Work in the World course marries internship experience with linked academic work and is designed specifically as an opportunity for juniors as an experiential education replacement for lost study abroad opportunities due to the COVID-19 pandemic. Students do not need to have an internship lined up to register for this course.

**IDSY 395 Experiential Learning in Context**This course accompanies an experiential education opportunity and provides a way for students to learn about, reflect and improve on a non-traditional learning experience. This experience can be an internship, volunteer position, employment, service-learning opportunity, or other relevant position. A minimum of 50 hours of engagement in the experiential component is required during the quarter in which the student takes this course. Students will explore contextual and/or theoretical issues related to the experiential component and engage in career-readiness activities in order to connect different types of learning to their K Plan. A student may take this course multiple times for credit if the course content is different.

### **IDSY 600 Teaching Assistantship**

## **International and Area Studies**

Sinha (African Studies); Cherem (At-Large); J. Dugas (Director);  
Elman (Western European Studies); Frost (East Asian Studies); Valle (Latin American Studies)

This program is designed for students who have strong international and regional (area studies) interests and wish to pursue these interests systematically in their academic studies. The program reflects the belief that several kinds of skills and knowledge are essential for understanding the contemporary global system. The first of these is the ability to analyze issues that are global—issues that pertain to the interrelationships among the peoples and states of the world. The second is skill in making explicit, systematic comparisons between dimensions of political, socioeconomic, or cultural life in two or more societies, as well as acquiring the special kinds of insights resulting from such comparative analysis. The third is in-depth knowledge of a particular area of the world—its geography, history, culture, and institutions. These areas may be a state, a subcontinent, or a broader geographic region.

With a mix of courses providing global/comparative and area-specific knowledge, mastery of a second language, study abroad, the IAS sophomore and senior seminars, and a discipline-specific major or minor, students majoring in International and Area Studies should be well prepared to live in and to make sense of the interdependent system of states and regions that make up the modern world. They will also have received a solid foundation for graduate study and/or further training for careers in the international realm.

The program in international and area studies is open to all students.

In addition to meeting formal requirements, majors are urged to consider doing an international or area studies oriented SIP and/or an international internship in consultation with the Center for Career and Professional Development.

### **Requirements for the Major in International and Area Studies**

#### **Number of Units**

Ten units are required, not including language courses or the SIP.

#### **Required Core Courses**

- Any History course in an area different from the student's area of geographic study
- ANSO 103 Introduction to Society and Culture
- ECON 101 Principles of Economics or POLS 375 International Political Economy
- IAST 290 Sophomore Seminar (Does NOT fulfill the Shared Passages Sophomoe Seminar Requirement)
- IAST 490 Senior Seminar
- POLS 106 Introduction to Comparative Politics or POLS 107 Introduction to International Politics

#### **Other Requirements**

1. Area-specific courses: Four (4) courses from at least two different disciplines focusing on a specific area or region (see lists of acceptable courses in each geographic area below). Prior to

going on study abroad, an IAS major must pass two courses in her/his area of geographical specialization (in addition to foreign language courses).

2. Foreign Language proficiency: Proficiency in a foreign language appropriate to the student's geographical area of study at a level equivalent to five (5) units, typically two (2) courses beyond the intermediate level. Literature courses may also count as area-specific courses. This must be a modern spoken language. (This does not preclude a student's also studying an ancient language). A student seeking to fulfill this requirement with a non-traditional language must first petition the Director of the IAS major.
3. Study abroad: IAS majors must complete a long-term (6-unit) or extended-term (9-unit) study abroad program in their geographical area of study. Long-term participants may apply one area-specific course and extended-term participants may apply two area-specific courses from study abroad toward the major.
4. Cognate Minor or Major: IAS majors must have a non-interdisciplinary minor or second major. Students may double count courses toward the fulfillment of a cognate minor or toward a second major.
5. Comprehensive examinations: The written comprehensive examination for the major in international and area studies will include questions drawn from global and comparative courses and the area of geographical emphasis. Students will be expected to demonstrate an ability to integrate their experiences with a global perspective and to bring a multidisciplinary approach to the analysis and discussion of international and area issues and problems.

Potential majors should consult with the director early in their college careers to assure proper program planning and to obtain a list of appropriate courses.

Students are strongly encouraged to pursue a SIP that incorporates an international and/or area studies dimension.

In order to qualify for honors in the major, an IAS student must meet two of the following three criteria: a minimum of 3.5 GPA in IAS courses (excluding foreign language courses); honors in the senior comprehensive examination; honors on an IAS-related SIP.

### **Geographical Area of Study**

Four units from at least two (2) different departments are required. Students in long-term study abroad programs may apply one area-specific course and students in extended-term study abroad programs may apply two area-specific courses toward meeting this requirement. However, a student must supply a syllabus and other detailed information about the content of any such course to the IAS program director, who will then determine whether or not it may count.

### **African Studies**

- AFST/HIST 104 Introduction to African Studies
- AFST/POLS 248 Politics of Sub-Saharan Africa
- AFST/HIST 273 Atlantic Slave Trade
- AFST/HIST/RELG 274 Islam in Africa

- AFST/HIST 276 Civilizations of Africa
- AFST/HIST 277 Contemporary Africa
- AFST/HIST 279 Special Topics in African History
- AFST/ANSO 290 Africa in the Context of Globalization
- AFST/FREN 455 Afro-Perspectives
- HIST 272 Gender Relations in Africa  
ENGL-221 African Literature

### **East Asian Studies**

#### **Required Courses:**

HIST 103 Introduction to East Asian Civilizations (only offered Winter Term)

#### **Additional Electives:**

- ANSO/HIST 288 Sports in East Asia
- CHIN 222 20th Century Urban China
- CHIN 225 Traditional Chinese Literature in Translation
- CHIN 235 Modern Chinese Literature in Translation
- CHIN 245 Chinese Film
- CHIN 250 China from the Borders
- CHIN 260 Women in Modern China
- HIST 280 Modern China
- HIST 282 Early China
- HIST 283 Occupiers/Occupied in Post-World War II East Asia
- HIST 285 Modern Japan
- HIST 289 Special Topics in East Asian History
- HIST 397 Seminar in East Asian History
- JAPN 238 Post-war Japanese Literature in Translation
- JAPN 239 Modern Japanese Literature in Translation
- JAPN 240 Japanese Culture Through Film
- JAPN 245 Japanese Language in Society
- JAPN 250 Manga/Anime and Gender in Modern
- JAPN 255 Japanese Science Fiction

- RELG 150 Buddhism in East Asia
- THEA 290 Asian Theatre

### **Latin American Studies**

Not more than *one* of the following courses on colonial Latin America can count toward meeting the Latin American Studies requirement:

- HIST 291 The History of Premodern Latin America
- SPAN 475 Conquest, Colonization, and Independence

Any of the following courses can count toward meeting the Latin American Studies requirement:

- POLS 245 Politics of Latin America
- RELG 122 Religions of Latin America
- SPAN 401 The Spanish-Speaking World on Film (when the topic is Latin America)
- SPAN 435 Advanced Literary Studies (when the topic is Latin American literature)
- SPAN 445 Visual Practices in Latin America
- SPAN 455 Limits of Genre (when the topic is Latin America)
- SPAN 480 Constructing Spanish-America
- SPAN 485 Undoing the Nation: Contemporary Cultural Manifestations
- SPAN 492 Spanish-American Seminar

### **Western European Studies**

Given the richness of the College curriculum related to modern Europe, the requirements for European area studies are somewhat more specific than are those for other areas. In particular, students must choose two courses (from different departments) that deal with modern Europe and two courses that relate to a specific nation.

#### **Modern Europe**

Two units from different departments.

- ARTX 150 Survey of Art II: 1600-1945
- HIST 254 History, Memory, and Identity in Modern Europe
- HIST 259 Special Topics in Modern European History
- HIST/RELG 263 Jews in Changing Europe
- HIST 394 Seminar in Modern European History
- PHIL 109 Existentialism
- PHIL 208 19th-Century Philosophy

- POLS 270 The European Union: Institutions, Actors, Aliens, and Outcomes
- POLS 330 The Politics of the Holocaust
- POLS 335 The Politics of Contemporary Antisemitism

### **British Studies**

ENGL 265, 266, 268 (British Literature), 490 (when the topic is British literature)

### **French Studies**

- FREN 301 (when the topic is French literature), 401 (when the topic is French culture), 435 (when the topic is French literature), 490 (French literature)
- HIST 244 French Revolution and Napoleon
- HIST 252 Urban Histories of Colonialism: New Orleans, Algiers, & Paris, 1690-2000

### **German Studies**

- GERM 200 (German film, taught in English)
- GERM 301, 420, 430, 435, 490 (German literature and cinema)
- GERM 470 Contemporary German Culture

### **Spanish Studies**

- SPAN 401, 435, 455 (when the topic is Spanish culture)
- SPAN 465, 470, 491 (Spanish literature)

### **International and Area Studies Courses**

**IAST 290 Sophomore Seminar**The sophomore seminar in international and area studies is intended to provide an opportunity for IAST majors to bring their skill in comparative study and their knowledge of a specific area of the globe together around a common theme. Students will compare the regional and area similarities and differences with regard to the topic of the seminar as well as develop increased expertise in their area of focus through exploration of the seminar topic's ramifications in that region. While specific topics change from year to year, possible topics include, but are not restricted to hunger, war, the environment, international relations, population and migration, human geography and ecology, race and class, religious fundamentalism, the literature of women, and the literature of war. This course does NOT satisfy the Shared Passages Sophomore Seminar requirement. Sophomore IAST Majors Only

**IAST 290 Immigration Politics**According to the UN Charter of Fundamental Rights, one has a fundamental right to leave one's country of origin (1948, Article 13), yet there is no corresponding right to enter another country. This seminar considers the consequence of this tension with attention to normative questions of who should be allowed entry to and citizenship within (other) states and explores the empirical complexities that inform and result from these judgments. This course does NOT satisfy the Shared Passages Sophomore Seminar requirement.

**IAST 490 Senior Seminar**Consideration of issues and problems affecting the global whole and the various geographical areas of the world through focusing on a broad topic or theme; emphasis on discussion of the topic and problems from a broadly interdisciplinary perspective. Specific topics will

change from year to year. For 2019-2020 our focus is on human rights theories and practices. Senior IAST Majors Only

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

### **IAST 600 Teaching Assistantship**

## **Japanese**

Professors: Sugimori, White

The Japanese program provides students with exposure to the language, literature, and culture of Japan. The multiple levels of Japanese language courses offer a balanced emphasis on listening, reading, writing, and speaking, establishing a good foundation for ongoing language study. Students may study abroad in Japan or take part in other forms of advanced study to continue developing their language skills. Japanese Studies courses (taught in English) acquaint students with Japanese cultural productions, including literature, film, anime, and more, and situate them within the social, political, and cultural contexts that give them meaning.

Due to the overlap in requirements, it is not possible for students to major in East Asian Studies and minor in Chinese or Japanese unless they are pursuing coursework in both languages.

### **Requirements for the Minor in Japanese**

#### **Number of Units**

6 total units are required; not including JAPN 101-102

#### **Required Courses: (5 units)**

#### **Language courses (at least 4 units)**

JAPN 103, 201, 202, 203 (or approved equivalent courses for a total of four units)

All students wishing to count equivalent language courses taken off campus must demonstrate the appropriate aptitude with a placement exam. Please note that placement exams are only offered at the beginnings of each quarter.

It is also important to note that Japanese language courses are offered in the Fall-Winter-Spring sequence for both JAPN-101-102-103 and JAPN-201-202-203. JAPN-101 and JAPN-201 are only offered in the Fall quarter

#### **One Japanese Studies course taken on campus (1 unit)**

From among JAPN 238, JAPN 239, JAPN 240, JAPN 245, JAPN 250, JAPN 255

#### **Elective Course: (1 Unit)**

Minors must complete one additional elective course. This course can be a second Japanese Studies course taken on campus, an advanced Japanese language course above JAPN 203 taken on campus, or an approved non-language course taken on study abroad. With approval, additional special topics one-time course offerings with Japanese Studies content may count as an elective.

### **Related Programs**

The Japanese program is also an essential part of the East Asian Studies program and contributes to the International and Area Studies program as well. Students may major in East Asian Studies or in International and Area Studies with a focus on East Asia. Interested students should consult with the director of East Asian Studies. See catalog listings for East Asian Studies or International and Area Studies for requirements for these majors.

### **Study Abroad Opportunities**

The College has established several programs in Japan. Please consult with the Center for International Programs on the different options available. To maximize the benefits of studying abroad, students are strongly encouraged to complete JAPN-203 before leaving for Japan. For more details about language preparation for study abroad, consult early with professors and the Center for International Programs.

### **Japanese Courses**

**JAPN 101 Beginning Japanese I** Introductory course; basic grammar and vocabulary; emphasis on listening and oral foundations; hiragana and katakana and an introduction to kanji. Students are encouraged to begin this course sequence in their first year in order to complete the three-quarter sequence (JAPN 101, 102, 103) required for study abroad, as well as the second year sequence (JAPN 201, 202, 203) before study abroad.

**JAPN 102 Beginning Japanese II** Further introduction to basic grammar and vocabulary; development of fundamental reading and writing skills using hiragana, katakana, and approximately 50 kanji. JAPN-101; Must take JAPN-102L concurrently

**JAPN 103 Beginning Japanese III** Reinforcement of basic listening and development of oral and aural competency; further achievement of reading and writing skills using the kana and approximately 100 kanji. JAPN-102 or equivalent placement; JAPN-103L must be taken concurrently

**JAPN 201 Intermediate Japanese I** Further work in conversation, oral interpretation, and elementary composition using approximately 200 kanji; study of idioms fundamental to an active use of spoken and written Japanese. JAPN-103 or equivalent placement; JAPN-201L must be taken concurrently

**JAPN 202 Intermediate Japanese II** Further refinement in areas studied in JAPN 201. JAPN 201; JAPN-202L must be taken concurrently

**JAPN 203 Intermediate Japanese III** Further refinement in areas studied in JAPN 202. JAPN-202 or equivalent placement; JAPN-203L must be taken concurrently

**JAPN 238 Post-War Japanese Literature in Translation** This course surveys important Japanese writers of the post-World War II era, with special attention to the profound transformations that followed the dissolution of the Japanese Empire in 1945. In the immediate postwar period the physical map of "Japan" shrank dramatically, and a national imagination that had for decades ranged across the plains of Manchuria and far into South Asia collapsed in on itself. This course investigates the ways in which prominent writers (and a few filmmakers) confronted this collapse and everything it implied, from a

tentative renegotiation of Japan's place in the world (largely via its relationship with the United States), to a rapidly urbanizing society's relationship to its own hinterlands. Authors covered include Dazai Osamu, Abe Kobo, Murakami Ryu, Tawada Yoko, and Furukawa Hideo. All readings, lectures, and discussions in English.

**JAPN 239 Modern Japanese Literature in Translation** This course will examine a number of Japanese authors, from the late 19th century through the early 20th century, who have addressed the cultural and psychic disease that resulted from Japan's encounter with the West and transformation of Japan into a modern, nationalistic state. Authors read will include: Natsume Soseki, Mori Ogai, Higuchi Ichiyo, and Tanzaki Jun'ichiro.

**JAPN 240 Japanese Culture through Film** In this course we will watch ten live-action features made in Japan between the 1930s and the 2020s. Ranging from world-famous, award-winning classics (directed by Mizoguchi Kenji and Kurosawa Akira) to the rebellious flicks of the Japanese New Wave (Oshima Nagisa; Suzuki Seijun) to recent arthouse cinema (Tanada Yuki), they represent a variety of genres and engage, in their form and content, with multiple aspects of Japanese history and culture. We will work on our basic film literacy, learning how to describe what we see on the screen and how to translate our emotional responses into nuanced critical statements. We will also gain a deeper understanding of Japanese culture beyond cinema. No previous familiarity with Japanese language and culture, and/or film studies, required.

**JAPN 245 Japanese Language in Society** This course explores several major aspects of language use associated with Japanese culture and society. The course aims not only at familiarizing students with various aspects of Japanese language with reference to culture and society, but also their developing an appreciation for a different culture. When discussing the inherent inter-relationship between language and culture, including the beliefs, values, and social organization, we will focus on the ideas of power, hierarchy, gender, and history. No previous knowledge of Japanese or linguistics is assumed or required. Readings, lectures, and discussion are all in English.

**JAPN 250 Manga/Anime and Gender in Modern Japan** Why are manga/anime so popular? Let's find out. This course undertakes a critical analysis of manga (comics) and anime (animation). We will examine these media's historical origins, narrative features, the world's reception and much more. The samurai warrior, the bishōnen (beautiful boy), and the sexy cyborg-gender in Japanese culture has vivid representations. This course explores constructions of masculinity and femininity, paying attention to the figures of the girl as the postwar descendant of the bishōnen, the ostensibly undersocialized otaku and yaoi culture and transgender manga where imagination opens the door to alternate and critical realities.

**JAPN 255 Japanese Science Fiction** This course will look at the relationship between popular culture, media, and Japanese society through the lens of science fiction literature and film. Looking across the 20th century and into the 21st, we will use sci-fi to ask: how does popular culture reflect its moment, and how does it critique it? What role does genre play in our understanding of a text? How do genres travel internationally? In doing so, we'll develop skills for analyzing pop culture, as well as communicating that understanding in a variety of registers. No Japanese language ability is required.

**JAPN 260 Work at Play: Labor in Japanese Pop Culture** How do we imagine work? How has work and labor been invested with meaning in society? What fantasies do we hold about our jobs, and what fears? Does work mean something different now than it did in the past, and if so, how has that shift been reflected in or influenced by popular culture? This course proposes to think carefully and critically about these questions by drawing on popular cultural production in Japan, a country long imagined as having a particularly strong emphasis on work culture and labor.

**JAPN 295 The Long Tradition of a Short Poem**In this course we will read major Japanese poetic works, from the earliest extant monuments of the 8th century to the present day, including ancient love poetry, medieval poetry competitions, earlymodern comic poetry, and modern poetic experiments. The majority of the poems will consist of 31 or 17 syllables. Special attention will be paid to interactions of Japanese poetry with other arts, such as calligraphy, painting, music, and film. We will also discuss theories of poetry and poetics as they developed in Japan and elsewhere. Short poems from other literary traditions, such as limericks and couplets, will provide a comparative perspective.

**JAPN 301 High Intermediate Japanese Language**This course is the first level of the third-year Japanese language sequence, offering more advanced training in the four skills of speaking, listening, reading, and writing.JAPN-203 or equivalent placement

**JAPN 302 High Intermediate Japanese Language II**This course is the second of the third-year Japanese language sequence, offering more advanced training in the four skills of speaking, listening, reading, and writing.JAPN-301 or equivalent placement

**JAPN 395 Advanced Int Japanese Conversation**This course is designed for students who have successfully completed Japanese 203 or have an equivalent or higher proficiency level in Japanese. The primary goal is to assist students to further develop oral and aural Japanese communication skills, by practicing the types of conversation that occur in daily situations, as well as being aware of pragmatics and cultural aspect accompanying those situations. Students will also increase their knowledge of Japan and its society, its customs, the ways of thinking of Japanese, taking into consideration individual speaker's various backgrounds while practicing the conversations.Must have taken JAPN-203 or have an equivalent or higher proficiency in Japanese.

**JAPN 395 Tadoku: Extensive Reading in Japanese**This course focuses on developing Japanese language skills through reading Japanese-language books. Readings are individualized for students based on their level of language proficiency. Students read books or stories at their own pace without using dictionaries.Must have taken JAPN-102

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

**JAPN 600 Teaching Assistantship**

## **Jewish Studies**

Professor: Elman, Haus (Director), Monselise, Petrey, Sederberg

The Jewish Studies Concentration at Kalamazoo College immerses students in the history, religion, and culture of the Jewish people. Exploring these subjects engages students of all backgrounds in important intellectual and ethical issues, such as:

- majority/minority relations
- identity formation

- the relationship between the religious and the secular

Students receive training in textual traditions, teaching them to read beyond the page and to consider the broader impact of the written word. As an interdisciplinary field, Jewish Studies intersects with different areas of the liberal arts. It also enables students to wrestle with ideas of social justice in historical, political, religious, and cultural contexts. In this way, Jewish Studies concentrators become morally aware and socially engaged scholars.

## **Requirements for the Concentration in Jewish Studies**

### **Number of Units**

Six units are required.

### **Required Course**

HIST/RELG 107, Introduction to Jewish Traditions

### **Electives**

5 additional courses from the following list:

- HEBR 101 Beginning Hebrew
- HEBR 102 Beginning Hebrew II
- HEBR 103 Intermediate Hebrew
- HIST/RELG 218 The American Jewish Experience
- HIST/RELG 263 Jews in a Changing Europe, 1750-1880
- HIST/RELG 264 Jewish Revolutions, 1881-1967
- HIST/RELG 265 Zionism: from Idea to State
- HIST/RELG 267 Women and Judaism
- HIST/RELG/SEMN 268 Jews on Film
- POLS 330 The Politics of the Holocaust
- POLS 335 The Politics of Contemporary Antisemitism
- RELG 110 Introduction to the New Testament
- RELG 111 From Jesus to Christianity
- RELG 160 Hebrew Bible
- RELG 210 Sex and the Bible
- RELG 211 From Alexander to Constantine
- RELG 214 Race and the Bible

Hebrew studies are recommended, but not required, for the concentration.

*Note:* New courses related to Jewish Studies may be approved throughout the year that are not on the elective list. Students are encouraged to ask the Program Director for permission to count such courses as electives for the concentration. Additional special topics one-time course offerings may count as electives depending on content (e.g. HIST, RELG); please discuss the suitability of these courses with the Program Director.

## **Study Abroad**

Concentrators are encouraged (but not required) to consider Study Abroad programs that will expand their knowledge in Jewish Studies. These include programs at the Hebrew University in Jerusalem and Ben-Gurion University in Be'er Sheva, as well as several European sites. The Israel programs provide opportunities to study Middle Eastern affairs as well as aspects of Jewish culture that complement the course offerings at the College. Students are encouraged to discuss their academic plans with the director in advance of studying abroad, as certain courses may count toward the concentration.

## **Hebrew Language Courses**

**HEBR 101 Beginning Hebrew I** First in a three-course sequence of study. This course is an introduction to the Modern Israeli Hebrew language. Hebrew alphabet in both print and script, pronunciation of unique sounds within the language, vocabulary and fundamental grammar structures will be introduced. Beginning reading, writing and speaking skills emphasized. Prerequisite: Placement exam if student has had prior experience with Hebrew. None, or placement exam score if student has had prior experience with Hebrew.

**HEBR 102 Beginning Hebrew II** Second in a three-course sequence, this course follows Beginning Hebrew I, focusing on the continued development of basic comprehension and communication skills. By the end of this course students should be able to respond to simple questions, to understand simple statements and to participate in simple conversations. Students will also be able to write short paragraphs about themselves and some limited topics. Prerequisite: HEBR-101 or language placement exam. HEBR-101 or placement score.

**HEBR 103 Beginning Hebrew III** Third in a three-course sequence, this course follows HEBR 102, building on the basics already learned as well as improving vocabulary, language nuance and verb conjugation skills. By the end of this course students will have reached the intermediate level and should be able to participate in more complex conversations, be able to read short stories and express themselves more clearly. Prerequisite: HEBR-102 or language placement exam. HEBR-102 or placement score.

## **HEBR 600 Teaching Assistantship**

## **Language Courses**

**LANG 121 Language Acquisition: Skills-Based English Language Learning** Do you love languages? Are you interested in how people learn to communicate in a new language? Each week, students in this class will go off-campus and volunteer in Newcomer English Language classroom in Kalamazoo Public Schools supporting children and teens from around the world including Afghanistan, Central America, Rwanda, Syria, and Ukraine. We will study varied language learning strategies or approaches that enhance motivation, confidence, and success in English communication and use what we learn to make instructional videos and create written materials supporting the development of speaking, listening, reading, and writing skills. We strive to link our own experience of learning language with helping others

learning English. This class is ideal for students who are interested in language, ESL, teaching, working with children, and engaging with the schools and community in Kalamazoo. All are welcome in this class, and it is not required to speak a second language fluently or to have learned English as your second language.

**LANG 131 Lost in Translation: Academic Writing A Content-Based Academic Writing Course**

**ESOLLANG 131** is an ESL class for multilingual students. This course focuses on academic writing, which includes practice in brainstorming, organizing, and developing ideas through the formal writing process. Students will write three papers, which will be informed by brief readings, small group sessions, and class discussion. A strong emphasis will be placed on growing a sense of confidence in writing through lessons, guidance, and feedback. The content for this course, "Lost in Translation," refers to brief readings and writing prompts that express bicultural and multilingual experiences, which students will be encouraged to explore.

**LANG 210 Second Language Teaching Methods and Practicum I**This course will broaden your understanding of second language learning and currently espoused second language teaching methodologies while helping you to develop your own skills as a second language instructor. The main topics covered will be teaching speaking, listening, and reading skills, lesson planning, and teaching language in context. \*This course is only open to second language teaching assistants.

**LANG 211 Second Language Teaching Methods and Practicum II**This course will broaden your understanding of second language learning and currently espoused second language teaching methodologies while helping you to develop your own skills as a second language instructor. The main topics covered will be motivating students, teaching for cultural understanding, teaching vocabulary, and error correction. \*This course is only open to second language teaching assistants. Visiting International Students or permission

**LANG 295 One in a Billion- Global Englishes And Language Acquisition**Are you interested in teaching? Would you like to learn about languages, meet people from around the world, and work with children in their schools? This course puts classwork into action off- campus in English language learner classrooms in Kalamazoo Public Schools. Each week, students will visit newcomer classrooms and work alongside children and teens from Afghanistan, Rwanda, Syria, and Central America. For some in Kalamazoo, important English language learning experiences are happening right now that will influence how they choose to communicate, express themselves, and project their identity. In class, we will investigate how ways of speaking and learning English are related to how we understand ourselves, our campus, and our community. We will seek to understand what aspects of identity are impacted by language and what English represents both for ourselves and for our Kalamazoo neighbors who are working to acquire the language. We will read, write, discuss, and reflect on these topics with sincere effort toward linking our studies with action in the community. This class is ideal for students who are interested in language, teaching, working with children, and engaging with the schools and community in Kalamazoo. All are welcome in this class, and it is not required to speak a second language fluently or to have learned English as your second language.

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

**LANG 600 Teaching Assistantship**

## Mathematics

Professors: Barth, Intermont, Nordmoe (Chair), Oloo

The mission of the Mathematics Program is to foster in all our students critical habits of mind: description, analysis and interpretation. The Program is designed to prepare its majors for successful lifetime engagement with mathematics whether it be through applied work in industry or government; research in mathematics, statistics, or one of the other mathematical sciences; teaching; or applying mathematics in the physical, computing, or social sciences. For non-majors, the Program builds substantive skills in quantitative and abstract reasoning and in their application to the study of modern society.

### Advanced Placement

For purposes of course placement and prerequisites, a score of 4 or 5 on the AB calculus exam (or an AB subscore of the BC calculus exam) is regarded as equivalent to successful completion of MATH 112. A score of 4 or 5 on the BC calculus exam is equivalent to MATH 113. A score of 4 or 5 on the statistics exam is equivalent to MATH 260. As the department does not offer a precalculus course, no Kalamazoo College credit is awarded for the AP precalculus exam.

### Transfer, Dual Enrollment, Study Abroad Credit

Courses taken at other institutions will be awarded credit in mathematics if they meet one of the following criteria:

1. The course is similar in content and rigor to an existing course in the Mathematics Department (and there are legitimate reasons why the student is not able to take the class at the College)
2. The course covers some important topic of mathematics not offered at Kalamazoo College. .

Students are responsible for meeting with the department chair in advance to determine whether a course offered elsewhere will transfer back as a mathematics credit.

### Requirements for the Major in Mathematics

#### Number of Units

Nine units of mathematics are required, exclusive of SIP and Computer Science or Applied Statistics Cognate. Typically up to two units from outside courses (AP, transfer, dual enrollment, or study abroad) may count towards the major or minor in mathematics. MATH 105, MATH 260 and MATH 261 do not count toward the nine units for the major. Students who wish to apply additional external units toward the major must consult with the department.

#### Required Courses

- MATH 112-113 Calculus I and II
- MATH 214 Calculus III
- MATH 240 Linear Algebra and Vectors
- MATH 310 Complex and Vector Variables, MATH 316 Topics in Number Theory or MATH 318 Topics in Topology

- MATH 320 Real Analysis I or MATH 330 Abstract Algebra I
- One two-term sequence beyond calculus (Real Analysis I and II, Abstract Algebra I and II, Probability and Mathematical Statistics)

### **Required Cognate**

One unit computer science or one unit applied statistics (MATH 260 or MATH 261)

### **Major Guidance**

Among the courses we offer, MATH 320 and MATH 330 are at the highest level of abstraction. Before enrolling in one of these courses, students are strongly encouraged to complete MATH 310, MATH 316 or MATH318.

For students interested in graduate work in one of the mathematical sciences, additional work in MATH 280, 310, 316, 318, 320, 330, 420, 430, and 450 is appropriate. Those with a strong interest in computing should elect the minor in computer science in addition to MATH 300. For those students interested in applied work (mathematical biology, mathematical economics, operations research, etc.), election of MATH 270, 280, 310, 362, 365, and at least two courses in computer science is appropriate.

### **Mathematics Colloquium Credit**

In addition to the requirements stated above, mathematics majors are required to complete the Mathematics Colloquium requirement. See the Mathematics Department for details.

### **Comprehensive Exercises**

Mathematics majors are required to satisfactorily complete the Sophomore Comprehensives and the Senior Comprehensives. See the Mathematics Department for details.

### **Requirements for the Minor in Mathematics**

There are four options for the minor in mathematics, each of which requires six units of credit in mathematics. Each of these options requires the “core” courses: Single variable calculus (MATH 112 and MATH 113), Multivariable Calculus (MATH 214), and Linear Algebra (MATH 240). The other required courses for each option are as follows:

#### **Statistics Option**

- MATH 362 Probability
- MATH 365 Mathematical Statistics

#### **Computational Mathematics Option**

- MATH 250 Discrete Mathematics or MATH 330 Abstract Algebra I
- MATH 300 Automata, Formal Languages, and Computability

#### **Applied Mathematics Option**

- MATH 280 Differential Equations
- MATH 310 Complex and Vector Variables

## Pure Mathematics Option

- MATH 320 Real Analysis I or MATH 330 Abstract Algebra I
- And one other mathematics course from the following list: MATH 310, MATH 316, MATH 318, MATH 320, MATH 330, MATH 362, or any 400-level course in Mathematics

**\*\*Note:** MATH-105, MATH-260, and MATH-261 do not count for the Mathematics minor\*\*

## Study Abroad

Students interested in mathematics are especially encouraged to consider the study abroad program in Budapest. The Budapest program is given in English; no prior knowledge of Hungarian is needed. It offers a number of mathematics courses as well as history, language, and literature courses. Mathematics majors have also studied mathematics in Erlangen, Quito, Perth, Aberdeen, and Lancaster. Early consultation with the department is strongly urged.

## Mathematics Courses

**MATH 105 Quantitative Reasoning and Statistical Analysis** An introduction to some of the quantitative techniques used to clarify ordinary experience and to some of the statistical ideas used to shape public policy and human sciences, with emphasis on the concepts involved in producing, organizing, and drawing conclusions from data. Does not count toward the major or minor. Not open to students who already have credit from BUSN-160, ECON-160, ANSO-212, MATH-260, or MATH-261.

**MATH 110 Calculus I with Review, Part 1** MATH 110 and 111 cover in two terms the material covered in Mathematics 112. In addition, topics from precalculus mathematics are reviewed and practiced as needed. Precalculus topics include: algebra and analytic geometry; linear, quadratic, polynomial and rational functions; and trigonometric functions. Enrollment is restricted to those who were advised to take Math 110-111 on the basis of the department's placement examination. The Successful completion of the two-term Math 110-111 sequence serves as an alternate prerequisite for all college courses requiring MATH 112 and contributes one unit toward the nine units required for the math major. Placement into MATH-110 required

**MATH 111 Calculus I with Review, Part 2** This course continues the study of calculus begun in MATH 110. Review of precalculus mathematics continues as needed. Successful completion of the two-term Math 110-111 sequence serves as an alternate prerequisite for all college courses requiring MATH 112 and contributes one unit toward the nine units required for the math major. MATH-110 All course prerequisites must be met with a minimum grade of C-.

**MATH 112 Calculus II** Differential calculus of single-variable functions: limits, derivatives, differentiation rules, related rates, optimization. An emphasis on problem solving using the tools of differential calculus with application to the natural and social sciences. Math Placement Exam Required

**MATH 113 Calculus III** Integral calculus of single-variable functions: the fundamental theorem of calculus, techniques of integration, infinite sequences and series. An emphasis on problem solving using the tools of integral calculus with application to the natural and social sciences. MATH-112 or MATH-111 or placement into MATH-113 All course prerequisites must be met with a minimum grade of C-.

**MATH 214 Calculus III** Series, vectors in two and three dimensions, and integral and differential calculus of functions of several variables. MATH-113 or placement into MATH-214 All course prerequisites must be met with a minimum grade of C-.

**MATH 240 Linear Algebra and Vectors** Study of vector spaces, matrices, determinants, linear transformations, systems of equations and eigenvalues. MATH-113 or placement into MATH-240 All course prerequisites must be met with a minimum grade of C-.

**MATH 250 Discrete Mathematics** Introduction to formal structures and mathematical reasoning. Graphs, sets, logic, induction, structure of mathematical proof, counting, relations, and algebraic structures. MATH-112 and one computer science course. All course prerequisites must be met with a minimum grade of C-.

**MATH 260 Applied Statistics II** Introduction to statistics including methods of data collection and description, correlation and regression, chance, and statistical inference. The course makes extensive use of technology and is designed for students in the behavioral, biological, and social sciences. Does not count towards the major or minor in mathematics. Not open to students who already have credit from BUSN-160, ECON-160, or MATH-261.

**MATH 261 Biostatistics** Introduction to statistics with particular attention to applications in biology and health sciences. Topics include sampling methods, design of experiments, exploratory data analysis, estimation, tests of significance, ANOVA, and correlation and regression analysis. BIOL 112 and 123 highly recommended. Does not count towards the major or minor in mathematics. Not open to students who already have credit from BUSN-160, ECON-160, or MATH-260.

**MATH 265 Introduction to Data Science** Living under the data deluge of the early 21st century, our challenge is no longer finding data, but instead transforming it into a format useful for addressing important questions. To that end, this course will focus on the use of the R statistics language and environment to access, visualize, transform and model data. Specific topics may include data scraping, data wrangling, graphical displays, reproducible research reports, and methods for modeling data including supervised and unsupervised learning. MATH-260 or MATH-261 or COMP-210 or with instructor permission.

**MATH 270 Nonlinear Dynamics and Chaos** Dynamical systems are mathematical objects used to model phenomena of natural and social phenomena whose state changes over time. Nonlinear dynamical systems are able to show complicated temporal, spatial, and spatiotemporal behavior. They include oscillatory and chaotic behaviors and spatial structures including fractals. Students will learn the basic mathematical concepts and methods used to describe dynamical systems. Applications will cover many scientific disciplines, including physics, chemistry, biology, economics, and other social sciences. Appropriate for Math or Physics Majors.

**MATH 280 Ordinary Differential Equation: Analytic, Symbolic, and Numeric**

**Techniques** Introduction to key concepts underlying analytical methods for the solution of ordinary differential equations and first-order systems studied together with techniques for constructing approximate numerical solutions. MATH-214 and MATH-240 All course prerequisites must be met with a minimum grade of C-.

**MATH 295 Getting to X: Math & Some of Its History** This is a course about mathematics, rather than about a branch of mathematics. We will use history as a unifying approach as we navigate ideas, in an attempt to see mathematics more broadly than our other courses usually allow. We will strive to put some of the ideas we've already encountered in context as well as introduce ourselves to new mathematical ideas. MATH-214 and MATH-240. All course prerequisites must be met with a minimum grade of C-.

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

**MATH 305 Dynamic Models in Social Science** The study of why mathematical and computational methods are important in understanding social phenomena, and how different social phenomena can be described by proper mathematical models. Specifically, applications of the theory of dynamical systems will be presented. Designed for math/science and social science students. Either MATH/PHYS 270 or this course, but not both, may be counted towards the major in mathematics. MATH-113 All course prerequisites must be met with a minimum grade of C-.

**MATH 310 Complex and Vector Variables** Generalizations of differentiation and integration to spaces of higher dimension: divergence, curl, and the classical integration theorems of multivariable calculus. Introduction to analytic functions of a complex variable, including Laurent series, Cauchy's formula, and conformal mapping. MATH-214 and MATH-240 All course prerequisites must be met with a minimum grade of C-.

**MATH 316 Topics in Number Theory** Study of classical number theory including distribution of primes, congruences, the Euler Phi function, and quadratic reciprocity. This course will also focus on developing proof writing skills. This course is typically offered in the winter of even years. MATH-214 and MATH-240 with a C- or better

**MATH 318 Topics in Topology** An introduction to topological spaces including the study of connectedness, metric spaces, and compactness. This course will also focus on developing proof writing skills. This course is typically offered in the winter of odd years. MATH-214 and MATH-240; All course prerequisites must be met with a minimum grade of C-.

**MATH 320 Real Analysis I** Introduction to basic topological concepts in metric spaces followed by rigorous development of classical real analysis including sequences and series of functions, continuity, differentiability, and Riemann-Stieltjes integration. This course is among the most theoretical in our curriculum. This course is typically offered in the spring of odd years. MATH-310, MATH-316, or MATH-318 All course prerequisites must be met with a minimum grade of C-.

**MATH 330 Abstract Algebra I** Study of modern abstract algebra including groups, rings, fields, and other algebraic structures together with advanced topics of linear algebra. This course is among the most theoretical in our curriculum. This course is typically offered in the spring of even years. MATH-310, MATH-316, or MATH-318 All course prerequisites must be met with a minimum grade of C-.

**MATH 360 Applied Statistics II** This course uses real data case studies to review descriptive statistics and to explore statistical inference for means, proportions, and transformations; analysis of variance; and regression. Statistical software is used throughout. The course is recommended both for students planning to do graduate coursework in the behavioral, biological, and social sciences and for mathematics majors seeking a comprehensive introduction to statistical methods. 200-level math course. All course prerequisites must be met with a minimum grade of C-.

**MATH 362 Probability** Study of mathematical theory of probability. Topics include data analysis, discrete and continuous sample spaces, combinatorial problems, random variables, probability densities and distributions, expected value, moment-generating functions, functions of a random variable, sampling

distributions, and the central limit theorem. MATH-113 All course prerequisites must be met with a minimum grade of C-.

**MATH 365 Mathematical Statistics** Study of statistical inference. Topics include sampling theory, point and interval estimations, hypothesis testing, and regression. Stochastic processes, analysis of variance, simple experimental design, and nonparametric statistics may also be included. MATH-362 All course prerequisites must be met with a minimum grade of C-.

**MATH 395 Self-Selected Topics in Math** This seminar aims to develop proficiency in communicating mathematics and to provide an opportunity for students to learn about a topic of individual interest outside the usual curriculum.

**MATH 420 Real Analysis II** Continuation of MATH 320 and is typically offered in the spring of even years. MATH-320 All course prerequisites must be met with a minimum grade of C-.

**MATH 430 Abstract Algebra II** Continuation of MATH 330 and is typically offered in the spring of odd years. MATH-330 All course prerequisites must be met with a minimum grade of C-.

**MATH 450 Special Topics: Cryptography** This course provides a mathematics-based introduction to cryptography. Students will study the algorithms and security of various symmetric-key and public-key cryptosystems, and will write programs to implement several different cryptographic algorithms. Students will also gain some awareness of the social, ethical, and political issues related to cryptography. COMP-104, COMP-105, or COMP-150 and MATH-250 or MATH-316 or MATH-330 All course prerequisites must be met with a minimum grade of C-.

**MATH 490 Senior Seminar** In this course we will explore some of the meta-themes of mathematics. In particular, we will examine how themes such as continuity and approximation are evident - or not - in various branches of mathematics. We will also reflect on such topics as the role of proof in mathematics versus the role of intuition, and what literacy in mathematics means.

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

**MATH 600 Teaching Assistantship**

## Music

Professors: Bothwell, Ludwa, Koehler (Chair), Moon, Schumaker

The music department seeks to cultivate an understanding of the language and history of music and to nurture artistic skill and musicianship. All music performance opportunities, both solo and ensemble, are available to majors and non-majors alike. Academic courses in music theory, music history, and practical musicianship combine with music performance to provide an integrated approach to the discipline.

The major or minor in music intensifies this integrated approach to create highly creative, analytical thinkers with self-discipline and independent organizational skills. They are welcomed by graduate schools and employers alike.

## **Requirements for the Major in Music**

### **Number of Units**

Eleven units are required in addition to the prerequisite. AP credit accepted to meet prerequisite only.

### **Required Courses**

#### **I. Music Theory**

*Prerequisite: MUSC 105 completed with a grade of C- or above. This prerequisite may also be met by examination or an AP score of 4 or 5.*

1. MUSC 205 Theory I: Common Practice and Popular Styles

2. MUSC 305 Theory II: Chromaticism and Modernism

3. At least two units from the following MUSC 370s:

MUSC 376 Conducting and Score Analysis

MUSC 377 Arranging

MUSC 378 Jazz Theory

MUSC 379 Global and Post-tonal Musics

#### **II. Music in Cultural and Historical Contexts**

1. MUSC 160 Music of World Cultures

2. At least two units from the following MUSC 260s

MUSC 261 Virtuosity through the Ages

MUSC 262 Musical Theater and Opera

MUSC 263 The Evolution of Symphonic Music

MUSC 264 History of American Music

MUSC 265 East-West Musical Encounters

#### **III. Applied Musicianship**

1. Ensembles (at least one full unit; see “About Ensembles” for more information)

2. MUSC/SEM 490 Arts Entrepreneurship

#### **IV. Electives**

1. At least two units from the following:

Any of the courses listed above taken beyond the minimum requirements

Applied Music Lessons (see “About Applied Music” for more information)

MUSC 120, 121, or 123 Instrumental Methods

MUSC 165 Jazz Explorations

MUSC/ANSO 315 Sound and Culture in the Middle East

#### **Additional Expectations and Opportunities**

With permission of the department, limited transfer courses and coursework completed abroad may count toward the Major. Majors who plan advanced music studies in graduate school or who aspire to professional careers are strongly encouraged to complete their senior integrated project in the department. Majors are also encouraged to participate in an ensemble beyond their one required unit, and to study applied music in each quarter of residency. With few exceptions, a full unit of applied music credited toward the Major must be achieved by the study in the same instrument. Musical performances on campus should be attended by Music Majors, including concerts by invited guests, by Music Department Faculty, and by fellow music students.

In addition, Majors may consider incorporating three recommended programs available to all students at the College into their own musical K Plan:

1. The Career and Professional Development Internship Program.
2. Study Abroad: The University of Aberdeen in Scotland and Queen’s University in Northern Ireland offer particularly robust opportunities for qualified students to continue actively making music while abroad. In addition, with sufficient advance consultation with music faculty and the CIP office, it may be possible to create opportunities to continue music at several other study abroad sites.
3. New York Arts Program: This domestic study away program offers an opportunity for qualified sophomore and junior student artists to live in New York City and work as interns with professional artists. The application process begins in late spring quarter for internships the following winter quarter. Information is available from campus faculty representative Andrew Koehler.

#### **Requirements for the Minor in Music**

##### **Number of Units**

A minimum of six units in addition to the prerequisite are required for the minor in music. AP credit accepted to meet prerequisite only.

##### **Required Courses**

- *Prerequisite: MUSC 105 completed with a grade of C- or above. This prerequisite may also be met by examination or an AP score of 4 or 5.*
- 1. MUSC 205 Theory I: Common Practice and Popular Styles
- 2. MUSC 160 Music of World Cultures
- 3. At least one unit from the following MUSC 260s:
  - MUSC 261 Virtuosity through the Ages
  - MUSC 262 Musical Theater and Opera
  - MUSC 263 The Evolution of Symphonic Music
  - MUSC 264 History of American Music
  - MUSC 265 East-West Musical Encounters
- 4. At least three units from the following:
  - Any of the courses listed above taken beyond the minimum requirements
  - Ensembles (see “About Music Ensembles” for more information)
  - Applied Music Lessons (see “About Applied Music” for more information)
  - MUSC 120, 121, or 123 Instrumental Methods
  - MUSC 165 Jazz Explorations
  - MUSC 305 Theory II: Chromaticism and Modernism
  - MUSC/ANSO 315 Sound and Culture in the Middle East
  - MUSC 376 Conducting and Score Analysis
  - MUSC 377 Arranging
  - MUSC 378 Jazz Theory
  - MUSC 379 Global and Post-Tonal Musics
  - MUSC/SEM 490 Arts Entrepreneurship

### **Additional Expectations and Opportunities**

With permission from the department, limited transfer courses and coursework completed abroad may count toward the Minor. Music Minors are encouraged to participate in an ensemble and to study applied music in each quarter of residency. With few exceptions, each full unit of applied music credited toward the Minor must be achieved by study in the same instrument. Musical performances on campus should be attended by Music Minors, including concerts by invited guests, by Music Department Faculty, and by fellow music students.

In addition, Minors may consider incorporating three recommended programs available to all students at the College into their own musical K Plan:

1. The Career and Professional Development Internship Program.
2. Study Abroad: The University of Aberdeen in Scotland and Queen's University in Northern Ireland offer particularly robust opportunities for qualified students to continue actively making music while abroad. In addition, with sufficient advance consultation with music faculty and the CIP office, it may be possible to create opportunities to continue music at several other study abroad sites.
3. New York Arts Program: This domestic study away program offers an opportunity for qualified sophomore and junior student artists to live in New York City and work as interns with professional artists. The application process begins in late spring quarter for internships the following winter quarter. Information is available from campus faculty representative Andrew Koehler.

## **Music Courses**

### ***About 100-Level Courses***

*Courses at the 100 level in the Music Department are appropriate for students with no prior music study, but can also be relevant to students with musical experience. There are no expectations that students are able to read music or know basic music theory.*

### ***About 200-Level Courses***

*Courses at the 200 level within the Music Department generally anticipate that students are able to read music and know basic music theory, equivalent to MUSC 105, with some exceptions. Please see individual course descriptions for more details.*

### ***About 300-Level Courses***

*Courses at the 300 level within the Music Department generally anticipate that students are able to read music and use music theory, equivalent to MUSC 205, with some exceptions. Please see individual course descriptions for more details.*

### ***About 400-Level and Above Courses***

*See individual course descriptions.*

**MUSC 105 Introduction to Music** Study of the language, power, and communicative properties of music in the Western tradition. Students will acquire basic skills in music literacy, theory, and aural comprehension. In addition, selected works, both popular and classical and ranging in time from the Middle Ages to the present, will be listened to and discussed with an emphasis on their musical style and cultural-social context. Class activities will include guest performances, concert attendance (on and off campus), and behind-the-scenes looks at what goes into making music. Students considering a major in Music should enroll in MUSC 105 in the fall or winter quarter of their first year. No prior music reading or basic theory knowledge is expected. Advanced students may request to test out of MUSC-105; please consult the Department Chair.

**MUSC 120 Beginning Band Methods: Brass** Basic techniques of playing orchestra and band instruments; emphasis on understanding the principles and problems of playing brass. No music reading or basic theory knowledge is required.

**MUSC 121 Beginning Band Methods: Woodwinds** Basic techniques of playing orchestra and band instruments; emphasis on understanding the principles and problems of playing woodwinds. No music reading or basic theory knowledge is required.

**MUSC 123 Instrumental Music Methods: Strings** Basic techniques of playing the four orchestral stringed instruments. No music reading or basic theory knowledge is required.

**MUSC 160 Music of World Cultures** Study of music of various cultures within their social contexts. The course includes folk, traditional, classical, and popular music from selected traditions in Africa, India, Asia, Europe, and the Americas. It presents music as an evolving process and the performance of music as an expression of individual and cultural identity. Using readings, discussions, guest lectures and performances, CDs, and films, the course provides a framework for comparison of musical cultures from different parts of the world. No music reading or basic theory knowledge required.

**MUSC 165 Jazz Explorations** This course is intended to introduce students to the cultural context, instrumentation, theory, form, and analysis of jazz from its early West African roots to contemporary times. Emphasis will be placed on listening to various artists and styles. No music reading or basic theory knowledge is required.

**MUSC 205 Music Theory I: Common Practice and Popular Styles** Building upon the skills acquired in MUSC 105, students use two voice counterpoint as a gateway to fluency in writing complete four-part phrases in tonal harmony. They will discover how these principles of voice-leading and harmonic grammar form the foundation of historic and contemporary musical styles. Aural comprehension skills are acquired from the concurrent lab for the course. MUSC-105 or permission

**MUSC 207 Listening Across Cultures** What does it mean to be a knowledgeable music listener? An expert listener? A native listener? Hip hop has its "heads," French opera had *claqueurs*, and Syrian tarab has the *sammi'a* (expert listeners), but is the act of listening the same across cultures, or is there something to the local perception of music that goes beyond style and genre? Questioning the adage that "Music is the universal language," this course will examine how people assign meaning and power to music. Analyzing music from around the world, we will attune our ears to the ways in which people across cultural borders conceptualize music, sound and the act of listening. No music reading or basic theory knowledge is required. Sophomores Only

**MUSC 208 Music and Identity** Music serves multiple roles: a force for social transformation, a flag of resistance, a proclamation of cultural identity, a catalyst for expressing emotion, an avenue to experiencing the sacred. Students will look at identity through the lens of contemporary and traditional American music and will consider how race, ethnicity, age, gender, national identity, and other factors express themselves in and are shaped by music. The ability to read music or understand basic music theory is not required; a love of music and an interest in American culture are essential. This course is a Shared Passages Sophomore Seminar. Sophomores only

**MUSC 263 The Evolution of Symphonic Music** On account of its capacity to blend heterogeneous yet complementary sounds, and the sheer scale and complexity of its ambition, the symphony orchestra stands as one of the great achievements of musical thought, continuously fascinating and moving listeners. We will examine a broad range of music written for this ensemble over a period of nearly 300 years, as well as the cultural contexts that shaped them: from the eponymous Symphony to collaborative contexts such as opera, ballet, and film, touching on composers from Beethoven to William Grant Still to living legend John Williams. This course, like most at the 200 level within the Music Department,

anticipates that students are able to read music and know basic music theory, equivalent to MUSC 105.MUSC-105 or instructor permission

**MUSC 264 History of American Music**This course is a survey of the history and development of music in the United States, from precolonial musical practices through the present. The majority of the course will be devoted to trends in popular music in the U.S., though we will also devote time to sacred and concert music traditions, necessarily touching on the broader context of musical cultures in the Americas.

### **MUSC 2XX TBD**

**MUSC 305 Music Theory II: Chromaticism and Modernism**Building upon the skills acquired in MUSC 130, students will study techniques of modulation, as well as expressive and coloristic devices leading to late 19th century chromaticism, leading into 20th century practices. These elements will be part of further study of popular and art song form, theme and variations, rondo and sonata. Class meetings will include both lecture and workshops. Coordinated aural comprehension skills are acquired from the concurrent lab for this course.MUSC-205 or permission

**MUSC 315 Sound & Culture in the Middle East**An introduction to the popular culture and cultural politics of the modern Middle East, as heard through the medium of sound. Exploring the varied soundscapes and musical cultures of the region, we will examine how sound shapes, reinforces, critiques, and transforms social life, from the local to the international level. Listening to music as both an aesthetic object and a site for the contestation of ideas, we will learn about the ways in which music is used to articulate an array of competing visions: of the nation, colony and post-colony; religion, gender, and sexuality; globalization, hybridity, and modernity. Prior experience with music notation or theory is not necessarily required for this course, but students must have taken either MUSC-105 or ANSO-103 or received instructor permission.MUSC-105 or ANSO-103 or have received instructor permission.

**MUSC 376 Conducting**A study of the general rudiments of ensemble conducting through an emphasis on the orchestral literature. After an introduction to critical score-reading concepts (analysis skills, transposition, special terms, historical background), the remainder of the course is dedicated to practical application, with students receiving weekly podium time in front of a small laboratory ensemble. Offered spring quarter, even yearsMUSC-105 or permission

**MUSC 377 Music Arranging**This course will provide students with knowledge necessary to create new musical arrangements from existing instrumental and choral works.Must have taken MUSC-175

### **MUSC 3XX TBD**

**MUSC 490 Arts Entrepreneurship**Art Entrepreneurship will look at the business of the arts in the 21st Century. Explore themes of entrepreneurship through case studies of successful entrepreneurs and investigate the lessons learned from failed arts organizations. This course will be focused on tangible skills musicians and other artists will need to compete in the creative marketplace. Roles of nonprofit arts organizations and presenters will be investigated. Concepts studied will include but not be limited to: networking, digital media & marketing, non-profit leadership, organizational structure, non-linear career paths, project management, fundraising, budgeting, taxes & copyright, and audience engagement.

### **MUSC 4XX TBD**

**MUSC 593 Senior Integrated Project**Each program or department sets its own requirements for Senior Integrated Projects done in that department, including the range of acceptable projects, the required background of students doing projects, the format of the SIP, and the expected scope and depth of

projects. See the Kalamazoo Curriculum -> Senior Integrated Project section of the Academic Catalog for more details. Permission of department and SIP supervisor required.

## **MUSC 600 Teaching Assistantship**

### **About Music Ensembles**

All students at Kalamazoo College may participate in ensembles. Generally meeting twice a week for periods of an hour and a half, ensembles should not conflict with the regular course schedule. A student may earn up to 5 full units in music ensembles and applied music (See “About Applied Music”) combined toward graduation; as many as three of those may be applied to the Major or Minor, and at least one unit of ensemble credit is required for the Major.

### **Music Ensembles**

**MUSC E201 College Singers** The largest choral organization on campus emphasizing diverse repertoire and varied performance experiences, including a major performance each quarter. *Prerequisite: Vocal evaluation*

**MUSC E202 Bach Festival Chorus** Participation in the annual College Festival in conjunction with the Kalamazoo community. *Prerequisite: Audition*

**MUSC E204 Symphonic Band** Emphasizing a variety of music for brass, woodwinds, and percussion; ability to play a band instrument required. Previous band experience expected.

**MUSC E205 Jazz Band** Performance of standard and contemporary jazz arrangements for band and/or small combo; music reading required, but no previous improvisational or jazz band experience needed. *Prerequisite: Audition*

**MUSC E207 Kalamazoo Philharmonia** A full symphonic orchestra that rehearses once weekly and performs at least one full program each quarter. Philharmonia members include community members and professional leaders in addition to students. Registered students also are required to participate in additional sectional rehearsals. Proficient string, wind, brass, and percussion players are invited to audition; previous experience is preferred. *Prerequisite: Audition*

**MUSC E209 International Percussion Ensemble** Performance and study of International percussion traditions from around the world. Students may choose to participate in West African drumming or Japanese Taiko. One college concert is presented each quarter.

**MUSC E211 Improvisation Workshop** For the inquisitive musician who desires to learn the why and how of jazz improvisation, theory, and composition, juxtaposed with intimate jazz ensemble playing with emphasis on improvisation.

**MUSC E213 Bayati Middle Eastern Ensemble** The Bayati Ensemble is a joint student-community chamber orchestra that performs a range of musical styles from Arabic, Kurdish, Turkish, and related traditions. Some proficiency on an instrument/voice is assumed, but no audition is required.

**MUSC E215 Pit Orchestra** Offered during quarters in which the Theatre Department presents a musical.

### **About Applied Music**

Professional performers and teachers from the community join with the regular faculty of Kalamazoo College to teach individual lessons for a wide range of instruments and voice. These courses are open to

all students, regardless of level, and each accrues 1/5 unit per quarter of participation. A student may earn up to 5 full units in music ensembles (see “About Music Ensembles”) and applied music combined toward graduation; as many as three of those may be applied to the Major or Minor. With few exceptions, each full unit of applied music credit toward the Major or Minor must be achieved by study in the same instrument.

Though these courses meet by default for the equivalent of 30 minutes per week, students have the option of taking hour-long lessons as well; in this event, the amount of credit accrued is 2/5 unit per quarter. Students can only register for hour-long lessons through a Permission to Add form, signed by their instructor or the Department Chair, and submitted to the Registrar.

At the end of each quarter, every student taking applied music must play a hearing before a group of music faculty members. Attendance at two performance area classes and the applied music recital each quarter is also required of students enrolled in applied music.

Upon the recommendation of the instructor, very advanced students may present a department-sponsored recital.

An extra fee is charged for applied music instruction. Please see the section of the catalog entitled “Policies: Expenses, Refund Policies, Fees” for more information.

### **Applied Music courses**

**MUSC L217 Chamber Music** Instrumental and/or vocal ensembles arranged with the music faculty. Offered by request.

**MUSC L221 Group Music Production Fundamentals**

**MUSC L222 Music Production** *Prerequisite: MUSC-L221 or MUSC-L222 or Permission*

**MUSC L222H Music Production- Hour Lessons**

**MUSC L224 Composition**

**MUSC L224H Composition – Hour**

**MUSC L225 Jazz Arranging and Composition**

**MUSC L231 Piano**

**MUSC L231H Piano – Hour Lessons** *Prerequisite: Instructor permission required*

**MUSC L232 Jazz Piano**

**MUSC L233 Collaborative Piano**

**MUSC L233H Collaborative Piano- Hour**

**MUSC L234 Harp**

**MUSC L236 Organ**

**MUSC L241 Voice**

**MUSC L241H Voice – Hour Lessons** *Prerequisite: Instructor permission required*

**MUSC L242 Jazz Voice**  
**MUSC L242H Jazz Voice**  
**MUSC L251 Violin**  
**MUSC L251H Violin – Hour Lessons** *Prerequisite: Instructor Permission Required*  
**MUSC L252 Viola**  
**MUSC L254 Cello**  
**MUSC L255 String Bass**  
**MUSC L256 Jazz Bass**  
**MUSC L257 Group Guitar Fundamentals**  
**MUSC L258 Classical Guitar**  
**MUSC L258H Guitar – Hour Lessons**  
**MUSC L259 Jazz and Popular Guitar**  
**MUSC L259H Jazz Guitar – Hour Lessons**  
**MUSC L261 Flute**  
**MUSC L263 Oboe**  
**MUSC L265 Clarinet**  
**MUSC L266 Saxophone**  
**MUSC L268 Bassoon**  
**MUSC L271 French Horn**  
**MUSC L273 Trumpet**  
**MUSC L273H Trumpet- Hour Lessons**  
**MUSC L275 Trombone**  
**MUSC L276 Euphonium**  
**MUSC L277 Tuba**  
**MUSC L281 Percussion**  
**MUSC L282 Mallet Percussion**  
**MUSC L282H Mallet Percussion – Hour Lessons**  
**MUSC L301 Advanced Conducting** *Prerequisite: MUSC-260*

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## Neuroscience

Professors: Batsell, Érdi, Moore (co-directors)

Neuroscience, an academic discipline concerned with investigation of nervous system structure and function, has been a cornerstone of biology since the turn of the 20th century. Modern biological examination of the brain and behavior of organisms has incorporated other fields of inquiry, namely biochemistry, psychology, physics, mathematics, computational modeling, and philosophy, making neuroscience a truly interdisciplinary effort. A concentration in neuroscience is offered for advanced students who want to study at the confluence of these traditional disciplines.

### The Concentration in Neuroscience

#### Number of Units

Nine

#### Required Courses

Concentrators in neuroscience must pass the 9 units with a C- or better. Note that courses taken for fulfillment of major requirements may “double count” towards the concentration (for example, BIOL 246 can “double count” for the biology major AND the neuroscience concentration).

- BIOL 246 Cell and Molecular Biology with Lab\*
- BIOL 350 Neurobiology with Lab
- COMP/PSYC 265 Cognitive Science
- IDSY/PHYS 215 Introduction to Complex Systems
- PSYC 101 General Psychology
- PSYC 226 Physiological Psychology
- Any three from the following list:
  - BIOL 484 Topics in Biology: Neurodegenerative Disorders
  - COMP/PSYC 415 Computational Neuroscience
  - COMP 480 Special Topics: TBA
  - PHIL 107 Logic and Reasoning
  - PHIL 308 Metaphysics and Mind
  - PSYC 280 Cognition
  - PSYC 420 Learning
  - PSYC 422 Consciousness and Dreams

Up to two of the three additional course units may be fulfilled by transfer credit from the Budapest Semester in Cognitive Science.

*\* BIOL 246 may be taken with special instructor permission or by successful completion of course prerequisites.*

## **Philosophy**

Professors: Latiolais (Chair), Cherem

### **What is Philosophy?**

Philosophy is self-reflective inquiry into the fundamental questions that we confront when making sense of our lives. In a broad sense, philosophy studies core features of the human condition, such as morality, knowledge, nature, society, happiness, justice, beauty, selfhood, and friendship. Philosophers search for knowledge that preserves and transforms human self-understanding. Philosophy is a rational, systematic, and self-critical inquiry committed to grounding its own claim to knowledge. Contemporary philosophy examines the principles that guide our thought and action, our pursuit of knowledge, and our desire to live well. Because philosophy adopts a self-critical orientation towards itself, philosophers can disagree about what genuinely counts as ‘philosophy’ and what exactly makes it different from other disciplines. Such disagreements are vital to the type of radical questioning that characterizes philosophy.

Philosophy challenges students to (1) reflect upon taken for granted patterns of thought, action, speech, and perception; (2) identify how practices, institutions, and perceptions are shaped by prior philosophical traditions; (3) critically examine and assess the fundamental assumptions that inform social practices and institutions; and (4) do all of this through open and critical communication that is committed to mutual understanding and respect for differences. In philosophy students learn the basic skills of identifying and analyzing arguments. The department actively fosters an environment committed to the vigorous, respectful exchange of ideas in order to protect both commonalities and differences. Philosophy also cultivates ethical responsibility by balancing the articulation, justification, and application of normative principles with the deepening of moral imagination and sensibility.

### **Curriculum**

The department offers eight “History and Traditions” courses that represent important periods and traditions of Western philosophy:

- History and Traditions Courses
  - Ancient Philosophy
  - Early Modern Philosophy
  - 19<sup>th</sup>-Century Philosophy
  - Existentialism and Film
  - Analytic Philosophy and Science
  - Critical Social Theory: The Dialectic of Enlightenment
  - Postmodern Critical Theory: The Critique of Modernity.

These historical courses reconstruct the debates, issues, concerns, questions, and concepts that define a historical period. They also offer linkages among historical periods, allowing students to appreciate the

larger, “paradigmatic” shifts in philosophy. Students gain an awareness of how canonical philosophers characteristically address their own historical precedents and shape their views in response to predecessors. Students engage in close textual interpretation and careful evaluation of original texts. Instructors connect traditional schools of thought to contemporary movements and illustrations in order to underscore the historical effects of prior philosophies. Students learn to write detailed, textually supported essays that are both expository and persuasive. Students learn to write in a way that balances interpretive charity with critical acuity. The department seeks to cultivate a student’s ability to reconstruct the historical debates among canonical philosophers so that they can then critically evaluate how those debates link up with contemporary concerns. Many of the Department’s history courses have interdisciplinary units of instruction that connect historical debates to either contemporary research within the natural and social sciences or to interpretive approaches in the Humanities.

The department also offers courses in the classic subfields of philosophy: logic, ethics, metaphysics, and aesthetics. These courses explicate the fundamental conceptual tools we need to systematically address particular types of contemporary issues:

- How do we know? (*Theories of Knowledge*)
- What ought we to do? (*Ethics*)
- What is beauty? (*Philosophy of Art*)
- What is good reasoning? (*Logic and Reasoning*)
- What is being and what is it to be human? (*Metaphysics and Mind*)

In these courses students identify, reflect on, and use the key concepts, theories, and viewpoints that allow us to address ethical, epistemological, logical, metaphysical, and aesthetic issues. Subfield courses cultivate a student’s ability to systematically, self-consciously, and flexibly manage a repertoire of conceptual tools to discern, analyze, and deliberate about contemporary problems. By gaining a sensitivity for different ways of perceiving and thinking about a single issue, students develop an appreciation for the complexity of problem solving.

The department also offers specialized subfield courses under the following three categories:

- Applied Ethics (*Ecological Philosophy, Biomedical Ethics, Philosophy of Law*)
- Applied Epistemology (*Philosophy of Science and Philosophy of the Social Sciences*)
- Linguistics (*Philosophy of Language*)
- Political Theory (*Classical and Contemporary Social Contract Theory, Human Rights and International Law, Theorizing Citizenship and Immigration*)

In these courses, emphasis is placed upon problem solving in contemporary circumstances. The applied ethics courses introduce students to the systematic analysis of contemporary problems encountered in jurisprudence, political legitimation, healthcare practices, and environmental stewardship. Students learn to unravel the factual, conceptual, and normative threads interwoven in current crises. They also develop the ability to adopt different theoretical perspectives towards a single, multifaceted problem. The applied epistemology courses examine fundamental questions concerning the logic and practices of the natural and social sciences. The philosophical linguistics courses analyze language competencies (semantics and pragmatics) and literary discourse (narratology).

## Outcomes

The philosophy program is committed to five overarching outcomes for students in our classes and in our major:

1. Knowledge: Gain appropriate breadth and depth of knowledge of the major traditions, figures, issues, and theories.
2. Skills:
  - a. Write in a style appropriate to scholarly philosophy;
  - b. Think clearly, rigorously, and logically about conflicting philosophical points of view;
  - c. Engage in open, critical, cooperative discussion and interrogation;
  - d. Cultivate philosophical insights and employ philosophical techniques;
  - e. Comprehend, represent, and originally construct arguments;
  - f. Conduct independent philosophical research;
  - g. Present independent research in a professional setting.
3. Integration:
  - a. Connect philosophical learning to other abilities, career goals, daily life, and roles in the world;
  - b. Deepen a shared commitment to critical self-reflection.
4. Preparation:
  - a. Thrive in selected post-graduate studies;
  - b. Address vocational challenges by mobilizing critical thinking, writing, and verbal skills;
  - c. Confront personal challenges with an awareness of philosophical perspectives and traditions.
5. Attitude: Gain a “philosophical sense” of curiosity, a willingness to engage in “meta-level” thinking, a determination to understand complex issues, and a cooperative and constructive spirit of deliberation with others.

## Preparation

Philosophy is a sound choice for those seeking a broad liberal arts education and for those who value the skills and outlook of our discipline. The major program prepares students for graduate studies in disciplines such as philosophy, law, social policy, and political theory. Students preparing for graduate studies in philosophy are strongly advised to follow a more structured majors program with additional course recommendations.

## Transfer and Study Abroad Credit

The Philosophy Department’s transfer policies are as follows. All transfer courses in Philosophy must be approved by the Philosophy faculty. Faculty will review a course catalog description and syllabus for the

course (to be provided by the student). If the course is taken during a student's enrollment at Kalamazoo College (for instance, on study abroad or during the summer), then the approval must be obtained *before* the course is taken. The Department will only consider courses taught by instructors with a Ph.D. in Philosophy, or who are "ABD" (all but dissertation) in Philosophy.

### **Requirements for the Major in Philosophy**

#### **Number of Units**

Minimum of 8 total units are required, which may include the SIP.

#### **Required Individual Courses**

- PHIL 107 Logic and Reasoning
- PHIL 208 19<sup>th</sup>-Century Philosophy
- PHIL 490 Philosophy Seminar

#### **2 Required History and Traditions Courses from the following list:**

- PHIL 109 Existentialism
- PHIL 205 Ancient Philosophy
- PHIL 206 Early Modern Philosophy
- PHIL 218 Analytic Philosophy & Science
- PHIL 310 Critical Social Theory: The Dialectic of Enlightenment
- PHIL 311 Postmodern Critical Theory

**Majors Preparing for Graduate Studies in Philosophy are Strongly Recommended to pursue the following programs**

#### **Number of Units**

Minimum of 10 total units are recommended, which may include the SIP.

#### **Required Courses**

- PHIL 107 Logic and Reasoning
- PHIL 208 19<sup>th</sup> Century Philosophy
- PHIL 490 Philosophy Seminar

#### **4 History & Traditions Courses chosen in close consultation with the department:**

- PHIL 109 Existentialism
- PHIL 205 Ancient Philosophy
- PHIL 206 Early Modern Philosophy
- PHIL 218 Analytic Philosophy & Science

- PHIL 310 Critical Social Theory: The Dialectic of Enlightenment
- PHIL 311 Postmodern Critical Theory: The Critique of Modernity

### Requirements for the Minor in Philosophy

#### Number of Units

Six units are required.

#### Required Courses

- PHIL 208 19<sup>th</sup>-Century Philosophy
- Two History & Traditions courses (See list under Required Courses for the Major in Philosophy)
- Three electives chosen in consultation with the department. We also recommend either supervisory or advisory involvement with the SIP.

*A SIP in Philosophy does not count toward minor requirements.*

#### Philosophy Courses

**PHIL 105 Ethics** Ethics is a sub-field of philosophy with lofty goals. Among its objects of study, it investigates what is valuable, what people have practical reason to do, and what is right and wrong. This course is only an introduction to part of this rich subfield: normative ethics. At the end we may have time for a small taste of applied ethics. We start by engaging with standard attempts to question ethics (amoralism, relativism, egoism, etc). We then survey the main ethical frameworks: virtue ethics, utilitarianism and deontology. We will read a variety of classical texts in these traditions as well as some more contemporary authors. The course is designed to demonstrate why ethics matters, to expose students to a variety of ethical frameworks, and to equip them with the conceptual resources to think critically about each framework.

**PHIL 107 Logic and Reasoning** An introduction to methods for evaluating the validity and strength of reasoning. The course will investigate (1) the theory and practice of constructing and analyzing arguments as they occur in ordinary, informal contexts (reasoning), and (2) the concepts and techniques of elementary formal logic: the art of symbolizing English-language statements and arguments in terms of formalized languages, and then applying logical principles to them. Topics explored include informal fallacies, critical thinking, evaluating evidence, deciding between hypotheses, propositional logic, natural deduction, and predicate logic. Recommended for computer science, psychology, and pre-law students.

**PHIL 108 Ecological Philosophy** This course investigates the question of our understanding of, and ethical responsibility to, animals, plants, microorganisms, ecosystems, and "nature" as a whole. The first part of the course critically assesses whether traditional ethical theories adequately capture our ethical responsibilities to the environment. The second part surveys traditional conceptualizations of nature, reason, body, and space, which ecologists severely criticize as detrimental to developing an ecological ethic. Special emphasis will be placed upon developing a philosophical conception of life (bios) that is appropriate for both evolutionary biology and the development of a normative theory of environmental care. Contemporary positions such as anthropocentrism, deep ecology, radical ecology, ecofeminism, and social environmentalism will be studied. Recommended for environmental studies and biology students.

**PHIL 109 Existentialism** Existentialism examines the writings of thinkers such as Kierkegaard, Nietzsche, Heidegger, de Beauvoir, Sartre, and Merleau-Ponty. These philosophers critique traditional

teleological conceptions of human subjectivity as defined by a constitutive goal, end, or purpose: e.g., rationality, happiness, ethical life, contemplation, etc. Against this teleological view of human life rooted in our Greco-Hellenic tradition, existentialists emphasize another strand of Western civilization: namely, our "Judeo-Christian" inheritance. Accordingly, they emphasize the role of choice, decision, or "volition" in human life as playing a crucial role in self-actualization. For the existentialists, the drama of human life is less a matter of conforming to rational truths than creatively attuning oneself in the passionate exercise of volition. Accordingly, they view desire, emotion, choice, chance, and creativity in a decidedly more favorable light than traditional teleological philosophers. We will examine their associated critiques of modernity and its various practices, mentalities, and institutions - all of which arose in the wake of the various revolutions of the Enlightenment. Special emphasis will be placed upon how existentialist doctrines contributed to contemporary gender theories, in particular on issues of embodiment, identity, and desire.

**PHIL 195 Knowledge & Reality: An Introduction** How much do you really know? Do you know that you are not dreaming right now? Do you know that an intelligent evil spirit is not deceiving you right now? Do you know that your senses are not deceiving you right now? Do you know that a world separate from you even exists? How about God; do you know that God exists? Do you even know that you exist? And even if you do, can you make "free" choices? Can you freely decide to take this class, or it already predetermined? Readings will include classics from such philosophers as Plato, Aristotle, Rene Descartes, John Locke, David Hume, and Immanuel Kant, as well as more contemporary works from such philosophers as Bertrand Russell, W. V. O. Quine, Susan Wolf, John Searle, and Jennifer Lackey.

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

**PHIL 206 Early Modern Philosophy** Historical study of the "Early Modern" period in Western philosophy (17th and 18th century). The course will explore the profoundly influential development of rationalist and empiricist approaches to philosophical thinking; topics may include the connection between mind and body, skepticism and the possibility of knowledge, the existence of God, knowledge of the external world, the nature of minds and their ideas, and the proper method of philosophical method. Readings from Descartes, Leibniz, Berkeley, Locke, Hume, and others. Recommended for computer science and psychology students. Sophomore standing recommended.

**PHIL 208 19th-Century Philosophy** This course examines how 19th-century European philosophers inherit and develop Kant's radical claims that (1) human agents are radically free, (2) knowledge is constructed, and (3) hope in moral progress is rational. We will examine how Fichte, Schiller, Hegel, Marx, Kierkegaard, and Nietzsche work out how humans can genuinely be "free," "autonomous," or "self-determining" while remaining "natural" animals and socially-situated subjects. Films such as Memento, American Beauty, Waterland, Babette's Feast, The Hairdresser's Husband, and Sex, Lies, and Videotape are shown. This is a lecture and discussion course with three paper assignments. First-year students with strong writing skills welcome. Recommended for psychology, English, and political science students.

**PHIL 209 Philosophy of Science**A philosophical examination of scientific methods and reasoning. Topics may include the analysis of explanation, the nature of scientific truth, instrumentalist and realist interpretations of science, confirmation and falsification, observational and theoretical terms, inter-theoretic reduction, the relation among various sciences, scientific revolutions, and the possibility of scientific progress. Recommended for science majors. Sophomore standing required. Sophomores only.

**PHIL 210 Classical & Contemporary Social Contract Theory**The social contract tradition is a foundational pillar of modern political philosophy. Authors in this tradition hold that life without any government (the hypothetical "state of nature") would be so problematic that it motivates people to set up a kind of "contract" with one another that institutes a system of government. This account of the move from the state of nature to government supposedly explains why we have an obligation to obey existing governments. According to this tradition, government and laws of some kind are prerequisites to any minimally just society. This is how the tradition differs from philosophical anarchism. Although the social contract tradition is an overarching framework authors within it have very different views on topics such as just and unjust systems of government, consent to governance, the sources and limits of political obligation, property rights, and the supposed "right to revolt". We will study this tradition by reading excerpts from Hobbes, Locke, Rousseau, and Kant. We end the course by reading a few contemporary authors who critique the social contract tradition based on what it neglected to account for in terms of gender and race, and how this impacts the notion of consent to governance.

**PHIL 211 Philosophy of Law**Historical examination of the two opposing paradigms in the study of legal systems: namely, factual ("positivist") and normative ("natural law") models of law. Selected topics may include (1) the relation between law and morality, (2) the nature of legitimation and authority; (3) the nature of juridical interpretation and legal reasoning; (4) the role of the legal system within ethical traditions, market forces, and political institutions; and (5) the Critical Legal Studies challenge to liberal jurisprudence. Readings from Aquinas, Austin, Holmes, Hart, Fuller, Coleman, Murphy, Dworkin, Scalia, Unger, Raz, and others. Seminar format with an emphasis upon discussion and structured debate. Suggested for pre-law and political science students.

**PHIL 212 Philosophy of Social Science**Introduction to classical and contemporary issues in the logic of the social sciences. Topics include (1) the distinction between the natural and social sciences; (2) historicist and relativist challenges to the objectivity and value neutrality of social inquiry; (3) causal, interpretive, rational, and critical models of practically oriented social research; and (4) behaviorist, structuralist, individualist, reductionist, and holist methods of inquiry. Recent debates about ethnocentrism, gender biases, and epistemological constructivism will be reviewed. We will examine a cluster of important conceptual issues regarding life-narrative psychology as a special case study of social scientific research. Suggested for psychology, sociology/anthropology, and history students. Sophomores only

**PHIL 214 Philosophy of Art**This course introduces students to a variety of traditional and contemporary philosophical theories of art: namely, Platonic, Aristotelian, rationalist, empiricist, idealist, Marxist, phenomenological, hermeneutic, existentialist, feminist, psychoanalytic, semiotic, deconstructivist, and more contemporary "postmodernist" aesthetic theories. Such theoretical positions inform, but are also tested by, critical and interpretive articles about particular artworks: for example, painting, sculpture, film, architecture, and handcraft. We will focus our attention upon the visual arts -- as opposed to literary, musical, theatrical and the dance media. Students will gain an appreciation of the difficulties philosophers have encountered in framing a theory of "aesthetic perception" and, more importantly, of the remarkable variety of visual art forms.

**PHIL 215 Human Rights & International Law** People often invoke human rights and international law in the course of debate. However, these are highly contested concepts. This course introduces some theoretical clarity with respect to their conceptual grounding, history, and contemporary practice. Our primary focus will be on different philosophical theories of human rights, with secondary attention to international human rights law. We start with an orientation on human rights practice and try to move past some of the so-called "challenges" to human rights. This is followed by a look at the main contemporary approaches for conceptualizing human rights: the basic human-interest approach, the capabilities approach, and the newer "political" approach (among others). We will spend a few weeks on various debates within the human rights literature as well: Whether there is such a thing as "group rights", whether and how there is a distinction between civil and political human rights versus social and economic human rights, when human rights violations might trigger external intervention, etc.

**PHIL 218 Analytic Philosophy & Science** Historical introduction to analytic philosophers who studied the foundations of logic, mathematics, science, and linguistics as a critique of traditional philosophy. Recommended for students of the natural sciences, mathematics, cognitive science, and neuroscience interested in the analysis of scientific change and revolution. We examine (1) Frege and Russell's development of formal logic and the foundations of mathematics, (2) Wittgenstein, the Vienna Circle, and logical positivism, (3) ordinary language philosophy, (4) Quine's and Putnam's destruction of logical positivism and the "analytic" conception of language, and (5) formal developments such as Goedel's incompleteness theorem, Tarski's truth schema, Chomsky's generative grammar, modal logic, and direct-reference theories of meaning.

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

**PHIL 295 Business Ethics** This course introduces students to the two dominant frameworks for thinking about business ethics—the "stockholder" or "constraint-based" approach and the more ambitious "stakeholder" theory of so-called "conscious capitalism". The course then uses these frameworks to help students figure out for themselves what to think (and, as managers and employees, publicly or privately say and do) about ethical issues that crop up within business contexts. We cover issues like Corporate Social Responsibility, corporate Environmental responsibility, the nature of corporations, fiduciary relations, corporate culture, and so forth. We cap the course off with 1.5-2 weeks of case studies to give students an opportunity to navigate difficult ethical dilemmas in the business world.

**PHIL 305 Biomedical Ethics** This course focuses on a variety of ethical issues brought about by modern medical technology and practice. We start by surveying the normative frameworks used by contemporary medical ethicists, paying particular emphasis to the main principles of medical ethics and the special nature of the relationship between doctors and patients. We then apply the principles of medical ethics and our insights about the doctor-patient relationship to controversial contemporary issues such as abortion, physician assisted death/suicide, euthanasia, the limits of doctor-patient confidentiality, the determination of organ transplant recipients, the determination of patient competence, and surrogacy contracts (among other issues). The class will often use short narrative case studies and longer court cases in order to highlight the complex nature of these issues. The course aims to emphasize that these issues are controversial precisely because very good arguments can often be made on either side, and to give students the analytical and evaluative frameworks to make judgments on their own. Readings will include contemporary philosophical articles, court decisions, statements by medical and governmental organizations, and textbook material on ethical theories and tools. Suggested for health sciences students

and recommended for science students. No prerequisites, but junior- or senior-level reading and writing skills are recommended.

**PHIL 306 Philosophy of Language** Study of 20th-century philosophy of language. Introduction to traditional semantics (e.g. reference, truth, and meaning) will be followed by a detailed examination of speech-act theory or pragmatics. The course will focus on the complexity of speech acts and the various dimensions of understanding involved in successful communication. Using speech act theory, students are asked to analyze cinematographic artworks such as *Twelfth Night*, *Glengarry Glen Ross*, *American Buffalo*, *Oleanna*, etc. to examine how language and social power work together. Topics include theories of speaker meaning and reference, indexicals, direct and indirect speech acts, conversational implication, presupposition, anaphora, non-literal language use, translation, rule-following, and the relation between language and thought. Readings from Frege, Russell, Wittgenstein, Quine, Austin, Dummett, Putnam, Searle, Davidson, Habermas, and Recanati. Lecture and discussion format with three essay assignments. Recommended for foreign language, theatre arts, and English students.

**PHIL 308 Metaphysics and Mind** Examination of topics in metaphysics, the philosophy of mind, and their intersection. Metaphysics is concerned with the structure of reality; philosophy of mind is the branch of metaphysics concerned with the nature of minds. The topics studied could include the "mind/body problem," consciousness, personal identity, and free will versus determinism. Is the mind a nonphysical soul-like entity, or is the mind the brain, or is it the software that runs on the brain's hardware, or is it something else? Can the qualitative part of our experience -- the part involving what it feels like to be in various states -- be captured in purely physical terms, or is it inescapably nonphysical? What makes you the same person over time? Does modern scientific knowledge entail that none of our actions are really free? What is it for an action to be free, anyway? The readings for this course will consist mostly of primary scholarly articles by contemporary philosophers. Suggested for psychology students. Some background in philosophy recommended.

**PHIL 310 Critical Social Theory: the Dialectic of Enlightenment** Introduction to the Frankfurt School of Social Criticism and its legacy as "Critical Social Theory." We begin by examining the "first generation" of the Frankfurt School, from its founding in the 1920s and '30s by Horkheimer, Adorno, Benjamin, Fromm, and Marcuse to Habermas's early writings in the '60s & '70s. We then examine the "second-generation" of critical theory as embodied in Jürgen Habermas's "Theory of Communicative Action" and his distinctive ideal of "undistorted communication" as the measure of social rationality. Finally, we explore Axel Honneth's alternative, "third generation" of critical theory, which involves a Neo-Hegelian model of social development and an ideal of both "undamaged identities" and the "struggle for mutual recognition" as the critical measures of social pathologies. Throughout the course we will refer to examples of green, feminist, queer, race-based, & post-colonial social movements to assess the relative strengths of these competing diagnostic models of social crisis. Suggested for political science, anthropology/sociology, economics, and environmental studies students. Recommended for students with some background in philosophy, in particular students who have taken 19th-Century Philosophy. We recommend 19th-Century Philosophy as a prerequisite.

**PHIL 311 Postmodern Critical Theory: The Critique of Modernity** Introduction to contemporary French philosophy, with special emphasis on the themes of language, desire, embodiment, and sexual difference. We examine the early debate between Merleau-Ponty and Lacan on the acquisition of language, formation of desire, and development of body images. We then turn to two key post-structuralists: Michel Foucault and Jacques Derrida. We focus upon Foucault's transition from his "archaeology of knowledge" to his mature "genealogy of desire," contrasting his account of embodiment and social power to Pierre Bourdieu's. After reviewing Derrida's deconstructionist analysis of language,

we turn to one of the following figures: Kristeva, Deleuze, Irigaray, Butler, or Zizek. Films are shown throughout the course on Wednesday evenings. Media Studies concentrators are encouraged to write final essays linking philosophy and cinematography. Suggested for media studies, psychology, English, French, and political science students. Some background in philosophy recommended.

**PHIL 395 Philosophy Junior Seminar** Two-term collaborative Workshop for Juniors to develop their independent research and thesis composition and presentation skills. Must be a junior Philosophy major or minor, or with instructor permission.

**PHIL 490 Philosophy Seminar** Intensive study of contemporary research on a major philosophical issue. The seminar is devoted to the critical reading of significant contemporary publications and a subsequent examination of the philosophical debates they have spawned. Advanced seminar-style discussion-centered course, with participants writing and presenting scholarly papers for the group. The seminar may meet over the course of either one or two quarters. Senior Philosophy Majors only

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

**PHIL 600 Teaching Assistantship**

## Physical Education

Instructors: Bailey, Bennett, Burt, Chung, Duimstra, Fink, Giard, Goyings, Hall, Horner, Krajacic, Langeland, Miller, Morrison, Murphy, Ott, Port, Prius, Redko, Rice, Riley, Smith, Shabazz, MK Thompson-Miller, White, Wilson, Yancho, Zorbo

Through its physical education activity requirement and offerings that carry academic credit, the College honors the “sound mind in a sound body” philosophy that is a landmark of a liberal arts education. Several opportunities for healthful activities are housed in the department of physical education which includes intramurals administration and the department of athletics in addition to the cadre of activity classes.

### The Physical Education Graduation Requirement

All students shall earn one unit of physical education (PE) activity, which may be met by electing and satisfactorily completing five activities, each equal to 0.2 units, selected from physical education activity classes, intercollegiate athletics, study abroad, and LandSea, subject to the following conditions:

1. A modified or otherwise specifically planned program will be developed by an advisor in the department for any student having a complete or partial restriction as indicated on that individual's health record.
2. Students are urged to complete the requirement over the period of five quarters.
3. Students may take as many PE activity classes as they desire, but only one unit, or five 0.2-unit activities, will be counted toward the graduation requirement.

4. All activity courses may be repeated as often as desired, with the exception of Outdoor Leadership.
5. Varsity athletes earn .25 units per sport per academic year, and split seasons such as golf will award one activity credit for the academic year, whether the athlete participates in fall or spring or both. Therefore, should a student play 4 seasons of a varsity sport, they will earn the full PE unit. (Effective academic year 2016-2017)
6. One activity credit for physical education may be granted for each six months of military service or each quarter of ROTC training.
7. In some instances students may receive PE activity credit for activity classes on study abroad, especially those indigenous to a particular culture. These credits must be certified through the Center for International Programs.

Activity courses include various opportunities. Some courses require that students furnish their own equipment or transportation; some require a modest fee; but one can achieve the full unit with on-campus, non-fee courses. For on-campus fee courses, the fee is charged directly to the student account; for off-campus fee courses, the student pays the instructor as indicated on the course schedule.

Course categories include Fitness, Dance, Sport Skill, Life Skill/Health, Outdoor, Independent Study, Varsity Sports, and Full Unit.

Fitness: Barre, Developmental Swimming, Individual Fitness, K-Cycle, Weight Training, Interval Training, Yoga, and AM Power Workout

Dance: Wellspring Dance Classes

Sport Skill: Badminton, Basketball, Equestrian, Learn to Swim, Pickleball, Racquetball, Scuba, Soccer, Tae Kwon Do (Hapkido), Tai Chi, Tennis (Beginning and Advanced), Ultimate Frisbee Club, and Volleyball

Life Skill/Health: CPR and First Aid, Gardening, Step Up, Tower Bell Ringing, Composting, Holistic Nutrition, and Cooking Basics

Outdoor: Arboretum Stewardship, Backpacking, Land/Sea and Land/Sea Leadership, Outdoor Leadership (.4 units), River Canoeing, Rock Climbing, Wilderness First Aid and CPR, Snowshoeing, and Mountain Biking

Varsity Sports: Athletes who complete 4 varsity seasons will earn the full PE unit. (.25 units per season)

Full Unit: Athletic Training Practicum and Independent Study

Independent study activity credit is possible for any activity that is not offered on the course schedule, and for which the student has a certified instructor. All independent studies will need a faculty supervisor and approval by the Chair.

### **Academic Physical Education classes**

Academic, full-unit classes are offered through the PE department, although there is no major possibility. The Athletic Training Practicum serves students interested in athletic training, physical therapy, or orthopedic medicine. Independent study full- unit courses are approved by, and done under the supervision of a department faculty member. A syllabus is required, and must be approved by the

department chair. These classes are recommended for students interested in coaching, athletics, fitness, or leadership.

### **Physical Education Courses**

**PED 002 Badminton**To learn the basics of Badminton and create an active and fun environment.

**PED 003 Basketball**Instruction for all levels of skill in the fundamentals of basketball. Emphasis on the development and improvement of total fitness, skill and general knowledge about basketball for leisure time use.

**PED 008 Equestrian Club Intro to Riding**Students must contact the instructor for more information, provide own transportation, and pay lesson fees directly to Cedar Lodge. <http://www.cedarlodge.com/> For students that have little or no experience with horses. Classes will focus on teaching basic ground and riding skills. This class will teach students how to be confident when handling horses both on the ground and while mounted.

### **PED 012 Golf**

**PED 020 Beginning Racquetball**This class provides instruction for all levels of skill in the fundamentals of racquetball. Emphasis on the basic rules, skill development, and total fitness.

**PED 021 Squash**Provides students with appropriate level of knowledge and skills in squash.

**PED 022 Recreational Soccer**Instruction and review of basic technical soccer skills. Playing experience in an organized environment is preferred but not required.

**PED 023 Pickleball**This class provides instruction for all levels of skill in the fundamentals of pickleball. Emphasis on the basic rules, skill development, and total fitness.

**PED 024 Indoor Rock Climbing**This class is mostly self-directed and is held off-campus at Climb Kalamazoo. Students learn basic climbing and belaying techniques for climbing, and must participate in the safety training prior to climbing.

**PED 027 Scuba**This class covers equipment setup and equipment breakdown, gear usage on both normal and emergency situations, and equipment-familiarization drills. Open-water training is conducted in local lakes or outside this area with special arrangements. Students who complete all requirements receive a lifetime SCUBA certification from the National Association of Underwater Instructors.

**PED 030 Tae Kwon Do/ Hapkido**This class will give you martial arts training which uses Tae Kwon Do and Hap Ki Do in combination to create the Moo Sool Do system. The class will familiarize students with the movements, forms, and philosophies that are used in martial arts. Students will learn the art of using the hands and feet for quality self defense

**PED 031 Tai Chi**This class explores the mind/body connections and fitness aspects of traditional Chinese internal style martial arts. Each Class includes internal energy (chi) cultivation exercises, stretching and strengthening exercises, work on learning from an internal style Kung Fu form and work on learning a Tai Chi form

**PED 033 Beginning Tennis**Learn many of the basic fundamentals and skills of tennis, as well as learning how to play the game in an enjoyable and active environment.

**PED 035 Advanced Tennis** Enhance established technical knowledge and learn the necessary competitive skills for singles and doubles in an enjoyable and active environment.

**PED 036 Ultimate Frisbee Club Sport** Student must be a member of the club to elect to take this class.

**PED 037 Volleyball** Learn basic volleyball skills and how to train for, and compete on a team.

**PED 056 Wellspring Dance Classes** Join Wellspring/Cori Terry & Dancers, the only professional dance company in Kalamazoo, for our Adult dance courses and earn PE credit. Our classes are taught by professional company members span a variety of types. For the 10-week quarter, you will be able to choose your weekly class to fit your schedule and interests. Modern and ballet classes are offered weekly as well as Mix It Up Monday which changes week to week. This class is off campus.

**PED 085 Interval Training** This class is designed to lead participants through a series of cardio and strength training exercises with relatively brief rest intervals in between. Open to all fitness levels and there will be emphasis on exercise safety, technique, progression and modification. The class will use a variety of equipment available on the fitness floor.

**PED 091 Learn to Swim** This class is designed to help those who cannot swim, learn the basics of the sport. This includes comfort level in the water, floating and basic swim strokes.

**PED 092 Developmental Swimming** This course is designed to improve your comfort level in the water, your overall fitness and aerobic capacity, and is swimming on your own for fitness, logged and turned in on a regular basis.

**PED 096 K-Cycle (Indoor Cycling)** This course improves fitness, strength, and discipline through extended stationary cycling workouts.

**PED 097 Individual Fitness** Develop an awareness of the importance and value of physical fitness in everyday life. The student is responsible for one meeting per week, and the practice and recording of one's own personal fitness plan.

**PED 097 Individual Fitness: Distance Running** Develop an awareness of the importance and value of physical fitness in everyday life with an emphasis on distance running.

**PED 099 Lifeguard Certification** This course is an American Red Cross certified class that will provide Lifeguard Certification for those who complete the coursework and test. The certification fee is \$45.

**PED 100 Kalamazoo Barre** Kalamazoo Barre is an on-campus, fun yet challenging, 50-minute workout, inspired by ballet and Pilates. Certified instructors lead the classes which involve small, isometric movements that promote fat burning and interval training.

**PED 108 Equestrian Club Intermediate Riding** Students must contact the instructor for more information, provide own transportation, and pay lesson fees directly to Cedar Lodge. <http://www.cedarlodge.com/> For students with some riding experience, students that have already successfully finished the Intro to Riding class at Cedar Lodge, or students that have taken some lessons at another stable. To enter this class, students must already know how to groom, tack and ride with control at a walk and trot. Class will focus on developing existing skills to a higher level and learning new, more advanced technique. This class may be taken more than once.

**PED 111 AM Power Workout** Start your day on a healthy foot in AM Power Workout! Classes will combine elements from many group fitness styles including yoga, Pilates, aerobics, circuit training,

dance, and more. This efficient workout will build strength and flexibility while also burning calories. You will be charged up and ready to face another day!

**PED 116 Weight Training** Are you looking to increase your strength and incorporate weight training into your fitness routine? This class is geared towards beginner strength & conditioning experience and knowledgebase. This class will develop your knowledge and selection of strength training exercises, technique, safety and workout design.

**PED 118 Beginning Yoga** The course provides a foundation in the practice of yoga as a holistic approach to health, vigor, and happiness.

**PED 126 Gardening** Feel the benefits of gardening to your overall health (mental, physical); understand the fitness/wellness benefits of gardening and gain the basic knowledge and skills needed to grow vegetables that are 100% organic and non-GMO.

**PED 127 Native Plant Gardening** Native Plant Gardening will provide a working and learning environment caring for a hillside native plant area right on campus. This involves digging, planting, growing, weeding, and labeling in the garden along with some discussion about pollinators and Michigan native plants.

**PED 128 Composting: Worms, Waste, & Well-Being** Composting: Worms, Waste, & Well-being: Students will explore all aspects of the life-death cycle, and practice several food waste composting techniques such as vermicompost, trench compost, and hot compost, as well as learn about the key actors in the composting processes.

**PED 130 Cooking Basics** Students in Cooking Basics will have the opportunity to learn and practice basic cooking techniques, such as knife skills, pan skills, baking, and basic food preparation. Cooking will be conducted outside of the scheduled class period and students must have access to a kitchen and equipment. Students must provide their own ingredients for class.

**PED 132 Holistic Nutrition** The objective of this course is for students to learn the impact of different types of foods, beverages and supplements on their bodies, from energy levels to muscle mass to brain function, inflammatory levels, digestion and more. Students will learn how to apply foundational nutrition principles to best fuel their bodies. They get to be their own n=1 "experiment" and will come away with important insight regarding how best to nourish their unique bodies to achieve their desired level of health and wellbeing.

**PED 134 Walking: Mind, Body, Community**

**PED 140 Coaching Methodology** This is a course designed to provide participants with a basic understanding and comprehension of different coaching tasks in order to allow them to successfully lead a youth sports team.

**PED 144 Design Your Path** This course provides an opportunity for you to reflect on your K-Plan to date, synthesizing learning across curricular and co-curricular experiences, to design multiple paths to move through college and beyond. Wherever you are in your K journey, whether a first-year student or a senior, this course will give you tools and resources to consider and plan for your next steps.

**PED 145 FirstGen2Success: Building Career Wellness**

**PED 155 Tower Bell Ringing** Stetson Chapel houses one of only 53 English change ringing towers in North America and the only one in the state of Michigan. Change ringing is a team sport, a musical

performance, an ancient art, and a challenging pattern-based exercise that involves a group of people ringing a set of tuned bells rhythmically through a series of changing sequences that are determined by mathematical principles. Despite the fact that the bells are heavy (up to a half-ton in Stetson's tower), change ringing is more mental than physical, but you don't have to be an athlete, a mathematician, or a musician to learn. Instruction is one-on-one in conjunction with attendance at weekly practices of the Kalamazoo College Guild of Change Ringers. Open to first-year students and sophomores or with the instructor's permission.

**PED 156 Tower Bell Ringing II** For students who have mastered the rudiments of rope-handling and wish to continue developing their skills in change-ringing. PED-155 or PED-156 or Permission

**PED 160 Arboretum Stewardship Practicum** The Arboretum Stewardship Practicum affords students the opportunity to participate in and learn about the management of trails and invasive species control at the college's Lillian Anderson Arboretum

**PED 163 Introduction to Hiking and Backpacking** This class will introduce students to local outdoor trails and teach introductory hiking and backpacking skills. The course runs between weeks 1-5. An overnight backpacking trip is required.

#### **PED 170 Michigan Land/Sea Expedition**

**PED 172 Introduction to Wilderness Medicine** This course will introduce students to first aid practices when help from emergency services is not readily available. Focus will be on the treatment of common injuries, improvisation of medical equipment, and decision-making regarding evacuations. The course will be conducted virtually. For students who reside in Kalamazoo and who are interested, there may be an opportunity to complete a hands-on exam to receive a 2-year Wilderness First Aid certification. Otherwise the course can be completed without certification.

**PED 175 Outdoor Leadership** The Outdoor Leadership course builds on an individual's outdoor skills to further develop proficiency in group dynamics, leadership, map and compass, trip planning, and outdoor living. The course will be conducted virtually.

**PED 176 Intro to Mountain Biking** The Intro to Mountain Biking course will introduce students to the principles of mountain biking while utilizing some of the locally available trails in the Kalamazoo-area. No prior mountain biking experience is necessary. A bike and helmet will be provided. Transportation to trails will either be by bike or provided by course instructors using college vehicles.

**PED 180 Intro to Canoeing** The fundamentals of canoeing course offers students the opportunity to learn or hone their flat-water canoeing skills. Paddling session will occur around Kalamazoo.

#### **PED 195 Men's Intercollegiate Sports**

#### **PED 196 Women's Intercollegiate Sports**

**PED 208 Equestrian Club Advanced Riding** Students must contact the instructor for more information, provide own transportation, and pay lesson fees directly to Cedar Lodge. <http://www.cedarlodge.com/> For students that are proficient in riding english at a walk/trot/canter while maintaining control in a group. Students should already know their leads and diagonals. This class will be working at a faster pace and students should be ready to work at a demanding level both on their skills and physically. New students will need to be approved.

**PED 232 Advanced Holistic Nutrition** Students should have completed Holistic Nutrition (PED132) before taking this course.

**PED 300 Athletic Training Practicum** A supervised clinical experience designed to provide exposure to the profession of athletic training and sports medicine. This course will begin to prepare students for careers in allied healthcare, specifically athletic training and physical therapy. Topics addressed will include, but are limited to: prevention, evaluation, treatment and rehabilitation of athletic injuries. Instructor Permission Required.

**PED 600 Teaching Assistantship**

## Physics

Professors: Askew, Cole (Chair), Érdi, Loechli, Tobochnik, Wilson

The physics curriculum at Kalamazoo College provides preparation for the potential physicist as well as a solid background for students in the other sciences. A student majoring in physics can pursue further study in physics, engineering, computer science, astronomy, medical physics, or environmental science. Other opportunities include teaching at the high school level and working in a business that involves modern technology, and other careers such as finance, patent law, and technical editing.

Students interested in majoring in one of the physical sciences should plan to take CHEM 110, MATH 112-113, and PHYS 150 during the first two quarters of the first year.

Students with an AP score of 4 or 5 on the Physics C-Mechanics exam will also be granted credit in PHYS 150 and should begin their sequence with PHYS 152. Students with the same score on the Physics C-E&M exam will also be granted credit in PHYS 152 and should begin their sequence with PHYS 220. Students may also receive credit for PHYS 152 by receiving a 5,6, or 7 on the IB Physics HL exam.

Students planning on a major in physics should achieve at least “B” level academic work in the department by the time they complete PHY 220.

Students interested in engineering should consider the combined curriculum in engineering. This typically follows the program of the physics major during the first three years. (See the 3/2 Engineering Program description.)

### Requirements for the Major in Physics

#### Number of Units

Eight courses in physics, numbered 150 and higher, with a minimum grade of C- are required for the major. A SIP in physics is not required for the major and, if completed, does not count toward the eight courses. A maximum of one AP, IB, dual enrollment, transfer, or study abroad credit may be counted toward the eight courses. Any number of required cognates may be met with AP, IB, dual enrollment credit, or local placement exam results. Departmental approval is required for all use of AP, IB, dual enrollment credit, and transfer credit toward major requirements. *Students transferring from another college or university may receive credit for multiple courses in physics, subject to Departmental approval.*

#### Required Courses

PHYS 150, 152, Introductory Physics I and II, with Lab  
PHYS 220 Intro to Relativity and Quantum Physics with Lab  
PHYS 370 Electronics and Electromagnetism with Lab

Four additional physics courses, 200 level or above, with at least three of these courses at the 300 level or above.

### **Required Cognates**

- MATH 112, 113, and 214 Calculus I, II, and III
- MATH 240 Linear Algebra and Vectors
- MATH 280 Differential Equations and Numerical Methods
- *All cognates in math must be at C- or above.*

Successful completion of the major requires taking a departmental comprehensive exam, normally offered in late January of the senior year. The Advanced Physics GRE exam may be used in place of the locally administered departmental exam.

A least one course in Computer Science, one course in Complex Systems, and MATH 310, Complex and Vector Variables, are recommended for all students in the major. Students planning on graduate study in Physics, Applied Physics, or Electrical Engineering should take both PHYS 380 and 410, and PHYS 420, Quantum Mechanics. Students interested in further study in environmental engineering or related programs should take CHEM 110 and 120, and consider additional coursework in chemistry and biology. Students interested in biological physics or neuroscience should explore the concentrations available in those subjects.

### **Requirements for the Minor in Physics**

#### **Number of Units**

Six units, exclusive of lab credit, in Physics are required, with a minimum grade of C-.

#### **Required Courses**

- PHYS 150, 152 Introductory Physics I, II with Lab
- PHYS 220 Intro to Relativity and Quantum Physics with Lab
- Three additional physics courses, two at the 200 level or above and at least one at the 300 level or above.

Students may not major in 3/2 engineering and minor in physics.

#### **Physics Courses**

**PHYS 102 Astronomy** Study of modern astronomy beyond the solar system: stars, galaxies, pulsars, quasars, black holes, and cosmology. Emphasis on fundamental physics and its application to understanding the structure and evolution of astronomical objects.

**PHYS 105 Sustainable Energy and the Environment** Application of scientific concepts and analyses to the study of the production, conversion, and consumption of energy, and an understanding of the

associated environmental and societal implications. Designed primarily for students not majoring in the physical sciences; especially appropriate for those in the environmental studies concentration.

**PHYS 150 Introductory Physics I with Lab** Conceptual and practical study of the basic conservation laws (momentum, energy, and angular momentum) and the Newtonian world view.

**PHYS 152 Introductory Physics II with Lab** Study of the fundamental and practical concepts associated with electric and magnetic fields and their unification. PHYS-150 and MATH-111 or MATH-112 All course prerequisites must be met with a minimum grade of C-.

**PHYS 205 Applications of Physics in the Biosciences** How can we observe nano-scale biological systems? How does the flexibility of a molecule contribute to its biological function? How can we make sense of vast amounts of complex and sometimes "messy" biological data? This course is an introduction to the advantages and limitations of using physical techniques and models to address biological questions. We will focus on molecular-scale systems and dynamics, with topics to include optics and microscopy, physical properties of biomolecules, and modeling dynamic molecules and systems. Current biophysical research and interdisciplinary communication skills will be emphasized through periodic discussion of articles from the primary literature. PHYS-150 or Instructor Permission. All course prerequisites must be met with a minimum grade of C-.

**PHYS 215 Introduction to Complex Systems** Study of how collective behavior emerges from the interaction between a system's parts and its environment. Model systems from the natural sciences and social sciences will be used as examples. Both historical and contemporary approaches will be discussed.

**PHYS 220 Introduction to Relativity and Quantum Physics with Lab** Study of light, special relativity, and quantum physics with applications. PHYS-152 and MATH-113. (MATH-214 & 240 recommended.) All course prerequisites must be met with a minimum grade of C-.

**PHYS 270 Nonlinear Dynamics and Chaos** Dynamical systems are mathematical objects used to model phenomena of natural and social phenomena whose state changes over time. Nonlinear dynamical systems are able to show complicated temporal, spatial, and spatiotemporal behavior. They include oscillatory and chaotic behaviors and spatial structures including fractals. Students will learn the basic mathematical concepts and methods used to describe dynamical systems. Applications will cover many scientific disciplines, including physics, chemistry, biology, economics, and other social sciences. Appropriate for Math or Physics Majors. MATH-113 All course prerequisites must be met with a minimum grade of C-.

**PHYS 340 Classical Dynamics with Lab** Study of classical dynamics emphasizing physical reasoning and problem solving. The Newtonian, Lagrangian, and Hamiltonian formulations are discussed, and applications are made to planetary motion, oscillations, stability, accelerating reference frames, and rigid body motion. PHYS-152 and MATH-280 All course prerequisites must be met with a minimum grade of C-.

**PHYS 360 Thermal Physics with Lab** Introduction to thermal physics with emphasis on a statistical approach to the treatment of thermodynamic properties of bulk material. PHYS-360 will not be offered in 2024 spring term. PHYS-220. (MATH-280 recommended.) All course prerequisites must be met with a minimum grade of C-.

**PHYS 370 Electronics and Electromagnetism with Lab** Basic concepts of analog and digital electronics are taught along with intermediate level electrostatics and electrodynamics. Mathematical topics include introductory vector calculus and field theory. The laboratory portion emphasizes circuit analysis,

measurement technique, and the skillful use of modern digital instrumentation. PHYS-220 and co-enrollment in or completion of MATH-280. All course prerequisites must be met with a minimum grade of C-.

**PHYS 380 Semiconductors and Magnetism with Lab** The relationship between electricity and magnetism is studied through the introduction of Maxwell's equations. Semiconductor material properties are studied, along with device instructions for diodes, transistors, and simple integrated circuits. The laboratory portion emphasizes circuit construction techniques, device characterization, amplifier design and feedback, and signal/noise analysis. PHYS-370 and MATH-280 All course prerequisites must be met with a minimum grade of C-.

**PHYS 410 Advanced Electricity and Magnetism with Lab** Study of electromagnetic field theory, electrostatics, potential theory, dielectric and magnetic media, Maxwell's field equations, and electromagnetic waves; vector calculus developed as needed. PHYS-370 and MATH-280 All course prerequisites must be met with a minimum grade of C-.

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

**PHYS 420 Quantum Mechanics with Lab** Study of the principles and mathematical techniques of quantum mechanics with applications to barrier problems, the harmonic oscillator, and the hydrogen atom. Must have taken MATH-280. All course prerequisites must be met with a minimum grade of C-.

**PHYS 480 Special Topics Techniques** Special Topics offerings focus on a physics topic not addressed in the department's regular offerings. Possible topics include general relativity and cosmology, solid state physics, particle physics, soft condensed matter physics, biological physics, advanced laboratory techniques, and fluid mechanics. Check the course schedule to see when Special Topics courses are being offered.

**PHYS 481 Special Topics: General Relativity & Cosmology** General relativity is a geometric theory of gravity which has significant implications upon cosmology from gravitational redshift and bending of light rays to black holes and the large scale structure of the universe. We will learn to use tensors to perform calculations and study the implications of the Einstein equation.

**PHYS 482 Special Topics: Dynamic Models in Social Sciences** The study of why mathematical and computational methods are important in understanding social phenomena, and how different social phenomena can be described by proper mathematical models. Specifically, applications of the theory of dynamical systems will be presented. Designed for math/science and social science students. Either MATH/PHYS 270 or this course, but not both, may be counted towards the major in mathematics.

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

**PHYS 600 Teaching Assistantship**

## **Political Science**

Professors: Berry (Chair), Dugas , Einspahr, Elman

Political Science is an essential component of a liberal arts education, providing students with the tools to understand the complex world of politics and, in the process, to become better citizens. As a field of academic study, Political Science is both a classical discipline and a more recently developed social science. The study of politics utilizes philosophical, historical, comparative and empirical analysis to examine governments, transnational institutions, political movements, politics, and policies. Knowledge of these areas enables students to participate more effectively in the political process on behalf of their own values. Students also learn skills to scrutinize both their own value systems and those of others.

The Political Science Department seeks to provide broad yet rigorous training in the fields of U.S. politics, comparative politics, international politics, and political theory. This training provides a thorough grounding for study in graduate and professional schools (including law school), as well as preparation for public service, nongovernmental employment, civic engagement, and political activism at the local, state, national, and international levels.

### **Requirements for the Major in Political Science**

#### **Number of Units**

Nine units are required, not including the SIP.

#### **Required Courses**

- POLS 105 Introduction to U.S. Politics: Theory and Practice
- POLS 106 Introduction to Comparative Politics
- POLS 107 Introduction to International Politics
- POLS 490 Contemporary Behavior, Theory, and Methodology
- ONE of the following:
  - POLS 257 Justice and Political Community: Classical Political Thought
  - POLS 260 Liberty, Equality, and Authority: Modern Political Thought
  - POLS 263 American Political Thought

The political science department requires all majors to pass a written comprehensive examination covering the fields of U.S. politics, comparative politics, international politics, and political theory. In addition, the department strongly encourages students to complete their introductory courses prior to leaving for study abroad.

### **Requirements for the Minor in Political Science**

#### **Number of Units**

Six units are required.

#### **Required Courses**

- POLS 105 Introduction to American Government

- Five additional political science courses

### Off-Campus Credits

One Political Science course from off-campus (study abroad or transfer credit) may count for credit toward the Political Science major or minor. Students must formally petition the department for approval of the course and provide the necessary materials (e.g. syllabus, notes, papers, etc.) for review. In general, the Political Science Department will accept for credit only a course that is not offered at Kalamazoo College.

### 4+1 Graduate Program with Western Michigan University

**4+1 graduate program** with the Department of Political Science at Western Michigan. As stated in this Cooperative Agreement between Western Michigan University (WMU) and Kalamazoo College (KC), Kalamazoo College students may be able to transfer a maximum of 6 undergraduate credits (non-entry level) between KC and WMU for application toward a WMU master's degree. Additionally, KC students may also be able to obtain from WMU a maximum of 3 graduate credits by examination based on advanced level course work at KC (Senior Integrated Project). Combined, students may acquire a maximum of 9 credits that can be applied toward a master's degree from WMU.

### Course Transfer

Up to six credit hours may be transferred to Western Michigan University from Kalamazoo College with the **successful completion of any combination of the following courses** with a grade of B or better:

- **POLS 305** International Law and Organization
- **POLS 310** Women, States, and NGOs
- **POLS 320** Democracy and Democratic Theory
- **POLS 330** The Politics of the Holocaust
- **POLS 360** Domination, Liberation, and Justice: Contemporary Political Thought
- **POLS 375** International Political Economy
- **POLS/SEM N 410** From Social Movements to Non-Profits
- **POLS 490** Contemporary Behavior, Theory and Methodology

To receive up to 3 additional credit hours at WMU as graduate level equivalents, students from Kalamazoo College will be required to submit their **final writing projects for POLS 593 (SIP)**. WMU Department of Political Science Faculty will determine the basis for evaluation and the awarding of the credit.

### Political Science Courses

**POLS 105 Introduction to U.S. Politics: Theory and Practice** Contemporary conceptions of democracy in the United States are often based on the classic pluralist model of governance: individual citizens articulate interests, groups naturally form and lobby on behalf of those interests, a fair debate ensues, and the democratic system generates outcomes reflecting a general will. While this may serve as a model of how democracy ought to operate, it is not clear whether it is an accurate reflection of how our democracy actually operates. In this course, we will employ a multitude of approaches-theoretical, behavioral, and

institutional-to assist you in assessing the extent to which the functioning of American democracy fulfills its promise. Collectively, we will grapple with our conflicting visions of American Democracy, identify potential barriers we face, and debate the utility of potential reforms.

**POLS 106 Introduction to Comparative Politics** Introduction to the structure and functioning of different systems of governance within a comparative framework. What are the various paths to political development taken by various industrialized nations? To this end, students compare and contrast various political ideologies, cultures, and state institutions and their organizations.

**POLS 107 Introduction to International Politics** An introduction to the study of international relations that focuses on the core issue of international war and peace. The issue is used as a means to explore how political scientists analyze international relations. The course examines different approaches to analyzing international relations (the system, state, and individual levels of analysis), as well as the ongoing debates between the paradigms of realism, liberalism, radicalism, and feminism.

**POLS 205 The Politics of Revolution** The very casual use of the term "revolution" frequently betrays its importance. What, for example, does it mean to be a "revolutionary"? Moreover, what has "revolution" meant for men and women? This course seeks to clarify its meaning(s), consider its causes, and explore the consequences with attention to the French, Haitian and Russian revolutions. The revolutions of 1989 throughout Eastern Europe will also be considered.

**POLS 220 Voting, Campaigns, & Elections** Representative democracies rely upon elections to establish and maintain the link between the will of the people and the elites chosen to represent the public will. This course will examine three interrelated concepts of the American electoral process: voting, campaigns, and elections. First, we will examine the theories and methods employed to identify likely voters and the factors that impact their vote choice. Second, we will identify the distinct factors that determine a campaign's effectiveness including: the candidate, media coverage, political strategy, and broader contextual factors. Finally, we will assess the unique configuration of our electoral design, the extent to which these characteristics structure electoral outcomes, and whether modifications are required. POLS-105 or POLS-230

**POLS 225 Constitutional Law** The cornerstone of American democracy rests upon the U.S. Constitution. In addition to laying the blueprint for the institutional design of our government, the Bill of Rights, in theory, establishes the fundamental rights and liberties of all American citizens. In this course, students will familiarize themselves with the structure of the federal court system, the contrasting modes of legal reasoning employed by justices on the court, and the often competing legal, political, and societal factors that influence the Supreme Court's rulings. We will focus on three substantive areas of constitutional law: 1) equal protection under the 14th Amendment; 2) the right to privacy; and 3) freedom of speech. By tracing the evolution of the law in these three key areas, students will sharpen their legal-reasoning skills, and be better equipped to evaluate the extent to which the Court has fulfilled our Constitutional ideals.

**POLS 229 Race, Law, & US Politics** This course will explore the intersection of race, law and politics in the United States. In the first half of the quarter we will develop a theoretical framework to understand each of these three interrelated concepts. First, we will examine the American judicial system, contrasting theories of jurisprudence, and legal reasoning and writing. Second, we will explore the complex relationship between law and politics. Third, we will examine theories of race, racial formation, and critical race theory. In the second half of the quarter we will turn our attention to tracing the key legal precedents and statutes that have at various times in our history shaped, reinforced, and/or challenged conceptions of race. We will examine the ways in which each has expanded and/or contracted the rights of racial and ethnic minorities. We will end the quarter by evaluating the extent to which the Court

provides an effective venue for racial and ethnic minorities to pursue equal rights and access in America. POLS-225

**POLS 230 Congress & the Presidency** In American Democracy, legislative power at the national level is divided principally between two distinct institutions: Congress and the Presidency. By design our framers created a government comprised of separate institutions with overlapping powers and distinct constituencies. In this course, we will investigate both the origins and consequences of this institutional design. On the other hand, institutions are not static; the evolution of institutions is inevitable. We will examine the ways in which each institution has shifted over time, the political and contextual factors that served as a catalyst for these changes, as well as their consequences on both policy-making and representation. Finally, institutions are not empty vessels, but rather are comprised of a body of goal-oriented elites. We will examine how elite behavior and legislative processes may be best explained by the goal of winning elections. Furthermore, we will identify the mechanisms that power elites implement to pursue legislative objectives, the barriers they face, and the level of representation and policy-making that results. Throughout the course we will apply these theories to explain and predict the legislative process in Washington D.C.

**POLS 245 Politics of Latin America** This course provides an introduction to contemporary Latin American politics. The first part of the course examines the historical factors and socioeconomic conditions that have influenced the development of Latin American politics, including its frequently troubled relationship with the United States. The second part examines the principal political structures that have characterized Latin American politics in the form of authoritarian, revolutionary, and democratic regimes.

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

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

**POLS 260 Liberty, Equality, and Authority: Modern Political Thought** This course examines political theory in the "modern" period (roughly 1650-1900). Many of the works considered here are central to the "canon" of political theory, shaping not only the kinds of questions we have come to ask about "the political," but how we go about asking them. In particular, liberalism has been central to the political development of the west. In this class we will work toward a deep understanding of liberalism as well as radical democratic, conservative, and socialist challenges to this important paradigm. Theoretical topics covered include classical social contract theory; the emergence of the abstract "individual" endowed with natural rights; attempts to reconcile the value of equality with that of liberty; and "radical" responses to deep structural inequality. The work of Hobbes, Locke, Rousseau, Burke, Wollstonecraft, Marx, and others will be discussed and analyzed.

**POLS 263 American Political Thought**In this course we will approach American Political Thought (APT) as a set of narratives and counter-narratives about the meaning and value of American freedom in relation to social, economic, and political equality. Dominant narratives about the meaning of freedom have often functioned to exclude certain groups, while resistance to that exclusion has often taken the form of contestation over the meaning of freedom itself. We will examine the tensions within American narratives of freedom from the time of the first Puritan settlers to today.

**POLS 265 Feminist Political Theories**A core course in the Women, Gender, and Sexuality curriculum, Feminist Political Theories introduces students to a wide variety of feminist theoretical frameworks. We will examine what it means to do feminist theory; modern feminist theories, including liberal, radical, Marxist, socialist, and anarchist feminisms, as well as intersectionality theories; postmodern feminist thought, including queer and transgender theories and third-wave feminisms; and postcolonial feminist theories from early modernity to postmodernity.Sophomore Standing

**POLS 267 Environment and Political Theory**This course will serve as an introduction to the growing field of environmental political theory, or political ecology, including the writings of political theorists past and present on the relationship between politics, humans, and non-human nature and attempts by contemporary political theorists and environmental activists to articulate principles for organizing society in relation to the natural world. Students will confront their own assumptions about the proper relationship between humans and the natural world, which are embedded in core political concepts such as citizenship and democracy, and work to form reasoned judgments in relation to current environmental problems and controversies.

**POLS 270 The European Union: Institutions, Actors, Aliens and Outcomes**This course offers a broad introduction to the European Union and the politics of European integration. We move from a historical overview to a description and assessment of several basic political institutions and conclude with the impact that European integration has had (and continues to exercise) over matters ranging from agriculture and the environment to crime citizenship, migration, gay rights, and women's rights.

**POLS 285 United States Foreign Policy**The first part of this course provides an introduction to, and a historical overview of, U.S. foreign policy from the end of World War II to the present. Particular emphasis is given to security issues, the development of the Cold War, and the search for a guiding doctrine for contemporary U.S. foreign policy. The second part of the course examines the way in which U.S. foreign policy is made, looking specifically at the role of the Presidency, Congress, and the bureaucracy.

**POLS 310 Women, States, and NGOs**What role do states have, if any, in defining, maintaining, constructing, or remedying sex discrimination? This course provides a comparative, historical framework to consider the challenges and opportunities feminist movements have met and continue to face as they mobilized both within and beyond their countries to demand social justice.

**POLS 330 The Politics of the Holocaust**Study of two fundamental elements: (1) a brief historical overview of anti-Semitism and the social construction of identity whereby Jews are rendered "Other," and (2) a focus on how and by whom the Jews were annihilated. Students will comprehend the unique fate of the Jews under National Socialism, the incorporation of racial eugenics into law, and the capacities of modern states to service genocide.

**POLS 335 The Politics of Contemporary Antisemitism**This course examines antisemitism's recent resurgence. We'll consider debates over definitions, data, and denials. This includes varied appropriations and inversions of the Holocaust from the alt-right to the progressive left.

**POLS 345 From Social Movements to Non-Profits**We will compare and contrast the politics of "social movements" across different countries and in the context of "globalization". We open with an overview concerning the decline of traditional mass based political institutions (e.g., parties and unions) and consider the rise and consequences of alternative forms of political expression - including movements and NGOs (non-governmental organizations). Prerequisite: Seniors Standing

**POLS 375 International Political Economy**This course deals with issues arising in a world system that is increasingly united by a global economy, but that remains fragmented politically. It begins with an examination of the alternative paradigms of economic liberalism, economic nationalism, and radicalism. It then proceeds to examine in greater detail issues concerning international trade (including debates over globalization and free trade) and the international monetary system (including the roles of the IMF and World Bank, debt crises, and financial crises).POLS-107

**POLS 490 Contemporary Behavior, Theory, and Methodology**Analysis of major premises and theoretical frameworks underlying current political science research.Senior standing.

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

**POLS 600 Teaching Assistantship**

## Psychology

Professors: Batsell, Boatwright, Érdi, Fletcher (Chair), Gregg, Hostetter, Langeland, Liu, Perry, Tan, Webb

Psychology, broadly defined, is the study of animal and human behavior as well as human experience. The discipline involves the use of scientific methods in the discovery of facts and confirmation of theory as well as applications to problems. The major, therefore, includes a focus on the understanding and use of research skills and techniques. Psychology is a diverse field with important connections to biology, education, philosophy, and sociology. Increasingly, psychologists may be found in business, industry, education, government, and medicine, as well as in the more traditional areas of research and mental health.

Given its diversity and connections to other disciplines, psychology is a reasonable choice of major for students who seek a broad liberal arts undergraduate education. Psychology is also a practical major for those who seek careers immediately after graduation in fields where interacting with other people is primary—management, criminal justice, or human services, for example.

Psychology majors may choose to pursue advanced degrees in three general directions: one, as scientists, leading to careers in higher education or research settings; two, as practitioners, leading to roles as clinicians, school psychologists, industrial psychologists, and health psychologists; and three, as professionals in other fields such as law, medicine, and business administration.

### Advanced Placement

Students with an Advanced Placement (AP) score of 4 or 5 on the Psychology Exam will be granted credit in PSYC 101. This credit will satisfy the PSYC 101 prerequisite for upper-level psychology classes.

## **Requirements for the Major in Psychology**

### **Number of Units**

Nine psychology units are required (one unit of a Psychology SIP can count towards the major in psychology)

### **Required Courses**

- PSYC 101 General Psychology
- PSYC 301 Introduction to Research Methods (taken in Spring of sophomore year; requires PSYC 101 and either MATH 105, MATH 260, or two PSYC courses beyond PSYC 101)
- PSYC 390 Experimental Methods (taken in Spring of junior year; requires PSYC 101 and either MATH 105 or MATH 260)
- One course designated a diversity/inclusion course (chosen from PSYC 230, PSYC 235, PSYC 238, PSYC 270, PSYC 340, PSYC 465)
- Two courses at the 400 level (400 level courses can also count as the Diversity/Inclusion Course. Note that PSYC 490 does not count towards the Psychology major.)

### **Required Cognates**

MATH 105 (Quantitative Reasoning & Statistical Analysis) or MATH 260 (Applied Statistics). MATH 260 is strongly recommended for those considering graduate study. Other statistics courses may also satisfy the cognate with departmental permission. Successful completion of the statistics cognate is recommended before taking PSYC 301 (Introduction to Research Methods) in spring of the sophomore year and is required before taking PSYC 390 (Experimental Methods) in spring of the Junior year

## **Requirements for the Minor in Psychology**

### **Number of Units**

Six units are required. Students who plan to earn a minor in psychology must declare the minor by the fall quarter of their senior year.

### **Required Courses**

- PSYC 101 General Psychology
- Five additional psychology electives, not including PSYC 301 or 390.

Please check on prerequisites for each course.

### **Psychology Courses**

**PSYC 101 General Psychology** Survey of major theories, methods, and findings related to understanding mental processes, emotions, behavior, and experience; examination of such topics as the brain, learning,

memory, perception, personality, and psychotherapy. This course (or completion of AP Psychology) is a prerequisite for all courses in the department.

**PSYC 200 Research Practicum in Psychology** Practicums are intended to provide opportunities for Psychology majors to become involved in ongoing research projects with faculty, either with the same faculty member for a number of quarters or with different faculty in different quarters. A minimum of 50 hours of work is expected for each quarter. The practicum may be repeated up to 5 times, to earn one full unit toward graduation and the Psychology major or minor. Students who are interested in enrolling should approach an individual faculty member in the Psychology department to ask about opportunities.

**PSYC 210 Developmental Psychology** The study of development from birth through early adolescence, examining concepts, theories, and research findings related to topics such as motor, perceptual, linguistic, artistic, cognitive, and identity development. Must have taken PSYC-101.

**PSYC 211 Adolescent Development** Research and theory regarding development between puberty and emerging adulthood including physical, cognitive, social, emotional, and personality development. Contexts of adolescence within the family and within the peer group including sexuality, dating and romantic relationships. Perspectives regarding gender and moral development. Must have taken PSYC-101.

**PSYC 220 Health Psychology** This course is designed to provide students with a comprehensive foundation in health psychology including the theories, concepts, methods and application of health psychology. The course will examine the interrelationship between health, illness, cognition, behavior and emotion. Emphasis will be placed on (1) the sociocultural factors that positively and negatively impact both physical and mental health (2) the biopsychosocial model of health (3) the biological pathways of stress and moderation of the stress response (4) the mind-body connection (5) Critical analysis of contemporary research that considers the relationship between mental health and chronic illness and disease (6) the relationship between adverse childhood experiences and health (7) the role of oppression in health outcomes. PSYC-101

**PSYC 225 Sensation and Perception** This course will focus on the way sensory information from the world is transmitted to the brain and how the brain uses experience and context to create our perceptions of the world. PSYC-101

**PSYC 226 Physiological Psychology** An exploration of the neurochemical and neurological bases of behaviors/experiences such as pain, feeding, sex, learning, memory, and emotion. PSYC-101

**PSYC 230 Psychology of Prejudice** Introduction to social psychological perspectives on ethnocentrism, including ethnic, religious, national, and gender prejudice. Examines case studies, laboratory experiments, sample surveys, and ethnographic observations to account for the development of stereotypes and violence. PSYC-101

**PSYC 235 Psychology of the African American Experience** In this course, we will consider a range of theoretical and methodological approaches that scholars have developed to conceptualize the thoughts, styles, and behaviors of African Americans. We will begin by discussing the historical foundations and core tenets on which the field of African American psychology is based. We will then explore a range of topics that pertain to the psychological experiences of African Americans such as academic achievement, socialization, racial identity, religion/spirituality, gender, racism and discrimination and mental health. Our class discussions will integrate current topics and controversies that are at the forefront of the African American experience. PSYC-101

**PSYC 238 Culture and Psychology of Arab-Muslim Societies**This course provides an introduction to Arab-Muslim societies and cultures. It draws on readings from multiple disciplines to cover social structure and family organization in tribal, village, and urban communities, core value systems associated with the etiquettes of honor-and-modesty and with the beliefs and practices of Islam, and influences on psychological development through the life-span. It also will examine the processes of "modernization" and "underdevelopment," the conflict between Westernization and authentic "tradition," the "Islamic revival," and the crisis of identity experienced by youth.PSYC-101

**PSYC 240 Educational Psychology**Applies the principles of psychology to the practice of teaching. In the course, we will analyze the dynamics of student-teacher interactions with particular reference to the ways in which concepts, skills, values, and attitudes are communicated. Some of the topics that will be covered include basic principles of learning and instruction, child and adolescent development, information processing, measurement and evaluation as applied to classroom situations, and methods of accommodating students with different needs.PSYC-101

**PSYC 250 Social Psychology**Social psychology examines how people's lives are influenced by their social surroundings and especially their perceptions of their surroundings. Students will challenge their own and others' presumptions of human psychology with topics such as conformity, attitudes, prejudice, attraction, and social cognition. Students will apply social psychological research and concepts to current events and their own experiences.PSYC-101

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

**PSYC 270 Feminist Psychology of Women**This course places women at the center of inquiry, both as researchers and participants. Specific topics include: silencing of women in the classroom, pathologizing of women, sex bias in diagnosing, feminist developmental theories, acquaintance rape, feminist response to Freud, myth of beauty in adolescence, leadership, women's sexuality, psychological consequences of incest, rape, and other forms of violence against women.PSYC-101 and 1 additional PSYC course

**PSYC 275 Introduction to Psychopathology W/ Lab**This course provides a sociocultural understanding of common forms of human psychological distress. We will rely heavily on listening to the voices of people who have experienced psychological disruptions in their lives: we will rely on case studies, journal articles, books, weekly documentaries or films, small and large group class discussions, personal stories, and panels.PSYC-101

**PSYC 280 Cognition**Study of information processing and utilization. Topics include attention, perception, imagery, memory, knowledge structures, language comprehension and production, problem solving, and decision making.PSYC-101

**PSYC 301 Introduction to Research Methods in Psychology**This course is designed to provide you the skills necessary for designing, conducting, evaluating, and communicating psychological research. We will consider the theoretical and methodological basis for the generation of knowledge of human behavior, combining lectures, activity-based laboratory sessions, and independent research projects to

accomplish this goal. You will have hands-on opportunities to observe human behavior, create measurement tools, conduct correlational studies, and analyze data using SPSS/PASW (a statistical software package). Finally, you will learn to write up scientific reports using the style of the American Psychological Association. Open to Sophomore Psychology Majors or by Instructor permission. Must have taken PSYC-101 and either MATH-105, MATH-260, or 2 additional PSYC courses.

**PSYC 330 Interviewing and Narrative Analysis With Lab**This course examines methods for investigating the narrative structures people use to interpret their experiences and integrate their lives. It will consider how "narrative knowing" differs from scientific theory, figurative language from literal, and symbolic representation from conceptual. Readings will cover the theory and practice of interviewing, psychological research on figurative language and narrative schemata, and plot-line and structuralist techniques of narrative analysis. Student assignments will consist of conducting, analyzing, and writing about interviews. PSYC-101 and 1 other PSYC course.

**PSYC 340 Cultural Psychology**Theories of how culture shapes thought, feeling, and the development of personality. Critical survey of topics in cross-cultural psychology, including culture and personality, child rearing, psychopathology, cognition, modernization, and underdevelopment. PSYC-101 and 2 additional PSYC courses. Sophomore standing or above or Instructor Permission required.

**PSYC 390 Experimental Methods W/Lab**Laboratory course emphasizing problems of experimental design and data collection, application of statistical techniques, and reporting of experimental findings in different content areas of psychology (e.g., social psychology, developmental psychology, learning, cognition, and biopsychology). PSYC-101 and MATH-105 or MATH-260. Open to Junior Psychology Majors only.

**PSYC 410 Theories of Personality**Survey of contemporary theories of personality and related research. PSYC-101 and 1 additional PSYC courses. Junior and Senior PSYC Majors only

**PSYC 411 Psychology and Law**The purpose of this course is to provide students with a broad overview of the conceptual and empirical issues involved in attempting to apply psychological knowledge within the legal system. The ways in which psychology applies to the legal system encompasses a wide array of topics, and we will focus on several key areas where psychological research intersects with the law. Topics include the use of scientific evidence in a legal setting (e.g. amicus briefs, expert testimony), eyewitness evidence (children and adults), interrogations and confessions, and jury decision making. Take 2 PSYC courses. Open to Juniors and Seniors only.

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

**PSYC 420 Learning**Examination of the ways in which behavior changes as a result of experience in laboratory and natural settings. Surveys theories that account for these behavioral changes. PSYC-101 and 1 additional PSYC course.

**PSYC 422 Consciousness and Dreams**This course examines consciousness and dreams from a variety of different psychological perspectives, including cross-cultural, psychoanalytic, biological and cognitive approaches. Using a range of scholarly works in combination with each student's recorded dreams and

thought experiments. Students will develop their own understanding of their dreams and consciousness. PSYC-101 and PSYC-226. Open to Juniors or Seniors only.

**PSYC 424 Psychopharmacology** This course will provide an overview of psychotropic drugs, both legal and illegal. An overview of psychopharmacology, behavioral pharmacology, physiological effects on the brain, social influences, and controversial issues related to drug use and abuse will be explored. PSYC-101 and PSYC-226

**PSYC 450 Counseling Psychology: Theory and Practice** The focus of this course is the application of eight counseling psychology theories. PSYC-101. Senior PSYC majors only

**PSYC 460 Social Development** Upper-level course exploring social development. The first module focuses on topics such as development of social skills, play and play environments, aggression, peer acceptance and peer rejection, and school bullying. The second module focuses on relationships from emerging adulthood through old age. Open to Junior and Senior PSYC majors or minors only. PSYC-101 and PSYC-210

**PSYC 465 Advanced Psychology of Sexuality** In this course, we will consider the study of sexuality and sexual development from a psychological perspective. From this perspective, I will present ideas, theories, and concepts of gender and sexuality that are informed from the study of human behavior. The course aims to aid your critique of existing scholarship while creating your own framework for conceptualizing issues surrounding notions of sexuality. This course covers a wide variety of topics concerning the psychology of human sexuality. For example, we will consider sexual anatomy, communication about sexuality, queer identities, polyamory, and pornography. PSYC-101 and 2 additional PSYC courses.

**PSYC 470 Adult Development** This course introduces theory and research on adult development, including continuity and change in personality characteristics and identity in early adult (20s and 30s) and mid-life (40s and 50s) periods. It focuses on the life-span theories of Carl Jung, Erik Erikson and others, and critically examines Jon Arnett's theory of emerging adulthood and Dan McAdams' conception of generativity in light of social class, ethnicity, and cultural differences. PSYC-101 and 2 additional PSYC courses, or by permission of the instructor

**PSYC 480 Psychology of Language and Mind** Psycholinguistics is the study of the psychological processes that give rise to human language. This class will provide a primer to the field of psycholinguistics as well as explore the relationship between our capacity for language and other cognitive processes. What is language? Where does language come from? How do we learn a first and second language? Does the language we speak affect the way we think? PSYC-280. Junior and Senior standing only.

**PSYC 490 Senior Seminar in Psychology** This course applies Psychological concepts and skills towards preparing for life after K. The specific topic and focus of the course will vary from year-to-year based on instructor's preference, but themes may include "happiness", "relationships", or "leadership" course format involves discussion, project-based learning, and reflection. Note that this course does not count towards the Psychology major or minor, but does fulfill the college's senior seminar requirement. Psychology major and senior standing.

**PSYC 495 Ranking As a Social Game** Ranking of people, schools, products, countries and just about everything else is part of our daily life. We like to compare ourselves to others and see who is stronger, richer, better, cleverer. Our love for comparison led to our fad to make rankings. Ranking is about

becoming more organized and we like the idea of being more organized! We are in a paradoxical relationship with ranking: "ranking is good because it is informative and objective; ranking is bad because it is biased and subjective, and occasionally, even manipulated." The cognitive science and social psychology of ranking will be discussed. Take COMP-210 or PSYC-301

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

### **PSYC 600 Teaching Assistantship**

## **Public Policy and Urban Affairs**

For more information, contact the Associate Provost, Dr. Michele Intermont

Centered in the social science division, the concentration in public policy and urban affairs represents an interdisciplinary approach to the study of social problems and public policy in contemporary industrial societies. It encourages students to focus on and get involved in the significant policy-related problems confronting their generation, prepares students to think from the perspective of policy makers, and promotes public service. The concentration is open to all students, but naturally complements study in anthropology- sociology, economics, and political science.

Combining concern for both local and national policy, this concentration seeks to take advantage of the College's urban setting as well as opportunities for internships and study around the country. At the local level, in part through the Center for Civic Engagement and various service learning classes, we support study, research, and internships in metropolitan Kalamazoo. The College's Study Away programs, together with its career development and SIP, provide openings for work and research in national centers. (Limits apply to the number of participants in the Study Away programs.) Off-campus experiences will serve both to develop practical experience and to promote insights based on comparisons between different approaches to social problems.

### **The Concentration in Public Policy and Urban Affairs**

#### **Number of Units**

Six units are required.

#### **Required Courses**

Four core courses, one from each of the following areas:

- Economics:
  - BUSN/ECON 275
  - ECON 235, 265, or 280
- Political Science:
  - POLS 105, 225, 229, 230, or 310

- Anthropology-Sociology:
  - ANSO/SEMN 262
  - ANSO 270
  - ANSO 435
- Philosophy
  - PHIL 105, 108, 210, or 211

## **Electives**

Students must complete two additional courses – one must be outside their major.

Students may use a second course from the above list of core courses or any of the following:

- ANSO 220 The Family
- ANSO 236 Race and Racism
- ANSO 310 Research for Social Change
- ANSO 322 Prisoners and Detainees
- ANSO 435 Informal Cities
- ARTX 211 Architecture Urbanism Identity
- CGHL 210 Contemporary Issues in Public Health: An Introduction
- POLS 220 Voting, Campaigns, & Elections
- RELG 222 Urban Religion

## **Experiential Requirement**

Students must also engage in either a sustained volunteer experience, off-campus internship, or research project providing first-hand experience with a contemporary social problem.

## **Religion**

Professors: Haus, Maldonado-Estrada, Petrey (Chair), Pillai

Religion is a powerful and dynamic force, influencing and shaping the world in which we live in diverse and complex ways. In the Department of Religion at Kalamazoo College, students learn about what it means to define religion as a field of inquiry. We offer traditions-based courses in Christianity, Hinduism, Islam, Judaism, and religious traditions in the Americas, Ancient Near East, Europe, and South Asia. We also offer courses on particular questions, theories, and methods, including sexuality studies, gender studies, material culture, transnationalism, literature, media studies, and ethnography. In all of our courses and in our own areas of research, we are committed to investigations of religion and religious experiences from a variety of angles, including questions of theology, history, linguistics, sociology, anthropology, texts, and philosophy. We examine religion in a comparative context, recognizing that religion reflects and is braided throughout economic, cultural, and political dimensions of human

experience. The study of religion is challenging and invigorating because of the intersections and exchanges that unfold across different practices and traditions.

### **Requirements for the Major in Religion**

#### **Number of Units**

Eight units are required, not including the SIP. The major does not require a comprehensive exam nor a SIP in Religion.

#### **Required Courses**

Majors must complete at least four elective courses at the 200-level or above, in addition to both of the following courses:

- RELG 390 Junior Seminar in Religion
- RELG 490 Senior Seminar in Religion

We expect students to explore the diversity of religious traditions in close consultation with an advisor in the department.

In order to earn honors at graduation in a major in Religion, students must meet two criteria: 1. Have one of the top two GPA averages in all of their coursework in the Religion Department. 2. Excel in the Senior Seminar

### **Requirements for the Minor in Religion**

#### **Number of Units**

Six units are required.

#### **Required Courses**

We expect minors to determine their array of courses in consultation with a member of the department. Minors must take at least three elective courses at the 200-level or above, and at least one of the two following courses:

- RELG 390 Junior Seminar in Religion
- RELG 490 Senior Seminar in Religion

#### **Religion Courses**

**RELG 107 Introduction to Jewish Traditions**This course explores the development of Judaism from its ancient origins until the present. We will discuss the biblical foundations of Judaism and the impact that different historical contexts have produced on its rituals and beliefs. This approach raises a number of questions, which we will keep in mind throughout the course: What is Judaism? Who are the Jews? What is the relationship between Judaism and "being Jewish"? How have historical circumstances shaped this relationship? What has changed and what has stayed the same, and why? The class will address these questions through discussions and readings.

**RELG 110 Introduction to the New Testament**This course explores the writings of the New Testament, their relationship to the history and culture in which they were produced, and their relevance to more recent issues in modern religious discourse. We will cover a range of topics, including the historical

perspective on who Jesus was, the impact of Paul on Christianity, the formation of the canon, political religion in the Roman empire, ethics, and gender. We will apply several modern approaches as well as survey at various points the "afterlife" of the Christian scriptural traditions in Christianity. No prior knowledge of or experience with the subject is assumed or required.

**RELG 111 From Jesus to Christianity**This class critically engages the various scholarly narratives that describe the rise of Christianity by taking a close look at the texts used to construct these narratives, often with particular attention to the role of Christian women. How did a single "Christianity" emerge from a welter of alternatives and possibilities? Or did it? How did thinkers from Paul to Saint Anthony navigate the diverse teachings, rituals and social practices associated with Jesus of Nazareth and his followers to produce a religious movement that was oppressed by Roman imperial authority, but later came to occupy that authority?

**RELG 122 Religions of Latin America**This course introduces students to the diversity of religions in Latin America from colonialism to the present, especially focusing on how religious beliefs and practices are shaped by and located in their sociopolitical contexts. We will examine the relationship between Christianity, power, and empire and contemporary religious hybridity and innovation in Afro-Diasporic religions that shaped by histories of race, ethnicity, and slavery in the Caribbean. Latin America has been undergoing rapid religious transformation and we explore the boom in spirit-based faiths, and the relationship between personal conversion, healing and social change within contemporary contexts of poverty, imprisonment, and urbanization.

**RELG 123 Catholics in the Americas**Burning convents. Urban riots. Confessionals and Catacombs. Spectacular devotions. Saints in the streets. This course introduces students to Catholic life in the Americas, from colonial encounter to the present. By engaging with primary documents and ethnographic texts we explore the everyday texture of Catholic life and how Catholics negotiate issues of gender, sexuality, ethnicity, race, and immigration through devotions and religious rituals. This course encourages students to think about the global Church in its local and lived contexts. We will think critically together about the relationship between Catholicism and ideas of "Americanness" and national/ ethnic/racial identity at different moments in history.

**RELG 130 Religion in South Asia**The Indian subcontinent- which is made up of the modern countries of Afghanistan, Bangladesh, Bhutan, India, the Maldives, Nepal, Pakistan, and Sri Lanka- is one of the most religiously diverse regions in the entire world. Not only is South Asia the birthplace of the Hindu, Buddhist, Jain, Sikh religions, the region is also home to followers of Islamic, Christian, Jewish, and Zoroastrian traditions. This course will introduce you to the remarkably varied religious worlds of South Asia and the South Asian diaspora.

**RELG 140 Hindu Traditions**This course is a basic introduction to the myriad of rituals, texts, practices, values and beliefs that make up Hindu Traditions in South Asia and beyond. This class covers early Hindu history and the various textual traditions, focuses on practices and divine interactions in the everyday lives of Hindus, and examines some of the historical and contemporary issues of conquest, integration, caste, migration and globalization.

**RELG 150 Buddhism in South Asia**An examination of the historical development of the textual traditions, symbols, doctrines, myths, and communities of Buddhism throughout South Asia. Explores Buddhism's rise and decline in India and its development in Sri Lanka, Tibet, and other Southeast Asian countries through the modern period. This course uses primary sources as well as secondary, and students learn various ways to read texts in conjunction with other types of sources that include inscriptions, art historical materials, and archeological sources.

**RELG 160 History & Religion of Ancient Israel**This course explores the writings of the Hebrew Bible (Christian Old Testament and Jewish Tanak), their relationship to the history and culture in which they were produced, and their relevance to more recent issues in modern religious discourse. We cover a range of topics, including divine encounters, worship practices, sacred space, political religion, archaeology, ethics, and gender. We apply several modern approaches as well as survey at various points the "afterlife" of the Hebrew scriptural traditions in Judaism and Christianity. No prior knowledge of or experience with the subject is assumed or required.

**RELG 170 Muhammad and the Qur'an**In this course, we focus on the rise of Islam as a religious tradition. We ask the following questions: Who was Muhammad? How did Islam come to emerge as a defined religious tradition? What traditions influenced the establishment of the early Muslim community? What is the Qur'an? The final question asked in this course is how we should study Islam. This course examines pre-Islamic origins in the Middle East through 692.

**RELG 171 Islam in South Asia**While many Americans tend to think that most Muslims live in the Middle East (the birthplace of Islam), it is South Asia that has the largest population of Muslims in the world. In fact, one third of all Muslims live in Afghanistan, Pakistan, India, Nepal, Bhutan, Bangladesh, the Maldives, and Sri Lanka. This course offers a broad historical survey of the Islamic cultures of the Indian subcontinent from the beginning of the Delhi Sultanate up until the present day. After a detailed introduction to the core beliefs and practices of Islam, we will jump into an exploration of the history of Islam in South Asia, interactions between Muslim and non-Muslim religious communities in South Asia, and the contemporary concerns of South Asian Muslims. We will especially focus on Islamic culture in South Asia in the realms of literature, the visual arts, architecture, music, and material culture.

### **RELG 198 Independent Study**

**RELG 200 What Is Religion?**What is religion? This question has puzzled nearly everyone who asks it seriously. Religion is an unstable and shifting category. This class introduces students to scholarly debates about the definition of religion and what is at stake in those debates.

**RELG 205 Religion and Masculinity in the U.S.**This course explores how masculinity is constructed and performed in religious communities, rituals, and practices. It provides a solid theoretical grounding in theories of masculinity and gender performativity from philosophical, sociological and historical lenses. We then delve in to case studies to consider how masculinity and religion formed men's experiences of war, imaginings of God, race, and family. We consider an array of religious communities/movements in 20th century and contemporary America, from the Muscular Christianity movement to Muslim masculinities to Pentecostal Latino masculinities, interrogating the ways religious beliefs and practices create and maintain gendered bodies.

**RELG 213 Christianity & the Family**This course critically addresses contemporary debates about the centrality of the family in Christian teaching through a historical and cross-cultural survey. What is the relationship between Christianity and the various approaches to kinship and family in different cultures in different historical contexts? Where did our contemporary ideas about the family come from and what are Christians saying about new forms of kinship? From the Bible to present day debates about divorce, sex, and same sex marriage, Christians have never embraced a single understanding of the family, but rather have been influenced by broader cultural shifts in how kinship is done. This course is a Shared Passages Sophomore Seminar. Sophomores Only

**RELG 214 Race and the Bible**This course examines the intersection of the concept of "Race and the Bible" (Hebrew Bible and Christian New Testament) from a variety of methods and perspectives. This

course looks at the historical critical study of the Bible's treatment of ethnic division and slavery, as well as in the contexts of ancient Judaism and early Christianity. This course also looks at the reception of biblical texts and narratives, primarily in an American context, to think about colonialism, slavery, and racial politics. Finally, this course considers the debates about the relevance and the moral meaning and message of the Bible in addressing contemporary issues of racism.

**RELG 218 American Jewish Experience**This course will explore the religious, social, political, cultural, and economic history of the Jewish people in America from the first settlement until the present. The major themes of study will focus upon the development of Judaism in America. We will take into account a number of historical factors that shaped that development: the economic, social, and political evolution of American Jewry and its institutions; Jewish immigration to the United States and its consequences; American Jewish self-perception; and the relationship between Jews and non-Jews in American society. Assignments will draw upon a wide range of materials, from secondary historical studies and primary documents to fiction and film.

**RELG 220 Bad Religion**In this course, we explore communities and practices that have been considered "loud," "superstitious," "weird," "unorthodox," and purportedly "satanic." To outsiders, bad religion is religion that seems to straddle the lines of magic and witchcraft, and religion that does not stay in its sphere but seems to embroil itself in public space, business, and politics. This class does not argue that there is such a thing as "bad religion" but explores contestations over what constitutes "appropriate" religious practice, community, authority, and belief in 20th century and contemporary America. From Scientologists to Satanists, this course will explore groups that have drawn the ire of neighbors, established churches, media, and governmental authorities and examine how understandings of immigration, race, gender, and sexuality structured these communities and shaped the controversies that surrounded them. Sophomores only.

**RELG 222 Urban Religion**Cities are sites of convergence, creativity, and encounter. This course explores how religious communities dynamically engage with cityscapes and their diverse populations. We consider how religious, ethnic, and racial identities are mapped onto urban space, and how people creatively adapt their religious practices to the architectural, spatial constraints of the city. How do religious communities invest neighborhoods/city spaces with sacred meaning? How do immigrants maintain connections to their ancestral homes and spirits in new built environments? We then examine competition and boundary-making between different religious, racial and ethnic communities, and the violence and contestation that occurs over neighborhood space.

**RELG 230 Dance, Drama, & Devotion in South Asia**A wide range of different vibrant and colorful dance, drama, and music performance traditions are found in South Asia (the region comprised of the modern countries of Afghanistan, Bangladesh, Bhutan, India, the Maldives, Nepal, Pakistan, and Sri Lanka). South Asia is also one of the most religiously diverse regions of the world. Along with being the birthplace of the Hindu, Buddhist, Jain, and Sikh religions, South Asia is also home to followers of Islamic, Christian, Jewish, and Zoroastrian traditions. This course explores how different performance traditions are used to express religious devotion in South Asia as well as in the South Asian diaspora. Along with reading journal articles, book chapters, and forms of multimedia journalism, we will also watch several videos of different performances from the realms of dance, theater, and music with English subtitles.

**RELG 231 Religion, Bollywood, and Beyond**South Asia is one of the most religiously diverse regions of the world where Hindu, Buddhist, Jain, Sikh Islamic, Christian, Jewish, and Zoroastrian traditions have co-existed for centuries. In the past one hundred years, however, the region has also become known for its

history of religious conflict or communalism. This course examines the depictions of religious harmony and religious conflict in Hindi/Urdu and Tamil films from India. We will pay particular attention to movies from "Bollywood" one of the oldest and largest film industries in the world. We will begin with historical fiction films that depict real figures from South Asian history such as Alauddin Khalji, Akbar, and Bhagat Singh. We will then turn to cinematic depictions of the Partition of India and Pakistan in 1947 during which countless Hindus, Muslims, and Sikhs were displaced and killed. We will also investigate how other major events such as the demolition of the Babri Masjid in 1992 and the Godhra train burning in 2002 and their aftermaths have been presented in Indian cinema.

**RELG 232 Jedi, Sith, and Mandalorians: Religion and Star Wars** This course examines the role religion plays in the immensely popular epic space opera multimedia franchise known as Star Wars. But what does the Force and communities such as the Jedi, the Sith, and Mandalorians have to do with religion? In this course, we will investigate several important concepts in the study of religion that also play a huge part in the Star Wars universe including canonization, myth, invented vs. traditional religions, cultural appropriation, colonization, indigeneity, and racism. Films and television shows that we will explore include A New Hope, The Empire Strikes Back, Return of the Jedi, The Phantom Menace, Revenge of the Sith, The Mandalorian, The Force Awakens, and The Last Jedi.

**RELG 235 Devotional Stuff** Skin. Blood. Bone. Dirt. Electricity. This course explores how religion is more about bodies, objects, and stuff than doctrine or belief. We examine how gods, spirits, and the dead become really present to devotees, how they are efficacious and animated. From skeletons and relics, to shrines and food, materiality is central to how people interact with and make the sacred. Not separate from the messy realms of everyday life, religion is often erotic, practiced in kitchens, and reliant on technologies. This course will introduce students to the study of material culture, sensation, and embodiment, to explore how things make us as much as we make things.

**RELG 241 Princesses, Demonesses, and Warriors** The Ramayana and the Mahabharata are two ancient Sanskrit epic poems. For the past two thousand years, the Ramayana and the Mahabharata have been retold countless times by different poets, artists, playwrights, novelists, television producers, and filmmakers throughout South and Southeast Asia and the Diaspora. The creators of these Ramayanas and Mahabharatas include women, Hindus, Buddhists, Jains, Muslims, Sikhs, Christians, and members of lowcaste and indigenous groups. In this course, you will be introduced to the diverse and complex worlds of the Ramayana and Mahabharata narrative traditions through the close examination of eight different female characters in several retellings of these two epics. We will read excerpts from the Sanskrit Ramayana and the Sanskrit Mahabharata as well as a play, poems, short stories, and folk songs. We will also watch films and episodes from television shows. The Ramayanas and Mahabharatas that we will encounter in this class were created in eight different languages

**RELG 262 Hinduism** Exploration of the foundations of Hinduism, focusing on the textual corpus of the Vedas, Upanisads and Epics, with a focus on lineage and diversity of ritual practices. Special attention is given to practice and the roles for women. The course includes classical and contemporary traditions. AOS(RELG); CR(Asia) Prerequisite: Sophomore standing, one religion course or permission.

**RELG 263 Jews in a Changing Europe, 1750-1880** Between 1780 and 1880 enormous changes took place in Jewish religious, political, social, intellectual, and economic life. These changes worked in tandem with developments in general European life to create new forces within Judaism and new ways of looking at the connections between Jews. In this course, we will study these developments as they affected the Jews on the European continent. In so doing, we will explore their consequences for both Jews and non-Jews, and the issues and questions they raised.

**RELG 264 Jewish Revolutions: 1881-1967** Between 1881 and the period immediately following the Second World War, the world's Jews experienced momentous demographic, religious, political, economic, and social changes. These changes in turn shaped their relationship to non-Jews with whom they lived. This course will study the context of change across the globe from Europe and America to the Middle East and North Africa. Through primary and secondary documents, we will explore the forces that produced these changes and the results they produced for both Jews and non-Jews.

**RELG 265 Zionism: From Idea to State** This course explores the origins, development, and manifestations of Zionism. The course examines the transformation of traditional religious conceptions of the connection between Jews and the Land of Israel (Palestine) into a nationalist ideology in the 19th century. This transformation entailed parallel changes to the idea of Jewish peoplehood. Through the use of primary documents we will follow these trends through intellectual, religious, social, and political changes that culminated in the establishment of the State of Israel in 1948.

**RELG 267 Women and Judaism** This course explores the religious and social position women have historically occupied in Jewish society. We will discuss religious practice and theological beliefs as well as social and economic developments as a means of addressing questions such as: What role have women played in Jewish tradition? How are they viewed by Jewish law? How has their status changed in different historical contexts, and why might those changes have taken place? What are contemporary ideas about the status of Jewish women, and how have these ideas influenced contemporary Jewish practices and communal relations? What do the historical and religious experiences of Jewish women teach us about the way that Judaism has developed?

**RELG 268 Jews on Film** This course examines themes in Jewish history and culture as expressed through the medium of film. Through readings, lectures, and class discussions, students will explore issues such as assimilation and acculturation, anti-Semitism, group cohesion, interfaith relations, Zionism, and the Holocaust. We will consider questions, such as: How are Jewish characters and places portrayed on film? Which elements of these portrayals change over time, and which remain constant? How do these cultural statements speak to the historical contexts that produced them? What choices do filmmakers make regarding the depiction of Jewish life, and how do those choices influence perceptions of Jews in particular, or minorities generally? Sophomores Only

**RELG 270 In Search of the Supernatural: Myths And Spirits in Chinese Tradition** This course explores the supernatural in Chinese mythology, folklore, and literature, examining myths of gods, spirits, and strange beings that blur the line between human and supernatural realms. Students will study cosmogonic myths, supernatural creatures, and ghost stories to understand how these narratives reflect cultural, social, and ethical themes in Chinese history. The course also addresses issues like transformation, justice, and gender dynamics. Modern media adaptations of these myths will be analyzed to explore their continued impact on contemporary identity and morality. Students will engage through readings, discussions, creative projects, and analytical writing to develop skills of literary analysis, critical thinking, and intercultural proficiency.

**RELG 280 Spirituality, Money, & Travel** Travel and spirituality are well-established companions. The practice of pilgrimage is found on every continent, and taking a vacation to a particularly exotic locale to look at Buddhist temples, for example, is an increasingly common practice. Furthermore, travel is commonly assumed to be a function of economic surplus. Yet in the 1970s and subsequent decades, "backpack travel" emerged as low-cost alternatives, particularly to developing countries. This course examines the development of travel within a contemporary understanding of developing neoliberal

economies and the academic study of spirituality and religion, analyzing the emergence of spiritual tourism and the costs for such enterprises.

**RELG 295 Black Muslims in America**This is an introductory course suitable for students at all levels. The course explores the significance of Black Muslims in America. The course investigates the particular contributions made by Black Muslim Americans to the development of American morality, society, and culture. The course emphasizes diverse sources, including ethnographic materials, historical narratives, sociological studies, and political science works; the course embraces critical race and feminist theory. Engage with a thought-provoking blend of perspectives and methodologies illuminating Black Muslims' multifaceted story in America.

**RELG 295 ST: Religion and Politics in Cold War America**In the Cold War, America confronted a shadowy communist enemy, whose influence was believed to pose a deadly threat to cherished pillars of American life. New and complex political conditions arose as the government sought to contain the spread of communism at home and abroad. This course considers how Americans invoked religious concepts and ritual structures to conceptualize and respond to this shifting political landscape. We track various Cold War entanglements of religion and politics as we explore the diabolical magic of brainwashing, the sacred value of state secrecy, priesthoods of national security, and a ritual exorcism of the Pentagon.

**RELG 295 Reorienting American Religious History: The View From New Orleans**Traditional narratives of American religious history often begin somewhere among the colonies of New England, and they tell a tale populated with Puritans and Founding Fathers. But what would American religious history look like from the point of view of New Orleans, Louisiana? In this course, students will consider how American religious history has been shaped by legacies of contact, conflict, and creation among intersecting social identities, colonial powers, cultural histories, and religious concerns in the port city of New Orleans and the broader Louisiana Purchase region. We will pair scholarly works with primary source readings from colonial St. Domingue and Louisiana, the Haitian Revolution, slave rebellions, trials, press exposés, Jacksonian "Indian Removal" policies, memoirs of members of the Cherokee nation, and captivity narratives. While we will examine some institutional developments in the landscape of 19th and early 20th century American religious history, we will focus on engaging critical theories and methods in the study of religion to track the mythic dimensions, political aims, and cultural impact of origin stories of American religion.

**RELG 295 Religion and Magic**Hypnotism. Stage magic. Wonder shows. What do these things have to do with religion? This course will explore this question as we trace various intersections of magic and religion from the 18th century to the present day. In addition to scholarly works from the fields of religious studies and cultural history, we will examine a range of cultural data and historical artifacts, including trials against sorcerers from the colonial-era, correspondence courses in hypnotism, records of debates between magicians and spiritualists, and much more. Students will engage with critical theories and methods in the study of religion that shed light on the religious dimensions of magic and magical dynamics of religion.

**RELG 295 Conspiracy Theories & Religion**Apocalyptic visions, prophecies, and experiences of revelation have mobilized, challenged, and sustained the commitment of religious believers and conspiracy theorists alike. But what else do conspiracy theories and religions share in common, and how do they differ? This course will track intersections of religion and conspiracy theories in American culture from the 19th century to the present day. Students will read and discuss historical materials alongside contemporary analyses, including millennialist tracts and sermons, conspiracy theory message board

websites, press reports, illustrations of biblical prophecies, and pictograms of apocalyptic visions. Along the way, we will consider how categorizations of "conspiracy theories" and "fringe" movements have served as influential sites for theorizing and delimiting the margins of "real" religion and acceptable belief.

**RELG 330 Healing Justice: Women, Healers, & Community**In this course, students explore how healing justice as a framework and movement aims to revive ancestral healing practices and generate new approaches centering on BIPOC's health and "spirituality." In the efforts of addressing generational trauma inflicted by violence and oppression, we explore how this framework responds to the demands of communities to the lack of access to quality healing services and health care. We examine multiple traditions of healing that have been essential in the holistic well-being of communities recorded across cultures. Students raise important questions about access to holistic healing practices, centering on traditional healing, and collective healing. Must have taken CES-200, CES-240, or CES-260

**RELG 333 Ethnography of Religion**How do we ethically study communities and tell nuanced stories about the practices and lifeworlds of others? This seminar explores the craft, ethics, and politics of ethnography, a qualitative methodology essential to the study of lived religion. Ethnographers conduct participant observation and cultivate long-term collaborative and intimate relationships with contemporary communities. By centering the genre of ethnography, we examine how research is about relationships. Research relationships are messy, rife with power dynamics, intimacies, and tensions, and contingent on bonds of trust and access. We consider how ethnographers of religion navigate spaces and histories crowded with the presences of gods, spirits, and ancestors and the work of writing about those presences. This course will help students develop analytical and methodological skills as they explore the ethical dimensions of humanities and social science research with human (and nonhuman) subjects. One of the following courses: RELG-222, RELG-220, RELG-123, RELG-205, or RELG-235

**RELG 390 Junior Seminar in Religion**The study of religion is comprised of a set of intersecting questions and issues with its roots in the nineteenth century. This course is designed to introduce students to those questions, to wrestle with those questions again. There is no single definition of religion, but there are conversations and questions that rest at the heart of the academic study of religion. The goal of this course is to learn how to consider religious experiences as aspects of dynamic and evolving interactions between thought and action, the immediate world and that which lies beyond, and individuals and communities. A significant part of the course involves writing a research prospectus to best prepare the student to write a SIP in the Religion Department. This course is required for religion majors in their junior year and for students who want to write their SIP in the Religion Department. Minors are required to take either this course in their junior year or RELG490, the Senior Seminar in Religion, in their senior year. Two courses in Religion and Junior standing or permission

**RELG 395 Religion and Capitalism**Relationships between religion and capitalism influence our lives in multifaceted ways. Religion plays a crucial role not only in formation of identities, social interactions and communities but also in work experiences, political engagement and social activism. In this course, we will explore critical approaches to address how individuals and social groups both mediate and get affected by these dynamic affiliations between religion and capitalism. We will build on critical social theorists like Marx, Weber, Foucault, and Gramsci to focus on religious and neoliberal discourses at work, the role of religion in political mobilization and hegemony, and religion in resistance to capitalism. Must have taken at least one 200-level ANSO class.

**RELG 490 Senior Seminar in Religion**Students examine a variety of theories of religion and use them to consider retrospectively some of the topics already considered in their various courses undertaken as

part of their concentration. Designed as the capstone seminar for majors and minors, to be taken during the senior year. Required for religion majors in their senior year. Minors are required to take either this course in their senior year or RELG390, the Junior Seminar in Religion, in their junior year. Senior Religion majors and minors or permission of instructor

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

### **RELG 600 Teaching Assistantship**

## **Shared Passages**

### **First-Year Seminars**

First-Year Seminars constitute the gateway to the K-Plan and to college life for entering students and serve as the foundation of the Shared Passages Program. Offered in the fall quarter, these Seminars are designed to orient students to college-level learning practices, with particular emphasis on critical thinking, writing, speaking, information literacy, and intercultural engagement.

### **First-Year Seminar Courses**

**SEMN 102 FYS: From Playstation 4 to Plato** The past does not exist. That is to say, in most cases, the past is not stable, and our ideas about it change. The goal of this class is to examine the modern media that attempt to define and transmit the ancient past and to put them in dialogue with sources from the ancient world itself. Think of any book, film, or video game about the past - does it transmit the authoritative version of what it depicts? Are you sure? Why did this particular version of the past come to be? How is the past made and by whom? Our objective is to investigate how the past is made and remade, particularly the history, culture, and mythology of ancient Greece. We will explore how the Greek world is currently being imagined across a wide variety of media (e.g. video games, film, music) and put these media into dialogue with the ancient sources that generated them. We will focus on concepts that ignited the imaginations of the ancient Greeks as well as those of modern artists, particularly mythology, epic poetry, and the life and times of the philosopher Socrates. We will discover that many of these ancient accounts are also in conflict with one another, and that modern accounts are no closer to "the truth" than their ancient ancestors. Examples of texts to be discussed include: Assassin's Creed: Odyssey, Homer's Iliad, Hades (by Supergiant Games), the musical Hadestown, and a modern role-playing game inspired by the Iliad. Please note that while video games will form a part of the syllabus, you will only be required to play short parts of them. They will be made available to you on one of the computers in the K College Library.

**SEMN 104 FYS: Migration, Community, and Self** Going to college and immigrating to a new country have much in common. Moving to a new place presents many challenges. Yet, a new environment also offers opportunities for personal growth that force immigrants to reconcile "Old" with "New." Through reading, writing, and discussion, students will seek to relate a specific episode of migration-the mass movement of over 2 million Jews from Eastern Europe to the United States between 1881 and 1914-to their own "immigration" to Kalamazoo. Along the way, the class will explore many of the universal questions raised by relocation. Why does migration occur? What motivates people to pick up their lives

and move to a new place, and what happens to them when they arrive? How does the migration experience shape their view of the world they left behind and their view of their new environment? How do immigrants reconstruct communities for themselves where none may have previously existed? Finally, how does moving to a new place shape one's sense of self?

**SEMN 107 FYS: Exploring Technology for Accessibility**Digital technology is an essential part of modern life. Much of the technology today is not designed with the needs of people with disabilities in mind, excluding them from opportunities and limiting their participation in many routine activities. When technology is designed and developed to be accessible it can reduce barriers for people with disabilities, increasing opportunities to work, learn, communicate, and engage in daily life. In this course, we will learn about accessibility in the context of computers, and study the distinction between accessibility, usability, and inclusion. We will explore the range of barriers to computer usage, the use of adaptive technologies, and best-practice guidelines for designing and developing accessible systems and technologies to meet the demands of users of all ages and abilities. Students will discover ways to advocate for changes in policy and practice.

**SEMN 108 FYS: Plato to Playdoh: Some Great Ideas In Mathematics**The ancient Greeks established some of the foundations of mathematics. In particular, their contributions to the field of geometry are quite well-known - who hasn't heard of the Pythagorean Theorem?! But mathematics didn't stop evolving then (and no, it hasn't stopped evolving yet!). It is a dynamic subject and the great ideas of geometry morphed into a branch of mathematics called topology. Enter playdoh. While protractors and compasses may be the tools of geometry, playdoh is a more appropriate tool for studying topology. Of course, there have been many fascinating developments in mathematics since the ancient Greeks, and we'll be exploring several of them with an eye towards establishing some of the themes that make mathematics universal. Note: In addition to talking about math, we'll be doing math. You don't have to be a math whiz to take this course, but you should like the subject.

**SEMN 109 FYS: Cultured: The History and Science Of Fermented Foods**What are the microorganisms that turn cabbage into sauerkraut or kimchi, and how do they give fermented foods their funk? Why are you supposed to eat yogurt when taking antibiotics? What can fermented foods and beverages tell us about the societies that made them? Through the lens of common fermented foods, a mixture of scientific and historical readings will be used to explore the process of fermentation and how these foods help define ethnic (and microbial) cultures. Discussions, presentations, and written assignments will be used to develop critical thinking and communication skills. The scientific aspect of this course is intended to be a broad introduction; no background in science is necessary.

**SEMN 111 FYS: From Agatha to Zorro: Popular Fiction in the Early Twentieth Century**As the twentieth century dawned so, too, did a new form of literature: the pulp fiction magazine. Unlike their more staid predecessors in the realm of popular fiction publishing, the dime novels, these magazines (and their characteristically colorful covers), offered an arena in which newly imaginative and provocative stories thrived. Though they are often dismissed as cheap fodder for mindless pleasure-seekers, this course takes these stories and the influence they had on our world seriously. It investigates the divides between "high", "low", and "middlebrow" culture that consideration of the "popular" provokes, considers the long afterlives of these stories and the heroes like Tarzan, Zorro, Conan the Barbarian, John Carter, Buck Rogers, and Doc Savage that they originated, analyzes the visual dimensions of their often colorful and dramatic illustrations, contemplates the divisions between "pulp" magazines and other forms of popular fiction, and weighs the gendered, sexual, racial, and class considerations that affected the stories' readership and the visions that they cast of the world and the people within it. What can they tell us today?

**SEM N 115 FYS: Harry Potter Goes to College**The magical world of Harry Potter has become a cultural phenomenon, resonating with readers of all ages around the world. One reason for its wide appeal is its relatable characters and accurate portrayal of human behavior and psychology. In this course, we will apply Psychological principles to understand and analyze the behavior of the characters in the first book in the series, *Harry Potter and the Sorcerer's Stone*. Throughout the course, we will draw parallels between Harry's experiences as he enters the magical world of Hogwarts and our own experiences as we enter college. This is a class about Harry Potter for grown-ups-perfect for those who already have familiarity (and better yet, love!) for the Harry Potter series. It is also a class about Psychology that addresses fundamental questions about human nature, how to overcome adversity, how to interact with others despite our differences, and how to be successful in college and beyond. It is expected that students in this course have read all seven books in the Harry Potter series prior to enrolling.

**SEM N 116 FYS: Whose Homer? Contemporary Odysseys**Why have a host of contemporary writers and artists chosen Homer's *Odyssey*-one of the oldest "European" writings we have-as the basis of novels, plays and art designed to challenge societal injustice and spark social change? The transformation of older artistic forms into new can also spark controversy: what does it mean to take words of the Ancient Greeks and harness them for change? Can it even be done? We'll explore these questions first by reading a new and controversial translation of the *Odyssey*, and then by looking at a variety of ways that the *Odyssey* has been transformed by African-American, Asian-American, Latinx and queer artists and writers to highlight the refugee crisis, systemic racism, and sex/gender discrimination. We'll think about the differences between reception, adaptation and appropriation, and whether these acts are ethical. In the process, we'll witness how the power of this story of departure, abandonment and return inspires artists from Beyoncé to Junot Díaz to Romare Bearden to Alison Bechdel and beyond.

**SEM N 117 FYS: Romance and Revolutions: The Life And Times of Pablo Neruda**Was he a Romantic visionary, or a Marxist populist? Was he a love poet, a surrealist, a diplomat? Did he die of cancer or was he poisoned? Was his name even Pablo Neruda? Questions linger regarding the life, art, and death of this multilingual man who was twice in life exiled, and once in death exhumed. Born in the Chilean backwoods in 1904 as Ricardo Eliécer Neftalí Reyes Basoalto, he began to write poetry at age 13, won the Nobel Prize for Literature in 1971, and in 1973, died just days after a coup d'état that overthrew the government of Salvador Allende, to whom the poet was a close advisor. A humanitarian, Neruda believed in the poet's obligation to the social good, and his name became synonymous with freedom. Who was Pablo Neruda? What can he teach us about our own life and times? We will read a biography and selected poems in translation to try to understand the man, the poet, and the politician who captured the world's imagination and his government's ire. Along the way, we will practice strategies for writing, revising, and researching, to help prepare you for future scholarship.

**SEM N 121 FYS: Unraveling the Twisted History of the Double Helix of DNA**The discovery of the double-helix and base-pairing of DNA has revolutionized fields from Biology to medicine to genealogy and more. We will examine the tangled history of events which lead to the publication of the seminal paper "A Structure for Deoxyribose Nucleic Acid". We will learn about the roles played by Rosalind Franklin, Maurice Wilkins, James Watson, Francis Crick and Linus Pauling in the discovery of the structure of DNA. We will read biographies and public interviews and retrace the steps leading to this discovery. We will examine who did receive credit for the double-helix, why and how this happened, and discuss what a modern perspective should include. We will also discuss the scientific tools used in this work, including X-ray diffraction. We will learn how to use diffraction and resolve the structure of the double helix ourselves. We will discuss how gender and power dynamics lead to our modern understanding of these events.

**SEM 123 FYS: Theatre and the Other**This course uses works by playwrights from around the world to study issues of race, gender, sexual orientation, social class, and intercultural communication, with a particular emphasis on the voices of the subaltern, those who have been silenced by the power structures they lived (or live) in. We will read works from Amiri Baraka, Cherie Moraga, Marie Clements, Velina Hasu Houston, and Lucienne Guedes Fahrer. While reading these plays, we will discuss ways in which theatre can help bring voices to the voiceless but also talk about how to overcome obstacles we face in the theatre creation process that inhibit our voices and those of others we try to represent.

**SEM 126 FYS: Political Education and Student Activism**This course is designed to hone students' analysis of unjust systems of power by introducing them to political concepts and philosophies aimed at freeing human beings from oppression and exploitation. We will also be looking at how to apply these concepts to the worlds in which we live.

**SEM 128 Fys: Reimagining Global Health: From Colonialism to Decolonization to Reconstruction**'Kou khamoul fa mou jogey, do kham fa mou dieum. Those who know not their roots, will not know where they are headed.' This proverb is popular among the Wolof people in Senegal, West Africa. For several cultural traditions, in order to walk a safe path into an uncertain future, it is believed that one needs to reflect on one's past, traditions, and roots. This seminar invites students into a space where they are able to reflect on the historical, social, political, and economic situations of global health as a discipline, critically analyze its historical foundations -namely colonization, and the way we "do public health." They will, finally, apply the critical skills developed, to creatively address contemporary issues of global health relevance. At the end of the course, students will be able to: understand, define, and describe the global health system; describe the role of selected Western thoughts on the development and maintenance of the global health system and the global distribution of health and diseases; describe proposed solutions to reimagine global health; and conceptualize new ways to reimagine global health using contemporary programs and global health problems.

**SEM 131 FYS: Kalamazoo After Dark: How We Remember, Commemorate, Sensationalize, And Forget Our Past**In this course, we will learn about public history in the United States and explore questions of identity through historical spaces and places, commemorative elements, and history as a discipline. Narratives, monuments, placemaking, historical revision, "dark tourism" and collective amnesia are common ways for groups to frame past events and imbue them with meaning. We will look at many aspects of the places and spaces of Kalamazoo and Kalamazoo College, asking-and answering-the question: "Why is that there?" The capstone project of this course is a creation of a historic walking tour of K's campus. In the process of creating this project, we will research K's history, architecture, design elements, and the historic and commemorative function of the site.

**SEM 132 FYS: Radical Belonging**In this class we will wrestle with what it means to truly belong. Belonging is defined as an emotional need to be an accepted member of a group. However, many factors shape our experience of true belonging. The intrinsic human need to belong is profoundly influenced by our sense of safety which is shaped by our experiences with race, gender, class, neighborhoods, schools, cities, institutions and social policies. To begin, we will explore the evolutionary foundations of group acceptance and the ways our biology is shaped in response to social threat. Next, we will look at the psychological and health science on connection and social inclusion to help us interrogate the impacts impaired belonging on health and learning. In addition, we will investigate the ways in which oppression shapes belongingness, while exploring our own racial identities. Finally, we will explore more local experiences of belonging by working with collected oral histories of the local residents in the HoTop community in Kalamazoo; a community of people experiencing homelessness. This class will utilize

reflective prompts and experiential activities to explore the questions of what it takes to radically belong in community with one another.

**SEMN 133 FYS: Thinking About Marx**The term "Marxism" gets thrown around a lot in public conversations. Ironically, whether they love or hate Marx, a great many people are confused or mistaken about what Marx believed and advocated. This widespread confusion is understandable. Marx changed his mind on key theoretical issues throughout his career and even seems to have endorsed mutually contradictory views at times. Moreover, his thought gave rise to a variety of political movements that he would not have endorsed. This class aims to help students cut through this confusion by providing a solid introductory grounding to Marx's thought. We will study several of his key concepts and theoretical tenants (including but not limited to: the labor theory of value, how capitalism extracts "surplus" labor, the way "ideology" functions to uphold the status quo, historical materialism, and Marx's skepticism about liberalism and human rights). At the end of the class we will also study some more contemporary social movements inspired by Marx. This course will help students understand the foundations of Marxism so that they can make up their own minds about which parts of his theory might or might not apply today.

**SEMN 135 FYS: The Hands that Feed Us: Food and Farming Justice in a Time of Pandemic**In this time of pandemic, we've had to scrutinize more carefully and critically where our food comes from and who feeds us, whether through heightened awareness of the essentialness of grocery store employees, farmers, farmworkers, and restaurant workers; the necessity of cooking at home; increased visibility of the conditions for workers in meat processing plants; or a growing fascination with home gardening and seed saving. What does this moment teach us about the flaws and dangers of the industrial food system? What does it mean to value the many hands that feed us? We'll start the quarter with a consideration of our own family and community food traditions and how those traditions-shared with us by the hands of our kin-nourish our bodies and spirits. We'll work to understand the industrial food system within the US, learning about how and why farmworkers and food workers lack visibility, power, and protection within the food system. We'll ask in what ways local/decentralized food systems can redress exploitation of workers and the land and promote their health, looking closely at the Kalamazoo food system. We'll learn about food sovereignty-a people's right to healthy and culturally-appropriate food, and to define their own food and agricultural systems-and study the ways Black and Indigenous communities are fighting for food sovereignty as part of their fight against the virus. As we do this work, we will engage with organizations within the Kalamazoo community like Farmworker Legal Services and PFC (People's Food Co-op), who advocate for food and farming justice, completing a project that supports their efforts. Academic service-learning combines classroom study with real world experience, allowing students to apply what they are learning to everyday life in a way that addresses community-identified needs.

**SEMN 137 FYS: Co-Authoring Your Life: Writing Your Self in the Context of Others**The autonomous, self-made individual is a powerful American myth. But no person is entirely self-made; all of us are embedded in various families and communities and ideologies, and we also find ourselves marked by cultural conditions such as our race, class, religion, gender and sexual orientation, all of which influence who we are in various ways. The clash between the desire for autonomy and the shaping power of these social conditions makes the process of coming up with an identity extremely difficult and complex. How can we maintain a sense of autonomy while acknowledging influences? How can we be ourselves while learning from others? How do we write our own lives when so many other hands seem to hold, or to want to hold, the pen with us? Through novels, stories, autobiographies, essays and films, this course will explore different situations in which people struggle to form identities under intense "co-

authoring" pressures. You will write analytical essays about the texts of others and personal essays about yourself.

**SEM N 138 Fys: Lol, Lmfao: Laughter in a Time of Covid?** Laughter is serious business. While humor is certainly contextual, laughing itself is versatile and universal, and it has often been held up as a balm for discomfort and pain. Why would anyone ever suggest that we "laugh it off"? In this seminar, we will examine funny and, at times, less-funny storytelling in the form of short fiction, graphic memoir, and standup comedy, and we may even try our hand at laughter meditation. Is it true that we never laugh at our own jokes? Why did the laugh track come and go on TV sitcoms? We will consider the cultural and often gendered imbalance in who makes jokes and who laughs at them, as well as how we communicate laughter through our various technologies.

**SEM N 141 FYS: Mulan Across Cultures: Gender, Tradition, and Modernity** What preparations does Mulan undertake for the battlefield in various renditions of her story? How do the original Mulan folklore and its Hollywood adaptations differ and parallel? What lasting impacts have the tales of Mulan had on history and across cultures? This course explores the textual, performative, and cinematic interpretations of Mulan as the enduring female warrior from Chinese folklore. It examines the impact of Mulan's narratives within China, across East Asia, and in the Western world, spanning literature, film, and historical and cultural discussions. Central themes in this course include gender practices such as cross-dressing, ethnic identities, and the dynamics between tradition and modernity in China and East Asia. The course also covers intercultural communication, among other topics.

**SEM N 142 FYS (un)doing It for the 'gram- Social Media, Tech, and Data** Social media, algorithms, surveillance technology, and investment capital are reshaping our digital and material world. Dystopian films now look like potential futures, while the ability to craft our own digital reality expands with the power of a smartphone. The consequences of these transformations exert themselves unequally across race, orientation, gender, ability, status, class, and other lines of difference. The goal of this course is to critically analyze our technology, media, and data environments with a focus on how these tools can threaten and endanger but also how we can harness, remix, or nullify them towards agency and liberation. In addition, we will explore how these issues are relevant to education.

**SEM N 143 FYS: Design Intelligence** Design can make a difference. Imagine Apple without the iPhone, the iPad, or the MacBook. Could IKEA succeed selling Chippendale knock-offs? How does Facebook differ from Instagram? Is suburban life sterile by design? This course will look at the role of design in the world around us. Our emphasis will be on features, feel and function rather than on the aesthetics of design. We will consider why some designs work well and others work poorly. We will think about how and why things are designed in particular ways. Design choices have economic and business implications. We will analyze the impact of design on retailers, marketing, land use, packages, and websites. Observing and understanding design can help us better understand the world.

**SEM N 144 FYS: Truth, Lies & Politics** Are truth and politics friends or foes? Does your answer differ depending on the kind of truth in question? In political matters, is it always wrong to lie? Political thinkers have been asking such questions for millennia, but in an era of echo chambers, "fake news," and conflicting accounts of what's true, they have presented themselves with renewed urgency. In this course, we will examine the relationship between truth and politics within the political theory tradition as well as in the contemporary context. We will focus in particular on strategies for navigating the bewildering terrain of our so-called "post-fact" context, in which it seems as though politics has become a contest over reality itself.

**SEMN 145 FYS: Creativity: Inspiration and Beyond**The psychology of creativity is as complex and mysterious as it is intriguing. Whether brushing paint on canvas, composing a poem or piece of music, launching a new advertising campaign, or making a breakthrough at the frontiers of science, some form of creative thinking is required. In this seminar, we examine how creativity is expressed in arts, sciences, inventions, marketing, and many other domains, and also shine a spotlight on inclusive design. The ideas of classic and contemporary theorists and research findings reported by social scientists serve as a foundation for discussions and essays. Students will also apply their own imagination and creative problem-solving skills to a variety of puzzles and projects. This seminar will challenge basic assumptions about the nature of creativity and expand our horizons, to encompass the richness and diversity of creative expression in its many forms.

**SEMN 146 FYS: From the Borders to the Lake: A Community Based Approach to Barrio**

**Learning**In this seminar, the main goal is to understand how we become part of the Kalamazoo College community through community-based work rooted in social justice and social change. This course is designed for students to gain strong navigational skills in the college. From service learning/civic engagement to peer learning, students move around Kalamazoo and engage in meaningful ways with the community. In collaboration with community partners serving BIPOC youth, hands-on activities, field trips, panel discussions, and guest speakers we will explore the role of non-profit organizations and their impact on local communities. The objective of this seminar is to gain the skills to become successful students at K while we grapple with the challenges of belonging.

**SEMN 147 Hello World: Geography, Identity, and The Internet**We are living in the era of the "digital native," a phrase meant to describe those who have grown up using and having their lives mediated by digital technologies--technologies like, for instance, the Internet. But what do we really know about the Internet, and the digital world to which we're supposedly "native"? Many have touted the Internet as a place where we can transcend our different real-life circumstances. But is life as a "digital native" really as universal and equalizing as all that? In this course, we'll be taking a different tack as we examine our relationship to the Internet and the digital lives we live. We will explore the ways the Internet is very much a part of "real life" in the material world, by examining the geographies that support and make the Internet as we know it possible, such as the placement and environmental footprint of server farms; the rapidly gentrifying cities of the Silicon Valley; and the factories where high-speed cable filaments are manufactured. We will also consider the ways geography impacts access to the Internet's "universal" space, from the surprising proportion of the United States that exists in Internet deadzones to the ways nations and other borderlands shape what the Internet looks like. In turn, we will consider the ways the Internet has shaped nations and borderlands, such as the role of Twitter in the 2011 Egyptian Revolution. Even within digital space, however, our experience of the Internet is embodied, and it turns out that websites aren't one-size-fits all: We will also learn about the ways even digital experiences are mediated by our bodies and the identities we hold. We will examine what claiming to be "native" to digital space means when access is unequal, and indigenous cultures and activism are often wrongly presumed to be incompatible with digital technology--and indeed, the 21st century writ large. Ultimately, this course seeks to soften the conceptual divide between our "real" and digital lives, and to imagine the Internet as a site of critical social, political, and environmental examination.

**SEMN 148 FYS: "I've Heard It Both Ways": Reading Race in the United States**You've heard it before: This story is about family, and this one's about revenge. That one's about race. But what does it even mean for a text to be "about" race? Is a story about race if it features racialized characters? If it's focused on defining a racial identity? If it speaks out against racism? Can you tell a story about race without explicitly mentioning race at all? In this class, we'll develop a practice of close reading texts in

order to see that no text is about just one thing: What we see in a text has to do with the way we interpret textual clues, and how we connect these clues to our historical and cultural contexts. The texts that we explore will span a variety of time periods, genres, and media, from short stories and novels to documentaries and TV series; the one thing they'll have in common is that each is "about race" in the United States. As we hone our close reading skills and learn how to develop specific arguments about the texts we read, we'll also probe what it means for a story to be "about race," and the multitude of ways race in the United States gets represented, talked about, and sometimes even weaponized. To be "about race" means nothing and everything: The goal of this course is to be able to interpret texts and talk about race in specific terms, highlighting the ways race (and ideas about it) are foundational to the ways the United States structures and understands itself, as well as the way narratives of race also intersect with narratives around class, gender, and sexuality.

**SEMN 149 FYS: Contested Spaces in the Urban Environment** Somewhere around 2007, an important shift occurred: for the first time ever, more people lived in urban areas than rural areas. After a century of rapid urbanization, living in cities is now the norm for the majority of humans. This radical shift in the way that we as people live has brought with it many points of conflict and contention. This course will examine some of these battles as they occur around such issues as use of space, how cities are lived in and experienced, how cities come to shape identity, and what the city's role in the greater society is.

**SEMN 150 FYS: Epic Epics** The term "epic," from the Greek epos and the Latin epicus, is often used to describe very long narrative poems about heroic warriors and colossal battles such as the Iliad, the Aeneid, the Ramayana, and Beowulf. But today we also see the term epic being applied to television shows, video games, and feature films. What makes something an epic? It's length? It's content? It's format? In this class, we will explore ten different epics: *Raya and the Last Dragon*, the Epic of Gilgamesh, the Mahabharata, the Odyssey, the Cilappatikaram, the Sirat al-Amira Dhat al-Himma, the Divine Comedy, *Paradise Lost*, the Odyssey of Star Wars, and *Game of Thrones*. Throughout this course, we will engage with the following questions: How have epics changed over time? How have epics traveled across regions? What role does religion play in epics? What can epics tell us about gender, ethnicity, and power now and in the past?

**SEMN 153 FYS: Home Is Where the Haunt Is** In March 2020, when the COVID-19 pandemic caused many state leaders to issue emergency stay-at-home measures, we isolated ourselves in our homes, for the overall safety and health of ourselves and our larger community. These stay-at-home decrees invoked a common belief: that our homes are sites of safety, wherein we can seek refuge and protection from a danger that looms outside. Except, what happens when your home is not, in fact, a protective sanctuary, but a place besieged by ghosts, supernatural forces, or otherworldly spirits? In these instances, homes become the very locus of danger, and we, the unwitting occupants, must contend with a threat from which there is no safe refuge. In this seminar, we will consider a wide variety of haunted house narratives in order to explore the degree to which houses become an enduring symbol for larger sociocultural fears, anxieties, and/or trauma. We will study and reflect on the varied ways that haunted houses represent our biggest fears, both societally and individually. Ultimately, our undertaking in this seminar is to analyze the way these narratives make such fears tangible, as well as how they allow us to interrogate, understand, and contend with the things that frighten us.

**SEMN 154 FYS: Who Are the Samurai?** On a dark, chilly night in the city of Edo, Japan in 1703, 46 men broke into the home of a government official and murdered him. The story of these men, best known as the 47 ronin (and yes, you read the number correctly), has been retold countless times since that night. Outlaws to some and heroes to many, the 47 ronin have often been lauded as exemplars of true samurai. But what exactly is a "true samurai"? When you think of the samurai, what do you imagine? Is the image

you have in mind the product of fact or fiction, or perhaps a little of both? Did you know, for instance, that the samurai included both women and children? Since most people are not familiar with the history of Japan's famous warriors, in this seminar we will begin by drawing from a variety of sources to explore how this warrior class--men, women, and children--lived, and how they have been viewed both within and outside Japan. We will combine our historical examinations of the emergence, evolution, demise, and reinvention of the samurai with analyses of representations of "samurai" in literature, film, sports, and business in order to gain a better sense of who the samurai are, how they have been portrayed, and why the samurai--and especially the 47 ronin--have become such an enduring and popular symbol of Japan.

**SEMN 155 FYS: The New World Order**The seminar will study recent analyses of the New World Order in the context of theories of "globalization," focusing on causes of social strife and debates about what makes for a just society. It will examine the culture of the investment bankers who are the New Order's main architects, the ideology of "neoliberalism" that is its blueprint, the fate of American workers whose jobs are disappearing, and the New World as lived by some of the two billion people in shantytowns, bidonvilles, and favelas. Students will write brief review-style essays and a case study of a city or region.

**SEMN 157 FYS: Writings From the Heart: Knowledge Production and Social Justice**In this course, we will explore dreams, storytelling, poetry, art activism, memoir, and personal/collective narrative as sources of knowledge and social change. We take a look into cultural writings to examine traditional and non-traditional genres. We will begin the journey through reading from testimonies among Indigenous peoples in Mexico and Central America, moving into choreographic or embodied practices in dance activism in Turkey, and concluding with poetry and art in social movements in Kalamazoo, Michigan. We approach writing by embodying writing practices in daily entries in our journals and poetry through in-class workshops, attending guest speakers in topics related to art activism, interviewing members of our communities to write their testimonials, and producing our artwork as memory devices or "sacred boxes." With these hands-on activities, we will examine how multiple communities around the world produce knowledge. The goal is to understand topics of identity, culture, tradition, and activism.

**SEMN 158 FYS: I Love (The Music of) the 90's**The 1990s were a period of dramatic change for popular music. Genres like alternative rock, "gangsta" rap, and electronica rose to prominence and still influence the music we hear today. Major label sales and indie success soared until the disruption of mp3 technology and Napster reorganized the music industry. MTV and RollingStone were essential. Today, the music and culture of the decade is mined for "new" styles, products, and nostalgia ("I heart the 90's!"). While thinking seriously about sounds, image, and artistry, this course examines the music of the 1990s in social context with an ear to the events, politics, fashion, controversies, and identities that shaped musical experience.

**SEMN 159 FYS: Screening and Writing La Frontera**This seminar will explore the ways in which authors and directors have represented the identities, cultures, and "problems" associated with the US-Mexico border--la frontera. The questions guiding our work will be: How do visual and literary constructions of la frontera shape our understanding(s) of borders and bordering rhetoric? What are the social, economic, and political implications of such rhetoric(s)? How do bordering discourses gender, racialize, and ultimately marginalize bodies deemed as "other"? The course introduces students to a body of Latin American literary and visual culture works (films, novels, short stories, essays, music, and poetry) concerned with representing human experiences affected by exclusionary and criminalizing logics of the US-Mexico border. We will analyze how la frontera has inspired artistic experimentation and innovation, centering the discussion on the potential of cultural production to bring awareness regarding cultural differences and ethical responsibility toward others.

**SEM N 161 FYS: Nutrition: Societal to Physiological Perspectives** This first-year seminar will begin by delving into the societal and environmental aspects (Macro-level) of food and nutrition. These topics could include- mass production, food preservation and waste, food access/insecurity in urban areas as well as other possible themes. The latter half of the course will examine the (micro-level) individual health outcomes (obesity, diabetes, cancer) attributed to nutritional choices and also include content on personalized nutrition for healthy individuals and/or high-performance athletes. Students will become adept to diets of various cultures and make interpretations on the benefits and potential risks with consuming certain foods in habitual fashion.

**SEM N 162 FYS: Kissing the Witch: Fairytale and Folklore Derived Contemporary Literature** For centuries audiences have been captivated by tales of pure-hearted princesses, brave princes, and of course, wicked witches. Why do we keep returning to these archetypes? What do they tell us about our own identities and relationships? In this course, we will look at how short stories, novels and poetry have interacted with fairytales and folklore in recent years. What ancient themes get disrupted, heightened and complicated through each retelling? How have contemporary authors used fairytale and folklore to navigate current discussions of race, gender, and sexuality? In our discussions and our own creative writing we will engage these questions and, by the end of the course, we will have the tools needed to start our own mythmaking.

**SEM N 163 FYS: About Us: Disability Stories, Disability Rights** We entertain through story. We teach through story. And, through stories, we can become advocates for ourselves and others. In the disability community, this truth about the power of storytelling has emerged in the slogan or mantra, "Nothing about us without us." In other words, any understanding of disability and any policies related to addressing disability calls for the creativity, insight, and urgency that comes from lived knowledge. For this class, we will engage in the rich source material written and produced by those with physical disabilities, developmental disabilities, and mental health issues. We will explore how individuals within these communities wish to be named and the politics associated with names and media representations. We will read selected pieces from *About Us: Essays from the Disability Series of the New York Times* as well as other essays and stories on the history of disability rights. In addition to these readings, we will view and discuss *Crip Camp* (2020), *Vision Portraits* (2019), and other films. Finally, we will learn from advocates in the Kalamazoo community who work for organizations that serve those with various types of disabilities and mental health issues and who can speak from their own experiences. Ultimately, we will be exploring how a community might develop spaces and places that create a more welcoming, expansive, and inclusive sense of home and belonging.

**SEM N 164 FYS: Poetry & Meaning in Life** In the study of literature, the words "story" and "poem" usually point to two distinct ways in which a text can communicate meaning. The word "story," along with the synonymous "narrative," is widely used in everyday language as well: we tend to think of our lives as stories and of our opinions as narratives. Can the other-"poetic"? "nonnarrative"?-type of meaning, too, be exported from the strictly literary and into our habits of understanding ourselves and the world? How does one have a meaningful experience that does not have a narrative shape? In this course we will read poetry using the methods of literary analysis, while thinking about it in the context of larger philosophical and psychological questions. Lyric poems originally written in English and translated from German, Japanese, Russian, and other languages, along with a variety of readings on poetry and on narrativity will constitute the core of our discussions. We will also strategically brainstorm how you can practice nonnarrative thinking as a college student.

**SEM N 165 FYS: Stalin & the Art of Fear** From the 1920s until his death in 1953, Joseph Stalin wielded an extraordinary amount of control over the newly-created Soviet state. He interpreted the proper

implementation of Socialist economic policy, he silenced his critics with unimaginable savagery, and he took an especially keen interest in dictating the terms by which art should be made. To whom does art belong? What was it like to create art in an atmosphere of censorship? Could artists -- like poet Anna Akhmatova or composer Dmitri Shostakovich, for example -- navigate these treacherous waters without sacrificing their creativity and artistic integrity? We will examine these and related questions through reading memoir, fiction, and historical accounts of the time; watching films; and closely listening to the music that spoke to and reflected this tumultuous time.

**SEM N 166 FYS: Let Freedom Swing! Jazz Music, Social Identity and American** The history and development of jazz music in American culture is arguably one of the most revolutionary aspect for African Americans. Many perceive jazz music as central to the construction of democratic practices and principles; namely civic participation, exercise of freedom, finding one's voice, improvisation, and group collaboration. In short it is imperative to preserve black culture and identity. Embedded within jazz music is the blues impulse which is not only a musical device that jazz musicians employ, but it can also be considered a human response of feeling and attitude to an adverse social condition. In this course, we will explore the complexities of the black experience such as race, stereotypes, and injustices as presented by black musicians and singers as they have tried to overcome, resist and call attention to the hypocrisy of democracy in America. We will examine musical compositions, song lyrics, cities, and aesthetic movements through a combination of lively discussions and thoughtful analysis of songs, literature, film, art and other media documentation. We will examine the relationship between race and music and the contribution to the expression of American music by African Americans. This course will provide students will opportunity to discuss, compare, and analyze a range of musical compositions and genres within the history of jazz music. This seminar is intended to help each student's writing improve and to provide all students with the knowledge, tools, and practices that will serve them in college-level writing. By the conclusion of this course, students will develop critical thinking and writing skills by analyzing and critiquing key elements in the history of jazz music. They will also develop an appreciate for, and understanding of the characteristics of jazz music and the ways in which people of African descent have has contributed to the development of American music over time. Open to all music lovers.

**SEM N 167 FYS: Global Refugees and Immigrants** People often say they are either for or against greater levels of immigration. But immigration is a broad concept. In simply saying "yay" or "nay" we neglect to address a lot of important, nuanced questions. This course examines some of these questions. What is the difference between a so-called "economic" immigrant versus an asylum seeker or refugee? If we can make such a distinction, do we owe different kinds of treatment to individuals in these categories? What happens when someone is attempting to reach another country's territory but is stopped en route (e.g. in international waters)? How do concerns about the internal political equality between current citizens or about the preservation of public political culture impact immigration? Is it permissible for wealthy countries to encourage the immigration of doctors and nurses from poor countries-even though this will lead to a shortfall of skilled healthcare workers in poorer countries? What tensions are created by the conflict between social and global justice as applied to immigration? We will investigate these questions and many more through readings, documentaries and discussion. This class will primarily focus on non-US contexts.

**SEM N 168 FYS: Salem Possessed: the Salem Witch Trials and Their Legacies** In 1692, the people of Salem, Massachusetts grew terrified when a small group of girls accused an enslaved woman, an impoverished woman, and a scandalous woman of bewitching them. Ultimately, twenty men and women were hung or pressed to death with stones and over a hundred others found themselves imprisoned. Historians have long considered the Salem Witch Trials a pivotal moment in American history. Countless

works have offered countless reasons for the strange happenings in Salem, trying to explain why a small community in Colonial America would succumb to witchcraft hysteria long after it had died down in Europe. The Salem Witch Trials have haunted American culture. Starting in the nineteenth century and continuing into the present, writers and artists have grappled with the various meanings of the witch hunts and the persecution of innocent persons, seeing connections between "the furies of fanaticism and paranoia" of 1692 and their own time. Most famously, Arthur Miller in *The Crucible* used the trials to examine the persecution of alleged Communists in the 1950s. This course will examine and seek to understand the events of 1692 and the subsequent legacies of the trials in American culture through the actual documents from the trials, the writings of historians, and the imaginative works of novelists, playwrights, poets, and film makers.

**SEM N 169 FYS: Coping and Caring: A Kaleidoscope Of Grief**Grief, a natural response to loss, may occur in many facets of life from a global pandemic to experiences like the loss of a loved one, a relationship, significant life transitions, and systemic oppression, to name a few. Grieving is complex and unique-expressed in diverse ways with a kaleidoscope of emotions. We will examine theories of grief, learn about creative arts therapy-based methods to process loss, view case examples of individuals using art therapy to heal, and investigate personal and cultural approaches to the subject. Students will critically analyze how race, religion, ethnicity, gender and other constructs shape one's response to grief. And discover how loss finds a voice in poetry, art, music, drama and other creative forms. Finally, students will engage in experiential exercises to foster expression and gain an understanding of using creativity as a source for healing.

**SEM N 170 FYS: Resilience**The concept of resilience has gained popularity in the past decade, especially among educators and mental health professionals who work with young adults. In this seminar, we will examine the concept of resilience, broadly defined as the capacity to adapt successfully to challenges. How is the term defined and used in different contexts? What factors contribute to successful coping in the face of adversity? How do cultural factors influence how we think about resilience? How does an emphasis on resilience as a personal characteristic influence how we think about solutions to social problems? In what ways are cultural institutions and systems nurturing the development of resilience for some groups while creating obstacles to its development for others? In addition to these questions, we will explore strategies we can use to enhance our own personal resilience and to strengthen the resilience of our communities.

**SEM N 172 FYS: Life with Two Languages**Almost half of the world's population uses two or more languages as they go about their daily lives. In this seminar, we will explore what it means to be a bilingual or multilingual person - how this affects our brains, our ways of communicating, and our perspective on the world. We will also investigate how different societies organize life with two or more languages. Subtopics include bilingual music, bilingual education, hyperpolyglots, bilingualism & politics, language loss, and translation. This course is ideal for multilingual students, students from a bilingual household or students whose first language is not English.

**SEM N 174 FYS: The Politics of Death and Dying**For some to live and thrive in the US, it is essential that others have to die or be allowed to die. But who decides which lives have meaning and which do not? What is a "good death" and how is it culturally understood and constructed? How do people die in the US? How does this compare to marginalized Americans? How is death more than just a bodily state? When does death become politicized? Our course will attempt to answer these questions as we explore the many dimensions of death and dying in the US from brain death and assisted suicide to life-extending medicine, from our cultural fear of dead bodies to our economic reliance on death-making. Using an intersectional approach, we will cover the inequities of death investigation and documentation, the "CSI

effect" on autopsy, our cultural alienation from death and dying, how markers of identity have been used to legitimize the right to kill or justify 'letting die' under US necropolitics, and concepts that allow us to frame social exclusion as a form of death-making. Students will learn about important events in the politicization of death including but not limited to the Graves Protection and Repatriation Act, the AIDS crisis, war crimes at Abu Ghraib Prison and the Guantanamo Bay detention camp, the #blacklivesmatter movement, and mass undocumented migrant death across the Sonoran desert and the US-Mexico border.

**SEM N 175 FYS: The Complex Legacy of Christopher Columbus** This seminar will examine the legacy of Spain's empire in the Americas through the lens of one of its most enduring and controversial figures, Christopher Columbus. We will read a variety of contemporary sources over the course of the term as we explore how the explorer's image has been used to legitimize, vilify, celebrate, and understand the expansion of Western hegemony. How did an Italian explorer sailing under a Spanish flag become a symbol of American exceptionalism? How did Europeans manage to "discover" and lay claim to lands already home to prosperous civilizations and peoples? Why are banks and post offices in the United States closed on some seemingly inexplicable day around the middle of October each year? What is meant by Indigenous Peoples' Day and why do we recognize it on the same day? These are some of the questions we will engage as we consider how the dramatic impact of the rise of European global empires altered societies, ecologies, geopolitics, commerce, food ways, science, people's understanding of the nature of humanity, and more.

**SEM N 176 FYS: At Home: Belonging, Identity, and Community** What is home? In this course, we will interrogate the nuances of this multifaceted word. Potential questions we will explore are. Is home a place? A feeling? An aspect of our identity? How are our homes tied to race and nationality? Sexuality? How is a "home" different than a "house"? What does it mean to be at home in your own skin? How does another person or animal constitute "home" for many of us? How do we understand spaces that actively house many of us, but are not our homes, such as nursing homes, hotels, places of incarceration, cars? In essence, how does our relationship to and understanding of this complex word help shape our identity? ?????????? The course will take an intersectional approach by investigating the relationships between race, gender, sex, sexuality, disability, and class through an exploration of a wide range of texts and genres, ranging from traditional poetry with Ben Jonson's "To Penshurst," graphic novels with Richard McGuire's Here, and short stories with Daphne du Maurier's "The Birds"

**SEM N 177 FYS: Exploring Cultural Diversity Through Storytelling** This course is an investigation into storytelling and an analysis of various mediums and texts created by scholars and artists working within an interconnected world. While examining and creating performances of self-discovery, students will explore how we, as part of a global community, embody/perform stories that speak to inequities across marginalized groups. The classroom community will explore what it means to take part in cross-culture encounters, conversations, and stories in a world where the socially constructed boundaries between culture, community, and country are becoming less visible.

**SEM N 178 FYS: Controversies in Sports: Where Is the Line?** In this course we will examine the world of youth and college sports from a variety of perspectives. Students will improve their analytical, discussion, research and writing skills as they explore topics in ethics, equity and the science of athletic performance. Course readings and viewings are gathered from a variety of disciplines, including biology, chemistry, kinesiology, psychology, the law, journalism and popular culture. Current controversies surrounding the treatment of athletes from marginalized groups, performance enhancement, and hyper-competitiveness in youth and college athletics will also be discussed and debated. Students will be invited to reflect on the role of athletics and competition in their own lives as college students. This course is open to all students and will be of particular interest to student-athletes.

**SEM N 179 FYS: It's a beautiful day in the Neighborhood: Innovative Economic Growth In Kalamazoo**

The COVID-19 pandemic has highlighted stark inequalities and deep-rooted inadequacies within our society. Answers to these issues require innovative solutions to achieve widespread prosperity. Fortunately, we are lucky to be in Kalamazoo, an excellent laboratory for exploring strategies for communities to create inclusive and vibrant local economies. This course will provide a problem-focused introduction to issues faced by local communities and Kalamazoo in particular. Together, we will explore the field by examining and debating cases of real-world public problems such as housing, education, and the creation of good jobs. Students will be asked to reflect on important local civic issues, choose one of interest, and conduct an analysis critically evaluating how the resources of our community could best be leveraged to solve the problem. The course readings and lectures will prepare you by examining the current ideological debate around the role of local governments in public life and the tools the public sector uses to tackle issues. Overall, this course will help provide you with a grounding in your local community and how you can become a thoughtful, engaged citizen.

**SEM N 180 FYS: Global Social Movements & Speaking Up for Justice**In this class we will study how people, communities, and movements resist oppression and build alternatives to repressive systems. You do not need to be an established organizer/activist to take this course - you need only the desire to develop your own passion/path and to hone the communicative skills to make it happen. We will read and discuss primary source social movement writing as well as hear directly from global and local organizers via live presentations in hopes of learning how powerful social movements turn righteous angst into dignified action. We will also study the craft of how movement organizers tap into their full agency to contest and claim power in order to develop our own big voices in our struggles for justice. This course is for people with a passion for justice and a desire to amplify their voice in the face of opposition and/or indifference. Students will develop their skills in public speaking, writing, analysis, and research throughout the term. The instructor for this course is bilingual (English & Spanish) and can give options for reading and presenting in Spanish when possible upon request.

**SEM N 182 FYS: Wheels of Change: Environmental And Social Justice by Bike**This community-engaged course (SEE IMPORTANT INFORMATION IN ADDITIONAL COMMENTS) explores cycling through the lenses of social and environmental justice. We will study the way bicycles-as vehicles of freedom and mobility--empowered women and people of color during the late 19th century "cycling craze," and we will learn about policies based in racism and sexism that limited who could easily experience the liberating movement cycling offered. Understanding that history, we'll focus on how, today, the bicycle offers hope for sustainable transportation that supports individual, community, and environmental health in ways that redress racism, and gender- and ability-based discrimination. Working closely with community partners, including the City of Kalamazoo, we will explore how communities can build cycling infrastructure using an equity lens, developing a comparative perspective by investigating how urban cycling thrives in communities in the US and around the world. We will work closely with partners on and off campus on projects that will help to provide equitable, sustainable cycling infrastructure for people of all races, genders, income levels, and ages. As we do this, we will come to know our community by bike, riding together regularly. We will also take a field trip or two to learn more about how communities nearby are improving access to safe cycling for their residents.

**SEM N 183 Fys: Puritan Afterlives: a Case-Study In Cultural Memory**A cultural critic once mused, 'Puritanism-the haunting fear that someone, somewhere, may be happy'. From Nathaniel Hawthorne's *The Scarlet Letter* in the 19th century, to Arthur Miller's *The Crucible* in the 20th, this dour image of Puritan rigidity has become embedded in American popular culture. Witch-crazed, morally-scrupulous, and oppressive, these seventeenth-century people are easily dismissed as irrelevant to modern life. This course

will investigate the processes by which this characterization of the Puritans came to be, as well as its relation to the historical evidence. It will deal more generally with the construction of historical narratives, the formation of cultural memory, and the interpretive power of popular culture. Using primary sources, the writings of historians, popular commentary, and key examples from American literature and cinema, this course will wrestle with the ways in which history is memorialized, and how historical evidence is marshalled in modern contexts. It will also question the nature of historical 'truth' and what it is to remember.

**SEM N 184 FYS: Slang: A Discussion of Informal English** This course is designed for students whose native language is not English. Permission required. Slang is the ever-changing use of informal language that is reflective of culture and society. Though slang is most common in spoken language, modern dictionaries have long embraced slang and recorded its usage. Notable examples include the Oxford English Dictionary new entries of 'vape,' 'selfie,' and 'GIF.' In this class, we will discuss, research, and write about the informal use of slang and its role in social interactions as well as what slang represents in the lives of English speakers. We will identify the purpose of slang in a community of speakers, and how language is used to create relationships. An important distinction will be made regarding the environment of informal and formal language and how English speakers navigate the cultural requirements of spoken and written language in academic settings. Through readings, videos, discussion, and writing, we will explore the fun and function of slang.

**SEM N 185 FYS: Unscripted Intimacies** There are forms of intimacy for which we have social, historical, and legal scripts. These are codified, culturally sanctioned, and institutionally recognized relationships, e.g. wife/husband, brother/sister, mother/child. These bonds tend to be represented in standardized or predictable ways, and are associated with a set of culturally agreed-upon milestones that mark their "progress" and their "success." With respect to husbands and wives, for instance: our culture maintains a broad conception of what this type of relationship "should" look like, and how it "should" progress—a conception that is profoundly influenced by race, gender, class, age, sexuality, and so forth: First comes love. Then comes marriage. Then comes a baby in a baby carriage. These markers pave a well-trodden pathway through this form of intimacy, which culminates in its legal recognition as a legitimate relational bond. And yet there are many other forms of intimacy that shape our lives for which we have not paved well-trodden paths. These unscripted intimacies include queer forms of romance as well as other categories like friendship, the "girl crush," the "bromance," queer families, roommates, heterosocial friendships, non-romantic life partners, "work wives" and "work husbands," and so forth. The scripts for these relations are less standardized, and sometimes have to be written from scratch. How do we proceed in these cases? What informs the way these relationships grow and progress? How is their "success" measured? What are the hierarchies in which they tend to subsist? Are these unscripted bonds influenced in similar ways by race, gender, class, age, and sexuality? How are these bonds represented in our culture? What is it that maintains them in the absence of institutionalized support and legal recognition?

**SEM N 186 Fys: Climate Change- the Challenge of a Generation** Climate change is a global challenge that confronts your generation. Decisions made by people in the past, present, and future will affect the global community. In this course we will investigate the scientific basis of climate change, the measured effects, the changes we are experiencing, and mitigation strategies. We will dive into reports by the Intergovernmental Panel on Climate Change (IPCC), consider personal strategies for lowering our own carbon footprints, learn about campus sustainability strategies, and investigate how to get involved. Through this course we will develop our writing and presentation skills through peer feedback and

revision. We will also consider the existential dread we may feel as we look to the future on our changed planet.

**SEM N 187 FYS: GMOs and Designer Babies: The Ethics of Genome Engineering** From bacteria to humans, all living organisms share the same astonishingly simple four-letter DNA code, composed of A, G, C, and T. Genome engineering is the process by which this code is modified to produce different outcomes, including genetically modified organisms (GMOs), malaria-resistant mosquitos, gene therapies, and even "designer babies." However, the ability to "re-write" DNA, especially that which can be inherited by future generations, carries significant ethical implications. Should humans edit the code of life? How could genome engineering benefit society? How could genome engineering be misused? How could genome engineering widen social equity gaps? This course will explore the past, present, and future of genome engineering with an emphasis on the ethical responsibilities associated with editing DNA. Through reading, writing, and discussion, students will develop informed opinions and ideas as they research the role of genome engineering in society. This course is designed for anyone who has an interest in how science intersects with humanity; no background in science is necessary.

**SEM N 188 FYS: Imagining Possible Worlds** Which story is more likely to occur in the real world: Star Wars or The Lord of the Rings? According to Scottish philosopher David Hume, "nothing we imagine is absolutely impossible." So, since science fiction and fantasy stories seem equally imaginable, maybe they are equally possible. However, the great sci-fi writer Isaac Asimov once said, "science fiction, given its grounding in science, is possible; fantasy, which has no grounding in reality, is not." So, maybe sci-fi stories are more possible than fantasy stories after all. This suggests a deeper, underlying question: "what does it even mean to say that something is possible?" In this course, we will explore that question-"what is possibility?"-from a philosophical point-of-view by using science fiction and fantasy stories as our guide. To do this, we will read such notable contemporary writers as Margaret Atwood, Stephen King, Michael Chabon, Ursula K. Le Guin, and T. C. Boyle. We will also watch three very weird movies and even a few episodes of Star Trek. We will use these experiences as the foundation for our philosophical study of possibility, which will include thinking hard about such topics as science, freedom, knowledge, God, evil, and zombies. YES, that's right! ZOMBIES!!

**SEM N 190 FYS: Science and Society** This course is designed for those who are curious about the natural world. We aim to engage and enhance that curiosity by exploring science in the world around us. We will observe with wonder, thoughtfully hypothesize, methodically test, and conclude with deeper knowledge and more questions. We will discover roles we can take to contribute to building scientific knowledge. We will work to understand developing science. We will design and carry out experiments, read about scientific discovery, and join others on citizen-science projects. This course is intended for anyone who is excited about understanding the natural world, no science background is needed.

**SEM N 191 FYS: It's Only Rock and Roll** Mick Jagger said the song "It's Only Rock 'n Roll (But I Like it)" was a response to the pressure he and the band felt to continually exceed their past accomplishments. Who could have imagined how rock and roll (and all of its children) would succeed, exceed and change the world? Who could have imagined what rock and roll has accomplished and what the world has accomplished because of rock and roll? In this seminar we will explore some of the fascinating relationships between current events, social, cultural and political developments, and rock music, as expressed through the music, lyrics, art, philosophy and fashion of rock and roll. Through generous listenings, viewings, readings, discussions, and, most importantly, through our writings, we will gain a well-rounded view of the history of rock music and a deeper appreciation for the complex and evolving part rock and roll and has played and continues to play in the social, cultural, political and, of course, musical evolution of our lives and the world.

**SEM N 192 FYS: Why Do We Learn?**By the time you start college, you have learned a multitude of different things, and you will continue to learn and grow throughout your college years and the rest of your life. Sometimes we learn seemingly without trying, like when we mindlessly sing along with an advertising jingle. Other times learning seems to take a great deal of effort, like studying for a big test. Understanding what, how, and why humans learn are important questions not just for psychologists and educators, but for people in nearly any field - from politics to healthcare, from music to computer science. In this course we will explore these questions in multiple ways. What motivates us as learners, both in school settings and in our broader lives? Why do we bother learning when we have Google, Wikipedia, and ChatGPT at our fingertips at all times? How does learning bring meaning to our lives as individuals, and empower us to be positive members of a community? And, oh yeah, what does it mean to say that "The end of learning is gracious living"?

**SEM N 193 FYS Banned: Censorship & Art Politics**Art is a ubiquitous part of our society, but how exactly do we define the word "art" and what do we expect from it? Some might say art is solely for aesthetic enjoyment and to make us feel good, but what happens when art becomes part of the culture wars? What social conditions drive controversy around art? This course will explore art's seemingly unparalleled ability to outrage and offend. We will discuss and dissect a wide variety of historical cases where art has been deemed dangerous and/or objectionable. Through a variety of readings and discussions we will explore such topics as: Is censorship ever okay? What can controversies surrounding art tell us about those who are offended? And, what does being offended mean in a democratic society? In this course we will learn how to unpack the context of controversial art and self-examine our personal values and what it means to have those values challenged.

**SEM N 194 FYS: Why College Now?**This seminar will include a broad exploration of U.S. higher education and the experience of college students. We will explore and discuss ideas around the varied and evolving aims, goals, and purposes of higher education. We will also discuss the impact higher education has on students, factors that influence college student success, and habits which enhance student learning. The course will include readings from a range of resources and viewpoints, individual reflection and writing opportunities, group discussion, and student led assignments. Students will be challenged to consider their own learning goals and college journey within the broader context of higher education.

**SEM N 196 FYS: Memories, Secrets & Lies**Why do we love to read "confessions," watch makeover shows, read blogs, and take selfies? How do we shape the stories we tell about ourselves, and the image of self we present to the world? Is there such a thing as a "true" or "authentic" self? In this seminar you will work with memoirs, letters, a TV series, a graphic novel, diaries, and scrapbooks to explore how individuals present themselves and how they tell their life stories. We start with the genre of confessions, looking at how writers draw in their audiences by claiming to tell secrets, and "nothing but the truth." We will discuss memory, its failures, and the ways we retrieve "lost time" in narrative. Other topics include performance and identity, censorship and autobiographical scandals surrounding authors who "broke the rules" of memoir. One week we visit the Kalamazoo College Archives and work with diaries, letters, and scrapbooks from college students 100 years ago-examining how their experiences may parallel or differ from your own. We will also visit the Kalamazoo Institute of Art to view works of self-portraiture.

## **Sophomore Seminars**

The sophomore seminar is the second component of the Shared Passages and comes at a critical moment of challenge and opportunity in students' journeys through the K Plan. They provide a vital link between students' entry to the K experience and their other landmark K experiences – advanced work in the major, study abroad, and a SIP.

## Sophomore Seminar Courses

**SEMN 201 Beauty Across Cultures**In this course, we will examine how the rhetoric of beauty is shaped by cultural values, and how the powerful concepts of "beauty" in turn shape our personal lives. Through a wide selection of texts across different cultures in different genres (investigative journalism, art, multimedia sources), we will delve into the problem of how the rhetoric of beauty reflects social norms and values, and how it commands social members to assume certain gender, racial, and cultural roles. We will also investigate how the conceptions of beauty play into scientific fields such as biology and quantum physics. Sophomores only may register.

**SEMN 202 Developing Sage Advice: a Sophomore Seminar on Plants & Human Health**Plants have pep! This course explores the essential role that plants play in human health. We will look through time and across continents to unfold the importance and variable usage of plants as medicine. Why do some plants have medicinal super powers? Can you safely navigate the local herbal supplement aisle? Should you? We spend most of our time writing and discussing how plants affect our health from a personal and global perspective. Plants highlighted in the course play a significant role in history and the future of the human health pathway. Importantly, you can choose to dive into the plant or ailment that is important to you!

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

**SEMN 207 Infection: Global Health & Social Justice**This course is first and foremost a Shared Passage Seminar. As a sophomore level writing class, it will build upon the First-Year Seminar goals. Through readings and discussions, the class will explore the world of infectious agents and the use of antibiotics as they affect global health. By studying current and historical cases of infections, we will try to address the spread, containment and eradication of select infectious agents. With each of the cases we study, we will discuss race, genes, and human history, through the lens of social justice. Sophomores Only

**SEMN 208 Food and Travel Writing**Through reading, writing, and studying various media in the realm of journalism and creative nonfiction, we will explore identity, history, and culture-our own, and that of others- through food and place, and artfully write and workshop nonfiction writing about lived experience. This Shared Passages Sophomore Seminar includes faculty-led travel to Costa Rica the first week of winter break, wherein we will actively apply theory through hands-on experience. A passport and additional fees for travel will be required, though need-based financial assistance will be available to make the trip accessible for all students.

**SEMN 209 Philosophy of Science**A philosophical examination of scientific methods and reasoning. Topics may include the analysis of explanation, the nature of scientific truth, instrumentalist and realist interpretations of science, confirmation and falsification, observational and theoretical terms, inter-theoretic reduction, the relation among various sciences, scientific revolutions, and the possibility of scientific progress. Recommended for science majors. Sophomore standing required.

**SEMN 210 Listening Across Cultures**What does it mean to be a knowledgeable music listener? An expert listener? A native listener? Hip hop has its "heads," French opera had *claqueurs*, and Syrian tarab has the *sammi'a* (expert listeners), but is the act of listening the same across cultures, or is there something to the local perception of music that goes beyond style and genre? Questioning the adage that "Music is the universal language," this course will examine how people assign meaning and power to music. Analyzing music from around the world, we will attune our ears to the ways in which people across cultural borders conceptualize music, sound and the act of listening. No music reading or basic theory knowledge is required.Sophomores only

**SEMN 211 Seed Stories, Sovereignty, & Stewardship**The story of agriculture is, in large part, a story about seeds. Or rather, many stories about seeds and the people who developed co-evolutionary partnerships with plants through the practice of seed stewardship. In this Sophomore Seminar, we'll listen to the stories of seedkeepers and learn how their relationships with seeds embody their cultural values and cosmogonealogies. We'll examine the role that seeds have played in campaigns of colonization, investigate how the global seed industry has shaped contemporary agricultural systems, and learn how activists and traditional seedkeepers are working to address social and environmental injustices by practicing seed sovereignty.

**SEMN 212 Ancient Humans & Other Animals**Humans tend either to think of themselves as separate from animals or as the top of the animal heap. We tell ourselves that we are different, and this affects how we treat and interact with animals, which might be different if we treated them as "same" In this class we will look at how ancient Greeks and Romans thought about, used, treated and interacted with animals. In this way, every day we will step into another, lost world where people held different beliefs about the animal kingdom. At the same time, we will also use their ideas and experiences to interrogate our own beliefs and practices concerning other animalsSophomores only.

**SEMN 213 Christianity & the Family**This course critically addresses contemporary debates about the centrality of the family in Christian teaching through a historical and cross-cultural survey. What is the relationship between Christianity and the various approaches to kinship and family in different cultures in different historical contexts? Where did our contemporary ideas about the family come from and what are Christians saying about new forms of kinship? From the Bible to present day debates about divorce, sex, and same sex marriage, Christians have never embraced a single understanding of the family, but rather have been influenced by broader cultural shifts in how kinship is doneSophomores Only

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

**SEMN 217 World Indigenous Literatures: The People and the Land**A selective study of the literary traditions and contemporary texts of indigenous peoples around the world, focusing on indigenous communities in regions where Kalamazoo College students study and with a particular emphasis on texts that explore the complex relationships between indigenous communities and the land they claim as their own. This course is a Shared Passages Sophomore Seminar.Sophomores Only

**SEM N 219 Magical Realism**Magical realism is a genre that combines elements of the fantastic with realism often in order to imagine utopias or resist restrictive aspects of society. This course will examine the genre, interrogate its relationship to other genres of fantasy, and consider the relationship between the aesthetic patterns of the genre and its potential for social advocacy. This course is a Shared Passages Sophomore Seminar.Sophomores Only

**SEM N 220 Bad Religion**In this course, we explore communities and practices that have been considered "loud," "superstitious," "weird," "unorthodox," and purportedly "satanic." To outsiders, bad religion is religion that seems to straddle the lines of magic and witchcraft, and religion that does not stay in its sphere but seems to embroil itself in public space, business, and politics. This class does not argue that there is such a thing as "bad religion" but explores contestations over what constitutes "appropriate" religious practice, community, authority, and belief in 20th century and contemporary America. From Scientologists to Satanists, this course will explore groups that have drawn the ire of neighbors, established churches, media, and governmental authorities and examine how understandings of immigration, race, gender, and sexuality structured these communities and shaped the controversies that surrounded them.Sophomores only.

**SEM N 221 Social Justice Through the Arts**From Hamilton to Woodstock, how have the arts stimulated and informed social transformation in America over the last 100 years? This interdisciplinary course will involve readings, listening sessions, discussion, and research as the basis for an original social practice creation incorporating at least TWO mediums (e.g. spoken word, song, dance, visual art, theatre) to express the students' view on a given social issue. Designed to accommodate students who enjoy creative activity in a variety of disciplines.Only Sophomores may register.

**SEM N 223 The Inward Journey: the Science, Practice, and History of Meditation**This seminar will explore the meditative experience from historical, experiential, and biological perspectives. Meditation-the cultivation of a state of thoughtless awareness that can generate profound peace and inner transformation-has deep historical roots and plays a role in many cultures and religions. Modern neuroscience has made great strides in understanding the meditative experience and documenting the physical and neurochemical changes that result from meditation. Students in this course will undertake a personal journey of active practice of meditation, primarily from Buddhist perspectives. This experience will be underpinned with study of the neuroscience and practical health benefits of meditation. Finally students will delve into the historical, cultural, and religious dimensions of meditation.Sophomores Only.

**SEM N 224 Exceptional America?**The idea of American exceptionalism has a long and complex history. What does it mean now and what did it mean in the past to describe America as exceptional? Who has used the language of American exceptionalism over time? Who has challenged it? How has the idea of American exceptionalism served to define what and who is and is not American? How has it shaped the ways that Americans, in and out of government, have viewed and interacted with other peoples and governments? To answer these questions, this course will take a historical approach to the idea of American exceptionalism, tracing it from the earliest period of colonial settlement to the recent present.Sophomores only

**SEM N 226 Theory in Action: Context, Positionality And Practical Application**Theories have been described in different ways across social movements. They have been defined as integral to liberation, as ancestral legacies, as weapons, and/or as inhabiting our bodies and dictating our actions and knowledges. However, prominent ideas remain that describe theory as abstract and disconnected from reality, considering it an elite and privileged process while divorcing it from action. Nevertheless, all social movements are informed by theories that dictate an understanding of a problem and possible solutions.

This course, through an examination of praxis, social movements, and intersectional literature, invites students to consider the ways theory served a key role in social justice projects like the Civil Rights Movement, Black Lives Matter, Mothers of East L.A., and tuition equity for undocumented migrants. Students will be exposed to hopeful and flexible theory that foregrounds the possibility of social change. Specifically, they will reflect on their own positionality as an entry point to understanding social problems and endeavor to put theory into practice, or as Aida Hurtado explains, deconstructing while reconstructing. Sophomores only

**SEM N 231 The Plague** This course explores the bubonic plague caused by the bacteria *Yersinia pestis* during the medieval period. Treating plague pandemics as both human and biological events, this course will explore the diverse cultural reactions to this devastating disease, its effects on labor and economic structures, its impacts on religion and community, its influences on public health policies and medicine, and its connections to modern epidemiology. Only Sophomores may register.

**SEM N 239 Cold War Kids** This course examines the various shapes and impacts of youth rebellion in the GDR (= East Germany) and looks at how the state reacted to these rebellions with attempts at indoctrination and control. The course examines these topics through readings, film, and music that offer a wide variety of perspectives on the topic and allow the students to develop analytic skill and improve their understanding of cultures beyond their own experience.

**SEM N 240 Economics for Global Travelers** This Sophomore Seminar examines how economics can contribute to a better understanding of the world and our place in it. We will look at differences, similarities, and linkages among the economics of various nations. We will study flows of money, products, people, technologies, and ideas across national borders. The approach will be non-technical with an emphasis on understanding economic ideas. We will spend more time writing and discussing than on models or equations. Does not count toward economics or business major. Sophomores only. Cross-listed with ECON-240.

**SEM N 241 Teaching for a Lifetime** This sophomore seminar focuses on education, how teachers work, and how students learn. Students will learn how to prepare effective lessons for any audience, imagining the teacher in a variety of community roles from graduate school lab instructor to a candidate for local office. Participants will divide their time between both student and teacher classroom perspectives. The student perspective will be preparation for active, hands-on classroom teaching experiences off campus. Students will observe and work as novice teachers in Kalamazoo and build connections that highlight the relationship between the classroom and the community.

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

**SEM N 256 Music and Identity** Music serves multiple roles: a force for social transformation, a flag of resistance, a proclamation of cultural identity, a catalyst for expressing emotion, an avenue to experiencing the sacred. Students will look at identity through the lens of contemporary and traditional American music and will consider how race, ethnicity, age, gender, national identity, and other factors express themselves in and are shaped by music. The ability to read music or understand basic music

theory is not required; a love of music and an interest in American culture are essential. This course is a Shared Passages Sophomore Seminar.Sophomores Only

**SEM 257 Refugees and Migrants in Modern Europe**The course explores the history of migration from the mid-nineteenth century to the present day, focusing on people moving from, within, and to Europe.Sophomores only. Cross-listed with HIST-256

**SEM 264 Global Shakespeares**Shakespeare is the most translated, adapted, performed, and published Western Author. Just what this means to Western and non-Western cultures is at the heart of this course. What does it mean to think of Shakespeare as a colonizing force? What additional ways are there to see the influence of his works? Many cultures have written back to Shakespeare, addressing race, sexuality, gender, and religion from their own cultural perspectives. What do exchanges between differently empowered cultures produce and reproduce? We'll tackle such questions as we read works by Shakespeare and literary/film adaptations from around the globe. This course is a Shared Passages Sophomore Seminar.Sophomores Only

**SEM 268 Jews on Film**This course examines themes in Jewish history and culture as expressed through the medium of film. Through readings, lectures, and class discussions, students will explore issues such as assimilation and acculturation, anti-Semitism, group cohesion, interfaith relations, Zionism, and the Holocaust. We will consider questions, such as: How are Jewish characters and places portrayed on film? Which elements of these portrayals change over time, and which remain constant? How do these cultural statements speak to the historical contexts that produced them? What choices do filmmakers make regarding the depiction of Jewish life, and how do those choices influence perceptions of Jews in particular, or minorities generally? Sophomores OnlySophomores Only

**SEM 270 In Search of the Supernatural: Myths And Spirits in Chinese Tradition**This course explores the supernatural in Chinese mythology, folklore, and literature, examining myths of gods, spirits, and strange beings that blur the line between human and supernatural realms. Students will study cosmogonic myths, supernatural creatures, and ghost stories to understand how these narratives reflect cultural, social, and ethical themes in Chinese history. The course also addresses issues like transformation, justice, and gender dynamics. Modern media adaptations of these myths will be analyzed to explore their continued impact on contemporary identity and morality. Students will engage through readings, discussions, creative projects, and analytical writing to develop skills of literary analysis, critical thinking, and intercultural proficiency.

**SEM 292 Development and Dispossession**This course takes a critical approach to the study of development, focusing particular attention on the displacement and dispossession of local populations. Using contemporary case studies, we examine how neoliberal policies and practices play out in various development sectors, including agriculture, infrastructure, and the extractive industry, in both rural and urban spaces in the U.S. and around the world.Sophomores only.

**SEM 295 Live Media, Virtual Performance**For the last century, an ongoing argument over the value of live performance has dominated the discourse about the conflict between live theatre and other forms of mediatized performance. In this course, we will talk about these various forms of performances and their differing degrees of liveness, from theatre and film to TV and radio to Twitch and social media. In doing so, we will see the intersections between digital culture and high culture across virtual and real boundaries.Sophomores only

**SEM 295 Marx and the Arts**What role does art play in the struggle to combat different forms of social, economic, and racial injustice? From the moment Karl Marx wrote his first reflections on this

topic, this question has continued to preoccupy philosophers and artists from different schools of the Marxist tradition. In this course, we will examine the highly contested relation between art and politics within the legacy of Marxist thought. Focusing on key artists and thinkers concerned with the revolutionary potential of art, we will continually seek to explore the relevance of historical and theoretical debates to our current historical moment.

**SEMN 295 Island Time: Pacific Lit**Islands: Perhaps the word conjures images of white sand, blue water, warm weather. From the perspective of the mainland, the Pacific Islands are often paradoxically imagined as exotic escapes, but also as sacrifice zones to military testing and sea level rise. Though tourism and militarism might seem like opposite sides of the spectrum when it comes to imagining space, how can we trace histories of colonization in the Pacific to understand how these imaginations are intertwined? How do the Indigenous peoples of these islands define and express their own histories, cultures, and futurities? We will explore these questions through novels, short stories, poetry, and film.Sophomores only

**SEMN 295 US-Africa Relations Since WW2**Course examines the long history of US involvement with Africa since WW2. We will move beyond stereotypes and mythology to a more complete understanding of the reality and possibilities of US-Africa relations. To do so, we will address question such as: -Under what circumstances have various Americans identified with Africa? -How have Americans sought influence or profits in Africa? To what effects? -Under what circumstances have various African countries identified with the US? Rather than being a study of individual African countries, the course will approach these questions through different topics and within specific countries' contexts, including Zimbabwe.

**SEMN 295 The World Through New Orleans**As the physical reality of New Orleans has been shaped by topography and climate, settler migration and indigenous displacement, enslavement and commodification, so has its music been shaped by the legal, economic, racial and political regimes that accompanied these changes. Crafting musical tools to navigate local realities, New Orleanians established central elements of African American music-and through it the popular music of the contemporary world. The class begins with New Orleans' constitutive musical cultures-indigenouse, African, Caribbean, and European-befoer moving towards a history of music in New Orleans, and out to hear how it has been heard, consumed, and adapted around the world.Sophomores only

**SEMN 295 Bearing Witness: Holocaust Literature & Testimony**First-person accounts of the Holocaust testify to persecution and violence, and represent acts of resistance against the Nazis' attempt to destroy all signs of Jewish life and culture. Memoirs, diaries, poetry, oral histories, and literary works of Holocaust victims and survivors continue to be read across the world. In this interdisciplinary seminar, we discuss what it means to bear witness to traumatic events, and how survivors (and subsequent generations) thematize the challenges of memory. Students will learn about the historical events of the Holocaust, and will discuss the role of these powerful literary works in post-Holocaust memorialization.Sophomores only

**SEMN 295 Hallyu: Korean Cultural Wave**This course explores Hallyu, the global phenomenon of the Korean Cultural Wave. Together we eat Korean cuisine, listen to K-pop, watch K-dramas and K-movies, in order to investigate how Hallyu started and spread across the world. You will play some games featured in "Squid Games," create your own MukBang video, and listen to K-pop from Psy to BTS. By experiencing Korean culture first hand, you will learn about Korea's unique cultural characteristics and how they differ (or not) from your own cultural frame.

**SEM N 295 Becoming Kin**In a time of climate crisis and pandemic disconnection, how do we reaffirm our relationship to other beings? To the land? To the water? How do we become better relatives? By studying Indigenous epistemologies, especially Anishinaabe epistemologies, we will learn how to become kin. This course will develop the skills we need to build and maintain ethical relations to Indigenous communities, lands, and waters, both in Kalamazoo and abroad. Reading and writing poetry is how we will practice indigenous ways of knowing; it is our language of reflection. No prior poetry background is needed. Poetry novices are welcomed and encouraged!

**SEM N 295 Paris Noir: African Americans in the City of Light**Before and after World War II, many black musicians, artists and writers were dissatisfied with discrimination and segregation in America and moved to Paris as expatriates in search of a better way of life. They were joined by black soldiers who not only fought in the war, but also introduced Jazz to French soldiers. In Paris they were able to create thriving community of artists free from the confines of American racism. We will explore the complexities of the black experience as presented by black musicians, writers, and artists as they have tried to overcome, resist, and call attention to the hypocrisy of democracy in America.

**SEM N 295 Don't Stop the Music: Social Dimensions Of Musical Performance and Participation**We humans play, perform, and participate in music in countless different ways across diverse cultural contexts. In this course, we consider these modes of performance and participation in order to understand our own, largely unexamined and culturally-produced assumptions about music, broadly defined. In doing so, we aim to see more clearly how our own position in the social world conditions our experiences and interactions, both musically and more generally. We will pay especially close attention to how our ways of consuming, valuing, and performing music are shaped by race, ethnicity, class, gender, sexuality, and other dimensions of our social locations.

**SEM N 295 On Being Human in Africa**The course examines the multiple experiences of Africans (their racialized and gendered existences, their affective relations, their ways of relating to and caring for each other and the land) and explores what it means to think and write about Africa. The course examines representations and discourses including fiction, academic writing, and social media and considers new paradigms and innovative technologies. Sophomores only

### Senior Seminars

Senior Seminars are the culmination of the Shared Passages Program. Disciplinary senior seminars integrate students' experiences inside and outside a particular major, while the interdisciplinary senior seminars listed below provide a liberal arts capstone experience, allowing students from a variety of majors to apply diverse aspects of their Kalamazoo College education to an interesting topic or problem.

### Senior Seminar Courses

**SEM N 407 The Quest for Happiness: Living the Good and Gracious Life**This course will draw on Psychological principles to explore how people can make their lives more fulfilling and meaningful. The course will focus on discussion and development of important life skills, including gratitude, resilience, and optimism, that are important for emotional well-being. Course assignments and discussions will emphasize reflection about one's own experiences at K as well as one's own goals for life post-graduation. Seniors Only

**SEM N 408 Slow Farming: Resilient, Just, and Joyful Agriculture**In this interdisciplinary Senior Capstone, students will critically examine recent movements in organic, local, and sustainable agriculture and explore how we might engage in transforming our individual, institutional, community, and political relationships with food and farming. This course includes a weekly practicum at Harvest of Joy Farm.

Contact Amy Newday for an advance copy of the course syllabus. There are required off-campus components for this course. Seniors Only

**SEMN 490 Arts Entrepreneurship** Art Entrepreneurship will look at the business of the arts in the 21st Century. Explore themes of entrepreneurship through case studies of successful entrepreneurs and investigate the lessons learned from failed arts organizations. This course will be focused on tangible skills musicians and other artists will need to compete in the creative marketplace. Roles of nonprofit arts organizations and presenters will be investigated. Concepts studied will include but not be limited to: networking, digital media & marketing, non-profit leadership, organizational structure, non-linear career paths, project management, fundraising, budgeting, taxes & copyright, and audience engagement.

**SEMN 491 Building the Archive: Baldwin & His Legacy** In November of 1960, James Baldwin delivered an address, "In Search of a Majority," at Stetson Chapel which was later published in his book *Nobody Knows My Name*. This seminar will approach this visit (and Baldwin's work) as a site of analysis. As an actual event, the occasion left artifacts (publicity, newspaper accounts, published essay). It also can be read within the legacy of other Civil Rights era visitors to the college, including Charles V. Hamilton (co-author of *Black Power: The Politics of Liberation*). Moreover, as a writer who addressed national and international identity, racial politics (personal and cultural), and sexuality, Baldwin's writings remain relevant. Through close attention to Baldwin and his milieu, this course will invite students to bring their own experiences and disciplinary knowledge to the reading, writing, and archival research. We will consider an archive of oral histories from those in the community who participated in or were influenced by the civil rights movement. This is a Shared Passages Senior Seminar and fulfills the Advanced Literary Study requirement. Seniors Only

**SEMN 492 American Indian Literature & Law** "American Indian Literature and the Law" is an interdisciplinary examination of the relationship between literary and legal texts that uses Critical Race Theory as a lens. Our goal is to uncover and analyze the complicated relationship between United States law and the creative productions of Indigenous nations of North America. At heart, this senior seminar asks us to reflect deeply on the power of storytelling and the relationship between "the text" and "the world." Our course is thus necessarily interdisciplinary, and we will conduct research on government documents relating to Indigenous peoples in addition to researching literary and cultural criticism on our texts, using these skills to develop final projects that reflect the interests of each student. This is a Shared Passages Senior Seminar and fulfills the Advanced Literary Study requirement.

**SEMN 493 Poetics of Love** From the romantic, the sacred, the familial, and the platonic, we will examine how the love poem form is used to make sense of self, violence, and death. Specifically, we will look at how poets from marginalized communities are commandeering this form. Jericho Brown writes, "When I say I love you, I mean for you to understand that I exist in relation to you." Through poetry, we will process the relationships we've made at K and prepare for new relationships post-graduation. We will cultivate a place for love in our lives and understand that as anti-fascist work. Poetry novices encouraged!

**SEMN 495 Exploring Stigma: Verbal & Visual Narratives** Exploring Stigma: Verbal & Visual Narratives Social stigma exists. It may be associated with perceptions toward mental illness, socioeconomic status, race, religion, gender identity, and body image, to name a few. Stories help humanize issues and are invaluable as educational and awareness-raising tools. Reading works of art therapy, psychology, and sociology, and engaging in experiential art processes, students will examine the existence of stereotypes, prejudice, and discrimination. Together we will explore how narratives and the creative arts can play a role in social justice and in eliminating stigma. Seniors only

**SEM N 495 Law and the Legal Profession**This course is designed to prepare seniors for entering law school and starting on their path toward a legal career. The class will begin by providing a brief overview of the legal system. We will then transition to discussing the structure of law school and the specific skills needed to succeed in that setting. To practice these skills, the class will spend four weeks simulating a typical law school course unit using torts, one of the standard topics covered in a law student's first year. This simulated unit will culminate in the students using case briefs and outlines they have prepared to take a fact pattern-based midterm exam, like those that they will see in law school. Finally, we will explore the legal profession, covering the many options that exist for both traditional and non-traditional legal careers, with assignments that will help students make decisions about the direction they want to take their legal education and career. Our exploration will include hearing from guest speakers who currently work in some of the most common sectors of the legal profession. Students will conclude this section of the course with an informational interview with a legal professional working in a field that interests them. Throughout the course, students will be writing structured reflections about these professional interactions and about what they have learned about the law more generally. Seniors only.

**SEM N 495 Vocational Calling in Healthcare**This senior seminar is open to all senior students contemplating careers in healthcare, public health, global justice and humanitarian aid. This course will review the knowledge gained about the mind and body, as well as the traditions/practices of various cultures or religions in the human race. Course discussions will provide applicable scenarios to provider care. Further, a variety of guest speakers to provide unique lens and perspectives to examine current trends in healthcare and community outreach to foster meaningful discussion/solution generation. Finally, each student will craft a vocational discernment narrative which will inform their future approaches to displaying appropriate empathy, exemplifying intercultural competence and avoiding burnout in their chosen field.

**SEM N 495 Real World: K-College**Kalamazoo College provides students ample opportunities to engage academically, experientially, globally, and intellectually. How do you connect those experiences to your plans for life after K? Through intentional self-assessment and reflection, practical career preparation activities, and projects with local and national employers, this course will help you reinforce your professional presence, enact a viable postgraduation strategy, and strengthen your network.

**SEM N 495 Collectivity and Society**Art collectives have a long history of setting out to affect social change and to blur the lines between art practice and real life. This class will explore some of these collectives and the issues they engaged with and ask the fundamental question: "can art change the world?" This class is open to all majors, backgrounds, and interests and will feature a high degree of discussion and collaboration.

**SEM N 495 Finding a Home in the World: Lessons in Sustainability From the Ancient Mediterranean**People have struggled with how to live sustainably and to mitigate environmental damage at least since humans began farming. Since that time, we have existed in a struggle with the world we occupy for resources to sustain us and to fulfill our desires, and yet there have always been those who have found a harmonious balance within it. This class will be an exploration of how to become part of that latter group, examining struggles, practices, and solutions from the ancient Mediterranean and from today, and working on a community-based project. This is a service-learning course.

**SEM N 495 Science Communication & Society**You know Neil deGrasse Tyson, Jane Goodall and Bill Nye as scientists and, importantly, as science communicators. But why do these folks stand out in the sea of science? In this course, we slingshot into the important role science communication has in society AND why society must be considered in order to communicate science effectively. You will have

opportunity to explore topics that are important to you (changing climate, current and historical injustices in SciComm, vaccine hesitancy etc.), and the course builds both theoretical and practical skills. During this course, we will harness the power of teamwork, creativity, connections and a wee bit of science to create accessible science-content for the community of Kalamazoo. Scientist students welcome, but NOT required! All majors can succeed and contribute to our cool content creations.

**SEM N 495 Generative AI: Concepts, Techniques, & Implications** This course will allow students to explore the basics of generative AI, combining foundational concepts with practical applications and discussions on societal, ethical, and interdisciplinary implications. Students will explore key generative models, experiment with their use, and critically analyze the broader impacts of generative AI across various disciplines such as art, business, science, and more. Through prompt engineering, students will focus on crafting effective inputs to maximize the utility and accuracy of generative AI systems.

**SEM N 499 Special Topic Senior Capstone** Senior Shared Passages Capstone special topics course. Topics will vary from course to course. SEMN-499 courses may be added to the curriculum throughout the year. Seniors Only

**SEM N 499F Crafting a Life - Fall** This course will help students define life goals and a direction based on values, purpose and passion, interests, identities, and a personal philosophy upon which they can build a life. Reflective practice is partnered with core practical life skills such as budgeting, public speaking, and interviewing, among others. This course requires students to begin imagining and preparing for the immediate next stages of life as well as the necessary work of designing a well-considered life plan. Seniors Only

**SEM N 499W Crafting a Life - Winter** This course will help students define life goals and a direction based on values, purpose and passion, interests, identities, and a personal philosophy upon which they can build a life. Reflective practice is partnered with core practical life skills such as budgeting, public speaking, and interviewing, among others. This course requires students to begin imagining and preparing for the immediate next stages of life as well as the necessary work of designing a well-considered life plan. SEMN-499F and Senior Standing

## Spanish Language and Literatures

Professors: Carosella, Faulkner, López Malagamba(chair), MacLean, Rábago, Valle, Vázquez Cruz, Zhezha-Thaumanavar

The Spanish program emphasizes a critical understanding of the Spanish-speaking world by focusing on language skills, analytical tools, and the study of a variety of cultural expressions. These studies are an effective way of gaining a deeper understanding of the world, which is an important element of a liberal arts education. The program offers courses in language, literature, linguistics, film and other cultural expressions from the Spanish-speaking world, as well as courses for the professions. There are study abroad opportunities in Spain, Ecuador, Mexico, Costa Rica, Chile, and Colombia, and a study away opportunity on the U.S.-Mexico border.

Off-campus experiences are complemented by on-campus study and experiences that maintain and improve a student's language skills. Opportunities to view Spanish language films, read Spanish publications, and converse with native speakers are an integral part of the Spanish program.

Faculty members meet students inside and outside the classroom, participate in campus activities, and counsel students regarding graduate and professional career choices in high school and college teaching, science, publishing, international trade, international banking, and other fields.

### **Placement**

Language placement exams are required for students who have taken Spanish courses or who are native or heritage speakers of Spanish, even if they are not sure they will continue studying Spanish at Kalamazoo College. Students with three or more years of high school Spanish will not be placed into SPAN 101. Placement exams for first-year and incoming transfer students completed by June 15th will be scored before First-Year Registration in July. All placement exams for first-year students taken between June 15th and August 15th will be scored prior to Orientation week. All students (including first-year students) who do not complete a language placement exam prior to the deadlines indicated above will not be able to register for Spanish until they have taken a language placement exam. Students needing to take the language placement exam have until the end of 4th week of the current quarter to complete the placement exam if they wish to take a language class the following quarter. Exams taken by the deadline will be scored in 5th week so that students will know their placement in time for registration for the next quarter.

Those students who wish to receive credit for language courses they have taken at another college or university before enrolling at Kalamazoo College must take the Spanish language placement test and test into a higher-level course than the one for which they are seeking credit. Any appeal of the placement test results should be directed to a Spanish faculty member.

### **Advanced Placement (AP) and International Baccalaureate (IB) Credit for Spanish Major and Minor**

Students with Advanced Placement (AP) or IB scores must still take the placement test in Spanish. An Advanced Placement (AP) score of 4 or 5 in Spanish language will count as one credit toward the Spanish major or minor, provided that the student takes Spanish 203 or beyond as her/his first Spanish course at the college.

An advanced placement (AP) score of 5 in Spanish literature shall count as one credit toward the Spanish major or minor provided that the student take Spanish 203 or beyond as her/his first Spanish course at the college.

IB scores of 5-6-7 on the Higher Level may count toward a major, minor, or concentration at the discretion of the department faculty.

### **Requirements for the Major in Spanish**

#### **Number of Units**

Eight units are required, not including SPAN 101, 102, or 201 but which may include the SIP. No more than two of these units can be earned during study abroad. No more than two units of these units can be earned during study abroad. No more than three units total may be earned off campus through any combination of study abroad, AP, IB, transfer credits or inter-institutional enrollment

#### **Requirements**

- SPAN 301 Introduction to Hispanic Literature (prerequisite to all 400 level courses)

- Spanish Senior Seminar (SPAN 491, SPAN 492, SPAN 493, or SPAN 494) taken during the student's senior year.
- Six electives, which must include:
  - Three 400-level electives. Three is the minimum required; however, students can take more electives at the 400 level and fewer at the lower levels.
  - A maximum of three electives at the 200 and 300 levels. These can include SPAN 202, SPAN 203, SPAN 205, SPAN 206, SPAN 210, or SPAN 302.
- Successful completion of Comprehensive Examinations during the Senior year, most likely during the senior seminar.
- Speech Communities: An experience of study abroad, study away, service learning, internship or community service in a Spanish-speaking environment; or growing up in a Spanish-speaking community that fostered the acquisition of language and cultural knowledge

### **Units from Study Abroad**

Only two units, to be used toward the major in Spanish, may be earned in a long term (6 month) or an extended term (9 month) program. One unit only from a short term (3 month) program may be used. **IMPORTANT:** Students who participate in the Costa Rica program will be able to count one study-abroad unit as a 200-level elective only.

1. The student who goes abroad **AFTER** having taken SPAN 301 may bring back one unit in hispanophone literature or culture, and another one in language or topics pertaining to the country/region; students on short-term programs may only bring back one unit. These units are typically classified as 400-level electives on an individual basis. That student must still take the Senior Seminar and enough 400-level courses on campus to complete the eight-unit requirement.
2. The student who goes abroad **BEFORE** having taken SPAN 301 may bring back one unit in hispanophone literature or culture and another one in language or topics pertaining to the country and region; students on short term programs may only bring back one unit. These courses are counted in ways that fulfill requirements on an individual basis. Students must still take SPAN 301, the Senior Seminar, and enough 400-level courses to complete the eight-unit requirement.

Spanish majors are expected to participate in a study abroad program and acquire a high proficiency of language skill. Spanish majors are encouraged to develop appropriate cognate programs in areas such as the Sciences, History, Political Science, Economics, Business, Music, Philosophy, Anthropology, Sociology, or International and Area Studies.

### **Requirements for the Minor in Spanish**

#### **Number of Units**

Six or more units are required, not including SPAN 101, 102, or 201. No more than one of these units can be earned during study abroad.

#### **Requirements**

- SPAN 301 Introduction to Hispanic Literature (prerequisite to all 400-level courses)
- Five electives, which must include:

- Two 400-level electives. Two is the minimum required; however, students can take more electives at the 400 level and fewer at the lower levels.
- A maximum of three electives at the 200 and 300 levels. These can include SPAN 202, SPAN 203, SPAN 205, SPAN 206, SPAN 210, or SPAN 302.
- **Speech Communities:** An experience of study abroad, study away, service learning, internship or community service in a Spanish-speaking environment; or growing up in a Spanish-speaking community that fostered the acquisition of language and cultural knowledge

### **Units from Study Abroad**

Only one unit, to be used toward the minor in Spanish, may be earned in a long term (6 month), an extended term (9 month) program, or a short term (3 month) program. **IMPORTANT:** Students who participate in the Costa Rica program will be able to count one study-abroad unit as a 200 level elective only.

1. A student may count one unit from abroad toward the minor in Spanish. The unit, which must be taught in Spanish, may be in the literature of the hispanophone world, or in language, or a cultural/topical course pertaining to the hispanophone world.
2. If a student has taken SPAN 301 (Introduction to Literature) before going abroad, the student brings back a unit in literature or culture (from abroad) towards the 400-level requirement for the minor. A student who goes abroad before taking SPAN 301 needs to take SPAN 301 and enough 400-level courses on campus after study abroad in order to complete the minor requirements. Students who go on study abroad before taking SPAN 301 should contact Spanish faculty prior to their return to determine which on-campus Spanish course to take next in the sequence and how their study abroad course will fit into their minor.

### **Spanish Courses**

**SPAN 101 Beginning Spanish I** Introduction to the Spanish Language and the Spanish-speaking world. Students begin developing competency in the four basic skills (reading, writing, listening, and speaking) through communicative activities and cultural exploration. Offered every quarter. SPAN-101L must be taken concurrently

**SPAN 102 Beginning Spanish II** Further development of the four skills through continued exploration of the Spanish-speaking world. Students will work to acquire the linguistic skills and cultural knowledge needed to navigate a variety of cultural settings. Offered every quarter. SPAN-102L must be taken concurrently. SPAN-101 or Placement Test

**SPAN 201 Intermediate Spanish** The refining and expansion of communicative skills. Students develop critical thinking and cross-cultural competency by reading, discussing, and writing about authentic texts. Offered every quarter. SPAN-102 or Placement Test; SPAN-201L must be taken concurrently

**SPAN 202 Conversation and Composition** Critical explorations of the Spanish-speaking world through focused reading, discussion, and related written assignments. Offered every quarter. SPAN-201 or Placement Test; SPAN-202L must be taken concurrently

**SPAN 203 Advanced Conversation and Composition** An introduction to the critical analysis of texts from the Spanish-speaking world. Students begin to acquire a more sophisticated knowledge of the intricacies of the Spanish-speaking world while putting into practice more complex forms of written and

oral expression. Offered every quarter.SPAN-202 or Placement Test; SPAN-203L must be taken concurrently

**SPAN 205 Linguistics, Identity, and Health**Spanish is one of the most utilized world languages. It is widely spoken across the Americas, Spain, as well as in many other geographical regions. Taught in Spanish, SPAN 205 has as its objective to expose students to the tripartite relationship that exists between linguistics, society, and personal identity. Students will be exposed to various topics related to combating linguistic discrimination and the fostering of linguistic equity in spaces of global and public health. Discussions will be focused on how the promotion of linguistic justice serves to ensure successful and impartial communication in contexts that may be of paramount importance to the well-being of members of both the Hispano and Anglo communities.SPAN-201 or place into SPAN-202 or above.

**SPAN 206 Business Spanish/Español Comercial**Business Spanish is a course aimed at developing students' communicative skills and intercultural awareness when interacting with Spanish-speakers in a business setting. The course employs a multifaceted, communicative approach to second language acquisition that foments the development of all essential skills: listening, speaking, reading and writing. The course is driven by topics, language functions and situations pertinent to business settings. Offered every fall quarter.Take SPAN-201 or place into SPAN-202 or above; SPAN-206L must be taken concurrently

**SPAN 210 Spanish for Heritage Speakers**Designed specifically for heritage speakers of Spanish, this course will draw upon students pre- existing linguistic skills and cultural knowledge to help them to acquire additional tools and broaden their repertoire in Spanish. Immersed in a welcoming and respectful atmosphere, students will review and strengthen vocabulary and grammar in accumulative, but non-linear ways, while inferring and/or applying the aforementioned to poetry and stories, but also to cultural artifacts, like popular music and film. This class is conducted in Spanish.Must have taken SPAN-201, or with instructor permission.

### **SPAN 298 Independent Study**

**SPAN 301 Introduction to Hispanic Literatures**An introduction to the periods, concepts, genres, and major figures of Spanish and Spanish-American literature. Using selected texts, discussion, and a variety of written assignments, this course will introduce students to literary analysis and bibliographic methods. Offered every quarter.SPAN-203 or Placement Test

**SPAN 302 Advanced Oral Communication**This course is for advanced Spanish students who are committed to improving their competency in spoken Spanish, and who are interested in moving to a cohesive multi-paragraph discursive level. Students will learn the strategies required to communicate effectively in a variety of contexts. Students will be expected to develop proficiency in a number of discursive modes including conversations, discussions, presentations, debates, and reports, among others. Attention will be given to pronunciation, intonation, both verbal and non-verbal communication, as well as the skill of active listening. Offered every winter quarter.SPAN-203 or placement into SPAN-301; must take SPAN-302L concurrently.

**SPAN 401 The Spanish-Speaking World on Film**Research, discussion, and analysis of selected topics and issues in the Spanish-speaking world as reflected in film. Students develop the vocabulary and critical-thinking skills necessary to analyze and interpret the genre in both oral and written form. This course may be repeated for credit toward graduation if the content is different, but may count only once toward the major or minor. Offered every winter quarter.SPAN-301

**SPAN 415 Fundamental Concepts in Spanish Linguistics**The diversity of Spanish language varieties reflects that of the Spanish-speaking world itself. In this course students will continue their study of Spanish by exploring some of the many components of the Spanish linguistic system. Initially, students will examine the Spanish sound system to then focus on word formation and sentence structure. The course additionally provides an overview of several fields of applied Spanish linguistics such as pragmatics, sociolinguistics, and bilingualism among others. This class is conducted in Spanish. Must have taken SPAN-301.

**SPAN 425 Topics in Spanish Linguistics**Focused study of geographically-oriented, linguistic variation in the Spanish-speaking world. Topics will vary to reflect the interests of students and the professor. Taught in Spanish. Must have taken SPAN-301

**SPAN 435 Advanced Literary Studies**Course focuses on major figures and movements in Spanish and/or Spanish-American literature. Topics will vary. May be repeated for credit if the course content is different. Offered occasionally. SPAN-301

**SPAN 445 Visual Practices in Latin America**This course introduces students to critical texts, debates and questions proposed by the visual studies field in the context of Latin American cultural production. It delves into various historical causes to reflect on how film, photography, painting, murals, etc. have been used as a tool of power and dominance and/or resistance and subversion. Students will examine the ways in which visual images have scrutinized the historical process and, at the same time, the ways in which history has shaped visual media. Offered every other year. SPAN-301

**SPAN 455 Limits of Genre**This course explores the limits of the traditional boundaries (poetry, narrative, drama, essay, documentary, cinema, etc.) among cultural classifications. Appropriate cultural, historical, and political context provides the backdrop to understand the crossing of boundaries among genres and the incorporation of diverse art forms. Offered occasionally. SPAN-301

**SPAN 465 Imperial Spain Enlightenment to the Restoration**A survey of Spanish literature from the 16th to the 18th centuries. This period covers Spain's imperial expansion, religious and political conflicts in Europe, and a problematic internal reorganization. This upheaval nevertheless sparked numerous literary innovations in narrative, theatre and poetry. Students will analyze literary texts, and appropriate secondary readings, in order to understand the key concepts and debates in the early modern period; some of which remain unresolved today. Offered every three years. SPAN-301

**SPAN 470 Modern Spain**A survey of Spanish literature from the 19th and 20th centuries. As Spain's overseas territories won their independence, the Spanish nation struggled to modernize and redefine itself. Lingering internal conflicts fueled a series of civil wars, and regional differences challenged national discourses on unity and identity. The literary sphere is where many of these clashes were articulated, and where many versions of modern and postmodern subjectivities were posited. Students will use literary and visual texts to examine important themes and movements in Spanish culture. Offered every three years. SPAN-301

**SPAN 475 Conquest, Colonization, and Independence**This course introduces Spanish America from the 15th century to the beginning of the 20th. As encounters and subsequent colonization took place, issues around race, social class, and economic structures found their way into chronicles, diaries, letters, essays and poetry. The emergence of the nation-state in the 19th century brought about a distinct affirmation of Spanish American individuality in some works, and a more cosmopolitan perspective in others. Towards the beginning of the 20th century a newfound stance of cultural unity and commonality prevails in the literary scene. Students will analyze texts and use supporting materials to understand

encounter, mestizaje, slavery, and identities as key concepts in understanding the Latin American continent.SPAN-301

**SPAN 480 Constructing Spanish-America**This course examines the 20th century in its political, historical, and cultural dimensions. As the century unfolded, each region of Spanish America experienced political upheavals, crises, and transformations (Mexico, Cuba, Nicaragua, Chile) while being impacted by the two World Wars, radical societal shifts, and global cultural exchanges. All of those elements led writers to break new cultural and artistic ground, which led from the Avant-Garde to the world-renowned Boom, its literary after-effects, and new developments in visual arts. Students will analyze texts by, among others, Mistral, Borges, Rulfo, Neruda, Márquez, Puig, and Traba, and will explore the impact of art forms such as film, painting, and music.SPAN-301

**SPAN 485 Undoing the Nation: Contemporary Cultura**This course explores Latin American cultural production from the 1980s to the contemporary moment. As the dictatorships and state violence of the 70s and 80s came to an end, Latin American nations witnessed the establishment of complex return-to-democracy and national reconstruction projects, as well as the installation of neoliberal programs. This course will cover major literary and visual works that (dis)articulate these economic and sociopolitical transformations. In addition, students will study 21st-century artistic tendencies and movements, which, while continuing to reflect on local/national historical processes, also engage post-national and transnational ideological frameworks.SPAN-301

**SPAN 491 Peninsular Spanish Seminar**Advanced study of outstanding authors, works, or genres that will vary to reflect the interest of students and the professor. Either SPAN 491 or SPAN 492 is offered every Winter quarter.One unit above SPAN 301 and senior standing

**SPAN 492 Spanish-American Seminar**Advanced study of outstanding authors, works, or genres that are generally recognized as seminal to an understanding of Spanish America's social, philosophical, and aesthetic traditions. Either SPAN 491 or SPAN 492 is offered every Winter quarter.One unit above SPAN 301 and senior standing

**SPAN 493 Seminar in Spanish Linguistics**Focused study of pertinent subfields or topics in Spanish Linguistics. These topics will vary to reflect the interests of students and the professor. Either 491, 492, or 493 is offered every Winter quarter. Prerequisite: at least one 400-level course in Spanish and senior standing.Must have taken one 400-Level Spanish course and senior standing.

**SPAN 494 Seminar on the Hispanophone Transatlantic**This course takes a transatlantic approach to Hispanic studies that includes, but is not limited to: intertextuality, the relationships between literature and music, Afro-Latin American studies, LGBTTQIA+ topics, Spiritism, visual arts, the critical study of creative writing, and digital humanities.Must have taken SPAN-301 and one 400-level course in Spanish

**SPAN 495 The Latin American Boom**Between 1958 and 1975, a cluster of Latin American authors revolutionized the literary landscape. Known as "The Boom" this period marks an extraordinary moment in the history of Latin American literature because it changed the perception of national literatures, and gave its authors worldwide recognition. This course covers major literary works that emerged as a counter discourse to the nationalist and dictatorial regimes that dominated the political and economic spheres of the era. Students will study the Latin American Boom by recognizing the particularities of different authors/regions, but also by identifying points of encounter and divergence in the treatment of topics and creative processes.SPAN-301

**SPAN 495 Indigeneity in Latin America**This course studies representations of indigeneity in Latin America from the colonial period to the present. By analyzing racialized colonial discourses and their presence and ruptures in the modern and contemporary periods, the course examines the tensions between official ideologies and everyday indigenous practices and cultures. The analysis of the aesthetization and textualization of indigenous identities, languages and cultures will bring to light the historical processes that have constituted the indigenous subject and, at the same time, the counter narratives arising from indigenous voices and spaces to expand and/or challenge notions of gender, class, and race. Must have taken SPAN-301.

**SPAN 495 The Latin American Short Story (1920 - Present)**This course situates the Latin American short story as a counter discourse to the nationalist and dictatorial regimes that dominated the political and economic spheres of the Twentieth century as well as the neo-liberal, globalization-driven models of the present. These stories directly challenged and interrogated the dominant ideology of the times by calling attention to the limitations of genre; but most notably, by suggesting that official Histories are written to benefit those in power. Must have taken SPAN-301.

**SPAN 495 Hispanophone African & Afro-Diasporic Works**This course tackles a diverse array of artistic works produced by Spanish-speaking Black authors, musicians and visual artists from Equatorial Guinea, Spain and Latin America. One of the core intentions of this transatlantic approach is to identify how these individuals appropriated from the conventionalisms of language to communicate, transgress and free their own linguistic, philosophical, political, gender/sexual and aesthetical reflections. The second intention is to explore these productions as means for writers and artists to decolonize language and insert themselves in game-changing dynamics that aim to-and ultimately-transform society. Finally, this course emphasizes authenticity. The creative works and intellectual proposals analyzed in class document the hopes and struggles, the stories and histories, the paradigm-shifting aesthetics and the subversions of their producers, who-while doing so-also fix and validate in books and other media the evolution of their dialects. Must have taken SPAN-301

**SPAN 4XX Tbd**

**SPAN 4XX Tbd**

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

**SPAN 600 Teaching Assistantship**

## Theatre Arts

Professors: Pruis (Chair), Potts (Executive Director of Festival Playhouse), Thomas, Menta (Emeritus)

Dedicated to the liberal arts traditions and innovations of Kalamazoo College, the Department of Theatre Arts offers students access to the collaborative nature of drama through the integration of both creative and analytical courses, production laboratories, internships, and individualized projects. By studying the wealth of worldwide theatre traditions reflecting the pluralism in our society and the interdependence of all peoples and cultures, students gain the research tools for self-discovery; informed, critical thinking; the

ability to take action on their ideas and responsibilities; and the development of the kind of self-esteem and values that will lead them as artists toward enjoying a lifelong journey of personal growth and inquiry in a climate whereby each may learn to speak with his or her own voice.

Open to all, majors and nonmajors alike, theatre arts productions emphasize both personal and skill development in acting, design, stage management, arts management, technical areas, and directing. The productions also serve as creative activities for students and enjoyable, thought-provoking entertainment for audiences. The academic program focuses upon a wide range of dramatic styles, encouraging students to understand the breadth of dramatic literature from the classical to the most contemporary. Experiential components are clearly linked with classroom studies and offer involvement with the Festival Playhouse Company, drama study in England, student projects in the experimental Dungeon Theatre, placement with regional and professional theatres, and opportunity for participation in the GLCA New York Arts Program. Students interested in these opportunities should consult with department faculty regarding options and prerequisites.

### **Requirements For the Major In Theatre Arts**

#### **Number of Units**

Ten units are required. Except for the dramatic literature courses for the theatre major must be taken on campus.

#### **Required Courses**

##### **Foundations (Two units to be completed in first year):**

- THEA 110 Stagecraft
- THEA 120 Fundamentals of Acting

##### **Explorations (Four units to be completed, if possible, by end of second year):**

- One design course (to be completed by end of sophomore year) chosen from among:
  - THEA 210 Stage Lighting
  - THEA 235 Costuming & Stage Makeup
  - THEA 240 Scenic Design
- Two theatre histories chosen from:
  - THEA 155 Introduction to African-American Theatre
  - THEA 270 Theatre of Illusionism
  - THEA 290 Asian Theatre
  - RELG 230 Dance, Drama, & Devotion in South Asia
- One dramatic literature course chosen from:
  - ENGL 154 Reading the World: Global Stages
  - ENGL 264 Global Shakespeares

- ENGL 265 Shakespeare
- THEA 255 Playwriting

(Another option is that a third theatre history course may substitute for the one dramatic literature course. Appropriate courses taken at Study Abroad Centers may also be eligible.)

**Connections (three units to be completed in junior and senior year):**

- THEA 380 Directing I
- THEA 490 Senior Seminar
- And at least one course chosen from among:
  - THEA 115 Community Dialogue Techniques
  - THEA 210 Stage Lighting
  - THEA 215 Dramaturgy
  - THEA 225 Developing a Character
  - THEA 235 Costuming & Stage Makeup
  - THEA 240 Scenic Design
  - THEA 305 Voice & Diction
  - THEA 420 Advanced Acting
  - THEA 445 Advanced Design
  - THEA 480 Advanced Directing

**THEA 200 Production Practicum (one unit of four different 1/4 units)**

Throughout their four years, theatre arts majors must distribute each 1/4 unit in a different area of production (acting, stage management, costuming, lighting, scenery, sound, properties, etc.) Non-majors are also encouraged to apply for this practicum and register for ¼ credit.

The department believes strongly in the importance of interdisciplinary studies as a means of directly enriching a theatre focus and highly recommends cognate courses in the arts, literature, history, international area studies, writing, and women and gender studies. All majors and minors must complete one unit of THEA 200 as a graduation requirement, which is a regular part of their theatre production involvement. Please see the department faculty for specific instructions to complete the THEA 200 unit.

**Requirements for the Minor in Theatre Arts**

**Number of Units**

Six units are required.

All courses for the theatre minor must be taken on campus.

**Required Courses**

- One unit of THEA 200 (see THEA 200 requirement for major)
- One unit from each of the following areas:
  - Performance THEA 115, 120, 225, 305, 380, 420
  - Design/Technical THEA 110, 210, 235, 240
  - Theatre History THEA 155, 260, 270, 290, RELG 230

### **Electives**

Any two additional units in theatre arts.

Students should meet with department faculty when selecting this minor.

### **Theatre Arts Courses**

**THEA 110 Stagecraft** Introduction to the principal topics and practices of technical support for theatre production: construction of stage scenery, scene painting, properties, rigging/focusing of lights, sound techniques, basic technical craft skills, and production communication practices. Fifteen-hour production lab required.

**THEA 115 Activating Theatre Techniques for Community Dialogue** A workshop course based on the Activating Theatre techniques of Augusto Boal. A developmental skills course in creating forum theatre for community and social change, and for moderating effective group dialogue. Interdisciplinary links with psychology, sociology, women and gender studies, and education with a focus on both experiential education and interpersonal communications.

**THEA 120 Fundamentals of Acting** Introduction to the skills necessary for performing on stage. This course is an exploration of the fundamental techniques necessary for beginning scene and monologue study in modern and contemporary realism. Through physical and vocal exercises, text and character analysis, scene and monologue studies, the student is introduced to the process of acting preparation and performance. Excellent course for nonmajors seeking an introduction to the art of acting.

**THEA 155 Introduction to African-American Theatre** Survey/lecture course from an African-American perspective, examining the activities and developments of Black American life as evidenced through its theatre, with emphasis on history, philosophy, dramatic creations, criticism, and socio-psychological concerns. Includes lectures in theatrical contributions of Western and African civilizations.

**THEA 200 Theatre Production Practicum** Each student involved in a significant role on regular theatre productions is a participant in the Festival Playhouse Company and shall thereby earn 1/4 unit of credit per production. Students may earn a maximum of two full units through THEA 200. Theatre Arts majors and minors must distribute each 1/4 unit in a different area of production (acting, stage management, costuming, lighting, scenery, sound, properties, publicity, etc.). Students must register themselves into Theatre 200 by then end of second week of the quarter in which they are participating. Instructor permission may be required.

**THEA 210 Lighting Design** Studies in the ideation and communication techniques of stage lighting; emphasis on play analysis, sculpting and painting with light, color theory, drafting, projection, and practical laboratories. Fifteen-hour production lab required.

**THEA 215 Dramaturgy**An examination into the role of the dramaturg in modern theatrical practice that also considers the importance of dramatic structure as a means of achieving successful storytelling onstage.

**THEA 225 Developing a Character**Advanced work in characterization with emphasis placed on building a character through various acting techniques, including Stanislavski, Suzuki, Viewpoints, and improvisational exercises. A continuation of THEA 120, this course is designed to deepen the student's understanding of their acting process combined with the discovery of voice and body in relation to character development. The course includes partner and monologue work, as well as written assignments. THEA-120

**THEA 230 Dance, Drama, & Devotion in South Asia**A wide range of different vibrant and colorful dance, drama, and music performance traditions are found in South Asia (the region comprised of the modern countries of Afghanistan, Bangladesh, Bhutan, India, the Maldives, Nepal, Pakistan, and Sri Lanka). South Asia is also one of the most religiously diverse regions of the world. Along with being the birthplace of the Hindu, Buddhist, Jain, and Sikh religions, South Asia is also home to followers of Islamic, Christian, Jewish, and Zoroastrian traditions. This course explores how different performance traditions are used to express religious devotion in South Asia as well as in the South Asian diaspora. Along with reading journal articles, book chapters, and forms of multimedia journalism, we will also watch several videos of different performances from the realms of dance, theater, and music with English subtitles.

**THEA 235 Costuming and Stage Makeup**This course is split into two sections: stage makeup and costuming. The makeup section will introduce the student to the basic principles of makeup application and design for the stage. The costume section will introduce the student to the basic techniques, tools, and materials used in costume construction along with an introduction to costume shop organization. Fifteen-hour production lab required.

**THEA 240 Scenic Design**Practical application and study of scenic design, including play analysis and historical research, followed by sketches, decor, drafting, construction of models, and color renderings. Focus upon the principles of movement, scale, color, light, silhouette, environment, and composition. Fifteen-hour production lab required.

**THEA 255 Playwriting**An introduction to playwriting, examining such topics as script analysis, dramatic structure, characterization, rhythm, and imagery. In addition to specific writing projects, students will also read and analyze representative plays.

**THEA 270 Theatre of Illusionism: Western Theatre From the Renaissance to Early Film**Study of Western theatre history from the Italian Renaissance to the evolution of early film, emphasizing the trend of the theatre to simulate the details of everyday life and the growth of theatre as an entrepreneurial institution that informed developments in audience, playwriting, acting, and design.

**THEA 290 Asian Theatre**A survey of selected topics in classical Asian theatre and performance from among the Noh, Kabuki, and Bunraku Theaters of Japan; Yuan Drama and Classical Opera of China; Sanskrit Drama and Kathakali Dance Theatre of India; and some other historical and current performance trends and styles. A study of theories of intercultural performance and Asian theatre influences on the West.

**THEA 305 Voice and Diction**Study of techniques for actors to develop the vocal production necessary for stage performance. Training in Fitzmaurice Voicework, Standard American English for neutralized

dialect, and phonetic ear training. Class exercises, monologues, vocal physiology, proper warm-up techniques, and care for the professional voice. THEA-120 and sophomore standing or with instructor permission.

**THEA 380 Directing I** Introduction to the art of stage direction including its history, development, functions, and components; study of script analysis, composition, working with actors, and the organization of a production. Weekly rehearsal lab required. THEA-120 & Theatre Majors Only

**THEA 420 Advanced Acting** Introduction to the skills necessary to act in plays from some major periods and styles of dramatic literature: Shakespeare and Restoration. Class exercises, monologues, scene study, workshop performances, written assignments, and analysis of dramatic literature will form the basis of the course work. Specific costume pieces, including shoes, which are not provided by the department, are required to be worn during the classes and in rehearsals. THEA-225

**THEA 445 Advanced Design** Advanced forms of scenery, costume, or lighting study selected in consultation with the instructor. May involve portfolio development and design of main-stage productions. THEA-210, THEA-235, or THEA-240

**THEA 480 Advanced Directing** Advanced problems in directing for the upper-level student, with a focus on independent projects and directing a one-act play. THEA-380; Instructor permission required

**THEA 490 Senior Seminar** Preparation for the professional working world in theatre. Résumé preparation, various workshops and professional guest speakers. Discovery and articulation of artistic goals through group activities, written assignments, and readings. Class group agenda project. Preparation for required departmental SIP presentations. This course also include Theatre Arts Departmental Comprehensive Written and Oral Exams. Theatre major with senior standing.

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

**THEA 600 Teaching Assistantship** Teaching Assistantships in Theatre may be approved on a case-by-case basis, according to course subject and will typically vary in responsibilities and expectations, which are clarified and agreed upon, in advance by Professor and student. Permission, as well as senior standing is required.

## Women, Gender, and Sexuality

Professors: Boatwright, Boyer Lewis, Butler, Carroll, Day-Fletcher, Einspahr(Chair), Elman, Fong, Hahn, Lopez Malagamba, Maldonado-Estrada, Manwell, Petrey, Pillai, Pruis, Rojas, Sederberg, Smith, Sugimori, Weng

The major and concentration in Women, Gender, and Sexuality offers an interdisciplinary approach designed for students wishing to pursue these interests systematically in their academic programs. The major is strongly recommended for those considering graduate work in women's, gender, and/or sexuality studies, but both the major and concentration are intended to enrich the liberal arts experience of any student through concerted study of a significant dimensions of human experience. The program aims to include the widest possible spectrum of issues affecting women and GLBTQIA+ individuals and to

understand how those issues intersect with other categories of identity, including race, nationality, religion, class, and ability. Students are encouraged to select courses from across different disciplines, in order to become acquainted with a variety of perspectives and methodologies. Those considering the major or concentration are encouraged to consult with the director as early as possible in order to make the most of the opportunities available.

## **Requirements for the Major in Women, Gender, and Sexuality**

### **Number of Units**

Eight units are required

### **Required Courses**

In the major, required courses are designed to introduce students to fundamental concepts and issues in Women, Gender, and Sexuality through the lens of disciplines representing the arts, the humanities, and the social sciences. Through this core, students should begin to see parallels between disciplines, to develop a basic vocabulary in the field of WGS, and to become familiar with major works, thinkers, and directions in the field.

The following four courses are required of all Women, Gender, and Sexuality majors:

- WGS 101 Introduction to Women, Gender, and Sexuality
- WGS/POLS 265 Feminist Political Theories
- WGS 390 Feminist and Queer Inquiries
- WGS 490 Seminar in Women, Gender, and Sexuality

### **Elective Courses**

Four elective courses representing at least two divisions. Please note: all of the classes listed below have been pre-approved as electives, but any class that substantially includes gender and sexuality as a topic can be counted as an elective with the approval of the WGS program director. This includes classes taken during study abroad or at another college or university.

### **Fine Arts**

- ARTH 160 Art, Power, and Society
- ARTH 265 Modern Avant-Garde
- ARTH 290 Art and Gender
- ARTH 345 Performance Art
- ARTH 360 Queer Aesthetics

### **Humanities**

- CLAS/HIST 230 Women in Classical Antiquity
- ENGL 323 Chicanx Literature
- ENGL 324 Early Modern Women's Literature: Shakespeare's Sisters

- ENGL 325 19th Century Women's Literature: The Epic Age
- HIST 204 American Women's History to 1870
- HIST 205 American Women's History Since 1870
- HIST 238 Gender and Sexuality in Premodern Europe
- HIST 246 Gender and Sexuality in 19th Century Europe
- HIST/RELG 267 Women and Judaism
- HIST 292 WGS in Early Latin America
- PHIL 311 Postmodern Critical Theory
- RELG 205 Religion and Masculinity in the U.S.
- RELG 241 Princesses, Demonesses, and Warriors: The Women of South Asian Epics

### **Modern and Classical Languages and Literatures**

- CHIN 260 Women in China
- GERM 204 Advanced German II
- JAPN 250 Manga/Anime and Gender in Modern Japan

### **Social Science**

- ANSO 220 The Family
- ANSO 225 Sex and Sexualities
- ANSO 495 Queer Sexuality and the City
- POLS 310 Women, States, and NGO's
- PSYC 270 Feminist Psychology of Women
- PSYC 465 Advanced Psychology of Sexuality

### **Requirements for the Concentration in Women, Gender, and Sexuality**

#### **Number of Units**

Six units are required.

#### **Required Courses**

In the concentration, required courses are designed to introduce students to fundamental concepts and issues in Women, Gender, and Sexuality through the lens of disciplines representing the arts, the humanities, and the social sciences. Through this core, students should begin to see parallels between disciplines, to develop a basic vocabulary in the field of WGS, and to become familiar with major works, thinkers, and directions in the field.

The following three courses are required of all Women, Gender, and Sexuality concentrators:

- WGS 101 Introduction to Women, Gender, and Sexuality
- WGS 490 Seminar in Women, Gender, and Sexuality
- WGS/POLS 265 Feminist Political Theories or WGS 390 Feminist and Queer Inquiries

In the concentration, required courses are designed to introduce students to fundamental concepts and issues in Women, Gender, and Sexuality through the lens of disciplines representing the arts, the humanities, and the social sciences. Through this core, students should begin to see parallels between disciplines, to develop a basic vocabulary in the field of WGS, and to become familiar with major works, thinkers, and directions in the field.

### **Elective Courses**

Three elective courses chosen from the approved list above. Please note: all of the classes listed above have been pre-approved as electives, but any class that substantially includes gender and sexuality as a topic can be counted as an elective with the approval of the WGS program director. This includes classes taken during study abroad or at another college or university.

### **Senior Integrated Project (SIP)**

The SIP in Women, Gender, and Sexuality is encouraged but not required. Any faculty member regularly teaching in the Women, Gender, and Sexuality program may direct a SIP in Women, Gender, and Sexuality.

Juniors planning to write a SIP in WGS are required to enroll in WGS 390: Feminist and Queer Inquiries.

Various resources exist to fund SIP research. A couple to consider are Arcus Center for Social Justice Leadership Fund and CIP Grants for Student Projects Abroad.

### **Procedure for Approval**

1. Enroll in WGS 390: Feminist and Queer Inquiries in your Junior Spring term. Discuss your plans to write a SIP in WGS with your proposed SIP advisor or with the WGS program director, who may recommend an appropriate advisor.
2. Revise your SIP proposal on the basis of your advisor's recommendations and submit it for signatures by the end of Week Eight of Spring term. The SIP proposal should be signed by the student and advisor and be delivered to the WGS program director. (Remember you must also register for the SIP with the Registrar).
3. Keep in mind that this is a provisional plan, and while we expect you to stick to your outline and schedule of research, we do recognize that your hypothesis and sources are a bit tentative. If your research takes a substantially different track than that proposed in your proposal, please contact your advisor immediately to get his or her advice.

### **Length**

A thesis or research SIP might be comprised of 2-4 parts/sections/chapters, an introduction and conclusion, or some organizational equivalent. The student may make use of Internet source materials but not exclusively. The number of required bibliographic citations will be determined by the SIP advisor in consultation with the student. Guidelines: 1 unit: 30-50 pages of writing, excluding bibliographic materials; 2 units: 51-80 pages excluding bibliographical material.

Criteria for evaluation of other kinds of SIPs should be established in advance with the SIP advisor(s) and the WGS director.

### **Evaluation**

The SIP is read and evaluated by the SIP advisor, according to the criteria set and agreed upon by the SIP advisor and the student, and on the basis of the student's success in meeting deadlines, completing revisions, and producing a competent piece of work.

If the SIP advisor would like to recommend the SIP for Honors, another member of the WGS program or occasionally a faculty member outside the program reads it. If that faculty member agrees, then the SIP is awarded Honors. One and two unit SIPs are eligible for consideration for honors.

### **Submission Requirements**

For all SIPs, the final copy (i.e., no more revisions) is due to the SIP advisor no later than Friday of the second week of the term following the SIP quarter. For Summer SIPs, this means the second week of Fall quarter, even though Summer SIPs appear with the Fall registration. Students are expected to be completely finished with all work associated with the SIP by the time, with the possible exception of departmental symposia in later terms.

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

### **Women, Gender & Sexuality Courses**

**WGS 101 Introduction to Women, Gender, and Sexuality** This course offers all students, including prospective concentrators in Women, Gender, and Sexuality, an introduction to the field, with attention to fundamental issues in women's, gender, and sexuality studies. The course will identify the forms and sites of gender oppression, as well as the collective responses by women and queer people to their conditions. In introducing the concept of structural inequality as it has affected the lives of women and queer people, it will also explore how gender and sexuality are constructed alongside and through other categories of identity, including race, class, nationality, religion and ability.

**WGS 265 Feminist Political Theories** A core course in the Women, Gender, and Sexuality curriculum, Feminist Political Theories introduces students to a wide variety of feminist theoretical frameworks. We will examine what it means to do feminist theory; modern feminist theories, including liberal, radical, Marxist, socialist, and anarchist feminisms, as well as intersectionality theories; postmodern feminist thought, including queer and transgender theories and third-wave feminisms; and postcolonial feminist theories from early modernity to postmodernity. Sophomore Standing

**WGS 390 Feminist and Queer Inquiries** An examination of the forces that have shaped or that are currently reshaping women, gender and sexuality studies. Focusing on the ways that recent work has drawn upon and challenged disciplinary forms of knowledge, the course aims to familiarize students with the current status of feminist and queer scholarship. The class encourages students to define their own critical interests and place themselves within this larger, scholarly conversation. Course will also prepare students for the SIP. Open to juniors. Must have taken WGS-101.

**WGS 490 Seminar in Women, Gender & Sexuality** A study of a particular aspect of feminist theory, history, or practice. Emphasis upon the theory and methodology of Women, Gender, and Sexuality,

collaborative learning, and alternate source material. Topics vary annually. Senior Majors & Concentrators Only

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

**WGS 600 Teaching Assistantship**